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Transforming Education in Cameroon: An Evaluation of the Effectiveness of Curricular and Pedagogic Reforms in Advancing Secondary School Goals in Kupe-Muanenguba Division

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Abstract: Amid global demands for education systems to respond to dynamic socio-economic and technological shifts, Cameroon has undertaken substantial curricular and pedagogic reforms to improve the quality and relevance of secondary education. This study examined the impact of these reforms on the advancement of secondary school goals in Kupe-Muanenguba Division in the South West Region of Cameroon. Anchored in Change Management Theory, the research adopts a mixed-methods correlational design, drawing data from 200 teachers and 12 principals across 12 secondary schools. A multi-stage sampling technique combining purposive, proportional stratified, and simple random sampling was used to ensure a diverse and representative sample. Data were collected through a structured questionnaire titled *'Teachers' Perceptions of Reforms and School Success'* and a semi-structured interview guide administered to school principals. Quantitative data were analysed using descriptive statistics and Pearson's product-moment correlation via SPSS (version 21.0), while qualitative data from interviews were subjected to thematic analysis and triangulated to enhance validity. Findings reveal that pedagogic reforms, notably the Competency-Based Approach (CBA), bilingual instruction, and student-centered methodologies, show a moderate, statistically significant positive relationship with the advancement of secondary school goals ($r = .416$, $p < .01$). Conversely, curricular reforms, although aligned with national policy objectives, exhibit no significant correlation with goal attainment ($r = -.023$, $p = .747$). Structural challenges including inadequate digital infrastructure, limited vocational education, and high teacher dissatisfaction emerge as key barriers. The study concludes that effective pedagogic practices, rather than curricular restructuring alone, are more impactful in advancing secondary education objectives, and recommends increased investment in teacher support, infrastructure, and contextualised curriculum implementation to enhance the impact of educational reforms in the division and in similar settings.

Introduction

Education in any society is a goal-oriented endeavour. In Cameroon, the goal of education is highlighted in Law No. 98/004 of 14 April 1998 to lay down guidelines for education in Cameroon. Section 4 of the law defines the general purpose of education as being *"to train children for their intellectual, physical, civic and moral development and their smooth integration into the society bearing in mind prevailing economic, socio-cultural, political and moral factors"* (Republic of Cameroon, 1998). Drawn from this goal, the specific objectives of education are stated in Section 5 of the law, including to train citizens who are culturally grounded yet open to the world and respectful of the common good; instilling universal ethical values such as dignity, honor, honesty, integrity, and discipline in students; introducing democratic culture, human rights, justice, tolerance, non-discrimination, peace, dialogue, civic responsibility, and regional integration, among others.

In driving effort towards the attainment of the set goal and objectives of education, educational institutions are required to continuously adapt curricular knowledge, administrative and pedagogical practices to the needs of individual learners, the realities of the context and the changing nature of the society. Schools are expected to not only follow change by needing to alters or adjust their structures, objective, curriculum and methods, etc. in ways that effectively addresses the change imperatives, but should also constitute centers of innovation and reforms by proactively identifying emerging societal needs, promoting creative problem-solving, and equipping learners with the skills and mindset to lead in a dynamic and interconnected world.

A number of studies suggest that reforms such as curriculum enhancement, teacher professional development, infrastructural development, and technology integration can greatly impact the achievement of educational goals and objectives (Darling-Hammond, 2017; Heinrich et al., 2019; Adeniyi et al., 2014). In this light, secondary schools in Cameroon have adopted various reforms to address the issues which they deal with in an increasingly challenging context, and in an attempt to seek novel and more efficient methods of achieving their educational goals and objectives. This study examined the impacts of these reforms on the achievement of school goals and objectives. Focus is on Kupe-Muanenguba Division—a region characterised by high levels of resource insufficiency and geographic isolation, which significantly undermines the attainment of educational objectives in the area. With particular attention paid to curricular and pedagogical reforms, the study aimed to suggest practical measures that can enhance the achievement of school goals and objectives in the division amidst limited resources.

Background of the Study

Education is a dynamic process that must continuously evolve to meet the changing needs of society. Responding to societal transformations necessitates regular updates and reviews of curricula and pedagogical approaches to ensure that students are adequately prepared for an uncertain future characterised by rapid technological advancements and a highly competitive global environment (OECD, 2020). If students continue to learn the same content that was taught to previous generations without modification, they risk being ill-equipped for the challenges of the 21st century. Educational reforms aim to address societal concerns such as poverty, gender and class-based inequities, and inefficiencies within the education system. These reforms are essential for enhancing the quality of learning and equipping students with the critical thinking, problem-solving, and technological skills required for success in a rapidly evolving world (Adeniyi et al., 2024).

Historically, education has undergone significant transformations. In the early 18th century, learning was largely traditional, with an emphasis on the transmission of cultural knowledge, skills, and customs from one generation to the next. However, major changes occurred in the late 18th and early 19th centuries when humanist scholars in Europe emphasised the importance of classical literature, the arts, and the sciences in education (Gutek, 2005). The Industrial Revolution further reshaped education, as the progressive education movement led by John Dewey advocated for a curriculum grounded in scientific, pragmatic, and democratic principles. Dewey's approach emphasised child-centered learning, meeting the needs of individual learners, and fostering creativity and critical thinking (Dewey, 1938). Since the 1980s, these principles have continued to shape major education reforms worldwide, promoting transformative changes in curricula and teaching methods.

Following independence, Cameroon embarked on several reforms aimed at harmonising its dual educational subsystems—French and English—to promote national unity and coherence. These reforms were guided by international and regional frameworks such as the 1961 Addis Ababa Conference on the Development of Education in Africa, which emphasised increasing access to education, the 1990 Jomtien Declaration on Education for All, which promoted universal basic education, and the 1995 Cameroon Education Forum, which sought to improve educational quality and relevance in the country. In line with these efforts, curriculum reforms in Cameroon's secondary schools have focused on modernising education, aligning it with global standards, and improving learning quality and relevance.

To prepare students for the digital age, a curriculum policy integrating Information and Communication Technology (ICT) was introduced into Cameroonian secondary schools between 1998 and 1999 and was officially implemented in general and technical secondary schools in February 2001 (Mbangwana, 2008). As part of the measures to implement this curriculum, official ICT programs for secondary schools were developed in 2003, and ICT syllabuses, along with national sequential schemes of work, were published in 2008 and made available to schools (Njouny, 2021). To promote and encourage teachers' use of technology without discrimination, efforts have been made to stimulate research into innovative teaching methods and enhance the quality of education. In addition, initiatives have been undertaken to equip schools with ICT infrastructure and provide teacher training (Mekolle, 2024).

In view of the need to transition from a colonial, objective-driven education system that emphasised rote memorisation, Cameroon adopted the Competency-Based Approach (CBA) in 2012. The trial phase of CBA began in the 2012–2013 academic year, and in 2014, the Ministry of Secondary Education (MINESEC) officially approved a syllabus for its implementation in schools. This approach shifted focus toward skill acquisition, problem-solving, and adaptability, requiring educators to adopt new pedagogical strategies and undergo continuous professional development. While the content remained largely unchanged, modifications in teaching methodologies aimed to promote critical thinking and real-world application of knowledge. International recommendations, such as those from The UNESCO International Expert Meeting on General Secondary Education in the Twenty-first Century (UNESCO, 2001), further influenced Cameroon's shift towards competency-based education. The Education Sector Strategy (Republic of Cameroon, 2013) provided additional guidelines to improve secondary education by addressing the challenges of mass education, quality, and relevance.

Recent reforms in Cameroon's secondary education sector emphasise skill acquisition, digital transformation, and innovative teaching methods. Government-led initiatives have focused on curriculum revision, particularly in STEM subjects and vocational training, promoting bilingual education, improving teacher training and professional development, reforming the examination system for greater transparency, and increasing access to education for marginalised and rural populations (Republic of Cameroon, 2020). The integration of digitisation in teaching and

learning, and the implementation of the Minister's "Clean School" concept further reflect efforts to create safe, ethical, and conducive learning environments.

The Continental Education Strategy for Africa underscores the need for strong political will to drive meaningful educational reforms (African Union Commission, 2016). However, challenges such as insufficient teacher training, inadequate instructional materials, and infrastructure disparities have hindered effective implementation, raising concerns about the preparedness of secondary school graduates for higher education and employment. In Kupe-Muanenguba Division, these challenges are further compounded by limited infrastructure, teacher shortages, and socio-economic constraints. While recent digitisation initiatives and pedagogic innovations aim to promote interactive and student-centered learning, their actual impact on achieving educational goals remains uncertain, highlighting the need for this study.

Statement of the Problem

Education plays a pivotal role in national development, particularly in developing countries like Cameroon, which aspires to transition to an upper-middle-income economy by 2035. International frameworks such as Sustainable Development Goal 4 (SDG4) and national strategies like the National Development Strategy (NDS30) underscore the importance of secondary education in nurturing well-rounded individuals prepared for a dynamic global landscape (United Nations, 2015; Republic of Cameroon, 2020). Achieving secondary school goals is therefore crucial for promoting academic excellence, student development, and overall national progress. In light of this, policymakers and educational administrators continuously design and implement curricula and pedagogic reforms aimed at enhancing learning outcomes and equipping students with the competencies needed to contribute to national growth. However, despite these reform efforts, secondary education in Cameroon continues to grapple with significant challenges that hinder the attainment of its objectives.

Empirical studies highlight persistent issues such as curriculum relevance, inadequate infrastructure, teacher shortages, socioeconomic disparities, and ineffective government policies as major impediments to educational success (Mekolle, 2024). Moreover, concerns about student disengagement, street roaming, school violence, cybercrime, theft, and occult practices raise serious questions about the effectiveness of the current education system in fulfilling its mandate as outlined in Section 4 of Law 98/004 of 14th April 1998 to lay down guidelines for education in Cameroon (Republic of Cameroon, 1998). Also, the tension between access to education and quality learning outcomes remains a pressing issue. In some instances, reform efforts that emphasise "high-quality education" have resulted in "high-intensity education," characterised by excessive test-driven learning and fragmented skill acquisition at the expense of holistic development and lifelong learning (Kohn, 2014). This raises concerns about whether secondary education in Cameroon adequately prepares students for higher education, employment, and real-world challenges.

Various factors—including curriculum changes, pedagogic approaches, shifts in education policies, technological advancements, and evolving societal needs—continue to shape the effectiveness of secondary education. While existing studies have explored these issues broadly, there remains a gap in research specifically addressing their impact within Kupe-Muanenguba Division in the South West Region of Cameroon. Given the region's unique challenges, including limited infrastructure, teacher shortages, and socio-economic constraints, a localised study is essential to assess how curricula and pedagogic reforms influence secondary school outcomes. This study seeks to bridge that gap by critically examining the implementation of these reforms, evaluating their effectiveness in achieving educational objectives, and identifying context-specific strategies for improving secondary education in the region.

Aim and Objectives

The study set out to determine the impact of educational reforms on the achievement of educational goals and objectives in secondary schools in Kupe-Muanenguba Division with focus on two objectives

1. Assess the impact of curricular reforms on the achievement of goals and objectives of secondary schools in Kupe-Muanenguba Division.

2. Examine the impact of pedagogic reforms on the achievement of goals and objectives of secondary schools in Kupe Manenguba Division

Hypotheses

There is no significant relationship between curricular reforms and the achievement of goals and objectives of secondary schools in Kupe-Muanenguba Division.

Pedagogic reforms do not have a significant impact on the attainment of secondary school goals and objectives in Kupe-Muanenguba Division.

Conceptual Review
Educational Reform as a Cornerstone for School Improvement

In today's complex world, the quality of education directly impacts a nation's economy and the prosperity of its people. As a result, schools have been subject to numerous policies, practices, and structural changes in curriculum relevance, pedagogy, assessment, and finances, all driven by a constant urge to improve teaching and learning. Change remains a primary driver of reforms, which are often proposed by thinkers seeking to redress societal ills or institute transformative societal changes through education.

Reform is founded on the belief that humanity should not passively wait for change but actively seek improvements. Education reform, therefore, involves modifying educational standards to reflect societal values, address inequalities, and prepare students for the future. It refers to systematic, significant revisions in educational legislation, standards, methodologies, and policies affecting a nation's school system (Goertz, 1995). For reforms to be effective, they must be systemic, coherent, and demand accountability for student progress. Professionals in education must collaborate in innovative ways to drive these changes (Tirozzi & Uro, 1997).

Most reforms aim to address societal challenges such as poverty, gender issues, and class-based inequities (OECD, 2010). In education, reforms are pivotal for improving the quality of education and preparing students for the challenges of the 21st century. Relevant literature shows that education reforms enhance curriculum relevance and alignment, which are very essential, as outdated or mismatched curricula can impede student progress and goal attainment (Darling-Hammond et al., 2020; Schmidt & Prawat 2006). Successful implementation of educational policies and reforms is key to achieving long-term educational objectives, enhanced quality assessment and monitoring mechanisms, student support services and well-being, stakeholder collaboration and community engagement, and financial management and addressing budget constraints (Fullan, 2007; OECD, 2010). Reforms can be envisioned across several areas of education, including curriculum development, pedagogical practices, teacher professional development, assessment strategies, etc.

Curricula reforms are the significant changes in content, subjects, syllabus and textbooks to ensure relevance, effectiveness and alignment with societal goals. Curriculum serves as learning guides governed by a school board and designed to address students' educational needs, facilitate learning, and establish a relationship between teachers and students. The interest in curriculum reforms has been sparked not only by the necessity to ensure that students have the skills and attitudes suited for the 21st century but also by the potential impact of the adoption of a specific

curriculum on students' learning outcomes (Chingos & Whitehurst, 2012; Steiner, 2017). Generally curricula reforms follow a progressivist and constructivist approach, prioritising active learning, critical thinking, and real-world application of knowledge. They emphasise student-centered learning, recognising diverse learning styles and abilities, and employing instructional strategies tailored to individual needs.

Tanner and Tanner (1975) define curriculum as planned and guided learning experiences designed to promote personal and social competence. Scholars have categorised curricula in various ways, offering different typologies. Eisner (1985) identifies three types: the explicit or written curriculum, the implicit or unwritten curriculum, and the null curriculum, which refers to content not acknowledged by the school. Posner (2004) outlines five categories: the official, operational, hidden, null, and extra-curriculum. Cuban (1993) presents four perspectives: the official, taught, learned, and tested curriculum. The curriculum reforms discussed in this study—including the 2014 secondary school syllabus that proceeded the introduction of CBA, integration of technology, vocational education and entrepreneurship, bilingual education, and continuous assessment—align with several of these typologies found in the literature.

Pedagogic reforms refer to changes in teaching and instructional practices aimed at improving learning experiences and outcomes. These reforms are designed to enhance the overall quality of education by ensuring that teaching strategies are aligned with contemporary educational needs and goals. Tambo (2003) describes teaching strategies as the various ways teachers interact with students, emphasising the importance of adapting instructional practices to meet diverse learner needs. In this context, MINESEC has prioritised key pedagogic reforms, including the CBA, bilingualism, and digitalisation, all of which reflect the evolving demands of the education system.

The CBA is a central pedagogic reform that defines education in terms of precise, measurable knowledge, skills, and behaviours that students should acquire by the end of a course of study. This approach was developed to address the limitations of traditional educational methods, specifically the challenge of "constituted knowledge," and to professionalise teaching practices (Ekobina, 2021). CBA aligns with constructivist principles, where learning is viewed as an active process in which students construct their own knowledge with guidance from teachers who act as facilitators. In this framework, teachers are not merely content deliverers but motivators and advisors who plan and organise activities that encourage creativity and critical thinking. Moreover, CBA emphasises the importance of evaluation through Bloom's Taxonomy (1956), which includes levels of learning such as knowledge, comprehension, application, analysis, synthesis, and evaluation, ensuring a holistic assessment of student progress.

Bilingualism is another significant pedagogic reform in Cameroon, recognising the importance of both French and English as official languages in the country. The promotion of bilingualism is enshrined in Cameroon's educational policy and constitution, which mandates that bilingualism be implemented at all educational levels as a means of fostering national unity and integration (Republic of Cameroon, 1998: Section 3). As part of this effort, MINESEC introduced the "Bilingual Game" through Circular Letter No. 31/09 MINESEC/IGE/IPBIL of 3 September 2009, which encourages teachers to integrate both languages into their lessons. This pedagogic activity requires teachers to incorporate the second official language during the final ten minutes of each lesson, thereby promoting language proficiency across disciplines. The success of this initiative depends largely on teacher engagement and schools' commitment to celebrating bilingualism throughout the academic year. When effectively implemented, this reform aims to produce fully bilingual Cameroonians, thus enhancing communication and promoting unity within the multilingual context of the country.

During the COVID-19 crisis, Cameroonian secondary schools introduced digital learning as a new pedagogic reform. Digitalisation is the process of converting traditional educational methods into

digital formats through the use of computers, tablets, projectors, the internet, and educational software. The adoption of digital learning in Cameroonian secondary schools has been instrumental in enhancing educational delivery, especially in the context of distance learning. To support this reform, MINESEC provided schools with digital tools, organised teacher training workshops, and developed distance education materials (see https://minesec-distancelearning.cm/). These initiatives have expanded access to education and improved teaching practices, making education more accessible and adaptable to the needs of students in an increasingly digital world.

Goals and Objective of Education in Cameroon—Schools in Kupe-Muanenguba Division in Focus

Educational goals are broad, general statements that describe what learners are expected to achieve as a result of instruction. They focus on long-term, overarching outcomes that guide curriculum development and teaching strategies. Derived from educational goals, educational objectives are specific, measurable statements that describe what learners should know, do, or feel after a learning experience. They break down broader goals into concrete steps that can be assessed. Effective implementation of educational goals and objectives is pivotal in enhancing academic success, skill acquisition, and employability, and in ensuring the holistic development of learners. Research indicates that high-achieving schools exhibit clear and consistent leadership expectations (Binkowski et al., 1995; Larsen, 1987, cited in Wantchami, 2018). In Cameroon, achieving educational goals requires a holistic approach that considers curriculum relevance, teacher effectiveness, student readiness, parental involvement, financial resources, and enabling educational policies. Schools must adopt strategic frameworks to ensure that educational reforms lead to meaningful and sustainable improvements.

Aligned with global and national aspirations, Cameroon's 1998 education law (Sections 4 and 5) emphasises intellectual, physical, civic, and moral development, ensuring students' seamless integration into society while considering economic, socio-cultural, and political factors. The specific objectives of secondary education include producing culturally rooted citisens who are open to the world and committed to the common good; promoting ethical values such as dignity, honesty, integrity, and discipline; fostering family life and national languages; and introducing students to democratic principles, human rights, justice, tolerance, and civic responsibility. Also, education aims to enhance regional and national integration, encourage excellence, teamwork, creativity, and entrepreneurship, and provide training in physical education, sports, arts, culture, hygiene, and health education (Republic of Cameroon, 1998).

Each year, MINESEC sets specific goals, requiring school administrators to align their strategic plans towards the achievement of these goals. Interviews with the Divisional Delegate for Secondary Education and school principals in Kupe-Muanenguba reveal that recent priorities include digitalisation in teaching and learning and the "safe and clean school" initiative to improve education quality. To achieve these goals, the government has introduced a policy mandating at least one computer per school and deployed trained ICT teachers to public secondary schools. Notably, government pilot schools such as GBHS Bangem and GBHS Tombel have received digital resources and science equipment accessible to other schools in the division. However, issues such as unreliable electricity, limited internet access, and resource management persist, even as effort have been made to mitigate these challenges by installing solar energy systems in pilot schools.

Recognising the importance of Technical and Vocational Education and Training (TVET) in tackling youth unemployment and promoting economic growth, Cameroon has aligned its educational goals with UNESCO and UN recommendations. Policies promoting entrepreneurship and skill development in secondary schools have been established in accordance with Sections 5 and 25 of the 1998 education law, which emphasise education in cognitive, affective, and

psychomotor domains while ensuring curriculum content aligns with national and global economic, scientific, and technological trends (Republic of Cameroon, 1998). In recent years, Science, Technology, Engineering, and Mathematics (STEM) education has gained prominence in Cameroon as a response to labour market demands, and in alignment with long standing efforts to promote STEM worldwide. In Kupe-Muanenguba, STEM initiatives include constructing science laboratories and adopting experimental learning methodologies in selected schools. These initiatives tie with international efforts to modernise education and enhance students' practical skills.

To promote bilingualism and national languages, all secondary schools in Kupe-Muanenguba have instituted the mandatory teaching of English and French, despite sociocultural challenges. More periods are allocated to these subjects in school timetables, and their implementation is closely monitored to ensure they remain a priority. Additionally, in alignment with the school calendar, measures are taken to ensure that schools observe and celebrate Bilingualism Week during the first week of February each year. According to responses from interviews held with school principals for the purpose of this study, during this period, the French language is given priority in school activities, and schools are required to submit reports on their bilingual activities to the Divisional Delegate for Secondary Education. Furthermore, schools observe International Mother Language Day on February 21st annually, engaging in activities such as cultural exhibitions, debates, poetry recitals, and storytelling in various indigenous languages. These activities aim to preserve and promote local languages while encouraging appreciation for linguistic diversity among students.

The government has also prioritised efforts to expand access to secondary education and promote mass education policies aimed at eradicating illiteracy, particularly among marginalised groups and children in rural areas. As a result, at least one primary school exists in every village, and one secondary school is established in each clan within the area. In addition, private investors and religious organisations have been encouraged to establish schools, many of which now receive government subventions. Infrastructure improvements, provision of scholarships, and community involvement have further supported these objectives. Local elites and organisations, such as the Ephraim Abwe Diabe Platform of Excellence (EAD-PFE), have contributed by providing scholarships and resources to enhance access to education.

Despite these significant efforts, challenges persist in Kupe-Muanenguba's educational system, including inadequate professional resources, limited digital infrastructure, and teachers' inertia towards change. Addressing these issues is essential for achieving educational goals and objectives in Cameroon, particularly in Kupe-Muanenguba Division. This requires a collaborative approach involving government agencies, schools, communities, and private stakeholders. Sustained investment in education, continuous policy reforms, and strategic partnerships will be necessary to overcome these challenges and ensure sustainable improvements in the education sector.

Theoretical Review

The Change Management Theory constitutes the main theoretical framework on which this study was based. Change Theory, as conceptualised by scholars such as Lewin (1951) and later expanded by Fullan (2007), provides a framework for understanding the processes involved in implementing and sustaining reforms within educational systems. Lewin's model of change, which includes the stages of unfreezing, changing, and refreezing, suggests that meaningful educational transformation requires breaking away from established practices, introducing new strategies, and reinforcing them to ensure sustainability. Fullan (2007) further emphasises the complexity of educational change, arguing that successful reforms necessitate systemic engagement, stakeholder commitment, and continuous adaptation to contextual realities.

Applied to this study, Change Theory underscores the necessity of systematically implementing and sustaining changes that enhance the achievement of secondary school goals and objectives. Lewin's (1951) model highlights that before new curricula and pedagogic strategies can be successfully integrated, there must be an "unfreezing" of traditional teaching methods and outdated curricular content. This requires stakeholder sensitisation, policy adjustments, and resource allocation to create a receptive environment for change. The "change" phase involves the introduction of innovative teaching methodologies, competency-based curricula, and capacity-building programs for teachers to improve instructional quality. Fullan (2007) further emphasises that continuous professional development and stakeholder engagement are vital for navigating the complexities of reform implementation. Finally, the "refreezing" stage ensures that these reforms become institutionalised through consistent policy enforcement, monitoring, and evaluation. In Cameroon, decentralised educational governance plays a pivotal role in decision-making; as such, effective curriculum and pedagogic reforms depend on the collaboration of local education authorities, school administrators, teachers, and parents to ensure sustainability. Thus, Change Theory provides a strategic lens through which the challenges and prospects of educational reforms can be examined, bringing to light the understanding of how they align with national education objectives and the evolving needs of secondary school learners.

Empirical Review

Empirical studies on curricula and pedagogic reforms provide valuable insights into their impact on education systems. Tigma et al. (2024) examined pedagogic and programmatic changes in Cameroon's state higher education system, highlighting the need for modernised teaching methods and curriculum adjustments to enhance relevance. Their study confirmed that pedagogical improvements positively impact educational relevance, highlighting the importance of ongoing teacher training and curriculum restructuring. Similarly, Ngumanawe and Omedo (2024) investigated curriculum reforms in secondary schools in Kampala, Uganda. They found that active implementation of reforms significantly improves academic achievement. Their findings suggest that schools adopting curriculum changes are more likely to see better student outcomes, while socioeconomic factors also influence performance.

In Tansania, Aseri and Amos (2024) explored curriculum reform strategies in public secondary schools in Morogoro Municipality. Their study identified challenges such as technical language barriers, limited resources, and inconsistent support, which hinder effective curriculum execution. Despite these obstacles, curriculum reforms positively impact student engagement, learning environments, and skill acquisition. The study recommends addressing these challenges through simplified language, continuous teacher support, and structured evaluations. Likewise, Jan et al. (2023) focused on the role of teachers' content knowledge, pedagogical knowledge, and instructional approaches in student achievement in Pakistan's secondary schools. Their findings emphasise that teacher expertise in content and pedagogy significantly influences academic outcomes, reinforcing the need for teacher capacity building.

Yasin (2021) investigated the effects of pedagogical processes on primary school academic performance in Somaliland. The research highlighted the link between teaching methods, classroom management, and student success. The study found that ineffective pedagogical approaches contribute to declining performance, advocating for improved teacher training and professional development.

Despite the valuable contributions of these studies, a significant gap remains in understanding how curricula and pedagogic reforms specifically impact the achievement of secondary school goals. Existing research often focuses on either policy implications or isolated aspects of curriculum and pedagogy, without a comprehensive assessment of their combined effects on educational outcomes in secondary schools. This study aims to bridge this gap by examining the effectiveness of curriculum and pedagogic reforms in promoting the achievement of goals and

objectives of secondary schools in Kupe-Muanenguba Division, and by providing practical recommendations for enhancing the overall impact of such reforms.

Methodology

Research Design

This study adopted a correlational research design, selected for its suitability in examining the nature and strength of relationships between two or more variables without manipulating them (Creswell, 2012). This design enabled the researcher to assess whether, and to what extent curricular and pedagogical reforms predict the attainment of school goals and objectives. To gain a comprehensive understanding of the research problem, both quantitative and qualitative data were collected and analysed. The use of a mixed-method approach enriched the study by allowing for triangulation of data sources, thereby enhancing the depth of analysis and providing a more holistic view of the phenomenon under investigation. This approach also strengthened the validity and reliability of the findings, ensuring that the conclusions drawn were well-supported by multiple forms of evidence.

Area of the Study

This study was conducted in Kupe-Muanenguba Division, one of the six divisions of the South West Region of Cameroon. The division is largely rural with a varied landscape of mountains and forests, and it faces significant infrastructural and service-related challenges. Nonetheless, recent years have seen increased access to secondary education, attributed to the gradual stabilisation following the socio-political crisis in the North West and South West Regions, which had previously hindered educational progress. The region's unique context, marked by limited resources and isolation, makes it a compelling setting for studying the effects of educational reforms.

Given its diverse school types and socio-economic conditions, Kupe-Muanenguba division provides valuable insights into how curricular and pedagogic reforms play out in rural Cameroon. The division grapples with issues such as teacher shortages and inadequate teaching resources but also benefits from reforms promoting bilingualism, STEM, ICT integration, and the Competency-Based Approach. As such, the study uses the area as a case to explore the broader challenges and opportunities in transforming education, in alignment with national priorities and Sustainable Development Goal 4 (SDG4).

Population of the Study

The population of the study comprised all teachers and administrators from 37 functional government and mission secondary schools in Kupe-Muanenguba Division, with a total of 724 teachers and 37 principals, based on statistics for the 2023/2024 academic year obtained from the Divisional Delegation of Secondary Education for Kupe-Muanenguba Division. Lay private schools were not included in the study due to their minimal presence in the area.

Sample and Sampling Techniques

The study adopted a multi-stage sampling approach, incorporating purposive, proportional stratified, and simple random sampling techniques to ensure representation, relevance, and diversity across school settings in Kupe-Muanenguba Division. First, purposive sampling was used to select 12 out of the 26 targeted government and mission secondary schools within the Bangem and Tombel subdivisions. These schools were selected based on their direct involvement in implementing key curricular and pedagogic reforms such as the CBA, ICT integration, bilingual instruction, and STEM education. This ensured that the study focused on institutions that were most representative of the reform initiatives under investigation.

Next, within the selected schools, proportional stratified sampling was employed to account for the variability in school size, teacher population, and subject specialisations. This approach enabled the researcher to reflect the proportional representation of teachers across the sampled schools, ensuring fairness and minimising sampling bias. Subsequently, a simple random sampling technique was applied to select a total of 200 teachers from the participating schools. These teachers responded to a structured questionnaire designed to gather quantitative data on their perceptions of curricular and pedagogic reforms and attainment of school goals and objectives.

Additionally, all 12 principals of the selected schools were purposively included in the sample for qualitative data collection through semi-structured interviews. Principals were selected because of their pivotal roles in policy implementation, pedagogical leadership, and strategic decision-making at the school level. Their insights were vital in understanding how reforms are perceived and operationalised on the ground.

The sampling strategy ensured the inclusion of diverse respondents across gender, professional roles, subject areas, levels of experience, and qualifications. This diversity enhanced the validity, credibility, and generalisability of the study's findings within the context of Kupe-Muanenguba Division.

Research Instruments

To gather relevant data for the study, two primary instruments were developed and employed: a structured questionnaire for teachers titled *"Teachers' Perceptions of Reforms and School Success"* and a semi-structured interview guide for school principals. The questionnaire was structured in three sections, A, B and C. Section A was devoted to the collection of demographic data of the respondents. Section B comprised 14 closed-ended items—equally distributed around curricular reforms and pedagogic reforms, while Section C was made up of 10 items designed to elicit responses on the achievement of school goals and objectives. The items were structured on a 4-point Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD). To determine the reliability of the instrument, the split-half method was applied during pilot testing. This involved comparing responses from two halves of the questionnaire (odd- and even-numbered items), which confirmed acceptable internal consistency and minimised errors associated with repeated administration.

The semi-structured interview guide administered to principals enabled the researchers to gain deeper insights into the contextual realities of reform implementation. The guide consisted of open-ended questions designed around the study objectives. With the consent of participants, voice recordings were made to ensure accurate documentation of responses and preserve the integrity of the data. To enhance the credibility and trustworthiness of the qualitative data, triangulation was employed by comparing responses from interviews with secondary data from policy documents and findings from the teacher questionnaires (Nowell et al., 2017). Thick descriptions were also used to provide detailed accounts of participants' responses and school contexts, allowing for better interpretation and potential transferability of findings. This multi-instrument approach enabled a comprehensive analysis of the impact of reforms on the achievement of secondary school goals in Kupe-Muanenguba Division.

Data Collection Process

The study was conducted in 2024. The first phase involved the assembly of secondary data collected from relevant policy documents, academic papers, and journal articles to provide a solid foundation for the research. Primary data collection took place between May and September 2024; this allowed ample time for the researchers to visit schools and gather data in accordance with established research procedures and ethical guidelines. The Direct Delivery Technique (DDT),

also referred to as the face-to-face technique, was employed during this phase to ensure effective and personal engagement with participants (Creswel & Creswell, 2018).

Data Analysis Procedures

The analysis of data in this study followed a mixed-methods approach, integrating both quantitative and qualitative techniques to generate a comprehensive understanding of the issue under investigation. Quantitative responses from the questionnaire were numerically coded and analysed using the Statistical Package for the Social Sciences (SPSS) version 21.0. Descriptive statistics—including frequency counts, percentages, means, and standard deviations—were employed to summarise participants' responses on educational reforms and achievement of school goals and objectives. To assess the strength and direction of relationships between key variables, Pearson's product-moment correlation coefficient (r) was employed. This enabled the researcher to determine whether statistically significant correlations existed between curricular and pedagogic reforms and the achievement of educational objectives. The level of significance was set at $p < .05$, consistent with standard practices in educational research (Creswell, 2012).

For the qualitative data, a thematic analysis approach was applied. Transcribed responses were examined iteratively, with initial codes grouped into broader categories and refined into recurring themes. Some direct quotations from the responses were included to illustrate these themes. This method provided rich insights into participants' lived experiences regarding the effectiveness of reforms within the study context. The themes identified in the qualitative data were then cross-verified with the quantitative findings through triangulation, thereby enhancing the credibility and trustworthiness of the results. This analytical strategy not only facilitated a multi-dimensional perspective on reform outcomes but also enabled a deeper and more context-sensitive understanding of the practical impact of curricular and pedagogic reforms on the attainment of secondary school goals.

Findings

This section presents the findings of the study, organised according to the research objectives and hypotheses. To enhance clarity and ease of interpretation, the quantitative data is summarised by consolidating positive responses (Strongly Agree and Agree) and negative responses (Strongly Disagree and Disagree), followed by a decision based on the resulting statistics. This is then complemented by the presentation of qualitative data, and subsequently, the results of hypothesis testing are discussed. This structured approach provides a clear overview of key trends and insights from participants' experiences and perspectives.

Achievement of Goals and Objectives of Secondary Schools in Kupe-Muanenguba Division

Table 1: Teachers' Appraisal of Achievement of School Goals and Objectives

Opinion Statement	SA/A	D/SD	Decision
Students are respectful of others	166(83%)	34(17%)	Agreed
Students are rooted in the prevailing societal cultures	156(78%)	44(22%)	Agreed
The school has realised its past projects	151(75.5%)	49(24.5%)	Agreed
Students exhibit good hygiene practices	146(73%)	54(27%)	Agreed
Graduates are ready to adapt in higher education	139(69.5%)	61(30.5%)	Agreed
Graduates demonstrate acquisition of suitable skills	105(52.5%)	95(47.5%)	Divided
Graduates possess a sense of critical thinking	103(51.5%)	97(48.5%)	Divided
Students perform well in examinations	101(50.5%)	99(49.5%)	Divided
Graduates communicate in English and French languages	32(16%)	168(84%)	Disagreed
I am satisfied with my job	21(10.5%)	179(89.5%)	Disagreed
Mean Response Score	**112(56%)**	**88(44%)**	**Agreed**

The data presented in Table 1 reflects teachers' appraisal of the extent to which secondary school goals and objectives are being achieved in Kupe-Muanenguba Division. The majority of teachers expressed positive views regarding students' attitudes and behavioural outcomes. High agreement was recorded for statements indicating that students are respectful of others (83%), rooted in prevailing societal cultures (78%), practice good hygiene (73%), and that schools have successfully realised past projects (75.5%). Furthermore, 69.5% of teachers believe that graduates are prepared to adapt to higher education, suggesting a degree of academic readiness among students.

However, opinions were more divided on core academic competencies. Slight majorities of respondents agreed that graduates demonstrate acquisition of suitable skills (52.5%), possess a sense of critical thinking (51.5%), and perform well in examinations (50.5%), while nearly equal proportions disagreed. This division points to variability in outcomes, possibly due to inconsistent implementation or effectiveness of curricular and pedagogic reforms.

Alarmingly, there was strong disagreement regarding graduates' ability to communicate effectively in both English and French (84% disagreed), which raises concerns about the bilingual education policy and its application in the region. Additionally, a substantial 89.5% of teachers reported dissatisfaction with their jobs, highlighting potential challenges related to teacher welfare, motivation, or working conditions.

Overall, with a mean response score of 56% in agreement, the appraisal reveals a generally favorable perception of the achievement of school goals, particularly in behavioural and cultural domains. Nonetheless, the divided views on academic competencies and the negative assessments of language proficiency and teacher satisfaction signal critical areas that need to be addressed to ensure the success and sustainability of education reforms in the division.

Research Objective One: Assess the impact of curricular reforms on the achievement of goals and objectives of secondary schools in Kupe-Muanenguba Division

Table 2: Teachers' Appraisal of Curricular Reforms in Secondary Schools

Opinion Statement	SA/A	D/SD	Decision
The curriculum contains provisions for the learning of both English and French.	200(100%)	0(0%)	Agreed
The curriculum promotes the development of civic, moral, and ethical values.	193(96.5%)	7(3.5%)	Agreed
The curriculum is competency-based, focusing on the development of practical skills and abilities.	183(91.5%)	17(8.5%)	Agreed
The curriculum content integrates 21st-century themes such as digital literacy, entrepreneurship, and environmental education.	122 (61%)	78(39%)	Agreed
Information and Communication Technology (ICT) is integrated into the curriculum as a tool for teaching and learning.	103(51.5%)	97(48.5%)	Divided
The subjects included in the curriculum reflect current societal, economic, and technological realities.	101(50.5%)	99(49.5%)	Divided
The curriculum includes components that support technical and vocational education and training	76(38%)	124(62%)	Disagreed
Mean Response Score	**140(70%)**	**60(30%)**	**Agreed**

Table 2 presents teachers' appraisal of curricular reforms in secondary schools in Kupe-Muanenguba Division in terms of structure and content relevance. The findings indicate a generally positive outlook, with a mean response score of 70% agreement, suggesting that most

teachers view the reforms as constructive and satisfactorily implemented. Teachers strongly affirmed that the curriculum promotes bilingualism, moral values, and practical skill development. However, there were mixed views on the integration of ICT and the relevance of subjects to current societal and technological needs. A major concern was the lack of emphasis on technical and vocational education, which most teachers felt was insufficient. Overall, while the reforms are viewed as progressive, improvements are needed in implementation, especially in ICT use and vocational training.

Table 3: Principals' Perceptions on Curricular Reforms in Secondary Schools in Kupe-Muanenguba Division

Themes	Quotations
Integration of the CBA	*"CBA was introduced. It encourages learners to think critically and apply knowledge to real-life situations."* *"Unlike the old curriculum, CBA outlines what students are expected to do, not just what they should know."* *"The curriculum now emphasises outcomes and competencies rather than simply covering content."*
ICT Integration and Digital Literacy in the Curriculum	*"ICT has been included in the curriculum across the board."* *"Though the school is not well equipped, digital literacy is a stated objective in the revised curriculum."* *"We encourage teachers to integrate ICT content even when teaching non-ICT subjects."*
Curriculum Relevance and Alignment with National and Global Priorities	*"Some new subjects have been introduced to align education societal needs."* *"The curriculum includes entrepreneurship and vocational skills to prepare students for self-reliance."* *"Through subjects like Citizenship Education, the curriculum promotes civic and environmental education, ethics, national integration"* *"The study programme now embodies not just bilingualism but also appreciates indigenous languages"*

The information on Table 3 shows principals' perceptions on curricular reforms in secondary schools within Kupe-Muanenguba Division, highlighting three core themes that align with national education goals and global education trends. Firstly, principals emphasised the shift from traditional content delivery to the Competency-Based Approach (CBA), which prioritises critical thinking, problem-solving and demonstrable learner outcomes. Secondly, they noted the integration of ICT and digital literacy into the curriculum, recognising its importance in modern education despite infrastructural limitations. Lastly, the theme of curriculum relevance and alignment with societal needs emerged strongly, with principals acknowledging the inclusion of entrepreneurship, vocational training, civic education, bilingualism, and indigenous languages. These insights affirm that curricular reforms are not only policy-driven but also reflective of broader developmental goals, though practical implementation remains dependent on school-level capacity and support.

Testing of Research Hypothesis 1

Ho$_1$: There is no significant relationship between curricular reforms and the achievement of goals and objectives of secondary schools in Kupe-Muanenguba Division

Table 4: Relationship between Curricular Reforms and the Achievement of Goals and Objectives of Secondary Schools

		Curricula Reforms	Achievement of Goals and Objectives of secondary Education
	Pearson Correlation	1	-.023
Curricula Reforms	Sig. (2-tailed)		.747
	N	193	193
Achievement of Goals and	Pearson Correlation	-.023	1
Objectives of secondary	Sig. (2-tailed)	.747	
Education	N	193	193

Table 4 illustrates the results of the correlation analysis conducted to test Hypothesis 1. The Pearson correlation coefficient was found to be -.023, indicating a very weak negative relationship between curricular reforms and the achievement of educational goals. Additionally, the p-value (Sig. 2-tailed) was .747, which is greater than the 0.05 significance threshold, suggesting that the observed correlation is not statistically significant. Based on these findings, the null hypothesis above is accepted, implying that there is no significant relationship between curricular reforms and the achievement of secondary school goals in the study area. This outcome highlights potential gaps in how curricular reforms are designed or implemented, and suggests that changes in curriculum alone may not be sufficient to drive measurable improvements in educational outcomes without addressing broader systemic and contextual challenges.

Research Objective Two: Examine the Impact of Pedagogic Reforms on the Achievement of Goals and Objectives of Secondary Schools in Kupe Manenguba Division

Table 5: teachers' appraisal of implementation of Pedagogic Reforms in Secondary Schools

Opinion Statement	SA/A	D/SD	Decision
English and French Languages are consistently being taught in my school.	186(93%)	14(7%)	Agreed
I collaborate with other teachers in lesson planning and delivery.	182 (91%)	18(9%)	Agreed
I use interactive, learner-centered teaching strategies over traditional lecture methods.	171(85.5%)	29(14.5%)	Agreed
I use the Competency-Based Approach (CBA) in teaching my subject(s)	166(83%)	34(17%)	Agreed
I tailor my teaching practices towards the development of students' problem-solving and critical thinking skills.	154(77%)	46(23%)	Agreed
I receive training to support the integration of digital tools into classroom teaching.	123(61.5%)	77(38.5%)	Agreed
I use ICT tools such as projectors, computers, or internet-based platforms during lessons.	68(34%)	132(66%)	Disagreed
Mean Response Score	**150(75%)**	**50(25%)**	**Agreed**

Table 5 summarises teachers' perceptions of pedagogic reform implementation in secondary schools in Kupe-Muanenguba Division. Overall, teachers reported strong agreement with reforms such as bilingual instruction, collaborative planning, learner-centered methods, and use of the Competency-Based Approach (CBA), with an average agreement rate of 75%. However, while many receive training on ICT integration, only 34% reported using digital tools in the classroom, highlighting a gap between training and practice. This suggests that while pedagogic reforms are largely embraced, challenges remain in fully implementing digital components.

Table 6: Principals' Perceptions on Pedagogic Reforms in Secondary Schools in Kupe-Muanenguba Division

Themes	Quotations
Implementation of the CBA	*"With CBA, teachers now focus on what learners can do, not just what they know."* *"We've seen improvements in student participation since shifting to competency-based learning."* *"Teachers are required to plan lessons that promote application and critical thinking."* *"CBA demands more preparation, but it is helping us to move away from rote learning."*
Digitalisation and ICT Integration in Pedagogy	*"We have introduced digital tools, but consistent electricity and internet access remain a challenge."* *"Training workshops on digital education have helped teachers adapt, but not all have the equipment."* *"Our school received a few computers, but it's not enough for classroom needs."*
Promotion of Bilingual and Student-Centered Teaching Practices	*"We observe bilingualism week every year, and teachers are encouraged to use the second official language during the final minutes of their lessons."* *"The bilingual game has encouraged both teachers and learners to become more language-conscious."* *"Teaching has shifted to focus more on learners' participation rather than teacher domination."*

Table 6 above presents three themes and a sample of quotation from the interviews conducted with principals. The first theme, implementation of the CBA, reflects a shift in instructional focus toward learner outcomes, critical thinking, and application-based learning, with principals noting improved student engagement and a move away from rote memorisation. The second theme, digitalisation and ICT integration, underscores both progress and challenges, as schools introduce digital tools amid persistent infrastructure limitations such as unreliable electricity and insufficient equipment. The third theme, promotion of bilingual and student-centered practices, reveals a commitment to inclusive and participatory learning, with principals citing practices like bilingual instruction and increased learner involvement in lessons. Overall, the table illustrates school leaders' recognition of meaningful pedagogic change while acknowledging ongoing barriers to full implementation.

Testing of Research Hypothesis 2

Ho$_2$: Pedagogic reforms do not have a significant impact on the attainment of secondary school goals and objectives in Kupe-Muanenguba Division.

Table 7: Relationship between Pedagogic Reforms and the Achievement of Goals and Objectives of Secondary Schools

		Achievement of Goals and Objectives of secondary Education	Pedagogic Reforms
Achievement of Goals and Objectives of secondary Education	Pearson Correlation	1	.416[**]
	Sig. (2-tailed)		.000
	N	193	193
Pedagogic Reforms	Pearson Correlation	.416[**]	1
	Sig. (2-tailed)	.000	
	N	193	193

**. Correlation is significant at the 0.01 level (2-tailed).

Table 7 depicts the results of the correlation analysis used to test Hypothesis 2. The findings reveal a Pearson correlation coefficient of .416, indicating a moderate positive relationship between pedagogic reforms and the achievement of educational goals. Importantly, the p-value is .000, which is well below the 0.01 significance level, confirming that the correlation is statistically significant. This means the observed relationship is unlikely due to chance. As a result, the null hypothesis (Ho_2) is rejected, and it can be concluded that pedagogic reforms—such as the implementation of the CBA, digital learning strategies, and bilingual, student-centered teaching—significantly contribute to the attainment of secondary education goals in the study area.

Discussion

The findings of the study reflect both progress and persistent gaps in the implementation and outcomes of curricular and pedagogic reforms within secondary schools in Kupe-Muanenguba Division. The data suggests that pedagogic reforms have had a more substantial and statistically significant impact on the achievement of educational goals than curricular reforms. This resonates with Fullan's (2007) theory of educational change, which asserts that for reforms to be effective, they must go beyond policy changes and penetrate the "practice level" through active teacher engagement, professional development, and systemic support. The shift toward the CBA, collaborative teaching practices, and student-centered methodologies reflects alignment with constructivist principles (Fosnot, 1999) and Dewey's (1938) progressive education model, which emphasise critical thinking, creativity, and learner autonomy.

Notably, the strong positive correlation between pedagogic reforms and the achievement of school objectives (.416, p < .01) underscores the crucial role that teacher practices, motivation, and classroom strategies play in translating policy into meaningful outcomes. Teachers reported increased adoption of CBA and interactive teaching methods, with school leaders noting improvements in student participation and engagement. However, despite training efforts, the actual classroom integration of ICT tools remains limited, mainly due to infrastructural deficits, echoing concerns raised by Aseri and Amos (2024) and Mbangwana (2008) about implementation challenges in resource-constrained contexts.

In contrast, curricular reforms, though well-conceived on paper—with comprehensive inclusion of bilingualism, civic education, and digital literacy—showed no significant correlation with educational outcomes (r = -.023, p = .747). This lack of impact may stem from what Lewin (1951) termed the failure to adequately "refreeze" change—in other words, policies are introduced but not effectively internalised or institutionalised at the school level. Teachers' divided opinions on curriculum relevance, particularly regarding vocational education and ICT integration, indicate a mismatch between policy intent and classroom reality, often due to lack of resources or contextual misalignment. This disconnect mirrors findings by Ngumanawe and Omedo (2024) in Uganda,

where curriculum changes failed to achieve intended outcomes due to inconsistent implementation support.

A striking concern from the findings is the low bilingual proficiency among graduates and high teacher dissatisfaction, with 84% and 89.5% negative responses respectively. These findings highlight critical implementation weaknesses in Cameroon's bilingual education policy and underscore systemic issues affecting teacher morale. While the "bilingual game" policy and annual bilingualism celebrations are commendable, their surface-level application appears insufficient to produce functional bilingual graduates. Similarly, teacher dissatisfaction—likely tied to poor working conditions, insufficient incentives, or professional support—can undermine the sustainability of any educational reform, reinforcing Day and Gu's (2010) argument that reform success hinges on educator well-being and empowerment.

Overall, the study confirms that pedagogic reforms, especially those enhancing teacher agency and student engagement, are more impactful than curricular restructuring alone in resource-limited settings. This suggests that while curriculum design is foundational, implementation fidelity, infrastructure, teacher support, and contextual relevance are vital for realising educational goals.

Conclusion

This study assessed the effectiveness of curricular and pedagogic reforms in achieving the goals of secondary education in Kupe-Muanenguba Division. While both reform strands were introduced to align education with 21st-century competencies such as digital literacy, bilingualism, and practical skills acquisition, their impact varied significantly. The analysis revealed that pedagogic reforms, particularly the implementation of the CBA, student-centered teaching, and collaborative practices, have had a notably positive influence on educational outcomes, enhancing learner engagement, critical thinking, and problem-solving abilities.

In contrast, curricular reforms—despite being conceptually aligned with national and global priorities—have not significantly translated into improved educational outcomes in the study area. This shortfall stems largely from the gap between policy design and implementation realities, particularly in the absence of sufficient infrastructure, vocational training support, and localised instructional resources. The findings suggest that curriculum changes alone are insufficient unless supported by teacher capacity-building, school-level resources, and contextual adaptation. This highlights the importance of addressing both content and delivery mechanisms for reforms to have meaningful and measurable impact.

Furthermore, the study draws attention to broader systemic challenges, such as limited bilingual proficiency among students and widespread teacher dissatisfaction, which threaten the sustainability of reform initiatives. These challenges brings to light the need for a more integrated approach to educational transformation—one that simultaneously addresses pedagogy, curriculum, teacher welfare, infrastructure, and community engagement. Consequently, for reforms to succeed in regions like Kupe-Muanenguba, they must be inclusive, context-sensitive, and grounded in the lived realities of both educators and learners. This study contributes to the growing discourse on education reform in sub-Saharan Africa by emphasising the critical interplay between policy intent and practical implementation within complex local environments.

Recommendations

Based on the findings of the study, one key practical recommendation is to enhance teacher support and capacity-building initiatives, particularly in implementing pedagogic reforms such as the CBA, bilingual instruction, and learner-centered methodologies. Teachers demonstrated strong willingness to adopt these reforms, but their effectiveness is constrained by inadequate training opportunities, low job satisfaction, and insufficient access to teaching resources. Prioritising

continuous professional development, improving teacher welfare, and promoting collaborative teaching environments can significantly strengthen the impact of pedagogic reforms on student outcomes.

Another critical recommendation is the need to improve infrastructure and resource availability for the integration of digital tools in teaching and learning. Although the curriculum promotes ICT use, the actual implementation remains limited due to unreliable electricity, lack of internet connectivity, and insufficient digital equipment. Investing in sustainable infrastructure—such as solar-powered ICT labs—and ensuring that digital resources are accessible and usable in rural school contexts would bridge the gap between policy and practice, enabling teachers to fully harness technology for education.

Lastly, the implementation of curricular reforms must be contextualised and supported with practical tools that reflect the realities of schools in areas like Kupe-Muanenguba Division. While the curriculum includes provisions for vocational training, digital literacy, and civic education, many schools lack the materials and technical capacity to actualise these goals. There is a pressing need for curriculum adaptation that considers local socio-economic conditions and for the provision of relevant teaching aids and materials that make competency-based and skills-focused learning meaningful and achievable in everyday classroom settings.

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