
Factors Influencing Curriculum Implementation Quality and Classroom Assessment Practices Among Primary School Teachers in Mfou Sub-Division, Cameroon

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Abstract: *This study examined factors influencing primary school curriculum implementation and classroom assessment practices. Specifically, the study investigated the relationships between teacher-related factors, curriculum-related factors, institution-related factors, curriculum implementation quality, and classroom assessment practices. A cross-sectional survey research design was adopted, and data were collected from 261 primary school educators in public and private schools using a structured questionnaire. Descriptive statistics, Pearson product-moment correlation, and multiple regression analysis were used to analyze the data. The results showed that classroom assessment practices were significantly correlated with institution-related factors, $r = .238$, $p < .001$, and curriculum implementation quality, $r = .579$, $p < .001$. However, correlations with teacher-related factors, $r = .108$, $p = .082$, and curriculum-related factors, $r = .095$, $p = .128$, were not statistically significant. The regression model was statistically significant, $F(4, 256) = 33.392$, $p < .001$, explaining 34.3% of the variance in classroom assessment practices. Curriculum implementation quality emerged as the only significant independent predictor, $\beta = .566$, $p < .001$. The findings suggest that improving classroom assessment practices requires greater alignment among curriculum objectives, instructional practices, assessment procedures, teacher support, and institutional conditions. The study recommends strengthening practical teacher professional development, instructional supervision, curriculum guidance, and the provision of teaching and assessment resources.*

Keywords: curriculum implementation, classroom assessment, competency-based approach, primary education teachers

INTRODUCTION

Curriculum implementation is an important factor influencing the quality of education. It converts curriculum objectives into practical classroom applications, including assessment techniques and strategies. Primary education reforms in Cameroon have focused on competency-based instruction and continuous assessment. The government has initiated many reforms with the objectives of enhancing the relevance, quality, effectiveness, and overall standard of primary education. These reforms are driven by and aligned with international commitments and organizations. Such commitments include the World Declaration of Education for All (EFA), the 2000 Dakar Framework for Action, the Millennium Development Goals (MDGs), and Sustainable Development Goal 4 (SDG4), which promotes equitable and inclusive quality education and lifelong learning opportunities for everyone (UNESCO, 1990; UNESCO, 2000; United Nations, 2015).

In 1995, a national forum on education introduced new directions for national education, which were later formalized in the 1998 law establishing educational guidelines. To address these important strategic directions, the Education Sector Strategy (ESS) was developed in Cameroon from 2006 to 2011, aligned with the Poverty Reduction Strategy Paper (PRSP, 2003). By adopting the Growth and Employment Strategy Paper (GESP, 2009), the government chose to foster growth as a means of generating wealth and employment. It is in this context that the Vision for 2035, aimed at transforming Cameroon into an emergent, democratic, and united society, is articulated. The education sector vision duels on providing youth with quality education, necessary skills, and professional attitudes, while also facilitating their integration into the workforce (Alemnge, 2019).

In response to these commitments, the government revised and updated the Education Sector Strategy and the Growth and Employment Strategy Paper (GESP). This led to the adoption of the Competency-Based Approach and the incorporation of four broad national core competencies into the primary school curriculum. These competencies include intellectual competencies, methodological competencies, personal and interpersonal competencies, and communication competencies. The objective of these reforms is to provide primary school learners with the knowledge, practical skills, attitudes, values, and competencies necessary for active citizenship, lifelong learning, national development, and employability (Republic of Cameroon, 1998; Cameroon Ministries of Education, 2013; Alemnge, 2019).

Despite these policy initiatives, concerns persist concerning the effective implementation of the primary school curriculum in educational institutions. National examinations, classroom observations, and educational reports indicate that many teachers continue to depend on teacher-centered teaching methods and conventional assessment practices that focus on memorization rather than fostering competencies. Lontchi and Alemnge (2022) assert that classroom assessment

practices are generally insufficient, as they fail to adequately support learners' progress or accurately represent their learning outcomes. The primary school system in Cameroon demonstrates that assessment practices are largely based on tests and examinations, with pupils' promotion primarily dependent on the scores and grades achieved in these assessments. Teachers mostly utilize traditional approaches, including insufficient formative assessment, inadequate differentiation, and ineffective implementation of assessment practices with respect to educational policies in Cameroon (Chaff & Yuomeyse, 2026).

The effective implementation of the curriculum relies on various factors, including those related to teachers, like their professional competence, pedagogical knowledge, teaching experience, attitudes, and motivations. Curriculum-related factors, including curriculum content, teaching materials, the clarity of curriculum guidelines, and the workload, also play an important role in its implementation. Furthermore, institution-related factors, such as supervision, school leadership, class sizes, teaching resources, and the overall school environment, affect teachers' capacity to implement the curriculum effectively. The quality of curriculum implementation is anticipated to impact classroom assessment practices because assessment is a fundamental component of a competency-based curriculum. Effective curriculum implementation should promote continuous learner-centered, competency-based assessment. In contrast, insufficient implementation may lead to the persistent use of traditional assessments and examinations, which primarily evaluate pupils' factual recall instead of their competency development.

Despite extensive studies on curriculum reforms, competency-based teaching, and classroom evaluation methods, there remains a scarcity of empirical studies examining how teacher-related, curriculum-related, and institution-related factors collectively impact curriculum implementation and classroom assessment practices in primary education. This study aims to address this gap and clarify these relationships. The research findings will also provide an important insight for policymakers, curriculum developers, evaluation specialists, teacher training institutions, and classroom educators regarding techniques and strategies to enhance curriculum implementation and reinforce classroom assessment methods in primary education.

Research Problem and Objectives of the Study

The Cameroon government has made significant efforts to adopt a competency-based approach in reforming primary education, with the expectation that pupils will acquire the practical skills, knowledge, attitudes, values, and competencies necessary for lifelong learning, national development, and progression to secondary education. These reforms emphasize continuous classroom assessment as an integral part of the instruction and learning process to facilitate competency acquisition. However, despite these initiatives, many primary school teachers continue to utilize traditional teaching methodologies and assessment practices that primarily focus on content coverage and rely heavily on end-of-term or year examinations, rather than fostering competency development. Furthermore, factors like insufficient instructional and learning

materials, inadequate professional development opportunities for teachers, limited supervision, overcrowded classrooms in urban environments, and inadequate instructional support may impede effective curriculum implementation and classroom assessment practices.

There is limited documentation on the extent to which factors related to teachers, the curriculum and institutions impact the implementation of the curriculum in primary education in Cameroon. The present study aims to explore the factors influencing the implementation of the primary school curriculum by analyzing the impact of these factors on curriculum implementation and assessing how curriculum implementation affects classroom assessment practices. The research specifically focused on the factors influencing the implementation of the primary school curriculum and classroom assessment practices. It particularly investigated the role of teacher-related factors to ascertain the impact of curriculum-related factors, institution-related factors, and the quality of curriculum implementation on classroom assessment practices in primary education.

Teacher-Related Factors and Curriculum Implementation

Teachers play an important role in the implementation of the curriculum, as their pedagogical expertise, teaching experience, motivation, and assessment literacy significantly affect the interpretation and delivery of the curriculum. According to Yuomeyse, Nguele, and Bernsa (2025), discussions surrounding teacher competencies in curriculum implementation often highlight the differences between content knowledge and pedagogical content knowledge. Content knowledge pertains to the understanding of the subject matter being taught. In contrast, pedagogical content knowledge is based on the understanding that classroom instruction involves more than just presenting the subject matter, and learning goes beyond merely absorbing information from the instructor (Bardakci & Unaldi, 2021). According to Loughran et al. (2012), this knowledge is accumulated by teachers over time and through experience, focusing on how to teach specific content in ways that enhance learning outcomes.

Shulman (1987) classified the knowledge base for teachers into several categories: content knowledge; general pedagogical knowledge, which relates to the fundamental principles and strategies of classroom management and organization that apply across various subjects; curriculum knowledge, which entails a comprehensive understanding of the materials and programs that serve as necessary tools for educators; pedagogical content knowledge, a distinctive combination of content and pedagogy that is uniquely the domain of educators, representing their specialized professional insight; knowledge of learners and their characteristics; knowledge of educational contexts, which includes the dynamics of the classroom or group, the governance and funding of school districts, as well as the attributes of communities and cultures; and knowledge of educational objectives, purposes, and values, along with their philosophical and historical foundations (Yuomeyse, Nguele & Bernsa, 2025).

As noted by Kibinkiri, Nubonyin & Shwemyar (2022), teaching is among the various professions that encounter challenges due to the ever-changing nature of society. Teachers require assistance, whether through pre-service or in-service teacher education programs, to enhance their content knowledge, technological, and pedagogical skills, as well as to implement specific practices. Their instructional effectiveness is influenced by their knowledge, attitudes towards teaching, academic self-concept, and a clear understanding of the profession. Teacher education equips educators with the knowledge, skills, and competencies necessary to master the art and science of teaching, thereby instilling confidence in their ability to perform their duties (Ololube, 2007).

The successful implementation of the ICT curriculum is a complex and multifaceted endeavor that encompasses not only technology but also curriculum design and pedagogy, long-term funding, and teacher-related factors such as ICT training, the utilization of ICT infrastructure, and teachers' attitudes towards ICT usage, among other considerations (Kibinkiri, Nubonyin & Shwemyar, 2022). Studies reveals that when teacher-related factors are prioritized in the design of the ICT curriculum for teacher training institutions, educators will be better equipped to acquire the necessary knowledge and skills for the effective implementation of the ICT curriculum in the classroom, thereby facilitating opportunities for learners to cultivate 21st-century skills (UNESCO, 2012).

The effective implementation of a Competency-Based Approach could be obstructed by many factors. Teachers may be reluctant to adopt a Competency-Based Approach due to the significant time investment required for preparation and planning. Additionally, the absence of shared needs, inadequate teacher training prior to the implementation of the Competency-Based Approach, and insufficient resources may adversely impact its implementation. Furthermore, a lack of agreement on the goals and objectives of the Competency-Based Approach may impede execution; if educators do not possess a unified comprehension of the Competency-Based Approach, they may fail to meet the expectations set by the policy, resulting in a waste of resources (Moluayonge & Washi, 2022).

Curriculum-Related Factors and Curriculum Implementation

The nature of the curriculum significantly influences its implementation. Factors such as the curriculum clarity, the relevance of the content, the availability of teaching and learning resources, the workload, and the degree of flexibility all play an important role in how teachers convert curriculum objectives into classroom practices. A well-structured curriculum that features clearly articulated learning outcomes and practical teaching materials promotes effective implementation. In contrast, overloaded curricula or unclear may hinder innovative teaching strategies and meaningful assessments. Diffang (2019) identified several challenges connected with the Competency-Based Approach, including the lack of available textbooks for its teaching, inadequate comprehension of its principles, unclear definitions of appropriate assessment techniques, large class sizes that limit interaction, insufficient administrative support, an

unsupportive school climate for its implementation, the absence of clear indicators to assess when a learner has achieved competency, and a heavy workload that restricts the opportunity to experiment with new teaching methods (Moluayonge & Washi, 2022).

According to Haji and Atemnkeng (2024), Cameroon's system of education has experienced substantial reforms, transitioning from traditional Objective-Based Approaches (OBA) and Inferential Thinking Approaches to the Competence-Based Approach (CBA). Teaching methods are important in shaping how educational content is presented, understood, and used by learners. One of the key teaching methods of CBA is the Project-Based Learning (PBL). As a learner-centred approach, PBL requires learners to engage in projects that challenge them to apply interdisciplinary knowledge to solve real-world problems. Cooperative Learning (CL) is another important method linked to CBA, emphasizing collaboration between learners as they work together in small groups to achieve common learning goals. Integrated Theme Learning (ITL) is a holistic teaching approach that connects various subject areas through a central theme, allowing students to see the relationships between different disciplines and apply their learning to real-world contexts. In Cameroon, Integrated Theme Learning is a key component of the Social Studies curriculum, promoting critical thinking by connecting various subject areas (Haji and Atemnkeng, 2024).

Institution-Related Factors and Curriculum Implementation

According to Nji (2026) school governance and the implementation of curricula are widely recognized as significant factors influencing the quality and equity of education across all societies. Governance frameworks are tasked with delineating how authority, responsibility, accountability, and transparency are allocated among various stakeholders, including the Parents and Teachers Association, school principals, teachers, parents, and government entities. Leithwood et al. (2020) opine that even well-structured curricula often fail to meet their intended objectives when governance frameworks lack sufficient efficiency (Nji, 2026).

Bush and Glover (2014) emphasized that governing bodies with a clear understanding of curriculum policies are more effectively equipped to assist educators and oversee the curriculum implementation. The school principal, serving as a leader, acts as a conduit between governance frameworks and the implementation of the curriculum through proficient classroom practices (Nji, 2026). Hellinger (2011) and Leithwood et al. (2020) observe that principals who excel in instructional leadership and supervision have a positive impact on curriculum implementation by engaging in classroom visits, providing coaching, mentoring teachers, and making decisions based on data. Matowo and Tena (2023) contended that a weak financial foundation in rural schools significantly affects the effective implementation of the new curriculum, highlighting that the availability of material resources is an important factor in educational institutions.

According to Ojong (2019), insufficient curriculum implementation may stem from the inadequate head teacher's presence in the school and the reliance on outdated supervisory methods. Sergiovanni and Starrett (2007) stress that regardless of the supervisors' capabilities, if supervision is perceived as lacking value by teachers, its potential to enhance schools will not be fully realized (Tesfaw and Hoffman, 2012). Pedagogic supervision is regarded as a catalyst for the professional growth and development of teachers, involving the selection and revision of educational objectives, instructional materials, teaching methods, and the assessment of instruction (Bessong and Ojong, 2009; Ojong, 2019).

Curriculum Implementation Quality and Classroom Assessment Practices

The process of curriculum implementation is shaped by the current capacity of educational institutions to support innovation, the actual profile of implementation, and the external assistance available to schools and educators (Rogan and Grayson (2003). The notion of quality in curriculum implementation emphasizes the degree to which the intended curriculum is effectively transformed into classroom practices that align with educational objectives and anticipated learning outcomes. It encompasses not only whether teachers assert that they are implementing a curriculum but also whether the curriculum's goals and principles are evident in their actual teaching practices. Furthermore, the evaluation of curriculum implementation can be assessed by the degree to which instructional methodologies align with the intentions of the curriculum.

Fidelity broadly concerns to the extent to which a curriculum or intervention is implemented according to its intended design. However, it is important to note that curriculum implementation should not be viewed solely as a mechanical following of prescribed procedures. Teachers frequently need to modify the content of the curriculum and teaching strategies to meet the needs of learners, adapt to classroom conditions, and utilize available resources. Century et al. (2010) differentiate between implementation fidelity and the quality of implementation, indicating that researchers should evaluate not only whether an innovation is implemented but also the quality of its enactment. Thus, quality implementation necessitates a balance between preserving the core intentions of the curriculum and making suitable contextual adjustments.

O'Donnell (2008) examines the quality of implementation mainly through the lens of fidelity of implementation, which pertains to how closely an intervention or curriculum is implemented according to its original design. This aspect is important because the results of a curriculum intervention cannot be accurately evaluated without determining the degree to which the intervention was implemented as planned. Dusenbury et al. (2003) define implementation quality through various dimensions of implementation fidelity. Their analysis highlights adherence, dosage, quality of delivery, participant responsiveness, and programme adaptation as key factors for understanding the effectiveness of an intervention's implementation. Adherence indicates the degree to which the fundamental elements of an intervention are executed as intended, while dosage relates to the quantity or length of the intervention that participants' experience. Quality of

delivery pertains to how the intervention is presented, encompassing the skill and effectiveness of the individual delivering it. Participant responsiveness refers to how actively learners engage with and react to the intervention, while adaptation involves changes made during implementation to suit specific contextual factors (Dusenbury et al., 2003).

Black and William (2009) define formative assessment as a process where evidence of students' achievements is gathered, analyzed, and utilized by both teachers and students to inform decisions concerning future learning. This viewpoint is essential as it transcends the conventional approach of merely conducting tests and assigning grades. Rather, assessment is integrated into the instructional process, enabling teachers to discern students' existing understanding, offer feedback, and modify future teaching strategies. Xu and Brown (2016) make an important conceptual contribution by linking classroom assessment practices to teachers' assessment literacy. They describe assessment literacy as a dynamic and iterative system, rather than just a static set of technical assessment abilities. Their framework indicates that teachers' practices in classroom assessment are shaped by their knowledge and skills in assessment, their beliefs about assessment, their professional identity, and the contextual factors surrounding the process of assessment.

Effective classroom assessment necessitates that the teacher has a solid understanding and skill set related to assessment design, interpretation, and application (Goth & French, 2014). William (2011) highlights essential practices such as defining learning intentions and success criteria, gathering evidence of learning through questioning and classroom discussions, providing feedback that advances learning, engaging learners as instructional resources for each other, and aiding learners in taking ownership of their own educational journey. Hattie and Timperley (2007) define feedback as information regarding various aspects of learners' performance or comprehension that can affect future learning. This indicates that feedback can significantly impact learning, although its effectiveness is contingent upon the type and quality of feedback given. In the context of classroom assessment, this implies that merely assigning a score or indicating whether an answer is correct does not meet the standards of high-quality assessment practice.

METHOD AND DESIGN

Participants

A sample of 261 primary school teachers was selected from both Anglophone and Francophone primary institutions, encompassing public and private schools in the Mfou Sub Division of the Méfou and Afamba Division in the Centre region of Cameroon. The participants were selected through the simple random sampling method. The demographic information of the participants is displayed in the table below.

Table 1: Sample distribution according to socio-demographic profile of the respondents

No.	Variable	Modality	Frequency	Percentage
1	Gender	Male	115	44.1%
		Female	146	55.9%
		Total	261	100.0%
2	Age range	20–30 years	77	29.5%
		31–40 years	157	60.2%
		41–50 years	27	10.3%
		Total	261	100.0%
3	School type	Private	146	55.9%
		Public	115	44.1%
		Total	261	100.0%
4	Class	One	51	19.5%
		Two	44	16.9%
		Three	36	13.8%
		Four	47	18.0%
		Five	35	13.4%
		Six	48	18.4%
		Total	261	100.0%
5	Level of education	Advanced Level	86	33.0%
		Degree	81	31.0%
		HND	77	29.5%
		Master's	17	6.5%
		Total	261	100.0%
6	Professional experience	1–5 years	2	0.8%
		6–10 years	135	51.7%
		11–15 years	61	23.4%
		16–20 years	34	13.0%
		21 years and above	29	11.1%
		Total	261	100.0%

Material and Design

The study data were collected from participants using a questionnaire designed within a cross-sectional research design. The evaluation of factors influencing the implementation of the curriculum and classroom assessment practices was conducted through a questionnaire constructed by the researchers, tailored to align with the research variables, the participants, and their context. All tools were developed using a five-point Likert scale format to gauge teachers' responses for each pertinent section (strongly agree =1, agree =2, neutral =3, disagree =4, strongly disagree =5). The questionnaire comprised six sections: Section A focused on demographic variables, Section B addressed teacher-related factors (6 items), Section C dealt with curriculum-related factors (6 items), Section D examined institution-related factors (8 items), Section E assessed the quality of curriculum implementation (6 items), and Section F explored classroom assessment practices (6 items).

The content and face validity of the questionnaire instrument were confirmed. Test-retest reliability was utilized to evaluate the reliability of the research instrument, with Cronbach's alpha yielding a reliability coefficient of 0.79. In terms of ethical considerations, all requisite permissions were obtained from the primary school administrators. The research participants, who were primary school teachers effectively implementing the curriculum in their classrooms, were informed about the research beforehand, and their identities was preserved.

Data analysis

Version 27.0 of the Windows Statistical Package for Social Sciences (SPSS) was used for the analysis of data. To interpret the research findings, a range of statistical tools were utilized, including descriptive statistics: mean, standard deviation, Pearson correlation analysis, regression models, ANOVA, and regression coefficients to analyze the data and assess the research objectives. The results of the correlation analysis were considered statistically significant at a 95% confidence level ($p < 0.05$)

FINDINGS

Table 2: Correlations among Study Variables

				Classroom Assessment Practices (CAP)	Teacher- Related Factors (TRF)	Curriculum- Related Factors (CRF)	Institution- Related Factors (IRF)	Curriculum Implementat ion Quality (CIQ)
Classroom Assessment Practices (CAP)	Pearson Correlation			1	.108	.095	.238**	.579**
	Sig. (2-tailed)				.082	.128	.000	.000
	N			261	261	261	261	261
	Bootstrap ^c	Bias		0	.002	.001	-.003	-.002
		Std. Error		0	.058	.056	.061	.046
		95% Confidence Interval	Lower	1	-.006	-.016	.109	.476
			Upper	1	.219	.204	.354	.665
Teacher-Related Factors (TRF)	Pearson Correlation			.108	1	.481**	.191**	.061
	Sig. (2-tailed)			.082		.000	.002	.329
	N			261	261	261	261	261
	Bootstrap ^c	Bias		.002	0	.001	.000	.002
		Std. Error		.058	0	.053	.074	.064
		95% Confidence Interval	Lower	-.006	1	.375	.038	-.062
			Upper	.219	1	.581	.330	.185
Curriculum- Related Factors (CRF)	Pearson Correlation			.095	.481**	1	.219**	.153*
	Sig. (2-tailed)			.128	.000		.000	.013
	N			261	261	261	261	261
	Bootstrap ^c	Bias		.001	.001	0	-.001	.002
		Std. Error		.056	.053	0	.061	.057
			Lower	-.016	.375	1	.108	.040

		95% Confidence Interval	Upper	.204	.581	1	.345	.268	
Institution-Related Factors (IRF)	Pearson Correlation			.238**	.191**	.219**	1	.333**	
	Sig. (2-tailed)			.000	.002	.000		.000	
	N			261	261	261	261	261	
	Bootstrap ^c	Bias		Lower	-.003	.000	-.001	0	.001
		Std. Error			.061	.074	.061	0	.052
		95% Confidence Interval	Lower	.109	.038	.108	1	.224	
			Upper	.354	.330	.345	1	.435	
Curriculum Implementation Quality (CIQ)		Pearson Correlation			.579**	.061	.153*	.333**	1
	Sig. (2-tailed)			.000	.329	.013	.000		
	N			261	261	261	261	261	
	Bootstrap ^c	Bias		Lower	-.002	.002	.002	.001	0
		Std. Error			.046	.064	.057	.052	0
		95% Confidence Interval	Lower	.476	-.062	.040	.224	1	
			Upper	.665	.185	.268	.435	1	
**. Correlation is significant at the 0.01 level (2-tailed).									
*. Correlation is significant at the 0.05 level (2-tailed).									
c. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples									

The Pearson correlation analysis investigated the relationships among Classroom Assessment Practices (CAP), Teacher-Related Factors (TRF), Curriculum-Related Factors (CRF), Institution-Related Factors (IF), and Curriculum Implementation Quality (CIQ). CAP exhibited a positive yet not statistically significant correlation with TRF ($r = .108$, $p = .082$) and CRF ($r = .095$, $p = .128$). In contrast, CAP demonstrated significant positive correlations with IF ($r = .238$, $p < .001$) and CIQ ($r = .579$, $p < .001$), with bootstrap 95% confidence intervals of [.109, .354] and [.476, .665], respectively. Among the explanatory variables, TRF was significantly correlated with CRF ($r = .481$, $p < .001$) and IF ($r = .191$, $p = .002$), while CRF was significantly associated with IRF ($r = .219$, $p < .001$). Concerning CI, significant positive correlations were found with CRF ($r = .153$, $p = .013$) and IRF ($r = .333$, $p < .001$), whereas the correlation with TRF was not significant ($r = .061$, $p = .329$).

The results indicate that CAP is more strongly linked to curriculum implementation quality and institutional factors than to teacher-related or curriculum-related factors when considered separately. The most robust relationship identified was between CAP and CIQ ($r = .579$), implying that effective classroom assessment is intricately connected to the quality of curriculum implementation. The significant correlations among TRF, CRF, and IRF further imply that these factors are interconnected. The bootstrap analysis based on 1,000 samples reinforces the reliability of the significant correlations. These findings underscore the necessity of enhancing institutional

support and more closely integrating classroom assessment with curriculum implementation and teacher professional development.

Table 3: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.586 ^a	.343	.333	5.27804	.343	33.392	4	256	.000
a. Predictors: (Constant), Curriculum Implementation Quality (CIQ), Teacher-Related Factors (TRF), Institution-Related Factors (IRF), Curriculum-Related Factors (CRF)									

The regression model shows that Teacher-Related Factors (TRF), Curriculum-Related Factors (CRF), Institution-Related Factors (IRF), and Curriculum Implementation Quality (CIQ) jointly predict Classroom Assessment Practices (CAP). The model yielded $R = .586$ and $R^2 = .343$, indicating that the four predictors explain 34.3% of the variance in CAP. The adjusted R^2 was .333, suggesting that 33.3% of the variance remained explained after adjustment. The model was statistically significant, $F(4, 256) = 33.392$, $p < .001$. Overall, the findings indicate that classroom assessment practices are influenced by the combined effects of teacher, curriculum, institutional, and curriculum implementation factors.

Table 4: ANOVA of the Regression Model

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3720.845	4	930.211	33.392	.000 ^b
	Residual	7131.577	256	27.858		
	Total	10852.421	260			
a. Dependent Variable: Classroom Assessment Practices (CAP)						
b. Predictors: (Constant), Curriculum Implementation Quality (CIQ), Teacher-Related Factors (TRF), Institution-Related Factor (IRF), Curriculum-Related Factors (CRF)						

The ANOVA results show that the regression model predicting Classroom Assessment Practices (CAP) from Curriculum Implementation Quality (CIQ), Teacher-Related Factors (TRF), Institution-Related Factors (IRF), and Curriculum-Related Factors (CRF) is statistically significant, $F(4, 256) = 33.392$, $p < .001$. The predictors collectively explain a significant proportion of the variation in CAP, with a regression sum of squares of 3720.845 compared with 7131.577 for the residual. Overall, the findings confirm that teacher, curriculum, institutional, and curriculum implementation factors jointly contribute significantly to classroom assessment practices.

Table 5: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.579	1.620		4.061	.000
	Teacher-Related Factors (TRF)	.139	.094	.086	1.478	.141
	Curriculum-Related Factors (CRF)	-.057	.079	-.043	-.730	.466
	Institution-Related Factor (IRF)	.042	.054	.042	.769	.443
	Curriculum Implementation Quality (CIQ)	.635	.061	.566	10.480	.000
a. Dependent Variable: Classroom Assessment Practices (CAP)						

The regression coefficients show that Curriculum Implementation Quality (CIQ) is the only significant predictor of Classroom Assessment Practices (CAP). CIQ has a positive and significant effect ($B = .635$, $\beta = .566$, $t = 10.480$, $p < .001$), indicating that higher curriculum implementation quality is associated with improved classroom assessment practices. In contrast, Teacher-Related Factors (TRF) ($B = .139$, $\beta = .086$, $p = .141$), Curriculum-Related Factors (CRF) ($B = -.057$, $\beta = -.043$, $p = .466$), and Institution-Related Factors (IRF) ($B = .042$, $\beta = .042$, $p = .443$) do not significantly predict CAP when considered simultaneously. The regression equation is $CAP = 6.579 + 0.139(TRF) - 0.057(CRF) + 0.042(IRF) + 0.635(CIQ)$. Overall, the findings identify curriculum implementation quality as the strongest and only significant predictor of classroom assessment practices in the model.

DISCUSSION AND CONCLUSION

Discussion of Findings

The study findings indicate that Curriculum Implementation Quality (CIQ) serves as the most significant factor influencing Classroom Assessment Practices (CAP). The correlation analysis revealed a moderate and statistically significant relationship between Curriculum Implementation Quality (CIQ) and Classroom Assessment Practices (CAP) ($r = .579$, $p < .001$). Furthermore, the regression analysis demonstrated that Curriculum Implementation Quality was the sole significant independent predictor of Classroom Assessment Practices ($\beta = .566$, $p < .001$). Collectively, the four predictors accounted for 34.3% of the variance in Classroom Assessment Practices. This suggests that while various factors affect classroom assessment practices, the quality of curriculum implementation is paramount.

This finding corroborates the research conducted by Moluayonge and Washi (2022), which discovered that the implementation of a competency-based approach in primary schools in Cameroon was significantly linked to teachers' understanding of the approach. Challenges such as inadequate teaching and learning materials, excessive workloads, insufficient training, and limited ICT skills hinder effective curriculum implementation. Similarly, Yuomeyse, Nguete, and Bernsa

(2025) found a significant correlation between teaching learning resources, teaching methodologies, and teachers' competencies in curriculum implementation. They also noted that the implementation of the national languages and cultures curriculum faced obstacles due to ineffective teaching strategies, insufficient teacher competencies, and a lack of resources. Therefore, this current research implies that if the curriculum's expectations are well understood and effectively applied in classroom practices, teachers may adopt assessment methods that align with a competency-based approach.

The significant correlation between Classroom Assessment Practices and Institution-Related Factors ($r = .238$, $p < .001$) indicates that the school's setting plays a role in shaping classroom assessment practices in primary education. Nevertheless, the Institution Related Factors did not serve as independent predictors of Classroom Assessment Practices in the regression analysis ($\beta = .042$, $p = .443$), suggesting that institutional support may enhance classroom assessment indirectly by promoting effective curriculum implementation rather than having a direct, strong influence. This finding aligns with the research conducted by Moluayonge and Washi (2022), who observed that insufficient training, limited resources, heavy workloads, and lack of institutional support hinder the implementation of competency-based curriculum in primary education.

Curriculum related factors and those associated with teachers did not show a significant correlation with classroom assessment practices and did not serve as independent predictors in the regression analysis. The teacher-related factors exhibited a weak, non-significant correlation with classroom assessment practices ($r = .108$, $p = .082$), while the curriculum-related factors also demonstrated a weak relationship ($r = .095$, $p = .128$). This suggests that the characteristics of the teacher's conditions and the curriculum alone may not suffice to enhance classroom assessment practices, particularly when the curriculum's implementation is insufficient. This finding aligns with the research carried out by Etengeneng (2025), which revealed that lesson preparation, teaching methods, and assessment practices are important for the effective implementation of the competency-based approach by teachers in primary education.

The finding that curriculum implementation quality is the only significant predictor is extremely important, because competency-based instruction needs a strong and close alignment with the objectives of the curriculum, teaching learning activities and assessment practices. Mvogo (2022) ascertained that competency-based assessment practices are important to learners' acquisition of competencies in mathematics. Haji and Atemnkeng (2024) added by highlighting that insufficient resources, inadequate teacher training, and continued reliance on teacher-centered approaches are challenges in effective implementation of curriculum prescribed methods. This strengthens present findings that effective curriculum implementation is important in translating competency-based principles into classroom assessment practices. This research therefore supports a systematic view of curriculum implementation that the improvement of primary school teachers' assessment practices requires more than providing assessment training. It requires that curriculum objectives,

instructional practices, assessment procedures, resources, and supervision are coherently aligned, which is relevant to current efforts in Cameroon to strengthen national learning assessment and generate reliable evidence on primary pupils' learning outcomes (UNESCO, 2026).

Implications and Recommendations

The results of this study have significant implications for pedagogy, teacher education, and professional development in the context of instruction and assessment within primary education in Cameroon. From a pedagogical perspective, assessment should not be viewed solely as a final examination at the end of the term, but rather as an integral component of daily teaching and learning processes. This is supported by findings that demonstrate a robust correlation between the curriculum implementation quality and classroom assessment practices, indicating that teachers are more inclined to employ assessment techniques when there is coherence among curriculum objectives, instructional activities, and assessment methods. Formative and competency-based assessments should be used to identify learners' challenges, offer timely feedback, and monitor progress, while adapting teaching strategies to meet the diverse needs of learners.

Concerning the implications of professional development and teacher education, it is important that professional development becomes more practical and centered on the translation of curriculum competencies into suitable assessment tasks. This necessity arises from the observation that factors related to the teachers do not independently forecast classroom assessment practices, indicating that merely providing teachers with professional knowledge may not suffice. Consequently, training should prioritize formative assessment, competency-based assessment, learner diagnosis, feedback, and the assessment of practical skills, utilizing assessment outcomes to enhance classroom instruction. Moreover, the training should be ongoing and bolstered by professional learning communities and mentoring.

At the institutional level, pedagogical supervisors and school administration ought to furnish teachers with adequate instructional and assessment resources, constructive feedback, consistent supervision, and opportunities for collaboration. This is supported by the significant correlation between institutional factors and classroom assessment practices which indicate that school conditions are pertinent in curriculum implementation and classroom assessment practices.

At the policy level, educational authorities must ensure that the guidelines governing the curriculum, instructional materials, teacher training, supervision, and assessment requirements are mutually aligned. This alignment can enhance the implementation of competency-based teaching and increase the effectiveness of assessment practices in the classroom to foster learning. This necessity arises from the significant predictive impact of high-quality curriculum implementation, indicating that enhancing classroom assessment requires more than merely introducing new assessment policies.

The research emphasizes the necessity for educational authorities and curriculum developers to enhance the alignment between curriculum objectives and classroom assessment practices. Curriculum documents ought to offer clear and practical guidelines on how to address each competency and the learning outcomes of students. Consistency in assessment standards should align with the anticipated curriculum competencies.

School leaders and pedagogic advisors in primary education must bolster instructional support and monitoring. Regular classroom supervision should not solely concentrate on the syllabus but also on the implementation of curriculum-based assessments by teachers. Pedagogic advisors should deliver constructive feedback and aid teachers in rectifying weaknesses in their assessment practices. Educational institutions should foster collaboration among teachers through professional learning opportunities and communities that facilitate the sharing of assessment techniques and the development of common assessment tasks. Furthermore, there should be an enhancement in the availability of teaching, learning, and assessment resources. Sufficient textbooks, teaching aids, assessment materials, and other instructional resources are essential for the effective implementation of the curriculum. Attention must also be directed towards challenges within school environments, such as large class sizes and teacher workload, which can hinder teachers' capacity to conduct ongoing and individualized assessments.

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