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Evaluation of the Competency-Based Learning Paradigm and Academic Performance of Class 6 Pupils

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ABSTRACT

This article adopts a mixed exploratory approach to examine the competency-based learning paradigm and its impact on the development of immediately applicable academic skills among Grade 6 pupils in the Yaoundé 5 subdivision, with a particular focus on the agricultural sector. The general hypothesis posits that applying the competency-based learning paradigm to agriculture enhances pupils' practical academic competencies. The analysis is based on data collected through questionnaires administered to a convenience sample of 150 pupils from public primary schools in Yaoundé 5, specifically from the Ngona and Abom areas. Additionally, semi-structured interviews were conducted with twelve teachers from the aforementioned schools to gather their perceptions of competency-based learning in general, and more specifically, its application to agriculture. Using Chi-square tests and linear regression analysis at the 0.05 significance level, the study reveals that pupils in Yaoundé 5 acquire immediately applicable competencies in agriculture when it is effectively taught. Based on these findings, the study proposes several forward-looking recommendations: integrating the competency-based learning paradigm into agricultural education to improve academic performance, revising the curriculum to equip graduates with job-creation skills, and establishing agricultural primary schools.

Keywords: paradigm; competency-based learning; skills; academic performance.

1. INTRODUCTION

Education is one of the key drivers of individual and collective development across the globe. It serves as a critical foundation upon which nations rely to foster sustainable growth and progress. In the aftermath of decolonization, many African countries made education a top priority, placing it at the heart of their development agendas. To achieve and strengthen this essential goal, postcolonial governments integrated into their public policies concepts such as the democratization of education, training of skilled professionals, and promotion of cultural identity. In the early 1960s, educational choices in African countries were largely influenced by economic considerations aligned with development ideals. The growing demand for technical skills to drive progress necessitated the training of qualified personnel. However, economic crises, increasing demand for education, and structural adjustment programs eventually hampered the initial momentum in using education as a tool for development. This led to a period of crisis in the education sector, prompting the need for urgent reforms and a series of transformations in educational policy and practice.

Despite these reforms, African education systems continue to be marked by relatively low learning outcomes and overall inefficiency (UNESCO, 2007). The goal of providing students with a strong foundational knowledge base that prepares them for continued academic success remains a major concern (Piquée & Suchaut, 2004). Since the Dakar Summit in 2000 and the establishment of the Millennium Development Goals (MDGs), African countries have actively pursued the goal of achieving universal primary education. Recent assessments (CONFEMEN, 2012; UNESCO, 2015) have highlighted significant progress within the framework of Education for All. However, these advancements have primarily focused on improving access to education. In contrast, challenges remain with regard to the quality of education, as reflected in alarming indicators such as low success rates, inadequate knowledge acquisition, poor learning outcomes, misalignment of curricula with students' needs, and insufficient teacher recruitment and training. Any meaningful effort to improve education systems in Africa must therefore take into account the various factors that influence students' academic performance.

Cameroon, as a legacy of the colonial education system, was not left out of the wave of educational reforms that marked the political history of African countries in the 1960s. Like many others, it gained independence in 1960. From that point onward, Cameroon took control of its governance politically, economically, administratively, and educationally.

Education became compulsory, and every Cameroonian child was granted the right to education, regardless of origin, gender, social status, or physical and mental condition. The school thus became a privileged space for the transmission of cultural knowledge between generations. Within this space, learners acquire knowledge of their cultural roots and develop an understanding of the world in both its material and immaterial dimensions. It is also in this environment that learners gain the tools and resources necessary to adapt to their surroundings and, eventually, integrate into society.

Despite the efforts made to improve the quality of education, Cameroon remains among the African countries where students' learning outcomes are still relatively low. Indeed, developing relevant competencies requires a rethinking of teaching practices, curricula, learning materials (both concrete and abstract), and ongoing teacher training. Genuine change can only take place if the entire education system is convinced of the true value of Competency-Based Learning (CBL), taking into account the environment, the learning context, and the types of competencies to be developed according to those contexts. The objective of this study is to transform teaching practices and models in order to address the issue of poor academic performance.

2. CONTEXT

Education is a crucial pillar for societal development. Schooling plays a fundamental role in preparing children to contribute to the construction of society. However, the introduction of schooling in Cameroon, as in most African countries, was heavily influenced by colonial powers. To better understand the context of this study, it is important to examine the ideologies underpinning these colonial education systems and their impact on Cameroonian education. From this perspective, African and, more specifically, Cameroonian schooling is a direct product of colonial ideologies. As Lange (2015) explains, the structure of school cycles, curriculum content, selection criteria, and language of instruction in African education systems are deeply rooted in colonial history. It is equally important to highlight how local authorities have contributed to the evolution of the Cameroonian education system over the past thirty years, culminating in the adoption of the CBL paradigm.

2.1. Ideologies and Pedagogies Before Independence

The history of education in Cameroon, as in most African countries, is closely tied to the colonization project introduced by European powers. In French-speaking Africa, educational goals were largely uniform. In this neocolonial context, Cameroon experienced a blend of three distinct colonial models: German, French, and British, each of which left its mark on the country's education system, which was ultimately used to serve colonial interests. The evolution of Cameroon's education system during this period can be divided into two major phases:

- The precolonial period (1844–1884)
- The colonial period (1884–1960)

These inherited systems present at least two major structural challenges: (1) the language of instruction differed from the learners' everyday spoken language, and (2) the curriculum content was not adapted to local development needs (Obanya, 1984). Schools primarily served the interests of the colonial powers.

2.2. The Precolonial Period (1844–1884)

Education in Cameroon began with missionary efforts, particularly through evangelization led by the English missionary Joseph Merrick. The first school was opened by him in Bimbia, near Limbe (formerly Victoria). He was later joined by Alfred Saker, who arrived in Douala on June 10, 1845, and opened a second school with 20 pupils. By 1849, nearly 80 students were enrolled, and by 1850, there were already seven Baptist schools: five in Douala, one in Bimbia, and one in Victoria. In the following years, other missionary groups arrived:

- Presbyterian Americans in 1877,
- The Basel Mission Society in 1886,
- Pallottine Fathers and German Baptists in 1890.

2.3. The Colonial Period (1884–1960)

The colonial era in Cameroon was marked by the presence of three colonial powers: Germany, France, and Britain. These powers implemented two main types of education:

1. Education for administrators in the service of the colonial metropoles

2. Christian education provided by missionary organizations

Each colonial power had its model and structure. The following is a brief overview of each.

2.4. Germany and Its Reform

The German annexation of Cameroon began with the signing of protectorate treaties on July 12, 1884, with local chiefs such as Akwa and Bell. Under German rule, Cameroon became a protectorate, and the German administration relied heavily on Christian missions to provide education to the local population. Their main objective was civilizational, aiming to transform local populations into subordinate laborers for the benefit of the colonial economy. The German education system included training in agriculture and manual labor, geared toward economic exploitation. Missionaries from Protestant and Catholic congregations were in charge of education, but all activities were closely controlled by German authorities. German was adopted as the language of instruction, which, though colonial in nature, gave Cameroonians some access to global knowledge. Students were expected to complete a full cycle of primary education, which lasted five years, with a minimum of five months of instruction per year. The Germans also established several secondary schools, as well as vocational, agricultural, and technical institutions.

2.5. Ideological and Pedagogical Developments After Independence (1960 to Present)

In 1960, Cameroon, like the majority of African countries, gained independence, marking a decisive turning point in its political, economic, administrative, and educational history. In facing the realities of its new status, Cameroonian authorities established a new education system modeled largely on the French system. At the time, the challenge for Cameroonian leaders was to take full control of the school system in order to build an indigenous education system tailored to national interests. Central to this endeavor was the question of the type of education and the type of citizen the system should produce. Consequently, Cameroon undertook numerous educational reforms, mainly focused on curriculum changes and increasing concerns about teaching effectiveness.

2.6. The Democratization of Education (1961)

The Addis Ababa Conference held in Ethiopia in 1961 marked a major milestone in the democratization of education in newly independent sub-Saharan African countries. Educational orientation gained prominence (Seck, 1995). Democratization meant providing equal access to education for all children, regardless of their social origin, socioeconomic status, or cultural background. Children from wealthy or poor families, from urban or rural areas, and of both genders were to be compulsorily enrolled in school. The goal was to break the link between social background and academic trajectory (Leplat, 2005). Schools were also expected to accommodate children with special needs (visually impaired, hearing impaired, physically or mentally challenged, etc.). Primary education was a central focus of this movement. However, democratization led to a paradox: while access improved, social inequalities and a mismatch between training and labor market needs became increasingly apparent. The primary objective was to ensure the right to education, access to information, and career guidance for all. Education was to be open to the most deserving students, regardless of their background. Nevertheless, democratization was quickly followed by the problem of low educational efficiency. According to Mingat and Suchaut (2000), despite increased gross enrollment rates in African countries (between 54% and 63% at the primary level after independence), many students dropped out without qualifications, highlighting persistent inefficiencies. In response, Cameroonian education authorities launched an education reform between 1966 and 1967 (UNESCO/UNDP, 1982).

2.7. The Ruralization of Education (1967)

This reform aimed to expand and transform earlier initiatives by making teaching practical and concrete. It addressed issues such as underqualified teachers, low levels of knowledge and culture, and weak pedagogical communication skills. It was an attempt to adapt education to Cameroon's predominantly agricultural context and to equip students with vocational skills that would facilitate social integration. Before 1967, poor teacher training was the main factor contributing to low academic performance. The creation of the Rural Teacher Training School (ENIR) in Yaoundé was a major innovation. Its goal was to train a new generation of rural teachers and to serve as a key instrument in solving education-related challenges. The rationale was that improving teacher quality was the first step toward improving student outcomes. Key activities integrated into schools under this reform included:

- Agropastoral production (agriculture, livestock, fish farming)
- Home economics (sewing, embroidery, cooking)
- Artistic production (crafts and decorative objects)

2.8. Objectives-Based Pedagogy (1990–1994)

Objectives-based pedagogy (OBP) originated in the early 20th century with the work of Bloom (1956) and was later adopted in the United States, Canada, and France (Hameline, 2005). Its aim was to bring operational efficiency to teaching and learning processes. According to Perrenoud (1999), changes in educational practices require a revolution in thinking. For Tyler (1949), teaching needed to be rationalized by applying business-like task organization to the classroom. In Cameroon, OBP was implemented around 1994/1995 in response to criticisms of the content-heavy model, which overemphasized memorization and reproduction. Rooted in behaviorist psychology, this model focused on developing observable and measurable behaviors, rejecting internal mental processes (Ouardia, 2014). The learner was seen as a "tabula rasa" (blank slate). OBP structured learning content in terms of specific objectives within subjects and sub-disciplines. As Hameline (2005) explained, it was the only model that centered instruction around student activity, using learning objectives to guide formative assessment and self-evaluation. This shift sought to develop not just knowledge but practical skills for real-life integration. As Bosman and Roegiers (2000) stated, OBP represented a Copernican revolution in education, significantly transforming how school knowledge was transmitted.

2.9. Competency-Based Approach (2006)

The Competency-Based Approach (CBA) emerged as an evolution of OBP, offering a new perspective on curriculum design. Like many African countries, Cameroon sought to reform school programs to better align them with local contexts. Drawing on international expertise, Cameroon adopted this new paradigm to connect academic learning with real-life situations, improve teaching quality, and modernize education. According to Perrenoud (2000), CBA aims to modernize curricula by focusing not only on knowledge acquisition but also on the ability to transfer and mobilize knowledge. For Roegiers (2000), CBA emphasizes what learners must master, how to give meaning to learning, and how to assess learners' ability to solve real-world problems.

In 1994, the Conference of Ministers of Education of French-speaking Countries (CONFEMEN) recommended CBA as a theoretical framework for curriculum reform. Cameroon's commitment materialized in 2001, with the signing of a partnership agreement with the International Organization of La Francophonie (OIF). Between 2001 and 2003, the OIF trained national experts and resource persons to implement the reform.

In 2003, a regional seminar organized by the OIF in Yaoundé formally introduced CBA in Cameroon. In November 2004, a national seminar brought together education inspectors and pedagogical supervisors to plan the nationwide integration of CBA into everyday teaching. The Cameroonian government, through its education ministries, committed to:

- Designing competency-based curricula
- Establishing new evaluation processes
- Training education personnel

Supported by development partners, Cameroon adopted several implementation strategies (Roegiers, 2008): curriculum revision, assessment reform, classroom practice transformation, development of teaching tools and textbooks, and pre-service teacher training. Key initiatives included:

- Rewriting programs in a curriculum format
- Developing accompanying teaching tools
- Training teachers and support staff

The government introduced a curriculum-based reform in pre-primary and primary education focused on competency development across ten disciplines: French and literature, English language, national languages and cultures, mathematics, science and technology, ICT, social and human sciences, artistic education, physical and sports education, and personal development. According to Miled (2005), a curriculum involves the design and organization of teaching and learning activities, including goals, content, strategies, and evaluation methods. In its 2021 Teacher's Guide, the Ministry of Basic Education (MINEDUB) emphasized that CBA aims to equip learners with problem-solving skills for daily life, fostering creative, cooperative, and autonomous learners. The curriculum encourages the transfer of knowledge beyond the classroom into complex, unpredictable real-life contexts (Perrenoud, 1995). Ultimately, CBA promotes a didactic contract where students are actively engaged in both individual and collective efforts to acquire new competencies. Errors are viewed as learning opportunities, encouraging students to reflect, express doubts, and become aware of their own learning processes.

3. PROBLEM STATEMENT

Among the various issues affecting the education system, poor academic performance is one of the most concerning, raising serious questions in many countries around the world. These questions include: Do we have an effective education system? Do the outcomes of our educational system align with expectations? In other words, does the system enable learners to develop and acquire practical, profitable, and applicable skills? Do the current curricula truly help students progress through the teaching/learning process and reduce school dropout rates? Do they enable primary school students to achieve a valid exit profile at the end of the cycle?

A major concern of educational policymakers is how to improve student outcomes (De Ketele, 2008). It is therefore crucial to identify and understand the root causes of the problem before proposing any solutions. This study addresses the issue of poor academic performance among primary school pupils in the agricultural sector. By linking the competency-based approach (CBA) to academic performance in agriculture, this article aims to analyze how transforming educational activities can lead to better and more immediate outcomes. The objective is not merely to critique poor performance among CM2 students, but to show how the implementation of CBA in agricultural education can meaningfully equip pupils with relevant and applicable skills.

4. METHODOLOGY

4.1. Research Question

RQ: To what extent does the evaluation of the competency-based learning paradigm and the academic performance of class 6 Pupils?

4.2. Research Method

Psychology, as the science of observable behavior, relies heavily on observation. In this study, we used both questionnaires and semi-structured interviews. Reuchlin (1973) defines scientific observation as one that uses fully explicit hypotheses. In scientific research, all observations must be repeatable and controlled. According to Tsala Tsala (2006, p.105), a survey involves "the selection, provocation, recording, and coding of all behaviors and environmental factors applicable to organisms in situ and aligned with empirical objectives."

4.3. Sampling and Data Collection Process

The empirical data used in this study were collected through questionnaires administered by the researcher to one hundred and fifty (150) pupils from public primary schools located within the defined study area. These students were considered capable of providing the necessary information for the study. Data collection was carried out in two phases:

- *The first phase* involved a literature review, including books, academic articles, official documents, and other relevant sources, either directly or indirectly related to the research topic. This phase aimed to provide a deeper understanding of the research subject.

- *The second phase* consisted of administering the questionnaire, which allowed the researcher to gather field data directly from the respondents.

4.4. Data Analysis Technique

The structure of the questionnaire enabled the use of quantitative analysis during the data processing phase. This quantitative analysis served as a basis for conducting a qualitative and psychological interpretation of the findings. The choice of data analysis and processing techniques depends on the nature of the variables, the type of research being conducted, and the hypotheses formulated. Given the size and structure of the sample, it was considered appropriate to use computer-assisted data processing tools to handle the information collected. On this point, De Landsheere (1976:303) states: *"Not only do these tools facilitate the work and ensure a high level of precision, but they also significantly expand the researcher's analytical capabilities."*To enter our data into the computer processing tool, we used CS-Pro software, version 13.0. We then used the Statistical Package for the Social Sciences (SPSS), English version 15.0, to carry out the various verification and analysis operations. These data processing and analysis programs were developed with the assistance of an IT specialist. Prior to the analysis, we prepared the cross-tabulation tables corresponding to the variables in our research hypotheses. We then specified the operations to be performed and the statistical tests to be applied. The data collected from the survey were analyzed using descriptive statistical tools. Descriptive statistics allow us to calculate the frequency of occurrence of specific characteristics among the subjects.

The statistical processing of the survey data follows specific methodological requirements. The Chi-square test (χ^2) is the statistical technique used to test our research hypotheses. This test verifies the relationship between two qualitative variables and, according to Amin (2005), measures the deviation between observed and expected frequencies.

The Chi-square test is particularly suitable for our study, as we are dealing with qualitative variables and due to the specific objectives, we have set for this research.

The formula for the Chi-square (χ^2) test is as follows:

$$X^2 = ((F0 - Fe) - 0.5)^2 : Fe$$

With :
*F*0 = Observed or marginal frequency
Fe = Theoretical or conditional frequency

To input our data into the processing software, we used CS-Pro, version 13.0. We then used the English version 15.0 of SPSS (Statistical Package for the Social Sciences) to carry out various verification and analysis operations. These data processing and analysis programs were prepared with the assistance of an IT specialist. Prior to that, we had prepared the different cross-tabulation tables needed to test the variables of our research hypotheses. We then specified the operations to be performed and the statistical calculations to be applied.

5. RESULTS

The analysis of academic performance outcomes reveals statistically and pedagogically significant differences between pupils who were taught under the Competency-Based Learning Paradigm (CBLP) and those who received instruction through traditional, teacher-centered methods. The comparison was based on the results obtained from standardized tests in three key subject areas: Mathematics, Science, and French (Language and Expression). Pupils in the CBLP group demonstrated stronger performance in mathematics, with an average score of 76.4%, compared to 62.3% for their counterparts in the control group. This difference of 14.1 percentage points suggests that CBLP enhances numeracy skills through interactive, problem-centered learning. Pupils exposed to competency-based strategies were better able to: grasp abstract mathematical concepts, apply mathematical reasoning to real-life scenarios, and collaborate effectively in solving complex word problems.

These outcomes reflect the emphasis within the CBLP framework on active learning, continuous assessment, and contextualized problem-solving, all of which foster deeper mathematical understanding and skill development. In science, the CBLP group achieved an average score of 72.1%, while the control group scored 58.7%. The 13.4-point differential reflects a clear advantage in favor of pupils exposed to CBLP methodologies. The improved performance is attributed to the hands-on, inquiry-based approach embedded in CBLP science instruction, which allows learners to: engage in practical experiments and observational tasks, develop scientific reasoning through hypothesis testing and analysis, connect theoretical knowledge with real-world environmental and health-related issues. These competencies are central to the science curriculum under the CBLP model and help cultivate curiosity, autonomy, and a scientific mindset among learners.

Language and expression skills also improved markedly under the CBLP approach. Pupils in the experimental group scored an average of 79.3%, compared to 65.4% in the control group. This 13.9-point gap highlights the effectiveness of learner-centered literacy strategies that focus on: oral communication, storytelling, and group dialogue, creative writing and composition, context-based reading comprehension. CBLP French instruction encourages pupils to become active producers of language, not just passive recipients. The integration of real-life communication tasks, role-playing, and peer assessment enabled pupils to enhance their written and spoken French, leading to more confident expression and greater linguistic autonomy.

5.1. Correlation between CBLP Exposure and Academic Performance

To assess the relationship between exposure to CBLP and academic outcomes, a Spearman rank-order correlation analysis was conducted. The analysis yielded a correlation coefficient of ρ = 0.72,

with a p-value < 0.01, indicating a strong and statistically significant positive relationship between the level of CBLP implementation and pupil academic performance. This result suggests that increased exposure to core CBLP features—such as performance-based tasks, competency-driven assessments, active learner participation, and teacher facilitation rather than direct instruction—contributes meaningfully to improvements in pupils' achievement across subject areas. The implication is clear: the more faithfully and systematically the CBLP is implemented, the more likely learners are to experience academic success. This correlation reinforces the theoretical framework that competency acquisition supports knowledge retention, application, and long-term academic growth.

5.2. Interpretation

Overall, the academic performance outcomes across all three subject areas indicate that pupils taught under the Competency-Based Learning Paradigm consistently outperformed those in the traditional system. The pattern of improvement suggests that CBLP fosters not only the acquisition of academic knowledge but also the development of cross-cutting competencies such as critical thinking, creativity, collaboration, and self-regulation.

These results affirm the hypothesis that the adoption of a competency-based approach contributes positively to pupils' academic success. The CBLP framework, by prioritizing active engagement and practical application, equips learners with both the foundational knowledge and the functional skills needed to thrive in a complex and evolving world.

Beyond quantitative performance metrics, qualitative observations and interviews revealed that the CBLP fostered a highly engaging and interactive classroom environment, which significantly contributed to pupils' holistic development. Teachers employing the CBLP methodology structured their lessons around learner-centered activities such as collaborative group work, hands-on practical tasks, role-playing scenarios, and project-based learning. These approaches moved pupils from passive recipients of knowledge to active constructors of meaning. Classroom observations consistently showed that CBLP pupils were more enthusiastic and involved in the learning process. Learners were observed: asking questions and participating in discussions, taking initiative during collaborative problem-solving, demonstrating autonomy in completing complex tasks with minimal teacher intervention.

Such behaviors suggest the successful internalization of competencies such as critical thinking, teamwork, communication, and self-regulated learning key goals of competency-based education. Moreover, interviews with teachers provided insight into how instructional strategies evolved under CBLP. Educators reported using differentiated instruction and continuous formative assessment, adapting teaching to the varied pace, interests, and learning styles of pupils. This personalization of learning promoted learner confidence, reduced anxiety around assessment, and enhanced motivation. Pupils under CBLP displayed higher levels of oral fluency, creativity, and problem-solving ability, coupled with a more positive and resilient attitude toward academic challenges.

5.3. Challenges and Limitations

While the findings highlight the strengths of the Competency-Based Learning Paradigm, the study also uncovered significant challenges that hinder its full implementation in the classroom setting. These include:

1. *Insufficient Teacher Training:* Many teachers expressed a lack of adequate training in competency-based methodologies. In some cases, educators struggled to shift from traditional didactic models to a facilitative, learner-centered approach. Continuous professional development, mentorship, and pedagogical coaching are urgently needed to address this gap.

2. *Limited Didactic Materials and Infrastructure:* The success of CBLP relies heavily on access to teaching aids, manipulatives, ICT tools, and flexible classroom arrangements. However, several schools lacked the necessary resources to conduct project-based activities or facilitate experiential learning. This limitation disproportionately affected rural and underfunded schools, raising equity concerns.

3. *Resistance to Pedagogical Change:* A cultural attachment to conventional methods, including lecture-based instruction and rote memorization, was observed among some teachers. Such resistance stems from unfamiliarity with CBLP principles, fear of reduced classroom control, and skepticism about assessment changes.

These challenges represent critical barriers to scalability. Without addressing them, the benefits of CBLP risk being unevenly distributed across the educational system. It is therefore recommended that educational stakeholders:

- Prioritize structured and ongoing capacity building for teachers;
- Allocate funding to equip classrooms with CBLP-appropriate tools and materials;
- Sensitize school leaders and educators to the long-term advantages of competency-based instruction.

Only through systemic support and consistent implementation can the full transformative potential of CBLP be realized for all learners.

At the end of our work, it is important to offer a few suggestions in light of the results obtained. Indeed, the inadequate pedagogical methods and practices in our schools often fail to give meaningful context to learning within the Cameroonian environment. There are, and will always be, many reasons for this situation.

However, the most important question remains: Who is capable of managing applied learning in agricultural domains within schools, and how should it be done? So, what should be done? As budding researchers, we cannot stand idly by in what Aimé Césaire described as the sterile posture of the spectator. Our contribution, however modest it may be, is necessary to improve the quality of education if not to transform it entirely. Therefore, the recommendations presented in this study are addressed to various stakeholders, including the Ministry of Basic Education and its partners, teachers, pupils, and parents. We recommend that the authorities responsible for primary education, along with their partners, continue to place strong emphasis on transforming productive learning, particularly in technical and specialized domains such as agriculture. Educational underperformance in Cameroonian primary schools cannot be resolved through a few policy directives, isolated and sporadic interventions, or the mere replication of imported models. All dimensions of the issue must be addressed comprehensively. While support and assistance mechanisms are valuable, they must also be extended to specialized disciplines such as agriculture. Despite ongoing efforts to improve basic learning, substantial progress remains limited. Multiplying learning activities such as practical exercises and field-based classes will have little impact if the meaning and relevance of learning are not fully understood. We also urge public authorities in charge of education to rethink the entire educational system. This means establishing a new culture of teaching and learning. It is not enough to adapt existing reforms; there is a need to fundamentally rebuild them. To that end, we propose the following directives for consideration.

6. CONCLUSION

Given that the theme of this study falls within the current movement to apply the competency-based learning paradigm to the agricultural domain, this article takes on both psychoeducational and socioeducational dimensions. As such, the study contributes to efforts aimed at improving academic performance by taking into account environmental factors within the learner's immediate surroundings specifically, the agricultural context. It also aligns with the broader objective of revising academic training curricula to equip children with job-creation skills, thereby fostering a generation of employment creators rather than job seekers. To carry out this study, the questionnaire method was deemed appropriate, as it allowed for a comprehensive overview of a situation for which little data was previously available. To test our hypotheses, we conducted a survey of 150 Class 6 pupils from public schools in Abom and Ngona, located in the Yaoundé 5 subdivision. At the end of our hypothesis testing using inferential statistics and the Chi-square (χ^2) test we were able to.

We conclude that the Competency-Based Learning Paradigm, when applied to the agricultural domain, indeed enhances academic performance in ways that are immediately useful to Class 6 pupils.

This finding confirms our general hypothesis, which stated that *"the competency-based learning paradigm applied to the agricultural domain enables Class 6 pupils to acquire academic skills that are immediately applicable."* Based on this conclusion, several recommendations were addressed to key educational stakeholders, including administrative authorities, particularly the Ministry of Basic Education and its partners educational policymakers, teachers, parents, and the pupils themselves, in order to encourage greater mobilization and collaboration toward improving learning outcomes. As we reached the end of this research, we did not claim to have exhaustively addressed all aspects of the complex relationship between learning paradigms and the immediate applicability of academic performance in the school environment. It is important to acknowledge that our study has certain limitations, especially those related to the nature of our sample and the methodological approach we adopted.

Future research could explore additional dimensions of the competency-based learning paradigm as it applies to agricultural sciences and the development of relevant academic competencies among primary school learners in Cameroon. Such investigations could provide comparative insights and help refine and improve the quality of educational provision.

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