Planning Integration Activities in Summative Evaluation and Teachers' Attitudes in Primary Schools in Bertoua I Subdivision, Cameroon

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ABSTRACT

This study examined teachers' attitudes towards the planning of integration activities in summative evaluation in selected primary schools in Bertoua I Subdivision, Cameroon. The study was motivated by the 2018 primary school curriculum reform, which emphasises competency-based learning, interdisciplinary problem solving, and the use of integration activities during summative assessment. Four objectives guided the study: to examine the influence of professional training, supervisory follow-up, teachers' perceptions of learners' cognitive readiness, and workload on the planning of integration activities. The study adopted a mixed-methods descriptive survey design. Data were collected from 72 primary school teachers using a structured questionnaire and semi-structured interviews. Quantitative data were analysed using descriptive statistics, Pearson correlation, and regression analysis, while qualitative data were analysed thematically. The findings showed that professional training had a strong positive relationship with teachers' planning of integration activities ($r = .773$, $p < .01$), followed by teachers' perception of learners' cognitive readiness ($r = .619$, $p < .01$), supervisory follow-up ($r = .474$, $p < .01$), and workload ($r = .359$, $p < .01$). Regression results indicated that supervisory follow-up and learner-related perception were statistically significant but modest predictors, explaining 3.9% and 8.1% of the variance respectively. The study concludes that successful implementation of integration activities requires sustained teacher training, supportive supervision, manageable workload, and stronger institutional support.

Keywords: teachers' attitudes; integration activities; summative evaluation; competency-based curriculum; primary education; Cameroon

INTRODUCTION

Curriculum planning is a systematic process through which educational objectives, learning experiences, instructional resources, and assessment procedures are organised to support meaningful learning. In the context of primary education, planning is particularly important because it shapes the extent to which learners acquire foundational knowledge, skills, and attitudes for further education and social participation. The introduction of Cameroon's 2018 primary school curriculum placed renewed emphasis on competency-based learning, interdisciplinary tasks, and integration activities designed to help learners mobilise knowledge from different subject areas to solve real-life problems.

Summative evaluation has traditionally been associated with end-of-unit or end-of-term assessment, often focusing on factual recall, isolated subject knowledge, and standardised written tests. However, competency-based education requires assessment practices that go beyond the reproduction of knowledge. Integration activities are intended to assess learners' capacity to combine knowledge, skills, and attitudes acquired across subjects and apply them to complex situations. This shift demands careful planning from teachers, who are expected to design meaningful tasks, formulate problem situations, align assessment criteria with learning outcomes, and provide learners with opportunities to demonstrate competence.

Teachers' attitudes are central to the successful implementation of such reforms. Even when policy documents prescribe integration activities, their classroom implementation depends largely on teachers' understanding, motivation, perceived competence, workload, and the support they receive from school leaders and pedagogic supervisors. In Bertoua I Subdivision, as in many Cameroonian contexts, some teachers appear to support the pedagogical value of integration activities, while others perceive them as demanding, time-consuming, or difficult to implement with learners of varying cognitive levels. This study therefore investigates the factors associated with teachers' attitudes towards the planning of integration activities in summative evaluation.

Background of the Study

Cameroon's education system has evolved through historical, political, and pedagogical reforms aimed at improving access, quality, equity, and relevance. The move towards competency-based curricula reflects the need to prepare learners for problem solving, critical thinking, collaboration, creativity, and active participation in society. Law No. 98/004 of 14 April 1998, which lays down guidelines for education in Cameroon, emphasises quality education, national development, and the adaptation of education to learners' needs and societal realities. The 2018 primary curriculum further reinforces the need for learner-centred approaches and authentic forms of assessment.

In this framework, integration activities occupy an important position. They are generally planned during specific evaluation periods and require learners to mobilise what they have learned in different subjects to respond to a practical situation. For example, a problem situation may require learners to read a short text, interpret numerical information, apply environmental knowledge, and communicate a solution. Such activities differ from conventional tests because they assess competence rather than isolated content mastery. Nevertheless, their successful implementation depends on teachers' capacity to plan coherent tasks and their willingness to adopt more complex assessment practices.

Despite the relevance of integration activities, their implementation is not always systematic. Teachers may experience difficulties related to insufficient training, limited supervision, large class sizes, heavy workload, inadequate teaching resources, and uncertainty about learners' readiness for complex assessment tasks. These conditions can influence teachers' attitudes and reduce their commitment to planning integration activities regularly. Understanding these factors is important for curriculum implementation, teacher professional development, and the improvement of assessment practices in Cameroonian primary schools.

Statement of the Problem

The integration of activities into summative evaluation has become a significant concern in educational reform because of its potential to promote critical thinking, interdisciplinary understanding, and real-world problem solving. Traditional summative assessment practices often emphasise memorisation and subject isolation, whereas the competency-based approach requires learners to demonstrate the ability to apply knowledge in meaningful contexts. In Cameroon, the 2018 primary school curriculum introduced integration activities as part of summative evaluation, particularly during the fourth week of instruction, where teachers are expected to design problem situations that enable learners to mobilise knowledge, skills, and attitudes acquired in related subject areas.

Although the reform initially generated enthusiasm, evidence from school practice suggests that consistent planning of integration activities remains challenging. Some teachers accept the pedagogical value of integration activities but report difficulties related to limited training, weak follow-up, uncertainty about learners' cognitive readiness, and heavy workload. These challenges raise concerns about whether integration activities are being planned and implemented as intended. The problem addressed in this study is therefore the gap between curriculum policy expectations and teachers' actual attitudes and practices regarding the planning of integration activities in summative evaluation in primary schools in Bertoua I Subdivision.

LITERATURE REVIEW

Teachers' Professional Training and Integration Activities

Professional training is a major determinant of teachers' readiness to implement curriculum innovation. Integration activities require teachers to understand competency-based assessment, formulate problem situations, select relevant resources, develop scoring rubrics, and align assessment tasks with learning outcomes. Without adequate training, teachers may interpret integration activities as ordinary written tests or as additional administrative requirements. Darling-Hammond et al. (2017) argue that effective professional development should be content-focused, collaborative, practice-oriented, and sustained over time. In the context of integrated assessment, such training can help teachers move from theoretical awareness to practical task design.

However, the literature suggests that professional development in many contexts remains episodic and insufficiently connected to classroom realities. Workshops may introduce concepts without providing enough guided practice, peer collaboration, or feedback. This creates a gap between curriculum reform and classroom implementation. For integration activities to become part of regular assessment practice, teacher training must include sample tasks, model scoring guides, classroom-based demonstrations, and opportunities for teachers to analyse learners' responses.

Supervisory Follow-Up and Instructional Support

Supervisory follow-up refers to the guidance, monitoring, feedback, and professional support provided by school leaders, inspectors, pedagogic advisers, and other instructional supervisors. Glickman et al. (2017) describe supervision as a developmental process that supports teachers' professional growth and improves classroom practice. In relation to integration activities, follow-up can help teachers clarify expectations, correct misunderstandings, and improve the quality of assessment tasks.

Nevertheless, supervision can influence teachers' attitudes positively or negatively depending on its nature. Supportive supervision that provides coaching, constructive feedback, and collaborative problem solving may strengthen teachers' confidence. Conversely, supervision perceived mainly as inspection or fault-finding may increase anxiety and resistance. The literature therefore suggests that follow-up should not be limited to compliance checking; it should function as a professional support mechanism that helps teachers plan and improve integration activities.

Teachers' Perceptions of Learners' Cognitive Readiness

Teachers' beliefs about learners' cognitive readiness can influence the type and complexity of assessment tasks they design. When teachers believe that learners are capable of analysing situations, combining knowledge, and proposing solutions, they are more likely to plan integration activities. When they perceive learners as weak, unprepared, or unable to handle complex tasks, they may avoid integrated assessment or simplify it excessively. Bransford et al. (2000) emphasise that meaningful learning occurs when learners actively connect new knowledge with prior understanding and apply it in context.

The issue is particularly important in primary education because learners' abilities vary across age, language background, learning pace, and classroom conditions. Teachers may therefore need support in designing developmentally appropriate integration activities. This requires a balance between cognitive challenge and accessibility. Integration activities should not be too complex for learners, but they should also not be reduced to routine recall tasks. Teachers' perceptions of learners' readiness are thus likely to shape both their attitudes and planning practices.

Teacher Workload and Assessment Innovation

Teacher workload includes lesson planning, classroom instruction, marking, record keeping, administrative tasks, remedial teaching, and participation in school activities. Planning integration activities can increase this workload because it requires the design of authentic problem situations, cross-subject alignment, and scoring criteria. Miller and O'Sullivan (2019) note that integrated curriculum practices often demand additional

preparation time and collaborative planning. If teachers already experience heavy workload, they may perceive integration activities as burdensome rather than pedagogically useful.

The literature also links excessive workload to stress, reduced self-efficacy, and resistance to innovation. Skaalvik and Skaalvik (2017) argue that high workload can undermine teachers' motivation and job satisfaction. In the Cameroonian primary school context, workload may be intensified by large classes, limited materials, administrative pressure, and examination demands. Workload management is therefore essential if integration activities are to be planned regularly and effectively.

Critical Synthesis and Research Gap

Existing literature generally agrees that teacher training, supervision, learner readiness, and workload influence the implementation of assessment innovation. However, much of the literature remains broad and does not sufficiently examine how these factors interact within the specific context of Cameroon's primary school curriculum reform. Some studies emphasise the benefits of integrated assessment for learner engagement and competence development, while others highlight teacher resistance, resource limitations, and time constraints. This suggests a need for context-specific empirical evidence.

The present study addresses this gap by examining teachers' attitudes towards the planning of integration activities in summative evaluation in Bertoua I Subdivision. Its contribution lies in connecting curriculum reform, teacher attitude, instructional supervision, and assessment practice in a Cameroonian primary education context. By doing so, it provides evidence that can inform teacher training, supervision, and policy implementation.

THEORETICAL FRAMEWORK

Theory of Planned Behavior

The Theory of Planned Behavior explains how behavioural intention is shaped by attitude towards the behaviour, subjective norms, and perceived behavioural control. In this study, teachers' planning of integration activities can be understood as a behaviour influenced by their beliefs about the usefulness of integration activities, the expectations of supervisors and curriculum authorities, and their perceived ability to design and implement such tasks. Teachers who believe that integration activities improve learning, who perceive institutional support, and who feel capable of planning them are more likely to adopt them.

The theory is relevant because it explains why policy directives alone may not be enough. Teachers may know that integration activities are required, but their actual planning depends on whether they value the practice, feel supported, and believe they can perform it successfully. Professional training and supervision may strengthen perceived behavioural control, while positive learner outcomes may improve attitudes towards integration activities.

Transformational Leadership Theory

Transformational Leadership Theory emphasizes the role of leaders in inspiring, supporting, and motivating followers to go beyond routine performance. In schools, transformational leadership can be expressed through pedagogic support, shared vision, professional collaboration, encouragement, and recognition of teachers' efforts. When school leaders and supervisors promote innovation, provide feedback, and create opportunities for professional learning, teachers may become more willing to plan integration activities.

This theory is useful for interpreting the role of supervisory follow-up in the present study. Follow-up is not only an administrative activity; it can become a leadership practice that strengthens teachers' confidence and commitment to curriculum reform. Through transformational leadership, supervisors can reduce resistance and support teachers in translating curriculum expectations into classroom assessment practice.

Objectives of the Study

The study was guided by the following specific objectives:

- To examine the influence of professional training on teachers' planning of integration activities in summative evaluation.
- To evaluate the extent to which supervisory follow-up influences teachers' planning of integration activities in summative evaluation.
- To investigate how teachers' perceptions of learners' cognitive readiness influence the planning of integration activities in summative evaluation.
- To determine how teacher workload affects the planning of integration activities in summative evaluation.

Research Hypotheses

- H1: Professional training received by teachers has a significant relationship with the planning of integration activities in summative evaluation.
- H2: Supervisory follow-up of teachers has a significant relationship with the planning of integration activities in summative evaluation.
- H3: Teachers' perceptions of learners' cognitive readiness have a significant relationship with the planning of integration activities in summative evaluation.
- H4: Teacher workload has a significant relationship with the planning of integration activities in summative evaluation.

METHODOLOGY

Research Design

The study adopted a mixed-methods descriptive survey design. The quantitative component enabled the researcher to collect measurable data on teachers' attitudes and the factors associated with the planning of integration activities. The qualitative component, based on semi-structured interviews, provided additional explanations of teachers' experiences, challenges, and perceptions. The mixed-methods approach was appropriate because it allowed numerical trends to be complemented by participants' views.

Area of the Study

The study was conducted in selected primary schools in Zone 2 of Bertoua I Subdivision, East Region of Cameroon. The area was selected because primary schools in the subdivision are expected to implement the 2018 competency-based curriculum, including the use of integration activities in summative evaluation.

Population and Sample

The population of the study consisted of 72 primary school teachers from selected schools in Zone 2 of Bertoua I Subdivision. Given the relatively small and accessible population, all 72 teachers were included in the quantitative phase of the study. The schools included GPS Tigaza, Les Ambassadeurs, La Pépinière, Hope Baptist, GPS Mokolo I, and Masters Bilingual School. Semi-structured interviews were also conducted with selected participants to provide qualitative insights into the questionnaire findings.

This clarification removes the earlier inconsistency between the population and sample size. The statistical analysis reported in the study is therefore based on 72 questionnaire responses.

Instruments for Data Collection

Data were collected using a structured questionnaire and a semi-structured interview guide. The questionnaire was organised around the main variables of the study: professional training, supervisory follow-up, teachers' perceptions of learners' cognitive readiness, workload, and planning of integration activities in summative evaluation. Items were measured using a four-point Likert scale. The interview guide was used to obtain more

detailed explanations of teachers' experiences with integration activities, including challenges related to time, learner ability, supervision, and professional support.

Validity and Reliability of Instruments

The instruments were subjected to expert review to ensure face and content validity. Specialists in curriculum studies, educational measurement, and primary education examined the items to determine whether they were clear, relevant, and aligned with the objectives of the study. Their comments were used to revise ambiguous statements and improve the structure of the questionnaire and interview guide. To determine the Reliability coefficient, we used Cronbach alpha with the help of SPSS version 20 which gave 0.76. According to Cronbach (1951) if a reliability coefficient is 0.7-0.8 it is acceptable.

Data Analysis

Quantitative data were analysed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequencies, percentages, and mean scores, were used to summarise teachers' responses. Pearson product-moment correlation was used to examine the relationship between each independent variable and the planning of integration activities. Regression analysis was conducted to determine the predictive contribution of selected variables. Qualitative data from interviews were analysed thematically by identifying recurring ideas related to training, supervision, learner readiness, workload, and assessment practice.

Ethical Considerations

The study respected basic ethical principles in educational research. Participants were informed about the purpose of the study and their participation was voluntary. Confidentiality was ensured by avoiding the use of names in data presentation. The data were used only for academic purposes.

FINDINGS

The findings are presented according to the major variables of the study. Descriptive and inferential results show that teachers' attitudes towards planning integration activities are influenced by professional training, supervisory follow-up, perceptions of learners' cognitive readiness, and workload.

First, 65.3% of teachers agreed that professional training influenced their use of integration activities, with a mean score of 2.76. Pearson correlation indicated a strong positive and statistically significant relationship between professional training and teachers' planning of integration activities ($r = .773$, $p < .01$). This suggests that teachers who receive relevant professional training are more likely to plan integration activities effectively.

Second, 68.1% of teachers acknowledged that follow-up by pedagogic supervisors supported the planning of integration activities, with a mean score of 2.91. The correlation result showed a moderate positive and statistically significant relationship between supervisory follow-up and planning of integration activities ($r = .474$, $p < .01$). This implies that regular and supportive follow-up can encourage teachers to plan integrated assessment tasks more consistently.

Third, 73.6% of respondents agreed that their perception of learners' cognitive abilities influenced their use of integration activities, with a mean score of 3.07. The correlation between teachers' perception of learners' cognitive readiness and planning of integration activities was positive and statistically significant ($r = .619$, $p < .01$). This indicates that teachers are more likely to plan integration activities when they believe learners are capable of handling complex, interdisciplinary tasks.

Fourth, 83.2% of teachers reported that heavy workload limited their use of integration activities, with an overall mean score of 2.88. Workload had a positive but weaker statistically significant relationship with planning of integration activities ($r = .359$, $p < .01$). This result suggests that workload is an important contextual factor, although its relationship with planning is weaker than that of training and learner-related perceptions.

Regression Analysis

Regression analysis was conducted to determine the extent to which selected independent variables predicted teachers' planning of integration activities. The results are presented in Table 1.

Table 1. Regression model summary for predictors of integration activity planning.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.199	.039	.026	.79974	.039	2.877	1	70	.034
2	.284	.081	.054	.78812	.041	3.080	1	69	.044

Note. Model 1 predictor: supervisory follow-up (TOT2). Model 2 predictors: supervisory follow-up (TOT2) and teachers' perception of learners' cognitive readiness (TOT3).

The regression results indicate that supervisory follow-up and teachers' perception of learners' cognitive readiness made statistically significant but modest contributions to the prediction of integration activity planning. Model 1 explained 3.9% of the variance in the dependent variable ($R^2 = .039$, F change = 2.877, p = .034). When teachers' perception of learners' cognitive readiness was added in Model 2, the explained variance increased to 8.1% ($R^2 = .081$, F change = 3.080, p = .044). Although both models were statistically significant, the R^2 values are low. Therefore, the results should be interpreted with caution. They suggest that follow-up and learner-related perceptions are relevant predictors, but many other variables not included in the model may have stronger explanatory power.

DISCUSSION

The study found that professional training had the strongest relationship with teachers' planning of integration activities. This finding confirms the importance of capacity building in curriculum implementation. Integration activities require teachers to design problem situations, select relevant subject content, construct rubrics, and guide learners towards the mobilization of knowledge, skills, and attitudes. Teachers who receive training are therefore more likely to understand the purpose and procedures of integrated assessment. This finding is consistent with the view that effective professional development should be practical, sustained, and connected to classroom realities.

The influence of supervisory follow-up can be interpreted through Transformational Leadership Theory. When school leaders and pedagogic supervisors provide encouragement, modelling, feedback, and professional guidance, teachers are more likely to adopt innovative assessment practices. Follow-up should therefore be understood not merely as inspection but as a form of instructional leadership. Supportive supervision can reduce uncertainty, build teacher confidence, and promote consistency in the planning of integration activities.

Teachers' perceptions of learners' cognitive readiness also emerged as an important factor. This result aligns with the Theory of Planned Behavior, particularly the concept of perceived behavioural control. Teachers are more likely to plan integration activities when they believe learners can understand and respond to complex tasks. Conversely, when teachers perceive learners as cognitively unprepared, they may avoid such activities or reduce them to simple exercises. This implies that teachers need strategies for scaffolding integration activities so that learners can gradually develop the ability to solve interdisciplinary problems.

Workload was also reported as a limiting factor. Although its correlation was weaker than the other variables, the high percentage of teachers who identified workload as a constraint indicates that the issue is practically important. Planning integration activities requires time, collaboration, and resources. If teachers are already burdened with administrative duties, large classes, marking, and routine lesson preparation, they may struggle to design high-quality integrated assessments. Workload management must therefore be treated as part of curriculum implementation.

The regression findings require careful interpretation. Although supervisory follow-up and learner-related perception were statistically significant predictors, the low R^2 values show that they explain only a small proportion of the variation in teachers' planning of integration activities. It would therefore be inaccurate to describe them as dominant predictors. Instead, they should be described as modest but significant contributors. Future studies should include additional variables such as availability of resources, class size, teacher motivation, assessment policy clarity, school leadership style, and collaboration among teachers.

Limitations of the Study

This study has some limitations. First, it was limited to selected primary schools in Bertoua I Subdivision, which restricts the generalisability of the findings to all primary schools in Cameroon. Second, although the study involved 72 teachers, the sample remains relatively small for broad statistical generalisation. Third, the questionnaire relied on self-reported responses, which may be affected by social desirability bias. Fourth, the regression models explained a low proportion of variance, indicating that other relevant factors were not included in the analysis. Fifth, the study did not include direct classroom observation of integration activity planning and implementation. Future research should use larger samples, multiple subdivisions, classroom observation, document analysis, and additional variables to provide a more comprehensive understanding of teachers' assessment practices.

Contribution of the Study

This study contributes to knowledge by providing empirical evidence on teachers' attitudes towards the planning of integration activities in summative evaluation within the context of Cameroon's 2018 primary school curriculum reform. It extends existing discussions on competency-based education by showing that successful assessment reform depends not only on curriculum prescriptions but also on teacher training, supervisory support, perceptions of learner readiness, and workload conditions. The study is particularly relevant to curriculum reform and assessment practice in Cameroon because it highlights the practical conditions required for teachers to translate policy into classroom assessment.

CONCLUSION AND RECOMMENDATIONS

The study examined teachers' attitudes towards the planning of integration activities in summative evaluation in primary schools in Bertoua I Subdivision. The findings showed that professional training, supervisory follow-up, teachers' perceptions of learners' cognitive readiness, and workload were all significantly related to the planning of integration activities. Professional training showed the strongest relationship, while regression analysis indicated that supervisory follow-up and learner-related perceptions made statistically significant but modest predictive contributions.

The study concludes that integration activities cannot be successfully implemented through policy directives alone. Teachers require practical training, continuous pedagogic support, realistic workload management, and appropriate resources. The findings also suggest that supervisors and school leaders should play a supportive rather than punitive role in helping teachers plan integrated assessment tasks.

Based on the findings, the following recommendations are made:

- MINEDUB and pedagogic supervisors should organise regular, practice-oriented training on the design and scoring of integration activities.
- School leaders should provide supportive follow-up through coaching, peer discussion, feedback, and collaborative planning sessions.
- Teachers should be supported to design developmentally appropriate problem situations that match learners' cognitive readiness while gradually promoting higher-order thinking.
- Workload management strategies should be introduced, including shared assessment banks, collaborative planning time, and simplified administrative procedures.
- Future research should examine additional factors such as resources, class size, school leadership, and teacher collaboration in order to better explain variations in teachers' planning of integration activities.

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