PROFESSIONAL DEVELOPMENT AND EFFECTIVENESS OF CURRICULUM IMPLEMENTATION AMONG BASIC AND POST-BASIC TEACHERS IN MUNICIPAL AREA COUNCIL OF THE FEDERAL CAPITAL TERRITORY, ABUJA

OHADIUGHA Marian N. (Ph.D.)
NATIONAL OPEN UNIVERSITY OF NIGERIA
FACULTY OF EDUCATION
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
egobekeohadiugha@yahoo.com

ABSTRAC

This study investigated the relationship between professional development and the effectiveness of curriculum implementation among basic and post-basic education teachers in the Municipal Area Council of the Federal Capital Territory, Abuja. In respect of this, two research questions and two null hypotheses were formulated to guide the study. The population of the study comprised all 1,252 teachers in Municipal Area Council of the Federal Capital Territory, Abuja, made up 1050 basic teachers and 202 post basic teachers. With Taro Yamen Sampling Formula, a sample size of 291 respondents made up of 191 basic teachers and 100 post-basic education teachers was randomly drawn from the public schools spread across Abuja Municipal Area Council of the Federal Capital Territory, Abuja. Two self-designed non-cognitive instruments code-named "Professional Development Scale" (PDS) with 15 items and "Curriculum Implementation Effectiveness Scale" (CIES) with 15 items were used for data collection. Face and content validities were ensured by three experts in test, measurement and evaluation from the Faculty of Education, University of Abuja. The Cronbach reliability coefficient of 0.83 and 0.79 were obtained for PDS and CIES respectively. Pearson's Product Moment Coefficient was used to answer the research questions, while t-test associated with Pearson's Product Moment Coefficient was used to test the null hypotheses. The findings revealed that there is a significant relationship between professional development and effectiveness of curriculum implementation among basic and post-basic education teachers in Municipal Area Council of the Federal Capital Territory, Abuja and that professional development of the basic teachers significantly relates with that of post basic education teachers in Municipal Area Council of the Federal Capital Territory, Abuja. The study recommended as follows: Abuja Municipal Area Council should prioritize professional development programmes for teachers in basic and post basic education for effective curriculum implementation and the professional development programmes should be planned in such a way that they will be continuous, impactful and well-funded as such would make curriculum implementation in the Area Council yield the desired results.

KEYWORDS: Professional Development, Effectiveness, Curriculum Implementation

Introduction

There is a popular saying that no nation can rise above the quality of its teachers. There is no doubt that teachers are the main drivers of curriculum implementation in any nation of the world including Nigeria. Curriculum implementation involves carrying out or executing the contents of the school curriculum by way of teaching. This means that the school curriculum is implemented through the process of effective teaching and learning. Effective teaching and learning can only be achieved where the teachers possess the required and appropriate abilities or competencies to teach. To possess the required and appropriate abilities talks more about the teachers' knowledge, skills, competence and adaptability. He is adaptable if he alters his personality to fit into the new environment or field of exposure, he may find himself. For instance, a teacher may be posted from one school to another or may be exposed to a new thing or field of knowledge such as computer literacy; thus, he must be ready to adapt to a new environment or thing so as to be able to teach effectively. The fact about adaptability is hinged on the reality that society is dynamic and therefore does not require a teacher who is inadaptable to the emerging changes in education. Thus, as a society that hosts the educational institutions changes and faces new set of challenges as a result, it invariably impresses such demands on the educational institutions to respond according to its changes and deal with the new emerging challenges. To accommodate these societal changes and to deal adequately with the new challenges, there is an urgent need for teachers' continuous professional development for effective implementation of the school curriculum. The implementation of the school curriculum is said to be effective when it yields the desirable outcomes.

According to Ololube (2006), professional development is a term used to describe the learning activities which professionals engage in to develop and enhance their abilities on the job. Professional development ranges from formal academic training, in-service training, conferences, seminars, etc to informal learning. A wide variety of people, such as teachers, military officers, healthcare professionals, lawyers, accountants etc engage in professional development possibly because of their interest in lifelong learning, a sense of moral obligation, to maintain and improve professional competence, enhance career progression, to keep abreast of new technologies and practices, or to comply with professional regulatory requirements. What Ololube (2006) is suggesting is that professional development is any deliberate action put in place to make professionals learn while on the job with a view to developing and improving their knowledge and skills. Nakpodia and Urien (2011) refer professional development to as any activity aimed at enhancing the knowledge and skills of a teacher through orientation, training, and support. Goble and Horm (2010) on the other hand opined that professional development is a related activity that is geared towards developing an individual's skills, knowledge, expertise, and other characteristics as a teacher. According to Svendsen (2016), continuous professional development programme for teachers is a collection of activities offered in response to serve the needs of teachers and school staff members, as well as the government, school improvement initiatives, accreditation requirements, and funding agencies. This definition is of the view that teachers' professional development programme is not something beneficial to teachers alone but also to all other stakeholders in education as well as education itself.

Akpan and Ita, 2015, Okojie (2013), and Ololube (2006), identified various types of teachers' professional development programme which can help them for effective curriculum implementation. They include conferences/workshops, seminars, symposia, mentoring and peer review mechanisms. A conference is a larger official meeting, usually lasting for a few days, at which people with the same work or interests come together to discuss their views. Workshops may be organized during a conference. A workshop is a period of discussion and practical work on a particular subject in which a group of people share their knowledge and experience. A seminar is a meeting for discussion or training, and usually, the presence and services of a professional are needed to drive the discussion or training. A symposium is a meeting at which experts have discussions about a particular subject, a small conference. Mentoring is a practice where a person who is very knowledgeable or possesses more skills is paired with his counterpart who possesses little or no knowledge or skills so that the latter will be developed and improved by the former. A peer-review mechanism is a judgment on a piece of professional work by others working in the same area. Peer-review mechanism is a practice where colleagues or people meet to critically look into something of common interest and share ideas among themselves about it. Especially, in order to learn from their strengths and weaknesses, successes and failures and have room for improvement. It is important to note that professional development programmes for teachers may be offered as on-the-job training or off-the-job training. It is on-the-job training where the teacher receives the training while he is actively engaged with work, mentoring is a good example of on-the-job training. It is off-the-job training if the teacher receives the training when he is not actively engaged with his work, the international conference serves as a good example of off-the-job training. (Akpan and Ita, 2015, Okojie, 2013, Hornby, 2010 & Ololube, 2006).

It could be deduced from the above that professional development is a management strategy geared towards developing and improving further the knowledge and skills of the workforce for increased productivity and efficiency. Therefore, it is the basic function of the employer (manager) of the teachers to provide continuous professional development. As an important function of the employer, an adequate plan and financial budget are supposed to be put in place to ensure that the professional development programme is not only continuous but also impactful. It is pertinent to note that the implementation of the basic and post-basic curriculum can only yield the desired results or be effective if the quality, knowledge and skills of teachers used for its implementation have been improved and further developed in line with the best global practices in teaching. The current best global practices demand teachers who are more practical than theoretical, more dynamic than rigid, more pupil/student-centered than teacher-centred, more result-oriented, more adaptable, creative, innovative than ever and more information-technology friendly than analogue. Today's education needs teachers who will be able to operate in the current technology-driven world and effectively guide young learners to learn and succeed in life. According to Major, (2015) the high achieving educational systems around the world today, are those that invest heavily in the professional development of their teachers.

The need for continuous professional development and the effectiveness of curriculum implementation by teachers at basic and post-basic educational levels cannot be overemphasized. Professional development can be seen as an important instrument that can ensure quality teaching, motivate, inspire, and develop teachers in their job. Continuous professional

development therefore can be a process of coordinated activities with consistency, engaged to upgrade teachers' abilities and other personal characteristics in their job to influence the learners positively. This has to be regular because nothing is permanent except change, which is essential in the education sector (Akpan & Ita, 2015). Amare and Temechegu (2002) noted that teachers' development is an essential element to bring meaningful changes in addressing equity, quality, relevance, and efficiency. To ensure quality in education and professionalism, serious attention has to be given to continuous professional development. Continuous Professional development of teachers is an essential component in every educational institution because it is concerned with ensuring the competencies of teachers, as it reflects in the academic performance of the students (Akpan & Ita, 2015).

According to Okojie (2013), the classification of nations of the world today into the non-industrialized, the industrializing and the industrialized is not unconnected to the seriousness and importance these nations attach to the twin issues of education and training. He went further to give a good distinction between the education of a teacher and the training of a teacher. Whereas education of a teacher on one hand equips him with theoretical principles to provide theoretical solutions to present and future problems, enhances his character development and prepares him for the acquisition of skills, training, on the other hand, equips him with the skills and competencies to perform specific tasks or a series of tasks. Kanawaty cited in Okojie (2013) stressed that generally, training prepares people for work and life. Skills are largely acquired in the working environment while competence is acquired through the improvement of awareness, knowledge and skills. The question to ask is whether the education and training acquired by teachers as graduates of higher education is enough in both quality and quantity to make them retain their good quality throughout their teaching career (Okojie, 2013). In this regard, Onyesom and Nze (2013) emphasized the essence of professional development. To them, teachers should be trained from time to time because some knowledge and skills that are relevant and useful today may likely be irrelevant and obsolete tomorrow as a result of advancements in technology and learning. Retraining of teachers will put them in a balanced stand to ensure a quality education programme. In recent times, the information technologies such as the internet, computers, social media, website, teleconference, video-conference, video-clips, voice-clips, email, electronic bulletin board, virtual learning, Youtube, etc, have challenged the quality, knowledge and skills of teachers used for the school curriculum implementation. As such, the professional development programme has become the only effective strategy to develop and improve teachers' quality and abilities to overcome the 21st Century teaching challenges as that will enable them to adapt and adopt the new set of teaching assisted technologies easily and unhindered (Onyesom & Nze,2013).

However, teachers' professional development programme should be given more attention especially at basic and post-basic educational levels, by consistently and regularly providing enabling opportunities for teachers to improve their knowledge, to hone their skills and be abreast of contemporary trends in teaching and learning. Teachers should be constantly encouraged to further their education to compete with their counterparts in other parts of the world. The development is not only for teachers and the students but also for the community and the society at large. Education is regarded as an important agent of change due to its role in social, economic,

political, and technological development (Akpan, 2008). In every modern society, it is believed that education is the key to national development and there is a need to ensure and maintain a high standard of education in Nigeria, especially at the basic level. This is because it is a transitional stage in the academic race of every learner. Most countries today are making all efforts to see that quality education is being provided through significant investments in the educational sector. The best legacy which can be bequeathed to learners today, who are invariably going to be leaders of tomorrow, is education**.** Hence, efforts and recognition have been geared to that in ensuring an effective policy on education, especially in basic education (Akpan, 2008).

All over the world today, there is the belief that education is the bedrock of life. Therefore, it is very important and necessary for the government and school administrators to establish a platform that will enable teachers to unceasingly develop themselves through continuous professional development programme to improve their skills and capacity to deliver on their jobs. The literature on quality in education indicates a strong link between teachers' professional development and quality in education especially in the areas of teachers' beliefs and practices, students' learning, and on the implementation of education reforms (UNESCO, 2006). Friedman and Philips (2004) found that there exists a significant relationship between teachers' professional development programmes and the effective implementation of the school curriculum. The study by Ololube (2006) revealed that professional development programmes of teachers in primary schools in Nigeria relate with that of their counterparts in secondary schools. This suggests that teachers in primary schools receive no better professional development programmes than their counterparts in secondary schools.

Indeed, teachers need to be constantly equipped with the right type of skills and competencies that will be deployed in the process of teaching and learning, geared towards producing well educated, responsive, and responsible citizens. While the emphasis is being laid on the importance of quality education, professional development for teachers is one aspect that should be given adequate attention as it is only the way to guarantee effective implementation of the school curriculum which plays a pivotal role in educational transformation.

Statement of the Problem

The impact of effective curriculum implementation is only felt when pupils/students perform impressively or very well in an examination, whether internally or externally designated. Thus, the quality of teachers usually reflects through the performance of their pupils or students. Similarly, the quality of teachers used in the school instructional process determines the effectiveness of curriculum implementation. As today's teaching world is changing and becoming ever amenable to computer or jet-age based teaching and learning approaches. Teachers are supposed to change along with society. However, it seems that some of the teachers used for curriculum implementation in our schools today have not developed or improved beyond who they were upon their graduation or beyond the training they received at higher education. In other words, it seems that there is no professional development programme for the basic and post-basic teachers, or even if there is, it is not continuous, or even if it is continuous, it is not impactful. For lack of proper exposure to today's technology-driven curriculum

implementation, basic and post-basic teachers seem to have remained so analogue, when today's best global practices in teaching require them to be digitally inclined in teaching. Bothered by this ugly trend which left much to be desired, the researcher intends to investigate the relationship between professional development and effectiveness of curriculum implementation among basic and post-basic education teachers in the Municipal Area Council of the Federal Capital Territory, Abuja.

Aim and Objectives of the Study

The main purpose of this study is to investigate the relationship between professional development and the effectiveness of curriculum implementation among basic and post-basic education teachers in the Municipal Area Council of the Federal Capital Territory, Abuja. Specifically, the study focused on the following objectives:

1. To find out the relationship between professional development and effectiveness of curriculum implementation among basic and post-basic education teachers in the Municipal Area Council of the Federal Capital Territory, Abuja.
2. To ascertain the extent professional development of the basic education teachers relates with that of post-basic education teachers in Municipal Area Council of the Federal Capital Territory, Abuja.

Research Questions

The study answered the following research questions:

1. What is the relationship between professional development and effectiveness of curriculum implementation among basic and post-basic education teachers in Municipal Area Council of the Federal Capital Territory, Abuja?
2. To what extent does the professional development of the basic teachers relate with that of post-basic education teachers in the Municipal Area Council of the Federal Capital Territory, Abuja?

Hypotheses

The following null hypotheses tested at 0.05 alpha level of significance guided this study:

Ho_1: There is no significant relationship between professional development and effectiveness of curriculum implementation among basic and post-basic education teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Ho_2: Professional development of the basic teachers does not significantly relate with that of post-basic education teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Methodology

A correlational research design was adopted in this study. The population of the study comprised all 1,252 teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja, made up 1050 basic teachers and 202 post basic teachers. With Taro Yamen Sampling Formula, a sample size of 291 respondents made up of 191 basic teachers and 100 post-basic education teachers was randomly drawn from the public schools spread across Abuja Municipal Area Council of the Federal Capital Territory, Abuja. Two self-designed non-cognitive instruments code-named "Professional Development Scale" (PDS) with 15 items and "Curriculum Implementation Effectiveness Scale" (CIES) with 15 items were used for data collection. Face and content validities were ensured by three experts in test, measurement and evaluation from the Faculty of Education, University of Abuja. The Cronbach reliability coefficient of 0.83 and

0.79 were obtained for PDS and CIES respectively. Pearson's Product Moment Coefficient was used to answer the research questions, while t-test associated with Pearson's Product Moment Coefficient was used to test the null hypotheses.

Results

The results as generated from the study were presented below.

Research Question One: What is the relationship between professional development and effectiveness of curriculum implementation among basic and post-basic education teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja?

Table 1a: Pearson Product Moment Coefficient Analysis on Relationship between Professional Development (PD) and Curriculum Implementation Effectiveness (CIE)

Variables	$\bar{X}$	Variance	Df	R-Value	$\propto$	Remark
PD	3.29	0.024346				Positive
CIE	3.28	0.024726	14	0.993276	0.05	Relationship

Table 1a shows a correlation coefficient (r-value) of 0.99 at 0.05 alpha level of significance for first and second variables. The result, therefore, reveals that there is a positive relationship between professional development and the effectiveness of curriculum implementation among basic and post-basic education teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Hypothesis One: There is no significant relationship between professional development and effectiveness of curriculum implementation among basic and post-basic education teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Table 1b: T-test associated with Pearson Product Moment Coefficient on Relationship between Professional Development (PD) and Curriculum Implementation Effectiveness (CIE)

Variables	$\bar{X}$	Variance	Df	t-cal.	t-cri.	Remark
PD	3.29	0.024346	14	2.552889	2.144787	Significant
CIE	3.28	0.024726				Ho_1 Rejected

Alpha Level = 0.05

Table 1b shows that t-calculated is 2.55 at 0.05 alpha level of significance while t-critical is 2.15. Since t-calculated (2.55) is greater than t-critical (2.15), the null hypothesis is rejected. Therefore, there is a significant relationship between professional development and the effectiveness of curriculum implementation among basic and post-basic education teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Research Question Two: To what extent does the professional development of the basic teachers relate with that of post-basic education teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja?

Table 2a: Pearson Product Moment Coefficient Analysis on the Extent Professional Development of the Basic Teachers relates with that of Post Basic Education Teachers

Variables	$\bar{X}$	Variance	Df	r-Value	$\propto$	Remark
Basic Teachers	3.30	0.031855				Positive
Post Basic Teachers	3.28	0.032735	14	0.975216	0.05	Relationship

Table 2a shows a correlation coefficient (r-value) of 0.98 at 0.05 alpha level of significance for first and second variables. The result, therefore, reveals that professional development of the basic teachers relates positively with that of post-basic education teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Hypothesis Two: Professional development of the basic teachers does not significantly relate with that of post basic education teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Table 2b: T-test associated with Pearson Product Moment Coefficient on the Extent Professional Development of the Basic Teachers significantly relates with that of Post Basic Education Teachers

Variables	$\bar{X}$	Variance	Df	t-cal.	t-cri.	Remark
PD	3.30	0.031855	14	2.96312	2.144787	Significant
CIE	3.27	0.032735				Ho_1 Rejected

Alpha Level = 0.05

Table 2b shows that t-calculated is 2.96 at 0.05 alpha level of significance while t-critical is 2.1 Since t-calculated (2.96) is greater than t-critical (2.1), the null hypothesis is rejected. Therefore, the professional development of the basic teachers significantly relates to that of post-basic education teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Discussion of the Findings

The findings of the study were discussed as follows:

Relationship between Professional Development (PD) and Curriculum Implementation Effectiveness (CIE)

The finding showed that there is a statistically significant relationship (P>0.05) between professional development and the effectiveness of curriculum implementation among basic and post-basic education teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja. What could be deduced from this finding is that, whenever there is a continuous development programme for the teachers, there is the likelihood that the school curriculum will be effectively implemented. Therefore, if the school curriculum is to be properly implemented so as to yield the desired results, continuous development programmes have to be made available for the basic and post-basic education teachers in Abuja Municipal Area Council (AMAC). This finding is in tandem with the study of Friedman and Philips (2004) which found that there exists a significant relationship between teachers' professional development programmes and effective implementation of the school curriculum.

Extent Professional Development of the Basic Teachers relates with that of Post Basic Education Teachers

The finding revealed that professional development of the basic teachers significantly relates (P>0.05) with that of post-basic education teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja. This finding suggests that the extent or degree to which the basic education teachers receives their professional development programmes in Abuja Municipal Area Council is not significantly different when compared that with the ones received by the post-basic education counterparts. That is to say that if you look critically at the mean scores of both basic and post-basic education teachers in Table 2b, you will discover that their mean difference is very insignificant (i.e., 3.30 – 3.27= 0.03). The finding is in line with the study of Ololube (2006) which revealed that professional development programmes for teachers in primary schools in Nigeria relate with that of their counterparts in secondary schools. This implies that teachers in primary schools receive no better professional development programmes than their counterparts in secondary schools.

Conclusion

From the findings of the study, it was concluded that there is a significant relationship between professional development and effectiveness of curriculum implementation among basic and post-basic education teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja and that professional development of the basic teachers significantly relates with that of post-basic education teachers in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Recommendations

Based on the findings, the following were the recommendations:

1. Abuja Municipal Area Council should, as a matter of urgency, prioritize professional development programmes for teachers in basic and post-basic education for effective curriculum implementation.
2. The professional development programmes should be planned in such a way that they will be continuous, impactful and well-funded as such would make curriculum implementation in the Area Council yield the desired results.

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