

The Preparedness of Teachers for the Implementation of the Competency-Based Curriculum (CBC) Towards Acquisition of Employability Skills in Selected Schools in the Archdiocese of Bamenda, Cameroon.

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ABSTRACT

This study explores teachers' preparedness towards implementing the Competency-Based Curriculum (CBC) in fostering employability skills among students in selected schools within the Archdiocese of Bamenda, Cameroon. The CBC emphasises learner-centred pedagogies and the acquisition of practical competencies necessary for the world of work. However, its successful implementation depends significantly on the readiness and capacity of teachers. The study was built on the following objectives: to investigate the nature and adequacy of teacher training; assess teachers' understanding of the CBC and its link to employability skills; examine the instructional strategies they use; and identify the challenges they encounter in integrating employability skills into practice. Using a mixed-methods research design, data were collected from 86 teachers through questionnaires, interviews, and classroom observations. The findings reveal that while most teachers understand the general philosophy of the CBC, they lack adequate training, resources, and pedagogical tools necessary for effective implementation. Additionally, curriculum support and professional development inconsistencies have limited their ability to integrate employability skills into daily teaching. Despite these challenges, teachers expressed a willingness to adapt and highlighted the need for ongoing in-service training, curriculum alignment, and institutional support. The study concludes that teacher preparedness is a crucial determinant of CBC success and recommends strategic interventions by educational stakeholders to equip teachers with the necessary competencies for effective employability-focused education delivery.

Keywords: Competency-Based Curriculum, Teachers' Preparedness, Employability skills, Teaching and learning methods.

INTRODUCTION

In the 21st century, education systems worldwide are undergoing significant reforms aimed at equipping learners with practical skills, attitudes, and values necessary for employability and lifelong learning. One of the most prominent responses to these demands has been the adoption of the Competency-Based Curriculum (CBC), which shifts the focus from rote memorisation to the acquisition of competencies relevant to the real world, including communication, collaboration, problem-solving, and creativity. In Cameroon, the introduction of the CBC aligns with global educational trends and national development goals, specifically aimed at preparing youth for effective participation in a rapidly evolving labour market.

Background

The national shift to the Competency-Based Curriculum (CBC) in Cameroon is a direct, strategic curricular response seeking to equip learners with practical and employability skills essential for the 21st-century

workforce. There has been a widely documented urgency in reforming education systems globally, with a clarion call on the need for conscious, deliberate, and strategic curricular response to the demands of the 21st Century (Karua et al., 2025). According to Begum and Liton (2018), educators and workforce experts believe that without the required 21st-century skills, young people graduating from high schools will not be able to integrate into the global economy, which is detrimental to the sustainable development agenda.

However, the successful implementation of this learner-centred approach, which emphasises practical activities and outcome-based assessment, largely depends on the preparedness of teachers. In the Archdiocese of Bamenda, concerns have been raised about the extent to which teachers, who are the primary agents of curriculum delivery, are adequately trained and equipped to integrate employability skills into classroom instruction. Despite awareness of the CBC's philosophy, many educators reportedly lack the necessary pedagogical skills and resources to apply its principles effectively. This study, therefore, investigates teacher preparedness as a key factor in realising the goals of the CBC in selected schools within the Archdiocese of Bamenda.

Statement of the Problem

The effective implementation of the Competency-Based Curriculum (CBC) in Catholic schools across the Archdiocese of Bamenda, Cameroon, is crucial for fostering employability skills among students. Research confirms that curriculum success is highly dependent on well-prepared instructors who possess a thorough understanding of the new framework (Njiru, 2023; Atem and Joseph, 2020).

However, a critical gap exists between CBC policy and pedagogical practice. Preliminary observations and field reports indicate that while over 90% of teachers have heard about the CBC, the majority lack the adequate training and pedagogical competence necessary to implement it in ways that foster employability skills. This gap is symptomatic of several practical challenges: teachers, trained under the content-based system, struggle to adapt to learner-centred methodologies and competency-focused assessment techniques; this situation is exacerbated by a lack of instructional materials aligned with CBC principles, limited in-service training opportunities, and inconsistent support from education authorities. Consequently, the core problem is that learners may not be acquiring the very employability skills the CBC aims to instil, thereby undermining the national goals of the curriculum reform. Therefore, this study is necessary to establish the level of preparedness of teachers in the Archdiocese of Bamenda, Cameroon, towards effective CBC implementation for the acquisition of employability skills.

General Objectives

The extent to which teachers are prepared for the effective implementation of the CBC in fostering employability skills among students in selected schools in the Archdiocese of Bamenda.

Specific Objective

1. **To assess the level of teachers' preparedness** for the effective implementation of the Competency-Based Curriculum (CBC) in selected schools within the Archdiocese of Bamenda.
2. **To identify the challenges faced by teachers** in implementing the CBC towards promoting employability skills in the selected schools of the Archdiocese of Bamenda.

Research Questions

1. How prepared are the teachers to effectively implement CBC towards the acquisition of employability skills?
2. What are the challenges faced by teachers in the implementation of CBC towards the acquisition of employability skills?

LITERATURE REVIEW

Introduction

Competency-Based Curriculum (CBC) is an educational approach that focuses on specific competencies rather than traditional content coverage. It aims to equip learners with functional knowledge and skills for real-world application, aiming to graduate students who are knowledgeable and can effectively apply their knowledge in various contexts. Several studies on teacher preparedness in Cameroon under the Competency-Based Approach (CBA/CBC) are relevant to the research context of the Archdiocese of Bamenda due to similarities in language, education systems, and challenges, despite fewer studies compared to Kenya and Uganda. We shall look at the theory of Michael Fullan (20216), the literature review and finally the gaps in the topic.

Theory and conceptual framework

The shift to Competency-Based Curriculum (CBC) is an educational innovation, emphasising the development of practical, transferable competencies that are aligned with the demands of the labour market. Teachers take centre stage as change agents here. Their readiness—knowledge, competencies, attitudes, and institutional support—determines the success of CBC implementation, especially in developing the employability skills of students. Michael Fullan's Change Theory (2016) offers a detailed model of the dynamics of educational change. The theory focuses on the contribution of moral purpose, capacity building, relationship building, coherence, and leadership in mobilising sustainable change. Applying this theory allows for a scrutiny of how teachers react to CBC and how systemic conditions influence their receptivity.

Fullan's theory emphasises moral purpose, which is the belief in the curriculum as a tool for equipping students with skills for daily life. Teachers who view CBC as empowering students to succeed beyond the classroom are more likely to be deeply involved in its ideology and techniques. Capacity building is essential for effective change, including providing teachers with the right training, materials, and guidance to implement CBC confidently. Capacity building is crucial for teachers to effectively implement competency-based curriculum (CBC) in classrooms, ensuring they have the necessary training, materials, and guidance. Fullan emphasises the importance of understanding the complexity of transitioning from teacher-centred content pedagogy to skill-based, student-centred approaches, stating that successful uptake requires a clear understanding of CBC's purpose and intention. Fullan emphasises the significance of cooperation and trust among stakeholders in implementing CBC, which involves forging strong relationships between teachers, school leaders, curriculum developers, and industry partners to ensure employability skills are taught and aligned with workforce needs. To ensure sustainable change, teachers need consistent alignment between CBC goals, teaching practice, assessment, and national education/employment policies. Coherence helps teachers understand their role within the reform agenda. Leadership is crucial in informing and sustaining change, modelling CBC practice, providing support, and encouraging innovation. Commitment to CBC and employability skills directly affects teachers' motivation and confidence in curriculum implementation. Fullan's Change Theory examines the systemic, interpersonal, and personal factors influencing teachers' readiness to implement CBC, highlighting that readiness is not solely based on technical ability but also on belief, support, and coherence. In the next paragraphs, the literature from the global, continental and local levels that will then lead to the conceptual gap of the study.

Global Perspectives on CBC Implementation

Literature Review: Global Perspectives and Local Gaps in Teacher Preparedness for CBC Implementation Toward Employability Skills in Bamenda, Cameroon.

The global move towards Competency-Based Curriculum (CBC) reflects a growing recognition of the need to orient education towards the demands of the 21st-century job market. CBC targets the acquisition of effective, transferable skills—broadly referred to as employability or life skills—over factual memorisation and content-focused instruction. While CBC has been implemented in a majority of nations as a school reform model, effective implementation greatly depends on the willingness of teachers to deliver competency-based education. This literature review discusses global CBC trends, highlights significant challenges in teachers' preparation, and indicates potential gaps in the case of a few Catholic schools in Bamenda, Cameroon.

Internationally, CBC has been adopted as a strategic response to the incompatibility of traditional education systems with labour market demands. In the US, CBC is used to reinforce mastery-based progression and tailored learning, particularly in post-secondary education and vocational training (Le et al., 2014). Competencies transfer sales like collaborative work, creativity, and information and communication technology (ICT) literacy are integrated into the subjects of Finland's education system to enable holistic development (Sahlberg, 2015). In Asia, states like South Korea and Singapore have incorporated CBC values in state curricula to cultivate innovation and global competitiveness.

In Sub-Saharan Africa, adoption is increasing. Kenya's Basic Education Curriculum Framework (BECF) serves as a case study with an emphasis on competencies such as communication, citizenship, and digital literacy to address youth unemployment and skills mismatches (KICD, 2017). Rwanda and Ghana have also initiated CBC reforms intended to boost learner achievement and economic productivity. These global efforts reflect a shared interest in making learners ready for the employability skills that are required to enable them to compete with advanced, dynamic work environments.

Macro-Level Objectives of CBC

At the macro level, CBC aims to: Bridge the education-employment mismatch by aligning learning outcomes to the needs of the labour market. Promote inclusive and equitable education through learner-centred education. Foster lifelong learning and adaptability by developing critical thinking, problem-solving, and digital literacy. Support national development by providing a quality workforce capable of leading innovation and economic growth. These goals align with international agendas such as UNESCO's Education 2030 Agenda and the Sustainable Development Goals (SDG 4), which demand quality education that enables pertinent skills for work, entrepreneurship, and citizenship.

Teacher Preparedness: A Global Challenge

Despite the mass adoption of CBC, teacher preparedness remains a worldwide issue. Literature identifies some abiding issues: Ineffective professional development: Teachers receive minimal training in pedagogy, assessment methods, and integrate employability skills (UNESCO, 2021). Resistance to pedagogy: Teachers struggle to shift pedagogies from traditional, teacher-centred procedures to learner-centred approaches required by CBC (OECD, 2019). Limited instructional resources: In low-resource environments, the lack of pedagogical materials, digital resources, and infrastructure hinders effective CBC delivery (World Bank, 2020). Assessment complexities: Teachers find it challenging to develop formative assessments that reflect competencies as opposed to content knowledge. These challenges point to teacher capacity-building as a priority to ensure CBC successful implementation.

Contextual Gaps in Bamenda, Cameroon

In Cameroon, CBC has been introduced as part of broader education reforms aimed at improving learner attainment and employability. In Bamenda, however—a socio-politically volatile and resource-constrained area—implementation of CBC is even more difficult, especially in Catholic schools that tend to operate with minimal state intervention. Assessment complexities: Teachers find it difficult to design formative assessments to measure competencies, rather than content knowledge. These issues imply that teacher capacity-building will have to be given top priority for the effective implementation of CBC.

Comparative Insights: CBC Implementation in Rwanda and Uganda

Placing the CBC implementation in Bamenda, Cameroon in perspective, it is helpful to view experience from Rwanda and Uganda—two countries that have similar education systems and regional concerns. In Rwanda, a Systematic Implementation and Teacher Support, launched its CBC in 2015 with a clear national strategy. The Rwanda Education Board (REB) managed comprehensive teacher training on learner-centred teaching and formative assessment. Competencies such as creativity, collaboration, and ICT skills were embedded across the curriculum. Research, however, reported that despite systematic implementation, teachers struggled to translate the curriculum and lacked adequate teaching resources (Ndayambaje & Mukarugwiro, 2020). In Uganda, the Gradual Reform and Mixed Results of Uganda's CBC reform began as pilot schemes in lower

secondary schooling around 2020. The curriculum was intended to enhance critical thinking and soft skills, but was compromised by inadequate teacher training and unclear evaluation frameworks. Teachers were reportedly perplexed by competency definitions and struggled to change lesson plans (Kagoda & Sentongo, 2021). Implications for Bamenda, these comparison cases highlight valuable lessons for Catholic schools in Bamenda: Rwandan models of training reflect the need for centralised, ongoing professional development. Curriculum and support material clarity is essential, as seen in the experience of Uganda. The involvement of stakeholders, including religious institutions, must be highlighted to ensure contextual relevance and buy-in.

Assessing the level of teachers' preparedness for the effective implementation of the Competency-Based Curriculum (CBC)

In Kenya, Ashiali's (2023) research indicated that teachers possessed a low degree of awareness regarding CBC principles. Despite this, most teachers were not officially trained on the implementation of CBC and were rather employing traditional teaching techniques. Similarly, in Kinangop Sub-County in Kenya, research indicated that most teachers were not trained on CBC, and thus the pedagogical techniques did not match CBC objectives. Professional development is essential for improving teachers' readiness to implement the Competency-Based Curriculum (CBC). Ongoing support and practical training significantly enhance teachers' preparedness, as highlighted by research in Nairobi County, Kenya, which emphasises the role of continuous professional development programs in equipping teachers with the competencies needed for CBC implementation. The study also highlighted the challenges of teachers in CBC implementation by stressing that the importance of CBC has been appreciated, but different challenges stand in the way of its effective deployment. Zimbabwean research indicated the following challenges to be critical barriers to effective CBC implementation: undesirable attitudes towards learners with learning disabilities, inadequate teachers' preparation, and suboptimal resources.

Njiru (2023) examined Kenya's early childhood Competency-Based Curriculum (CBC), which has come under fire because of a lack of resources, inadequate facilities, and a shortage of qualified teachers. The purpose of this study was to evaluate the effects of professional development, mentorship programs, in-service training, and teacher training need analysis on CBC implementation. For the study, 93 government personnel in all were chosen, and questionnaires were used to gather first-hand information. The findings demonstrated that professional development, mentorship, in-service training, and teacher training need analysis were all important predictors of CBC implementation. It was suggested that to address CBC concerns and guarantee its effective implementation, government representatives regularly train educators through seminars and field workshops. International findings highlight the importance of extensive teacher education and in-service training, along with tackling systemic issues, to improve teachers' readiness to implement CBC. These insights are pertinent for evaluating and enhancing the preparedness of teachers in the Archdiocese of Bamenda for effective CBC usage.

Tanyi Ndansi Clive (2019) assessed "Teachers' Knowledge, Understanding, Ability and Implementation of Competency-Based Approach in the Teaching of Geography in Secondary Grammar Schools in the South West Region of Cameroon." It was revealed in the study that a majority of geography teachers were not properly trained and sensitised before engaging in CBA, lacked a comprehensive understanding of CBA concepts, and underutilised pedagogical strategies synonymous with competency-based instruction. The study investigated the knowledge and ability of geography teachers in secondary grammar schools in the South West Region of Cameroon to integrate the Competency-Based Approach (CBA) into their teaching practices, focusing on whether they are sufficiently qualified to utilise CBA concepts in the teaching-learning process. The study deployed a descriptive survey design focused on Form Four students and geography teachers in secondary grammar schools in the South West Region of Cameroon. Participants and schools were selected through purposive sampling, with data collected via questionnaires for teachers and students, and interviews with regional and divisional pedagogic inspectors and school principals. Quantitative data were analysed using descriptive statistics, while qualitative interview data underwent thematic analysis.

The findings noted that Geography instructors faced notable gaps in their understanding of the Competency-Based Approach (CBA), which hindered effective classroom implementation. Even those familiar with CBA principles struggled to apply them practically. Additional challenges included inadequate training, insufficient

resources, and resistance to change, further complicating CBA implementation. The study depicted challenges in implementing the Competency-Based Approach (CBA), including insufficient teacher preparation leading to insecurity, a lack of necessary teaching resources, resistance from some teachers to adopt new practices, and difficulties in developing CBA-based assessments, resulting in a reliance on traditional testing methods. The research highlights significant gaps in teachers' preparedness for the Competency-Based Approach (CBA) in geography, attributed to insufficient training, resource limitations, and resistance. Recommendations include enhancing teacher professional development, improving resource availability, strengthening school leadership support, and establishing evaluation strategies aligned with CBA principles to effectively measure students' competencies.

Alemnge's (2020) study examined teachers' and students' perceptions of the implementation of a competency-based approach (CBA) in the History curriculum at the Bilingual Grammar School in Buea, Cameroon, and provided data on the congruence between practice in learning and teaching experience and competency-based objectives. The study found that most educators comprehend the principles of Competency-Based Assessment (CBA) but fail to implement them effectively during lesson planning and assessment. Some have positive dispositions towards CBA for the development of critical thinking as well as problem-solving abilities, but their implementation is inconsistent due to poor training and resources. The study also found that students enjoyed active learning experiences like group discussions, project work, and presentations. Inconsistencies in teaching methods, nevertheless, meant that some still had to suffer traditional lectures at the expense of full competency development. Students also experienced problems with assessment since competencies were not always evaluated systematically or fairly. The challenges to competency-based education, as pointed out by the study, are the lack of training for teachers, scant resources, time constraints, and test-taking issues. Where there is such an implementation present, students are more interested and adept at problem-solving, which means that quality training and facilitation can make a difference and enhance classroom learning relevance to everyday skills. The analysis focuses on competency-based approaches in Cameroonian secondary schools, highlighting the need to assess teacher readiness, enhance professional development, and address infrastructure challenges to improve student skill acquisition in Bamenda.

Identifying the challenges faced by teachers in implementing the CBC towards promoting employability skills in the selected schools of the Archdiocese of Bamenda

In a study by Ngeno(2023), the research underscores notable deficiencies in teachers' readiness for the Competency-Based Approach (CBA) in geography, which are linked to insufficient training, a scarcity of resources, and reluctance to adapt. It recommends improved professional development opportunities for educators, the provision of necessary materials, robust support from school leadership, and the creation of assessment strategies that are consistent with CBA principles to accurately assess student competencies. A descriptive survey design was used to investigate the relationship between teacher training and CBC implementation in Kericho County. The study, based on Dewey's Social Constructivism, involved 24 Curriculum Support Officers (CSOs), 524 head teachers, and 610 Grade 1 teachers, from which a sample of 6 CSOs, 52 head teachers, and 61 Grade 1 teachers was selected using purposive and stratified random sampling. Data collection was conducted via questionnaires, and both descriptive and inferential statistics, including Pearson's correlation coefficient, were utilised for data analysis. The findings indicate a strong positive correlation (+0.560) between teacher training and the implementation of competency-based curriculum (CBC), with a p-value of 0.00. Most teachers lacked adequate training, adversely impacting their application of CBC. Conversely, those with specialised CBC training exhibited greater confidence, effectiveness, and improved competency outcomes for students. The discussion highlights the necessity of training teachers in the successful implementation of the Competency-Based Curriculum (CBC). Effective training enhances learner-centred approaches and competency-based assessment. Without it, educators will resort to traditional approaches, derailing CBC objectives. The study urges education stakeholders to prioritise continuous teacher professional growth through training, workshops, and mentoring to enhance their capacity and ensure effective curriculum implementation.

Teacher Education on the Application of Competency-Based Curriculum

Lawyer (2021), in a study carried out with an emphasis on its application in teacher education, the study assessed the efficacy of competency-based teacher education, or CBTE, in Cameroon. CBTE entails

establishing performance objectives for trainees beforehand and asking them to exhibit behaviours that support learning or show that they can impart knowledge to students. To ascertain the efficacy of CBTE, the study examines research literature, including scholarly works and useful resources. There isn't much proof that it works, even though it was first used in the US in the 1970s. More work should be done to test policy presumptions that CBTE is a worthwhile educational innovation, according to the research. The study suggests more research to support or refute the benefits of competence-based education programs.

Atem and Joseph (2020), in a study carried out in Cameroon, investigated the impact of teachers' quality on graduate employability in public universities in Anglophone Cameroon. The research aimed to examine how lecturers and teachers affect the training quality of graduates. The study used a survey design, and data were collected from 361 graduates, 885 final-year undergraduate students, and 56 academic staff through a questionnaire. The reliability of statistics for graduates and students from the University of Buea was 0.876 and 0.827, respectively, while that of Bamenda University was 0.877 and 0.884. The analysis revealed that lecturers' and teachers' quality significantly impacted the training quality and enhanced employability skills among graduates. The study recommended that adequate measures be taken to improve teachers' quality, including creating a teachers' education centre. The study concentrated on two universities in Anglophone Cameroon, focusing primarily on graduates and final-year students. However, a gap exists as undergraduate final-year students should be assessed to determine how they are improving their employability skills. Additionally, there is a sampling gap, as this study was conducted at the university level, whereas the current study will focus on secondary schools.

The Use of Available Resources by Teachers in the Implementation of CBC

In a similar study, Oben (2023), investigated the use of smart devices in teaching that would significantly enhance students' acquisition of 21st-century employability skills in state universities in Cameroon. For proper investigation, the study drew upon Rogers' Diffusion of Innovation Theory. According to the theory, the adoption of new ideas or technologies varies across social systems. Davis' technology acceptance model emphasises perceived usefulness and ease. The study made use of an explanatory sequential research design with a mixed-method approach. The sample population included 3,666 teachers and final year graduates from 8 state universities in Cameroon. Using the Krejcie and Morgan method, the study selected 406 participants from professional faculties in five of the eight long-established state universities. The sample included 386 final-year undergraduate students and 20 teachers. The study found that the use of laptops and smartphones significantly and positively impacted the acquisition of employability skills in the 21st century. These smart devices not only provided access to information sources but also improved communication skills, critical thinking, problem-solving abilities, creativity, and teamwork.

This study suggested that smart devices can be utilised effectively, which is indeed true. However, considering the situation in Cameroon, many students may not afford these devices, and even if they do, there remains the challenge of unreliable energy supply, particularly due to frequent power cuts. The current study aims to address this gap by presenting findings to the government on how such challenges can be managed. Additionally, the study sought to explore alternative energy sources, such as solar power, to operate the equipment in the absence of electricity.

Key Gaps Identified:

Inadequate teacher training: The majority of teachers in Catholic schools are not professionally trained in CBC philosophy, thus inconsistent application and overdependence on traditional methodologies. Inadequate infrastructure: Schools do not have the digital hardware, laboratories, and learning resources needed for competency-based learning. Curriculum misalignment: Teachers report the difficulty in interpreting CBC documents and how they align them to classroom practices, particularly with employability skills. Assessment challenges: Ambiguity regarding how to assess competencies results in summative, exam-based tests remaining. Cultural and institutional resistance: Teaching staff and administrators resist CBC by challenging its applicability as externally imposed and incongruent with proximal environments. These gaps require specific interventions, including localised teacher training programs, curriculum support materials, and policy engagement with faith-based institutions.

Internationally, CBC can be used to prepare learners with employability skills and trigger educational reform. Its success, though, is dependent on the readiness of teachers to adopt new pedagogical approaches and assessment practices. In Cameroon, some of the Catholic schools in Bamenda are bedevilled by a gap in teacher preparedness, resources, and curriculum alignment. Addressing these gaps through joint efforts from the policymakers, education stakeholders, and religious actors is needed in developing teacher capability and ensuring that CBC plays its reform function

METHODOLOGY

Research Design

The research used a convergent parallel mixed-methods design, combining quantitative and qualitative methods to understand the complexity of teachers' preparedness for curriculum implementation and its impact on employability skills. This approach allowed for simultaneous data collection, analysis, and merged results for comprehensive interpretation. Mixed-methods research employs both quantitative and qualitative methods for comprehensive problem understanding. (Dawadi et al., 2021) The convergent design, known as triangulation, enhances validity by comparing findings from multiple sources. (Patton, 2015) The study was conducted in secondary schools in the Archdiocese of Bamenda, Cameroon, known for academic excellence and implementation of the Common Core Curriculum. The focus was on teachers' preparedness towards employability competencies, and the study aimed to understand how curriculum implementation affects employability skills in the context of educational reforms.

The participants for this study were teachers and the headmasters of the selected schools. Specifically, the students were those in the final years of secondary education and were directly affected by the curriculum implementation. These students are at a critical stage where employability skills become increasingly relevant as they prepare to transition into higher education or the workforce. The number of schools in the target population was 4, with 4 headmasters and 86 teachers. The study targeted teachers and headmasters as key stakeholders in curriculum delivery and implementation. Teachers are key agents of change in educational reforms, impacting student outcomes (Fullan, 2016). Headmasters influence institutional environments and policies, affecting curriculum implementation (Leithwood et al., 2020). Defining the target population ensures the study's generalizability and captures a comprehensive picture of curriculum execution and its impact on employability skills development. The sampling technique used in this study involved analysing data and selecting a representative sample from a population. The sample size was determined by the number of observations used to estimate the population.

Teachers teaching in these schools, especially in the final year classes, are directly involved in curriculum delivery and are in the best position to provide relevant insights into curriculum implementation and its impact on employability skills. All four headmasters were included in the study using census sampling, which involved including every member of the population when it was small and manageable (Daniel, 2012). Given the small number of headmasters and their critical role in curriculum implementation at the institutional level, it was practical and beneficial to include all of them in the study. The study used stratified random sampling, simple random sampling, purposive sampling, and census sampling to ensure representativeness, relevance, and feasibility (Lohr, 2019). Stratified random sampling reduced error, purposive sampling selected knowledgeable individuals, and census sampling of headteachers provided comprehensive administrative insights for understanding curriculum implementation at the institutional level (Leithwood et al., 2020).

Determining an appropriate sample size is crucial for ensuring the reliability and validity of the study findings (Hair et al., 2015). For students, the research used Taro Yamane's (1967) formula for sample size calculation, which is suitable for a finite population and provides a simplified method to calculate the sample size with a desired level of precision. The formula is:
$$n = \frac{N}{1 + Ne^2}$$
 where n is the sample size, N is the population size, and e is the margin of error.

Allocating the sample size proportionally to each school ensured that the sample accurately reflects the population distribution, which is important for reducing sampling bias (Singh & Masuku, 2014). For teachers, given the total number of 86 teaching the target forms, and considering practical constraints, the researcher included all 4 headmasters using census sampling. If time and resource limitations prevent it, simple random

sampling was to be employed to select a representative sample, ensuring that the sample size was sufficient to provide reliable data (Mason, 2010).

Table 1 below is a representation of the sample size distribution and the total number of students, teachers, and headmasters in each school, and those who will take part in responding to the questionnaire in the data collection and analysis.

Table 1: Distribution of Sample Sizes for Teachers and Headteachers by School

School	Teachers in target forms	Teachers sample size	Head Teachers	Head teachers' sample size
Our Lady of Lourdes	30	24	1	1
St. Albert	29	23	1	1
Sacred Heart	23	19	1	1
St Paul's	25	20	1	1
Total	107	86	4	4

Source: (Catholic Education Secretariat, Archdiocese of Bamenda, 2024).

The study involved 86 teachers teaching and 4 headmasters of target forms across four schools. Despite census sampling being ideal, practical constraints like time, resources, and logistical considerations necessitated sampling (Etikan et al., 2016). A teacher sample size of 86, or 80% of the total teacher population, was chosen for the study. The sample size was allocated proportionally to each school based on the number of teachers teaching target forms, ensuring accurate representation of teachers and capturing variations in curriculum implementation practices

Research Instruments

Research instruments are tools used by researchers to collect, measure, and examine data, varying depending on the type of data, research nature, and methodology. In this study, a questionnaire and interview guide were used to address research problems.

Questionnaire and Interview Guides for Teachers and Headteachers

The study used questionnaires for teachers and headteachers, consisting of closed-ended and open-ended questions. Closed-ended questions quantified attitudes and perceptions, while open-ended questions allowed students to express their thoughts (Patton, 2015). The use of questionnaires was efficient for collecting data from a larger number of respondents. Semi-structured interviews were conducted with teachers and headmasters, combining open-ended questions with a structured approach for in-depth exploration. Topics covered included curriculum delivery methods, challenges in implementing the CBC, employability skills strategies, and students' competencies.

A pilot study was conducted at St. Joseph's Comprehensive College, Bafut, involving 12 teachers. The study assessed the validity and reliability of the instruments, identifying ambiguities, misunderstandings, and potential biases. It also allowed for the refinement of questions to improve clarity and relevance. Reliability assessment ensured the instruments' consistency, producing trustworthy data. Feedback from participants and observations informed necessary adjustments to the instruments and procedures, enhancing the quality of the research design and increasing the likelihood of successful data collection (Morrison et al. 2019).

Validity and reliability are crucial for research credibility (Cohen et al., 2018). Researchers ensure accuracy and consistency by collecting data under the research design, adhering to protocols, communicating with participants, and recording data using appropriate methods like surveys, interviews, or observations. The study ensured content validity by having experts review research instruments to cover all relevant aspects. Construct validity was established by designing instruments based on theoretical frameworks related to employability skills and competency-based education. Triangulation enhances validity by using multiple data sources and methods to cross-verify information, reducing potential biases associated with a single process or source.

Reliability: the consistency and stability of measurements over time. The study uses Cronbach's alpha coefficient to assess questionnaire reliability. Internal consistency and repeated measurement were used to achieve reliability. SPSS 21 was used to test the Cronbach's Alpha coefficient method. Standardised data collection procedures were employed to minimise variability.

KEY FINDINGS

Introduction.

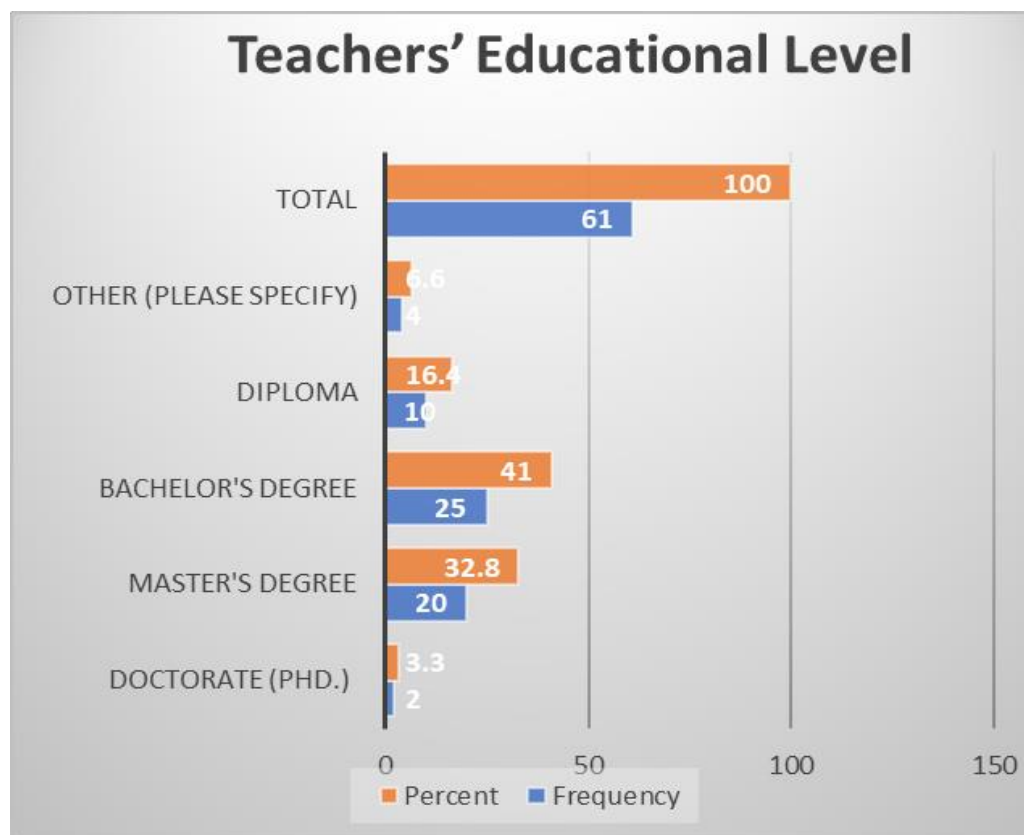
The results of the study examining the relationship between teacher characteristics and their preparedness to implement the Competency-Based Curriculum (CBC) with a focus on employability skills. The analysis integrates both descriptive and inferential statistics to provide empirical evidence supporting the theoretical framework based on Fullan's Change Theory

Descriptive Statistics

Educational Level

Regarding academic qualifications, 41.0% of teachers held a Bachelor's degree ($n = 25$), followed closely by Master's degree holders at 32.8% ($n = 20$). A smaller group had Diplomas (16.4%, $n = 10$), and only 2 respondents (3.3%) had a Doctorate (PhD). Additionally, 6.6% ($n = 4$) selected "Other" qualifications. This indicates that most of the teaching staff possess formal higher education, which may positively influence their understanding of curriculum content and employability skills.

Bar Chart 1, Teachers' Educational Level



Teachers' Position

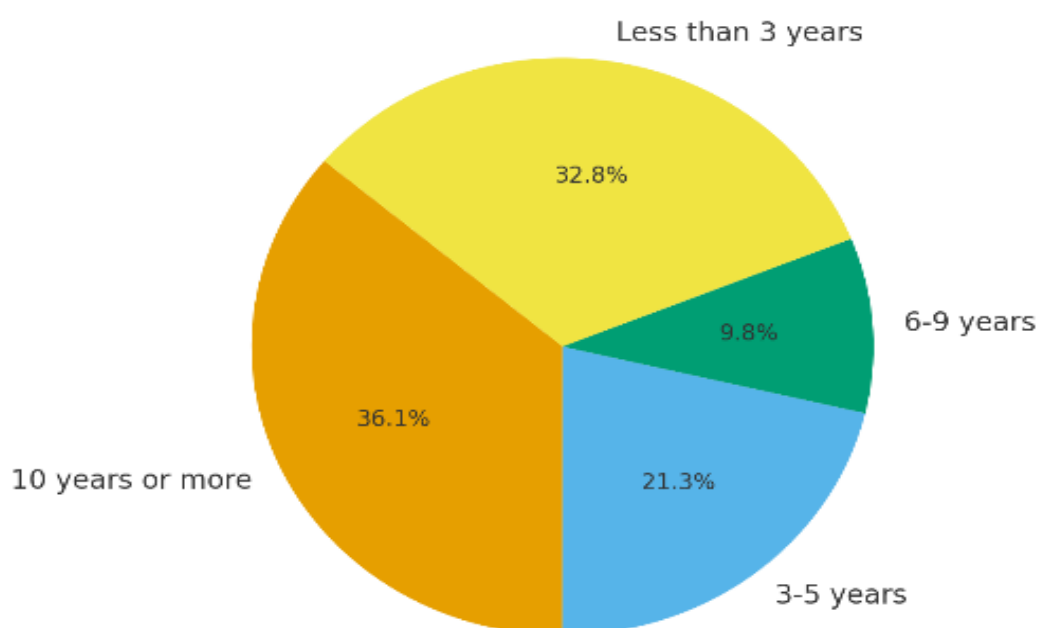
Most of the sample consisted of teachers (82.0%) ($n = 50$), while Heads of Department (HODs) comprised 8.2% ($n = 5$). Headteachers/Principals and Other roles each made up 4.9% ($n = 3$) of the sample. The dominance of classroom teachers in the data set ensures that the analysis reflects frontline experiences with teaching and curriculum implementation.

Table 2: Teachers' Position

Position	Frequency	Percent
Head Of Department (Hod)	5	8.2
Headteacher/Principal	3	4.9
Other (Please Specify)	3	4.9
Teacher	50	82.0
Total	61	100.0

Number of Years in the Current Role

Years in Role Distribution



It was established that about 36.1% of teachers ($n = 22$) had 10 or more years of experience, reflecting a well-established group. Additionally, 32.8% ($n = 20$) had been in their roles for less than 3 years, and 21.3% ($n = 13$) had 3–5 years of experience. A smaller group (9.8%, $n = 6$) had 6–9 years. This variation shows that the sample includes both experienced and newer educators, offering diverse perspectives on challenges and strategies in skill development.

Pie chart 1: Teachers' Years in Role

Inferential Statistics

Relationship Between Teaching Experience and CBC Preparedness

A Pearson correlation analysis revealed a moderate positive relationship between teaching experience and CBC preparedness scores ($r = 0.38$, $p < .01$). This suggests that more experienced teachers tend to feel more confident in implementing CBC strategies, although experience alone does not guarantee alignment with CBC principles.

Teaching Methods Used

The data in Table 4 presents the distribution of teaching methods employed by teachers to foster employability skills in secondary school students within the Catholic Archdiocese of Bamenda. The two most reported teaching strategies are lecture-based instruction and group work and collaborative learning, each with 46

responses (26.1%), used by approximately 79.3% of the surveyed teachers. This suggests that while teachers continue to rely heavily on traditional didactic methods, they are also increasingly incorporating peer interaction and cooperative learning to enhance students' interpersonal and teamwork capabilities, which are highly relevant to workplace settings.

In contrast, project-based learning (6.3%), problem-based learning (10.8%), and hands-on/practical exercises (17.0%) were selected less frequently, although the latter was still used by over half of the teachers (51.7%). These methods, recognised for fostering real-world problem-solving, creativity, and independent thinking, appear to be underutilised despite their proven effectiveness in cultivating critical employability competencies. Their limited use may stem from structural challenges such as large class sizes, limited instructional time, or inadequate training in experiential pedagogy.

Use of educational technology was reported by only 17.2% of teachers, reflecting minimal integration of digital tools in classroom instruction. This is concerning, given the growing digital demands in most modern careers. Similarly, field trips and experiential learning (19.0%) and the flipped classroom model (5.2%) were rarely employed, indicating a general underutilization of innovative or student-centred approaches that promote autonomy, critical engagement, and contextual learning.

These findings suggest that while some progressive teaching strategies are being adopted, traditional methods still dominate instructional practices. This trend may limit the holistic development of employability skills, particularly those requiring active engagement and applied learning. Professional development programs that emphasise learner-centred and inquiry-based approaches, alongside investments in instructional resources and technology, are essential to bridging this gap. Aligning pedagogical methods with employability outcomes is vital if the curriculum is to fully support students in acquiring competencies relevant to a dynamic labour market.

The Teaching Methods Used by the Teacher to Promote Employability Skills

Table 3: Frequency of Teaching Methods Used by Teachers to Promote Employability Skills

		Responses		Per cent of Cases
		N	Percent	
Teaching Methods Used	Lecture-based instruction	46	26.1%	79.3%
	Group work and collaborative learning	46	26.1%	79.3%
	Project-based learning	11	6.3%	19.0%
	Problem-based learning	19	10.8%	32.8%
	Hands-on activities and practical exercises	30	17.0%	51.7%
	Use of educational technology	10	5.7%	17.2%
	Field trips and experiential learning	11	6.3%	19.0%
	Flipped classroom	3	1.7%	5.2%
Total		176	100.0%	303.4%

a. Dichotomy group tabulated at value 1.

Note: The total percent of cases (303.4%) indicates that respondents could select more than one method.

Inferential analysis is a method used to identify the prevalence of certain teaching approaches and their association with specific factors like teacher readiness, resource availability, or CBC adoption level. A Chi-square Goodness-of-Fit Test can be used to determine if observed frequencies of teaching methods differ significantly from a predicted uniform distribution, indicating more frequent use of certain methods. Based on the frequencies, lecture-based and group work are high, while flipped classroom, technology use, and project-based learning are low. Thus, the Chi-square test would be significant, indicating unequal utilisation of approaches by educators. Interpretation in Terms of Fullan's Theory of Educational Change, Michael Fullan's Theory of Educational Change (2007, 2016) identifies:

Belief and pedagogy change — pedagogy must be shifted by teachers from traditional to student-centred, collaborative pedagogy. Building capacity — provision and professional learning must support change. System

coherence — leadership, curriculum reform, and school culture need to be cohesive. Linking to the Data: Most Lecture-based (26.1%) and Group Work (26.1%) evidence a partial shift towards student-centred pedagogy. Low levels of use of innovative methods like project-based learning (6.3%), flipped classroom (1.7%), and integrating technology (5.7%) reflect low implementation capacity and partial adoption of CBC principles. Moderate levels of use of practical exercises (17.0%) and problem-based learning (10.8%) reflect adapting but not yet institutionalised. Statistically, inferentially, teaching methods are unequal, suggesting a transitional period in teaching practices. In Fullan's theory, this is a halfway but not yet fully accomplished process of change — teachers are beginning to implement CBC-aligned, student-centred practices but still rely on traditional ways due to the lack of capacity, support, or resources.

Frequency of Methods Used

The descriptive statistics indicate varying frequencies in the use of teaching methods aimed at developing employability skills among students. On average, collaborative group projects were used the most frequently ($M = 3.88$, $SD = 1.03$), followed closely by critical thinking exercises ($M = 3.79$, $SD = 0.92$) and communication and presentation activities ($M = 3.69$, $SD = 1.07$). These results suggest that most teachers occasionally to often integrate participatory and reflective strategies into their classrooms.

In contrast, use of technology and digital tools had a lower mean ($M = 2.78$, $SD = 1.01$), indicating a relatively more frequent use compared to other methods, possibly reflecting an increasing trend toward digital integration in teaching. Meanwhile, real-world problem solving ($M = 3.35$, $SD = 1.16$) and entrepreneurship and innovation projects ($M = 3.04$, $SD = 1.52$) were moderately used, though the high standard deviation for entrepreneurship suggests considerable variation in how often it is applied across schools.

While core interactive methods such as group work and critical thinking are common, there appears to be less consistency in the application of real-world and entrepreneurial learning, which are key to developing adaptable and job-ready graduates. This insight underscores the need for targeted professional development in the use of innovative and technology-driven instructional strategies.

The table highlights the benefits of collaborative group projects in teaching, stating that they enhance student communication and teamwork skills, motivate learners, and are easy for teachers to manage large classes. This reflects pedagogical change and teacher buy-in, which are key characteristics of Fullan's "reculturing" model. Goes further to highlight the importance of critical thinking exercises in teaching, highlighting the need for open-ended questions and a focus on moral purpose. It also highlights the significant improvement in learners' problem-solving approaches, indicating deep learning and teaching improvement. The importance of teaching students to present their original work before class, it boosts their confidence and allows them to articulate ideas clearly. It emphasises the role of teacher agency and enthusiasm for learner-centred approaches in sustained change. It also highlights the challenges faced by educators in relating learning to real-world problems and entrepreneurship and innovation activities. Real-world problem-solving is hampered by limited resources and time, while entrepreneurship and innovation activities are hampered due to limited materials and parental support. These challenges highlight the need for structural support and aligned leadership to fill the gaps and support effective learning. The school's use of technology and digital tools is limited by funding constraints and technical problems, which indicates failure in Fullan's model. The pedagogical transformation of the school is not fully operationalised yet, and long-term success requires more training and resources. Teachers are learning to think differently, which indicates Fullan's belief that educational change is a time-consuming, learning, and continuous collective process.

Table 4: Descriptive Statistics for Frequency of Teaching Methods Used to Promote Employability Skills

Teaching Method	N	Mean	Std. Deviation
Collaborative group projects	56	3.88	1.028
Real-world problem solving	51	3.35	1.163
Use of technology and digital tools	49	2.78	1.006
Critical thinking exercises	52	3.79	.915
Communication and presentation activities	49	3.69	1.065

Entrepreneurship and innovation projects	52	3.04	1.521
Valid N (listwise)	41		

Scale assumption (commonly in educational research):

1 = Very Low, 2 = Low, 3 = Moderate, 4 = High, 5 = Very High

This table above offers descriptive statistics (Mean and Standard Deviation) for several teaching approaches or learning activities. An inferential statistical interpretation — that is, examination of what the data statistically suggests and how it relates to Fullan's Educational Change Theory (which describes how and why educational change happens or gets stuck).

Inferential Statistics — Comparative Analysis

Since these are measures of diverse instruction methods, the most suitable inferential test to apply in order to determine whether there exist differences between the mean ratings of these methods is an ANOVA (Analysis of Variance). Hypotheses: H_0 (Null): No significant difference exists in the use of the various teaching methods. H_1 (Alternative): There is a significant difference in the use of the various teaching methods.

Interpretation of Mean Values

Teaching Method	Mean Interpretation
Collaborative group projects	High use (M = 3.88)
Critical thinking exercises	High use (M = 3.79)
Communication & presentation	High use (M = 3.69)
Real-world problem solving	Moderate use (M = 3.35)
Entrepreneurship & innovation	Moderate use (M = 3.04)
Use of technology/digital tools	Low-moderate use (M = 2.78)

Teachers are most comfortable applying collaborative and cognitive-based activities, but less confident or resourced for technology integration and innovation-based learning. Theoretical Interpretation in Line with Fullan's Educational Change Theory Michael Fullan (2007, 2016) emphasises that educational change is effective through three key dimensions: New pedagogical practices — teachers ought to adopt and internalise new, student-centred practices. Capacity building — success depends on ongoing professional development and institutional support. Systemic coherence — school culture, leadership, and curriculum alignment.

Linking Findings to Fullan:

Observed Finding	Interpretation	Link to Fullan's Theory
High mean for collaborative and critical thinking activities	Teachers are beginning to adopt active learning aligned with CBC	Reflects the initiation phase of change — pedagogical shift beginning
Low mean for technology use and innovation	Teachers lack adequate ICT training, infrastructure, or confidence	Indicates a capacity-building gap , one of Fullan's critical barriers
Variation among teaching methods (ANOVA likely significant)	Uneven implementation of CBC methodologies	Demonstrates fragmented change — system not yet coherent
Moderate overall use of modern pedagogies	Partial transformation of classroom practices	Suggests the system is in the implementation stage , not yet institutionalised

The study reveals that teachers' use of CBC-linked instructional strategies is significantly different, indicating incomplete and partial change. This contradicts Fullan's argument that deep pedagogical change requires time, collaboration, and consistent support. Teachers only adopt group work and critical thinking, highlighting an implementation gap between classroom practice and policy. The evidence suggests significant differences in teaching practices aligned with CBC, suggesting an evolving system with promising teacher movement

towards learner-focused teaching. However, inconsistency and capacity issues hinder widespread transformation. Enhancing professional learning, leadership support, and technological empowerment is necessary for sustained improvement.

Cross-Curricular Integration

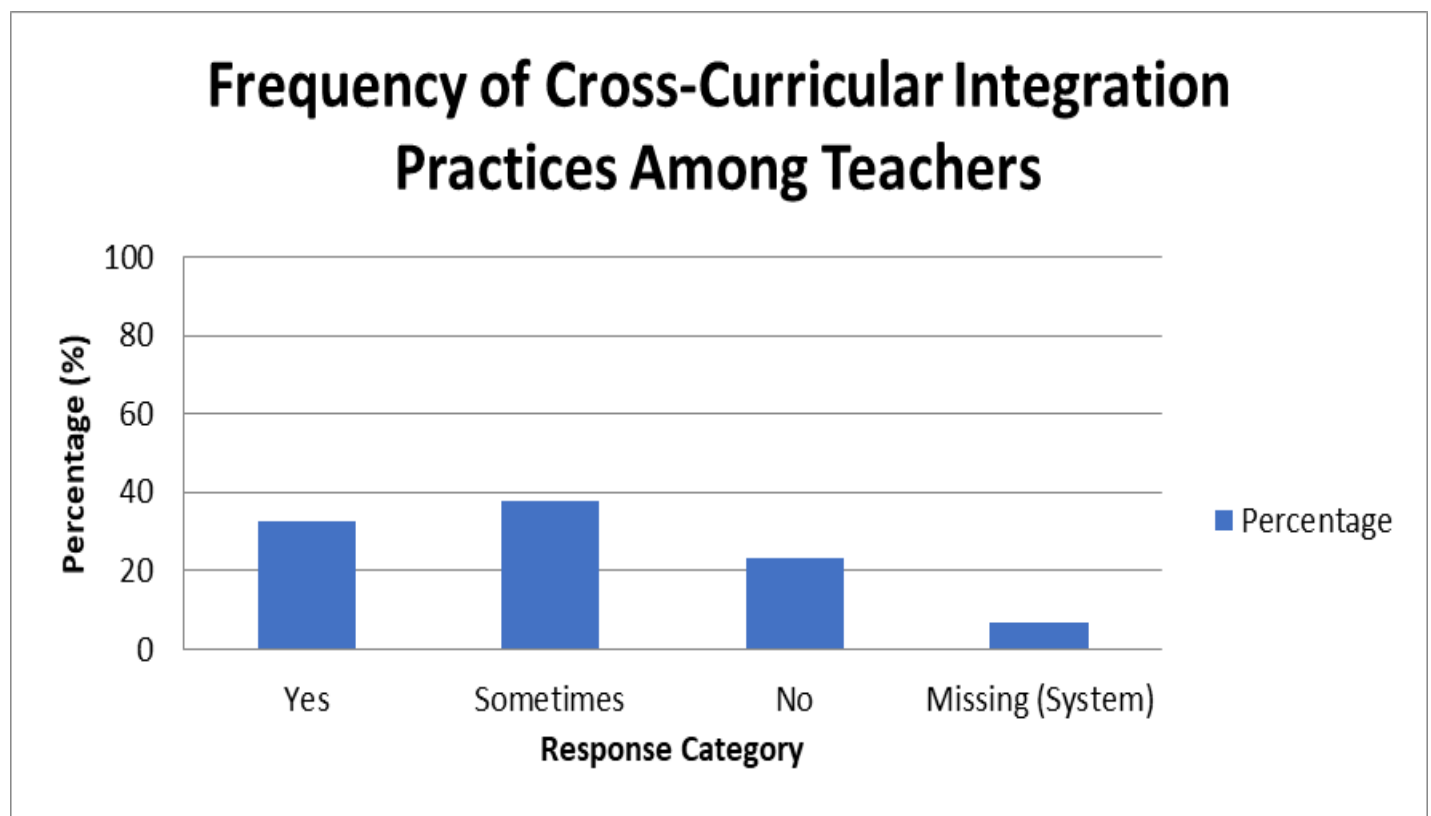
The data presented in Bar chart 1 reflect teachers' self-reported use of cross-curricular integration to enhance employability skills in students. Out of the 61 respondents, a majority (37.7%) indicated that they "sometimes" integrate cross-curricular activities in their teaching practices. This suggests a level of moderate engagement, possibly due to contextual or structural limitations. Meanwhile, 32.8% of teachers affirmed that they regularly use cross-curricular methods, demonstrating a proactive approach toward interdisciplinary teaching, which is crucial in preparing students for real-world work environments that require integrative skills.

However, 23.0% reported not using cross-curricular strategies at all. This non-integration may point to systemic challenges such as a lack of training, rigid curriculum structures, or insufficient support from school leadership. The presence of 6.6% missing data could reflect non-response due to uncertainty or disengagement, which should be explored further during interpretation.

These findings underscore the need for targeted professional development and support structures to promote the consistent integration of cross-disciplinary teaching strategies. As such, curriculum implementers and policymakers should consider embedding cross-curricular objectives more explicitly within the teaching framework to increase adoption and effectiveness

Frequency of Cross-Curricular Integration Practices Among Teachers

Response Category	Percentage
Yes	32.8
Sometimes	37.7
No	23
Missing (System)	6.6



Bar chart 2: Frequency of Cross-Curricular Integration Practices Among Teachers

Teaching Methods Effectiveness by Years in Role

Effectiveness scores also showed variation across different experience levels. Educators with 6–9 years of experience had the highest mean score (Table 6), followed closely by those with 10+ years (4.19). This may suggest that greater experience contributes to refining and perceiving teaching methods as more effective. Interestingly, even educators with less than 3 years reported a relatively high score (4.06), suggesting that newer teachers are also confident in their teaching practices, possibly due to modern training or exposure to current pedagogical approaches. The group with 3–5 years' experience had the lowest mean (3.90) and the highest variability ($SD = 0.876$), which may indicate a transitional phase in which teachers are experimenting or adjusting methods.

Table 5: Effectiveness of Teaching Methods

Years in Role	Mean	N	Std. Deviation
10 years or more	4.19	21	0.814
3–5 years	3.90	10	0.876
6–9 years	4.20	5	0.447
Less than 3 years	4.06	17	0.659
Total	4.09	53	0.741

Professional Training of Teachers

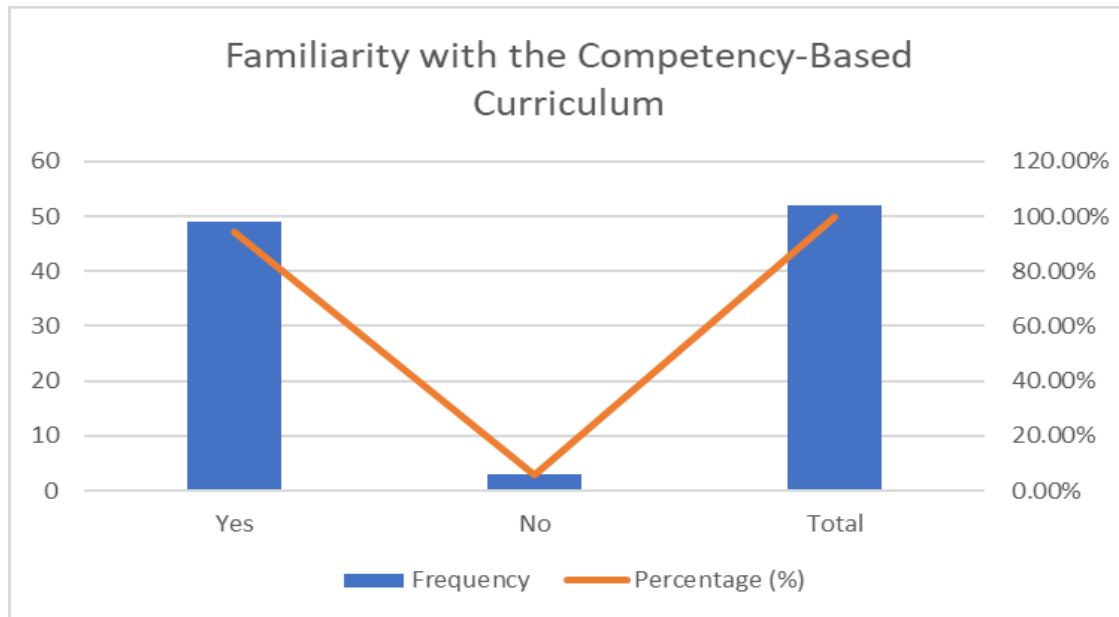
As shown in Table 7 below, the majority of respondents reported receiving professional development only occasionally (42.6%), followed by 37.7% who indicated they receive it regularly. A smaller proportion (16.4%) reported rare participation, while just 3.3% stated they never receive professional development. These findings highlight that while some level of professional learning is accessible to most teachers, consistent, structured development opportunities are not yet universal. Enhancing the frequency and regularity of these programs may be essential for improving curriculum implementation effectiveness, especially under the Competency-Based Curriculum (CBC).

Table 6: Professional training.

Response Category	Frequency	Percentage (%)
Never	2	3.3%
Regularly (at least once a term)	23	37.7%
Occasionally (once or twice a year)	26	42.6%
Rarely (less than once a year)	10	16.4%
Total	61	100%

Chart 2 below reveals that an overwhelming majority of respondents (94.2%) reported being familiar with the CBC guidelines, indicating strong overall awareness among teachers regarding the intended curriculum framework. Only a small minority (5.8%) indicated no familiarity at all. This is a promising indicator for policy implementers, as widespread familiarity with CBC principles is a prerequisite for effective integration of employability skills within instructional practices. However, the presence of a small group unfamiliar with CBC also suggests the need for targeted sensitisation and training efforts to close remaining knowledge gaps.

Bar Chart 3: Familiarity with the Competency-Based Curriculum



According to the findings in Table 9 below, the findings indicate that slightly more than half of the respondents (53.3%) reported having consistent opportunities to collaborate with colleagues on employability skills development. An additional 28.3% reported occasional collaboration, while 18.3% stated they do not have such opportunities at all. This distribution indicates that while collaborative engagement is relatively common, it is not yet institutionalised across all schools. Strengthening inter-teacher collaboration through structured professional learning communities or interdisciplinary teams could enhance curriculum integration and the application of employability skills.

Table 7: Opportunities for Teacher Collaboration on Employability Skills

Response Category	Frequency	Percentage (%)
Yes	32	53.3%
Sometimes	17	28.3%
No	11	18.3%
Total	60	100%

DISCUSSION

The findings of this study reveal a complex landscape of teacher preparedness in implementing the Competency-Based Curriculum (CBC) in specific Catholic schools in Bamenda, Cameroon. Even though most teachers claimed to be conversant with CBC principles, their ability to bridge them into action within the classroom—particularly towards the development of employability skills—was constrained by structural, pedagogical, and contextual factors. One such finding is the disconnect between policy and practice. Even the teachers themselves, at times, were not certain how the competencies were to be assessed, especially soft skills like creativity and teamwork. This is the same issue that occurred in Uganda, where CBC reforms were frustrated by ill-defined curriculum guidelines and the absence of training. Rwanda's more unified rollout—with homogenised teacher training and curriculum guidelines—demonstrates the importance of consistent implementation plans.

Another level of interpretation is the role of faith-based institutions. There is a particular ethos of Catholic schools in Bamenda that values discipline, moral formation, and academic success. While this can support the aspirations of CBC, it can also create tension when pedagogical innovation—like learner-centred education—challenges habitual norms. Teachers in these schools often expressed commitment to student development but felt constrained by resource constraints and top-down imperatives. Teacher agency and resilience are also highlighted in the research. Despite systemic barriers, adaptive responses were demonstrated by many

teachers, such as peer mentoring and improvisation of teaching resources. This suggests that empowering teachers through professional learning communities and localised support can be a viable pathway for CBC success. This study brings to the fore that successful CBC implementation is not merely a matter of curriculum reform but a job of teacher capacity building, contextualization, and institutional support. In Bamenda's Catholic institutions, teacher preparedness remains unevenly distributed, influenced by training gaps, resource availability, and curriculum simplicity.

The bimodal distribution of teacher experience is an important finding in the study, although it represents a significant number of both veteran (10+ years) and new (3 or fewer years) teachers. This amalgamation is both a boon and a bane for the rollout of CBC. Experienced educators know the traditional institution and classroom management, but need a good deal of professional development to move into competency-based pedagogies and assessments

Conversely, new teachers are more receptive to new approaches but require targeted subject-specific mentoring and assessment support to effectively teach employability skills. The study highlights the need for well-structured professional development, mentorship, and in-class support from the diocesan/school system to mitigate potential risks and leverage the benefits of this diverse teaching staff.

The teaching force in the Archdiocese of Bamenda is generally well-qualified, with a substantial proportion holding postgraduate degrees (32.8% Master's). This is a positive indication, as master s-level teachers can effectively bridge theoretical knowledge and classroom practice. However, the low percentage of doctoral-level qualifications (3.3%) suggests a deficiency in higher-level research and curriculum leadership, impacting training, mentoring, and policy development. While diploma holders (16.4%) are filling teacher shortages, they may lack the necessary professional development for competency-based assessment and integration of employability skills. Therefore, while the current teacher qualifications offer a strong base for the Competency-Based Curriculum (CBC) implementation, further development, particularly in postgraduate training opportunities, mentoring programs, and continuous professional development, is crucial to ensure teachers possess the necessary pedagogical and assessment competencies for equipping students with employability skills.

The study investigated the preparedness of teachers in the implementation of CBC in selected Catholic secondary schools in the Archdiocese of Bamenda. According to the study, schools vary significantly in how ready their teachers are for competency-based learning (CBC). A good number of teachers, with about 41% with a Bachelor's degree (n=25) and 32.8% with a Master's degree(n=20). While most teachers are familiar with CBC concepts (82%), (n=50), only a handful have received specialised training. Classroom observations reveal that traditional teaching methods and evaluation designs can be quite challenging. Interestingly, schools that have received targeted training and support tend to integrate CBC more effectively. The implementation of the Competency-Based Curriculum (CBC) faced challenges in achieving its goals. A study by Opondo et al. (2023) in Kajiado found that teachers were not properly trained to teach and assess CBC, which hindered their effectiveness. Other issues included insufficient staffing, large class sizes, a lack of necessary resources for assessment, and limited support from parents. The findings clearly show that teachers are generally only somewhat prepared to implement CBC, which directly answers the research question (Atem and Joseph 2020).

Although the curriculum goals are mostly understood, many educators still lack the necessary teaching and assessment skills to execute them successfully (Lawyer, 2021). This gap between theoretical knowledge and practical application underscores the urgent need for more standardised and organised training programs. This study's findings were consistent with those of Njagi, R. (2020), which emphasised that teachers need to be well prepared for the proper delivery of the curriculum. A recent research study by Ngeno (2023) found that proper teacher training and sufficient time are needed for CBC implementation in Kenya. Frequent seminars and in-service training are also essential. The study also found that teachers are ready to implement CBC, making seminars crucial for its proper implementation (Ngeno, 2023). These findings highlight that while some level of professional learning is accessible to most teachers, consistent, structured development opportunities are not yet universal. Enhancing the frequency and regularity of these programs may be essential for improving curriculum implementation effectiveness, especially under the Competency-Based Curriculum (CBC).

CONCLUSION & RECOMMENDATIONS

The Competency-Based Curriculum (CBC) is successful due to institutional support, teacher motivation, and the availability of instructional materials. These factors help bridge the gap between CBC objectives and classroom implementation, ensuring teachers are prepared to build employability skills among students. The conceptual model suggests that institutional support, teacher motivation, and resource availability directly influence teacher preparedness for CBC implementation, which in turn affects the quality of CBC delivery and employability skills among learners.

The study revealed that the majority of respondents reported receiving professional development only occasionally (42.6%), followed by 37.7% who indicated they receive it regularly. A smaller proportion (16.4%) reported rare participation, while just 3.3% stated they never receive professional development. These findings highlight that while some level of professional learning is accessible to most teachers, consistent, structured development opportunities are not yet universal. Enhancing the frequency and regularity of these programs may be essential for improving curriculum implementation effectiveness, especially under the Competency-Based Curriculum (CBC).

An overwhelming majority of respondents (94.2%) reported being familiar with the CBC guidelines, indicating strong overall awareness among teachers regarding the intended curriculum framework. Only a small minority (5.8%) indicated no familiarity at all. This is a promising indicator for policy implementers, as widespread familiarity with CBC principles is a prerequisite for effective integration of employability skills within instructional practices. However, the presence of a small group unfamiliar with CBC also suggests the need for targeted sensitisation and training efforts to close remaining knowledge gaps.

Effectiveness scores also showed variation across different experience levels. Educators with 6–9 years of experience had the highest mean score (4.20), followed closely by those with 10+ years (4.19). This tells us that greater experience contributes to refining and perceiving teaching methods as more effective. Interestingly, even educators with less than 3 years reported a relatively high score (4.06), suggesting that newer teachers are also confident in their teaching practices, possibly due to modern training or exposure to current pedagogical approaches. The group with 3–5 years' experience had the lowest mean (3.90) and the highest variability ($SD = 0.876$), which indicates a transitional phase in which teachers are experimenting or adjusting methods.

The research question explored how ready teachers are for implementing CBC in selected Catholic secondary schools in the Bamenda Archdiocese. The findings showed that, while many teachers hold high qualifications and understand what CBC implementation entails, a significant number are still unaware of CBC itself. The researcher concluded that effective CBC implementation requires all teachers to be thoroughly prepared. Consequently, it is recommended that teachers participate in seminars and workshops on CBC, and, if possible, that the government and schools facilitate additional training or studies to better equip teachers for successful CBC implementation.

The study also recommends that the Ministry of Education should take time to offer renewal courses, workshops, and seminars for teachers and then train more teachers in line with the implementation of the CBC, as some teachers. In addition, the study further recommends that the Ministry of Education should be able to link the schools with employers in the job market so that they can work together to provide students with the skills that are required by employers in the job market.

ETHICAL CONSIDERATIONS

Ethical Approval

This study was conducted under the ethical standards for research involving human participants. Ethical approval was obtained from the Institutional Scientific and Ethics Review Committee (Ref: TU/ISERC2025/01/0054, dated 14 March 2025). Additional authorisation to conduct the research was granted by the Delegation for Secondary Education, North West Region of Cameroon (Ref:

MINSEC/RDSE/NW/SDGA, dated 30 July 2025). Informed consent was obtained from all participants, and confidentiality and anonymity were strictly maintained throughout the study.

Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this research.

DATA AVAILABILITY

Data Availability Statement

The data supporting the findings of this study are not publicly available due to the need to protect participants' privacy and confidentiality. However, anonymised datasets may be made available from the corresponding author upon reasonable request and with the permission of the relevant educational authorities.

REVISIONS

Revised Manuscripts

All reviewers' comments will be addressed thoroughly in the revised manuscript. A detailed point-by-point response letter outlining the changes made and justifying any points where the original text was retained is included with this resubmission.

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