

Influence of Promotion and Continuous Professional Development for Teachers on Implementation of Curriculum in Public Senior Secondary Schools in the North-Central Part of Nigeria

Dr. Audi Abubakar Ahmed

Department of Educational Foundations, Nasarawa State University, Keffi.

Corresponding author: audiahmedabu@gmail.com

Abstract

This study assessed the influence of promotion and provision of continuous professional development for teachers on implementation of curriculum in Public Senior Secondary Schools. The study was carried out to ascertain whether irregular promotion and irregular provision of continuous professional development influence effective implementation of curriculum. Descriptive survey design was used for the study. The population of the study comprised of 37,916 teachers in Public Senior Secondary Schools in North – Central Nigeria. Simple, stratified and systematic random sampling were used in a multi- stage procedure to select 380 teachers as respondents. A modified four points Likert – Type rating scale questionnaire was used to gather data and the data were analyzed using both descriptive and inferential statistics to answer research questions and hypotheses respectively. Some of the findings revealed that irregular promotion and irregular provision of continuous professional development for teachers influenced effective implementation of curriculum negatively in Public Senior Secondary Schools in North – central Nigeria. It was therefore, recommended that government should ensure regular promotion opportunities and frequent training programmes for teachers at as when due.

Keywords: Teachers, Promotion, Continuous Professional Development, Curriculum Implementation and Public Senior Secondary Schools.

Introduction

Promotion is an upward mobility of an employee which changes his present position to one that makes him assume greater responsibility (Foluso, 2021). Apart from bringing him more money, promotion has a higher motivating effect and it serves as a mark of recognition of individual performance. Hence promotion can be seen as a feed-back that the workers have performed well. Tasman (2021) observed that promotion tends to put a new live in the individuals and activate their knowledge, skills and their level of commitment to the organization goals. But if on the other hand, the individuals within an organization are deprived their promotions, they would become disconnected and consequently leads to labour turnover. Akande (2014) suggested that in administering promotion to workers, important factors such as experience, training, skills and intellectual capacity must be considered. Akande (2014) further stressed that striving for promotion may be caused not only by the need for status but also the need for achievement or recognition of competence.

It follows therefore that workers will strive to perform effectively in their job if they are assured that by doing so, will increase their chances of being promoted. Lindiwe (2020) stated that receiving a desired promotion at the right time increase the extent to which a worker is urged to carry out his or her work effectively. Thus, despite the fact that it is stated in article 77 section 9 of National Policy of Education (FRN, 2016) that promotion opportunities will be created at every educational level to allow for professional growth at each level, teachers' promotion has not been implemented accordingly. Rather than based on merit, promotion is based on favouritism, nepotism and use of political influence.

An increased productivity may only be attained when avenue for advancement and training is opened for the workforce. Both cognitive and affective training development is necessary to complement the one of psychomotor or technical know-how. In line with that, Darshani (2018) opined that continuous professional development (CPD) can simply be defined as activities provided for the middle and upper management in an organization in order to enhance productivity. Continuous professional development according to Mansur (2013), are those processes that improve the job-related knowledge, skills or attitude of employee in an organization. In the context of formal schooling, it centers on the processes that improve the employee for optimal output and efficiency in his/her job. Likewise, Health (2013) defined continuous professional development as a systematic attempt to harmonize individuals' interests, wishes, and carefully assessed requirements for furthering their careers with the forthcoming requirements of the organization within which they are expected to work. Ndu (2017) also viewed continuous professional development as that aspect in administration, which implies the training of an individual in an organization to enhance his or her performance. Ndu further noted that continuous professional development is the training of personnel in an organization towards motivating them to become competent and to work hard in achieving the goals of an organization. Adeyanju (2016) postulated that teachers' growth is promoted when teachers exchange ideas in workshop and conferences.

The continuous professional development will be more profitable if it is centered on improving the school programme. Ndu (2017) submitted further that the need for training and specifically the type of training needed is usually determined by the specific defect(s) that exists or that is anticipated in an organization. It could be inferred that a training need is an observable gap between the kind of performance or competence an employee has and the kind of performance or competence an employee is expected to have. Odoh (2020) mentioned that the types of training that can be readily available for an educational organization will include, in-service course for teachers, on-the-job training, refresher-training, vestibule training, conference training, off-the-job training, seminar, workshops, symposium and induction courses. The principal should play a helpful role in making sure that deserving staff go on in-service training and where there is deficiency, effort should be made to help remove it. Adeyanju (2016) established that continuous professional development should be part of management packages if desired result is to be achieved.

Adequately qualified staff must be employed and proper monitoring system for developing human resources must be put in place to ensure effectiveness.

Continuous professional development should be an in-built and integral part of school system if teachers would perform their job well, motivated and get full satisfaction from their work. As Gusky & Huberman (2019) stated that continuous professional development helps educators keep abreast of expanding knowledge base on education so they can continually refine their conceptual and craft skills. Harris (2019) also postulated that continuous professional development's influence on students is accomplished principally through its direct effect on teacher and administrator knowledge and practices. Improved knowledge and practices are the most significant outcomes of teachers' continuous professional development that would lead to better job performance. With improved teachers' professional knowledge and classroom practices, improved students learning would be expected. Training for support staff can be delivered through a range of media including mentoring, job shadowing individual learning, conferences and courses. Ayeni (2015) suggests that training is very important for staff. That academic staff needs to update their knowledge in their various disciplines to keep abreast of current technological and academic advancement. The non-academic staff like administrative and technical personnel should participate in workshops, seminars, symposia and conferences. He concluded that most educational institutions have their own training programmes and services for their various staff either on-the-job training to maintain educational standards.

Statement of the Problem

Effective implementation of any education curriculum to a great extent is the main key to the actualization of the objectives of such education programme. This is because the problem of most laudable programmes arises at the implementation stage. It is at the implementation stage that many excellent curriculum plans and other educational policies are marred without any trace. No matter how well a curriculum is planned, designed and developed, implementation is very important. The implementation of curriculum in public senior secondary schools in north-central Nigeria has been marred by some challenges that may hinder effective implementation among these challenges are irregular promotion and continuous professional development for teachers. Teachers have not been promoted for some years now. However, some of them were promoted without financial benefits. This may destroy their moral and dedication to work. Teachers' professional development is promoted when they exchange ideas in workshops, seminars, and symposia. But these are not regularly provided for teachers. The issue regarding continuous professional development has not been addressed by the government for quite some times now. Most of the teachers on ground are not given opportunity for training and retraining so as to gain more knowledge and skills. These problems stated above motivated the researcher to go into this study to investigate the influence of promotion and continuous professional development on curriculum implementation in public senior secondary schools in North-central, Nigeria.

Purpose of the Study

This study is meant to access the influence of promotion and continuous professional development on implementation of curriculum in Public Senior Secondary Schools in North-Central Nigeria. Specifically, the study intended to achieve the following objectives:

- i. Find out how irregular promotion of teachers influence effective implementation of curriculum in Public Senior Secondary Schools in North – central Nigeria.
- ii. Examine how irregular provision of continuous professional development for teachers influence effective implementation of curriculum in Public Senior Secondary Schools in North – central Nigeria.

Research Questions

Two research questions were raised to guide the study.

- i. How does irregular promotion of teachers influence effective implementation of curriculum in Public Senior Secondary schools in North – central Nigeria?
- ii. How does irregular provision of continuous professional development for teachers influence effective implementation of curriculum in Public Senior Secondary schools in North – central Nigeria?

Hypotheses

Two hypotheses were tested in the study

Ho₁: There is no significant difference between the mean of male and female teachers on how irregular promotion influence effective implementation of curriculum in public senior secondary schools in north-central, Nigeria.

Ho₂: There is no significant difference in mean of teachers with NCE, BA.Ed /BSC Ed, M.Ed and Ph.D on how irregular provision of continuous professional development influence effective implementation of curriculum in public senior secondary schools in north-central, Nigeria.

Research Method

The research design used for this study was the descriptive survey. The population for the study comprised of 37916 teachers in public senior secondary schools in north-central, Nigeria. A sample of 380 teachers was used for the study based on Krajce and Morgan Table for determination of sample size. The researcher used simple, stratified and systematic random sampling techniques in a multi- stage sampling technique procedure to select the respondents. The simple random sampling was used to select three states out of the six states in North-central, Nigeria. The stratified random sampling was used to group the Pubic Senior Secondary Schools into strata according to Senatorial Districts and select one school from each Senatorial District. Subsequently, a systematic random sampling was used to select four teachers out of every five teachers in the selected schools and 380 teachers were randomly selected from the sampled schools. The instrument used for collection of data was titled Investigating Teachers' Conditions of Service as Determinant

of Effective Curriculum Implementation (ICSDECPJ) was divided into sections: Section A contained demographic data and Section B had items on the research questions. The items were structured using a modified 4-points Likert-type rating scale with the following grading: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The mean score is 2.5 $(4+3+2+1/4)$. To ascertain the validity of the instrument, it was given to three lecturers in Nasarawa State University, Keffi to validate the instrument. They made corrections and suggestions which were taken into consideration. At the second look, they adjudged the instrument valid. To establish the reliability of the instrument, it was pilot tested using 35 students from GSS Laminga and GC Keffi. The split half method was adopted and Pearson product moment correlation statistics was used to compute the reliability coefficient and yielded a reliable coefficient of 0.81 which means that the instrument is reliable. The data collected were analyzed using mean scores and standard deviation to answer research questions while t- Test was used to test the hypotheses. When the mean score is 2.5 and above, it was accepted in explaining the phenomenon while the mean score below 2.5 was adjudged weak and rejected in explaining the phenomenon.

Results

Research Question One: How does irregular promotion of teachers influence effective implementation of curriculum in public senior secondary schools in North-central, Nigeria?

Table 1 below presents mean and standard deviation on the responses of teachers on how irregular promotion of teachers influence effective implementation of curriculum in Public Senior Secondary Schools in North – central Nigeria. The table revealed that items were accepted irrespective of their variation in mean values and standard deviation. Items 9-20 had their mean ratings above 2.50 and their standard deviation range 0.62 and 1.04 which showed that their responses were far apart but were accepted as a factor in explaining the phenomenon. The overall mean of 2.97 was obtained which indicated that irregular promotion of teachers influenced effective implementation of curriculum negatively in public senior secondary schools in north-central, Nigeria.

Table 1: Mean and Standard Deviation of Respondents on how Irregular Promotion Influence Effective Implementation of Curriculum

N = 380

S/N	Items	Mean	SD	Decision
9.	Irregular promotion discourages teachers from effective evaluation of Students academic performance.	3.04	0.62	Accepted
10.	Irregular promotion discourages teachers from using continuous assessment properly.	2.92	0.78	Accepted
11.	Irregular promotion discourages teachers from using various continuous assessment tools.	2.86	0.72	Accepted
12.	Irregular promotion discourages teachers from conducting continuous assessment on regular basis	3.02	0.66	Accepted
13.	Irregular promotion discourages teachers from giving students written test frequently.	2.91	0.89	Accepted
14.	Irregular promotion discourages teachers from giving students make up test or assignment.	2.84	0.69	Accepted
15.	Irregular promotion discourages teachers from using other forms of continuous assessment apart from test.	2.97	0.79	Accepted
16.	Irregular promotion discourages teachers from punishing students who miss test or assignment.	3.05	1.04	Accepted
17.	Irregular promotion discourages teachers from giving students essay test.	3.01	0.98	Accepted
18.	Irregular promotion discourages teachers from marking students' scripts properly.	3.08	0.82	Accepted
19.	Irregular promotion encourages teachers to give arbitrary marks to students.	2.93	0.96	Accepted
20.	Irregular promotion discourages teachers from asking students questions that require lengthy answers.	2.98	0.86	Accepted
	Overall Mean	2.97		

Field Survey, 2023

Research Question Two: How does irregular provision of continuous professional development for teachers influence effective implementation of curriculum in public senior secondary schools in north-central, Nigeria?

Table 2: Mean and Standard Deviation of Respondents on how Irregular Provision of CPD for Teachers Influence Effective Implementation of Curriculum

N = 380

S/N	Items	Mean	SD	Decision
21.	Irregular in-service training reduces teachers' knowledge in discharge of their duties in school effectively.	3.02	0.63	Accepted
22.	Irregular in-service training of teachers does not improve their knowledge in discipline of students in school.	2.91	0.77	Accepted
23.	Irregular organization of symposium for teachers does not improve their knowledge as form masters.	2.84	0.70	Accepted
24.	Irregular provision of seminar for teachers does not enhance their performance in keeping school records.	3.00	0.64	Accepted
25.	Lack of regular seminar for teachers does not increase their knowledge in solving students' academic problems.	2.90	0.88	Accepted
26.	Irregular provision of symposium for teachers does not give them the opportunities to learn new ideas or practices in teaching and learning.	2.82	0.67	Accepted
27.	None provision of regular workshop for teachers does not reveal to them current practices in classroom management.	2.96	0.78	Accepted
28.	Irregular workshop for teachers does not up - date their knowledge in ensuring punctuality among students.	3.02	1.00	Accepted
29.	Irregular workshop for teachers does not reveal to them new modern ways of curbing students' absenteeism in school.	3.05	0.84	Accepted
30.	Irregular workshop for teachers does not increase their job performance in school.	2.91	0.96	Accepted
	Overall Mean	2.94		

Field Survey, 2023

Table 2 presents mean and standard deviation on the responses of teachers on how irregular provision of continuous professional development influence effective

implementation of curriculum in public senior secondary schools in north-central, Nigeria. The table revealed that items were accepted irrespective of their variation in mean values and standard deviation. Items 20-30 had their mean values above 2.50 and their standard deviation range between 0.63 and 1.00 which showed that their responses were far apart but were accepted as a factor in explaining the phenomenon. The overall mean of 2.94 was obtained which showed that irregular provision of continuous professional development influenced effective implementation of curriculum negatively in public senior secondary schools in north-central, Nigeria.

HO₁: There is no significant difference between the mean of male and female teachers on how irregular promotion influence effective implementation of curriculum in public senior secondary schools in north-central, Nigeria.

Table 3: t-Test of Difference in Mean between Male and Female Teachers on how Irregular Promotion Influence Effective Implementation of Curriculum

Promotion	Number	Mean	S. D	t-value	d.f	Sig(2-tailed)	Decision
Male	210	2.36	.262	-6.278	379	.095	Accepted
Female	170	2.84	.213				

Field Survey, 2023

The test on table 3 was carried out to determine whether male and female teachers in public senior secondary schools differed significantly in how irregular promotion influence effective implementation of curriculum. A significant value of .095 (more than the 0.05 level of significance) shows that there is no significant difference. The hypothesis is therefore accepted, this means that there is no significant difference in how irregular promotion influenced effective implementation of curriculum between male and female teachers in public senior secondary schools in North – Central Nigeria.

HO₂: There is no significant difference in mean of teachers with NCE, B.Ed/Bsc.Ed, M.Ed and Ph.D on how irregular provision of CPD influence effective implementation of curriculum in public senior secondary schools in north-central, Nigeria.

Table 4: Test of ANOVA on Difference in Mean of Teachers with NCE, BA.Ed/BSC.Ed, M.Ed and Ph.D on how Irregular Provision of CPD Influence Effective Implementation of Curriculum

Source of Variation	d.f	S.S	m.s	F _{cal}	F _{Tab}
Between treatments	3	1595	531.7	2.040	3.238
Residual	376	1320	88.0		
Total	379	2915			

Field Survey, 2023

The test on Table 4 was conducted to find out whether there is significant difference in mean of teachers on how irregular provision of CPD influence effective implementation of curriculum based on their educational qualifications in public senior secondary schools in north-central, Nigeria. Since $F_{cal} < F_{Tab}$, we accept H_0 and conclude that all the treatment means are the same. This implies that there is no significant difference in how irregular provision of CPD influenced effective implementation of curriculum on the basis of teachers' qualifications.

Discussions

The result presented in table 1 of the study showed that irregular promotion of teachers influenced effective implementation of curriculum negatively in Public Senior Secondary Schools. This corroborates Akande (2014) who found out that there is great relationship between promotion and teachers' job performance. The findings of the study revealed that irregular promotion of teachers discouraged them from effective evaluation of students' academic performance. Teachers did not use CA tools properly let alone giving continuous assessment regularly. They run away from giving students essay test, make up test or assignment, marking students' scripts properly and instead gave students arbitrary marks. This implies that irregular promotion induced negative attitude toward work to teachers. This is also in line with the findings of Mohammed (2012) which revealed that irregular promotion has great negative influence on teachers' attitude to work. Based on the hypotheses analyzed, the findings also revealed how promotion influenced effective implementation of curriculum does not differ among teachers in public senior secondary schools in north-central, Nigeria.

The result presented in table 2 of the study indicated that irregular provision of continuous professional development for teachers influence effective implementation of curriculum negatively in public senior secondary schools. As indicated by Afolabi (2013), there is a great relationship between training and job performance. Similarly, Aisha (2014) revealed that training had positive impact on employee performance if provided regularly. Etim (2010) reaffirmed that regular staff training influenced employee performance. The findings of the study showed that irregular in – service training does not improve teachers' knowledge in discharge of their duties in school such as discipline of students. This is in line with Ogunmakin (2013) who discovered that in – service training had influenced positively the teaching method of teachers. This corroborates Adeyanju (2016) who revealed that primary

school teachers' performance improved immediately after cluster training programmes, Muhammed (2017) also observed a positive impact of in – service training programmes on the performance of teachers.

The findings also showed that irregular organization of symposium for teachers does not improve their knowledge as form masters and provides them with opportunities to lean new ideas or practices in teaching. Lack of regular Seminar for teachers does not enhance their knowledge in keeping school records and solving of students' academic problems. None provision of regular workshops does not increase teachers' job performance as it does not reveal to teachers the current practices in classroom management, how to ensure punctuality and curb absenteeism among students. Based on the hypotheses analyzed, the findings also revealed how provision of continuous professional development influenced effective implementation of curriculum does not differ among teachers in public senior secondary schools in north-central, Nigeria.

Conclusion

This study assessed the influence of promotion and continuous professional development opportunities provided for teachers on effective implementation of curriculum in public senior secondary schools in North-central, Nigeria. The result of the study has provided empirical proof that irregular promotion and irregular provision of continuous professional development opportunities influence effective implementation negatively in public senior secondary schools. It also evident based on the findings that promotion and provision of continuous professional development for teachers must be improved in both quantity and quality in ensuring effective implementation of public senior schools. This has serious implication on government funding of public senior secondary schools.

Recommendations

The following recommendations were made to enable effective implementation of curriculum in public senior secondary schools in north-central, Nigeria.

1. Provision of promotion to teachers: Government should provide regular promotion opportunities for teachers in order to induce high performance. Promotion normally comes with financial benefits that improved teachers' economy. This will boost teachers' moral in discharge of their duties leading to high commitment and dedication to work and hence effective implementation of the curriculum. More so, the practice of promoting some teachers without financial benefits should be stopped. Promotion should be open to every teacher who is due and eligible.
2. Government should intensify her efforts in continuous professional development of teachers with relevant and adequate training programmes that are capable of improving skills, knowledge, capabilities, understanding and efficiencies of teachers at work. In respect to that, ministry of Education should organize training and re-training opportunities such as seminars, symposium, conferences and workshops frequently to stimulate teachers for effective implementation of the curriculum.

Again, in-service training opportunities should be given to teachers from time to time in order to upgrade their skills and knowledge which will have effect on implementation of the curriculum.

References

- Adeyanju, H.L (2016). Impact of cluster training strategy on primary school teachers' job satisfaction and performance in Ogun State. *Nigerian Journal of Applied Behavioral Services*. 4(2), 386-398.
- Afolabi, M. (2013). Conditions of service of teachers as correlates of motivation in secondary schools in Ado and Efon Local Government Areas, Ekiti State. *International Journal of Education and Literacy Studies*. 1(1),105-129.
- Aisha, H. (2014). Impact of training on employee performance in Mobilink. Unpublished Thesis, Jinah University for Women, Karachi, Pakistan. Retrieved from <http://www.filedropper.com/impactoftrainingonemployeeperformanceinmobilink>.
- Akande, F.B. (2014). Assessment of the relationship between conditions of service and teachers job performance in secondary schools in Kogi State, Nigeria. Thesis submitted to the School of Post-Graduate Studies, Department of Educational Foundations. Ahmadu Bello University, Zaria.
- Ayemi, A. J. (2015). The effect of principals' leadership styles in motivation of teachers for job performance in secondary schools in Akure South Local Government. An unpublished thesis submitted to the Department of Educational Administration and Planning, Obafemi Awolowo University, Ile-Ife.
- Darshani, R. k. (2018). The Impact of training and development on employee job performance. *International Journal of Research Publications*. 2(1), 1-18.
- Etim, P.F. (2016). Effects of job design and staff training on employee performance. An unpublished project. Department of Accountancy, school of business and management studies. Fidel polytechnic, Gboko, Benue.
- Federal Republic of Nigeria (2016). *National policy on education*. Yaba NERDC Pres.
- Foluso, P.A (2021). Influences a minimum wage and prompt salary payment in teachers' effectiveness in public secondary schools. *Problems and Perspectives in Management*. 19(1),118-124
- Gusky, T.R. & Huberman, M. (2013). *Professional development in education: new paradigms and practices*. New York: Teachers College Press.
- Harris, B. (2019). The impact of staff development in the school system: A study of some selected secondary schools in Anambra Central. Unpublished Master's dissertation, Department of Educational Administration, University of Nigeria Nsukka.
- Health, G. (2013). *Staff Development, supervision and performance appraisal*. UK: Longman Press.
- Lindiwe, M. (2020). The Influence of promotion opportunity and professional development on the job satisfaction of secondary school teachers in the central region of Botswana, *America based Research Journal*. 9(7), 19-28.
- Mansur, M. (2013). Evaluation of training in organizations: An empirical investigation from a developing country. *International Journal of Education and Research*. 1(6), 1-12.
- Mohammed, L.I. (2012). An Assessment of the influence of secondary school teachers' conditions of service on their attitude to work in Kaduna State. An unpublished Master's Dissertation, Department of Educational Administration and planning, Ahmadu Bello University, Zaria.
- Muhammed, I.J. (2017). Impact of in-service training on performance of teachers: A case of STEVTA Karachi Region, Pakistan. *International Journal of Experiential Learning and Care Studies*. 2(2), 50-60
- Ndu, A.N. (2017). *Dynamic of administration and management: The Nigerian perspective*. Akwa: Meks Publishers

- Odoh, C.O. (2020). Influence of in-service training of primary school teachers job performance in Nssuka Local Government Education Authority. *Journal of Research & Method in Education*. 10(5), 45-54.
- Ogunmakin. A. (2013). Staff Development programmes and teachers' effectiveness in secondary schools. A Study of Ibadan-South Local Government Area of Oyo State. Unpublished Project, Department of Educational Administration, Obafemi Awolowo University, Ile-Ife, Nigeria.
- Tasman, Z. M. (2021). The influence of work environment, promotion and job satisfaction on employee performance. *Budapest International Research and Critics Institute Journal* (BIRCI-Journal). 4(3), 4036-4041.