

THE UNIVERSITY OF YAOUNDE I

DOCTORAL RESEARCH AND TRAINING
CENTER (DRTC) IN SOCIAL AND
EDUCATIONAL SCIENCES

DOCTORAL RESEARCH AND TRAINING
SCHOOL IN EDUCATIONAL
ENGINEERING

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND
EVALUATION



UNIVERSITE DE YAOUNDE I

CENTRE DE RECHERCHE ET DE FORMATION
DOCTORALE (CRFD) EN SCIENCES
HUMAINES ET SOCIALES EDUCATIVE

UNITE DE RECHERCHE ET FORMATION
DOCTORALE EN SCIENCES D'EDUCATION
ET INGENIERIE EDUCATIVE

FACULTE DES SCIENCES ET DE
L'EDUCATION

DEPARTEMENT DE CURRICULA ET
EVALUATION

**TEACHERS' PROFESSIONAL DEVELOPMENT AND
EFFECTIVE CURRICULUM IMPLEMENTATION. AN
EVALUATION OF TEACHER'S COMPETENCE IN SOME
SELECTED PRIMARY SCHOOLS IN MFOUNDI DIVISION**

*A Dissertation of a Master's Degree of Education defended on 17th
September 2024*

Option: Curriculum and Evaluation
Speciality: Curriculum Development

by
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DEDICATION

*This work is dedicated
to the Mambeh's family for their support and encouragement during the period I
wrote this work*

CERTIFICATION

I, Dr. Wirngo Tani Ernestine hereby certifies that the research study titled “Teachers’ Professional development and Effectiveness on Curriculum implementation. An evaluation of curriculum implementation in some selected primary schools in Mfoundi Division is the work of Mambeh Yvette Mbuato (21V3688). Summited to the department of Curriculum and Evaluation, Faculty of Science of Education, University of Yaoundé 1.

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ACKNOWLEDGEMENTS

I acknowledge with much gratitude the work of my supervisor Dr. Wirngo Tani Ernestine, whose mentorship and designed the work, stimulated great thinking and also motivated me to aspire for higher heights’

My appreciation goes to lecturers of Curriculum and Evaluation: Dr Shiabou Abdoulai Hadji, Dr Chaffi WELANKOUE Cyrille Ivan, Dr Ntamchia Lawrence, DR NDJONBONG JOSEHP Roger for their knowledge encouragement and support in helping me with relevant documents, materials for this work and for helping me grow personally and professionally.

I will like to thank the Mambeh’s family for their moral and psychological support they gave me when I needed most especially Dr/Mrs Mambeh Christian Tani.

Finally, I will like to appreciate my friends and colleagues, especially the head teacher of Webster Bilingual Academy (Mme Nanga Pamela Njei), Mbuamboh Clement, Silvian Bihnyuy, Margarette Nanyogho, Awontu Hilary, Ann Marie Nambu who were willing to assist me each time I needed their help.

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LIST OF ACRONYMS

CBA:	Competency Based Approach
CBE:	Competency Based Education
CPD:	Continuous Professional Development
MINEDUB:	Ministry of Basic Education
PBL:	Problem Based Learning
PD:	Professional Development
SPSS:	Statistical Package for Social Sciences

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ABSTRACT

This research is titled “Teachers’ Professional Development and Effective Curriculum Implementation in some selected primary schools in Mfoundi Division. This study aims to examine the relationship that exist between “Teachers’ Professional development and Effective Curriculum Implementation. The problem is based on teacher’s incompetence in curriculum implementation resulting to poor performance, school dropout and low syllabus coverage. The research seeks to examine if there is a statistically significant relationship between “Teachers’ Professional Development and Effective curriculum Implementation. The main research question states “Is there statistically significant relationship that exists between “Teachers’ Professional Development and Effective Curriculum Implementation.? The main research hypothesis states that there is no statistically significant relationship between “Teachers’ Professional Development and Effective Curriculum Implementation. Social Constructivists theory, developed by Lev Vygotsky, the theory of learning by actively reflecting, Adult Learning theory (Andragogy) were used in the study. The simple random sampling technique was used to sample 127 teachers. A questionnaire was used to collect data from 110 teachers. Data collected through questionnaires was tested using Pearson Moment Product Correlation on an SPSS spread sheet version 23 The correlation between in-service training and Teachers’ Professional Development shows a statistically positive correlation with pearson $r = 0.728$, $p = 0.000$ (as $P < .05$ - our chosen alpha level), at the 0.01 level (2 tailed). This indicates that an increase in-service training will increase the effective implementation of the curriculum, and those who have not done in-service training will perform less in implementing the curriculum. The correlation between conference participation and curriculum implementation practices shows a statistically significant strong positive correlation with Pearson $r = 0.756$, $p = 0.000$ at the 0.01 level (2 tailed).The positive r value indicates an increase in conference participation will increase the effective implementation of the curriculum the strength of the correlation being moderate at (0.756).The correlation between pedagogic supervision and curriculum implementation practices, shows a statistically significant strong positive correlation with Pearson $r = 0.775$, $p = 0.000$ at the 0.01 level (2 tailed). The positive r value indicates an increase in pedagogic supervision will increase the effective implementation of the curriculum. The strength of the correlation is strong (0.775). The results of the findings prove that “Teachers Professional Development determines the effectiveness in Curriculum Implementation in Cameroon Primary Schools. Hence the ministry of Basic Education is recommended to ensure that teachers develop the competences necessary to effectively implement the curriculum prior and during their training programs. She should also develop training programs and activities to train teachers on how to use and implement the curriculum, as well as prepare the teachers physically and psychologically.

Key words: *Professional Development, curriculum, Curriculum implementation, pedagogic supervision, in-service training, Conferences, workshops, pedagogic seminars*

RÉSUMÉ

Cette recherche est intitulée « Développement professionnel des enseignants et mise en œuvre efficace des programmes d'études dans certaines écoles primaires sélectionnées de la division du Mfoundi. Cette étude vise à examiner la relation qui existe entre « le développement professionnel des enseignants et la mise en œuvre efficace des programmes d'études ». Le problème repose sur l'incompétence des enseignants dans la mise en œuvre des programmes, ce qui se traduit par de mauvais résultats, un abandon scolaire et une faible couverture des programmes. La recherche cherche à examiner s'il existe une relation statistiquement significative entre « le développement professionnel des enseignants et la mise en œuvre efficace des programmes d'études ». La principale question de recherche est la suivante : « Existe-t-il une relation statistiquement significative entre le « développement professionnel des enseignants et la mise en œuvre efficace des programmes d'études ? » L'hypothèse principale de recherche stipule qu'il n'existe pas de relation statistiquement significative entre « le développement professionnel des enseignants et la mise en œuvre efficace des programmes d'études ». La théorie des constructivistes sociaux, développée par Lev Vygotsky, la théorie de l'apprentissage par réflexion active et la théorie de l'apprentissage des adultes (andragogie) ont été utilisées dans l'étude. La technique d'échantillonnage aléatoire simple a été utilisée pour échantillonner 110 enseignants. Un questionnaire a été utilisé pour collecter les données auprès de 110 enseignants. Les données collectées au moyen de questionnaires ont été testées à l'aide de la corrélation de produits Pearson Moment sur une feuille de calcul SPSS version 23. La corrélation entre la formation continue et le développement professionnel des enseignants montre une corrélation statistiquement positive avec Pearson $r = 0,728$, $p = 0,000$ (comme $P < 0,05$ - notre niveau alpha choisi), au niveau 0,01 (bilatéral). Cela indique qu'une augmentation de la formation continue augmentera la mise en œuvre efficace du programme, et que ceux qui n'ont pas suivi de formation continue seront moins performants dans la mise en œuvre du programme. La corrélation entre la participation à des conférences et les pratiques de mise en œuvre du programme montre une forte corrélation positive statistiquement significative avec Pearson $r = 0,756$, $p = 0,000$ au niveau 0,01 (bilatéral). La valeur r positive indique qu'une augmentation de la participation à des conférences augmentera la mise en œuvre efficace du programme, la force de la corrélation étant modérée à (0,756). La corrélation entre la supervision pédagogique et les pratiques de mise en œuvre du programme montre une forte corrélation positive statistiquement significative avec Pearson $r = 0,775$, $p = 0,000$ au niveau 0,01 (bilatéral). La valeur r positive indique qu'une augmentation de la supervision pédagogique augmentera la mise en œuvre efficace du programme. La force de la corrélation est modérée (0,775). Les résultats des recherches prouvent que « le développement professionnel des enseignants détermine l'efficacité de la mise en œuvre du programme dans les écoles primaires du Cameroun. Il est donc recommandé au ministère de l'Éducation de base de veiller à ce que les enseignants développent les compétences nécessaires pour mettre en œuvre efficacement le programme avant et pendant leurs programmes de formation. Elle devrait également développer des programmes de formation et des activités pour former les enseignants à l'utilisation et à la mise en œuvre du programme, ainsi que pour préparer les enseignants physiquement et psychologiquement.

Mots clés : *Développement professionnel, curriculum, Mise en œuvre du curriculum, encadrement pédagogique, formation continue, Conférences.*

GENERAL INTRODUCTION

The study is titled Teachers' professional development and effective curriculum implementation in some selected primary schools in Mfoundi division. The challenge of the study is the ineffectiveness of teachers in implementing the curriculum, especially with the introduction of the new primary school curriculum introduced in 2018.

Professional Development is learning to earn or maintain professional credentials such as academic degree, formal course work, attending conferences, and informal learning opportunities among colleagues. Professional Development refers to instructor developing and improving their skills to meet the increasing demands of their learner's through programs and activities such as workshops, pedagogical seminar. Conferences, pedagogic supervision and in-service training. This study was conducted in some primary schools in YaoundeV11 sub division. It has been observed from the variables mentioned above that they play an important role in improving teachers' competences, increases their knowledge, skills and attitude and hence improves on their learner's academic performance. The absence of these activities and program to support teacher's continuous professional development will result to poor academic performance of pupils in continuous assessment, low syllabus coverage, and school dropout. This research aims to examine the relationship between Teachers' professional Development and Effective Curriculum implementation.

CHAPTER ONE

THE PROBLEM

Effective curriculum implementation is a highly challenging issue in recent times in our schools with the current education system and the implementation of the new Cameroon Primary School Curriculum. There is a need to raise the standard of teachers to effectively implement the curriculum and improve on pupils learning in schools. The variables used in this study are work shop, pedagogic seminars, conferences, pedagogic supervision and in--service training.

1.1 BACK GROUND OF THE STUDY

It has been argued that professional development need to include both cognitive and social aspects of learning (Borko,2004) learning has to do with both cognitive and social perspective. Cognitive perspective is cantered on the notions of teacher's changes in belief or knowledge. Social learning considers professional learning through participation (Lave and wengner) under this rubric we are going to review these backgrounds: historical, contextual, theoretical, and conceptual background.

1.1.1 Historical background

Professional development is learning to earn or maintain professional credentials such as academic degrees to formal course work, attending conferences and informal learning opportunities. It has been described as intensive and collaborative dealing incorporating and evaluation stage. There are variety of approaches to professional development including consulting coaching, lesson study mentoring, reflective supervision and technical assistance. Professional development is a set of tools, resources and training session for educators to improve their teaching quality. These resources allow instructors to further knowledge in their subject area and allow for mentorship the opportunities to learn new teaching techniques.

Professional development refers to instructors developing and improving their skills to better meet the need of their pupils. Approaches to professional development include reviewing, case study consultation and coaching; mentoring and technical assistance in this way collaboration and evaluation takes place to enables educators to enhance student's outcomes

Day (1999) explains professional development as all-natural learning experiences those conscious and planned activities which are intended to be direct or indirect benefit to individual groups or school and which contribute through these to the quality of education in the classroom. The teacher professional development is a process of innovation where the feedback of the teachers is regarded as significant and existing process, context to achieved desired impact (both a and Hersel man 2018) Teachers professional development courses are developed for teachers in schools so as to improve their innovation and teaching skills and an observed enhancement of the classroom practice(Botha 2014) Qualitative professional development are the key component in almost every modern proposal for improving education(Guskey 2002) Profession development develops the teachers skills knowledge expertise and other professional behaviors according to the depth of higher education(Doe 2007). The roles and functions of every school is that the teachers should be professionally developed.

In 2014, the department for education published a consultation a world class teaching profession. It stated that teachers have access to on-going high-quality opportunities to update and refresh their skills and knowledge and that career-long learning is the Hallmark of top profession.

The development of professional abilities is actually a conscious and continuous effort to improve the quality of education, personnel in an educational institution. Professionalism means achieving a high level of competence in ones work and trying to become expert with continuous learning Napitulu (2019; 4).

Development generally focuses on growth to serve a long-term goal and seeks to facilitate growth of teachers understanding of teaching. Professional development is defined as the uptake of formal and informal learning opportunities that deepens an extent teachers professional competences including knowledge, beliefs, motivation and self-regulatory skills :Orit Avidov (2016:256) state as follows teachers around the world experience a mixture of reforms created to introduce shift in educational policies, such system wide reforms have a direct impact on teachers professional development :Collinson (200:125) states that the best results are obtained if the program is formally and systematically planned and presented to the focus on enhancement of personal and professional growth by broadening knowledge , skills and positive attitude. Kaagan(2004:4) states that “Obtaining knowledge and sharing existing knowledge and skills with others to join are valuable tools for change and improvement. Ansie and Marike (2007:54) state that continuous professional development workshop needs to be improved to encourage teacher’s

enthusiasm for attending such workshops. Berliner (2001:35; 26) states as follows: professional development is a process in which the professional identity of the teacher is formed and implicit knowledge becomes explicit. It is the process of personal and professional empowerment with the realm of one's expertise for that is necessary to meet the need of teachers, students and institutions can be supported by the world of education.

Based on the understanding about the professional development of teachers above, we can understand that teachers' professional development is an effort made to increase the level of Professional degree of a teacher which concerns the teachers' ability both mastery of teaching materials or mastering of the teaching methodology as well as the teacher professionalism regarding motivation and teachers' commitment in carrying out their duties as teachers.

1.1.2 Contextual background

Teacher's professional development varies across countries worldwide reflecting the unique educational contexts, priorities and approaches adopted by different nations

Teachers' professional development has become a major focus of school reform initiatives. As school reform strategies have evolved since the 1980s, policy makers, educators, researchers and other members of the education community have gradually come to recognize that the kind of changes in schooling and instruction envisioned by current reform effort requires fundamental changes in teachers' knowledge and their working relationship with learners. Responding to these concerns, the federal government, states and districts schools and a host of professional Organization have launched a wide variety of effort to improve the quality of teachers' professional development.

Professional development has been defined by many authors from different schools of thought. These approaches to reform in teachers' professionalism have placed new demands on teachers. Today teachers are being called upon to provide the nation's children with quality education. Teachers are also being asked to use new technologies and change how they interact with learners. Policymakers and researchers increasingly believe that the changes in teachers' knowledge and teaching practices that are needed to bring about effectiveness in implementing the curriculum.

For many years, professional development typically has consisted of district or school-sponsored full – or half day workshops and lectures held several times a year supplemented by limited participation of individual teachers in professional conferences, course taking and other

activities offered by a variety of sponsors (Corcoran 1995a, 1995b; Little 1993). Many experts now believe that for professional development to be effective, it must become an integral part of teachers' daily work, not something that teachers participate in a few times a year at a staff development day (Massel, Kirst, and Hoppe 1997).

As attention has turned to professional development, members of the educational community have attempted to identify and describe the characteristics of effective professional development. Various groups and individuals including the U.S Department of Education, the National Education Association, the American Federation of Teachers, Researchers and others have developed guidelines for high quality teacher professional development and for organizing and managing schools to support it (Department of Education 1996; American Federation of Teachers 1995; Little 1993; Hawley and Vally 1996).

Professional development (PD) is a necessary practice in almost every career field. Education is no exception. For educators, learning does not stop after you earn a teaching degree. Teachers in most states are required to complete some amount of professional development to renew a teaching license.

Fullen (1995) defines professional as "continuous learning focused upon the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under the conditions of complexity and dynamic change" (P265). Teachers training and in-service professional development are key to effective teaching (MOE, 2005; Fraser, 2008). According to Hummond, Wei, Andee and Richardson (2017) and Rhodes and Hampton, (2004) effective professional development is intensive, four forms of actions which learning opportunities, identifying own learning needs and others; evaluating yourself, observational and peer-review skills; accessing mentoring; engaging in reflection, professional dialogue and feedback and builds strong working relationships among teachers.

Smyth (1989) explains a frame work for reflecting as four forms of action which can improve teaching practice in sequential stages with a series of question which are describing; informing, confronting and reconstructing widely used by teachers reflect and enhance their teaching practice.

According to Richards and Schmidt (2003, p542), professional development is defined as the professional growth a teacher achieves as a result of gaining increase experience and knowledge and examining his/her teaching systematically. Modern view of professional development

characterizes it not as a short-term process but as a long one extending from teacher education at university to in-service training at the workplace.

Professional development for teachers (both pre-service and in-service) typically aims to introduce new tools or skills or update existing skills. It is seen as an essential aspect of the teachers' profession. As the European Commission states: "Teaching competences are complex combination of knowledge, skills, understand and implement attitude, leading to effective action in situations. The range complexity of competences required for teaching in actual societies is so great that any one individual teacher is unlikely neither to have them all nor to have developed them all in the same high degree. Teachers' continuous professional development is thus, highly relevant both for improving educational performance and effectiveness and for enhancing teachers' commitment (Cambridge Assessment Approach)

Professional development is about teachers learning, learning how to learn and transforming their knowledge into practice for the benefit of their growth. Teachers' professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of conviction and believes and the perusal and enactment of appropriate alternatives for improvement (Avalos, 2010; p.10). With regards to the focus and main goal of professional development, Borko (2004) and Desimone et al. (2002) conceive teacher professional development to be an essential mechanism for enhancing teacher's knowledge, and instructional practice bringing about changes in teachers attitude and beliefs.

The concept present multiple definition of professional development regarding the scope, focus and goal of teachers' professional development, the indicators to measure teachers' effectiveness are as follows;

Improving Teachers' Impact on Students Achievement: Most often emphasis is placed on the importance of good teachers, and many local, state and federal policies are designed to promote teacher quality. Research using student score on standardize test confirms the common perception that some teachers are more effective at improving student test score than others.

Value- Added Modeling: Value – added models attempts to measure a teacher's impact on learner's achievement apart from other factors, such as individual ability, family environment, past schooling and the influence of peers.

Pupils Growth Percentiles: Pupils growth percentiles attempt to provide a simple way of comparing the improvement of one teacher's pupils at the end of the year with the improvement of other pupils who started the year at the same level.

1.1.3 Conceptual background

The concept of teacher professional development (PD) include a wide range of activities and strategies designed to equip teachers with knowledge, skills and attitudes and practices they need to improve their effectiveness and consequently pupils learning.

1.1.3.1 Professional Development

Professional development is activities and work session organizes to improve on the quality and capacity of teachers in their classrooms pedagogic practice. Professional development programs in Cameroon occur in different sectors and Ministries. In Cameroon primary schools specifically in the ministry of Basic Education to improve teachers competences. To improve teacher's competences, the ministry of Basic Education has come up with training programs to improve teacher's professionalism and personal skills, knowledge and attitude in the delivery of classroom lessons. These training sessions are in the form of the following programs

Teachers competence

Teachers competence is a combination of knowledge, skills and attitude. It is also the combination of knowledge, skills and behaviours used to improve performance or the state of quality of being adequately qualified and capable of performing a given role

1.1.3.2 Workshops:

It is the stable for teacher's professional development program across the globe in rich countries and in poor countries, in donor-funded and non-donor-funded ones. No other professional development format is so tightly and traditionally, intertwined with teacher professional development as workshops. Like a classroom, the purpose of workshops is to transfer learning (about an early grade reading program, a work readiness curriculum) demonstrations, lectures via power points, reading modelling, discussion, videos, writing on charts papers. Workshops typically takes in a central location, in a facility with relatively good infrastructure and amenities (air conditioning, internet, stable electricity supply) the sequence of events can happen several times a year or once a year. Workshops have much importance to the professional development of teachers in the following ways: It exposes the teachers to new ideas, techniques, by bringing together diverse group of people to learn and share new content and perspectives. Work shop Base Approach to

professional development attempts to promote standardization and equity of access to learning. Again, workshops are a familiar and a recognizable form of teacher professional development requiring little explanation from donors, managers and government officials.

Pedagogic seminar: It is becoming increasingly popular for both private and public schools organized by the ministry of Basic Education and the inspectorate for Basic Education as a means to enhance the teaching quality especially with the introduction of the New Cameroon primary School curriculum in Cameroon. Pedagogic seminar programs refer to the short-term education method of teaching which involves generating a situation for a group to have a guided interaction among themselves on a theme.

Pedagogic supervision: supervision is an effective method that can be used to achieve good results as far as teaching and learning are concerned. According to (Kweku and Eric 2014), It is very important for teaching and learning to be constantly monitored and reviewed to ensure the total achievement of objectives. It is for this reason that pedagogic supervision at the basic school level is very necessary. (Baffour-Awuah 2011) pedagogic supervision potentially improves classroom practice and contributes to pupil's success through the professional growth and improvement of teachers. Segun (2004), Contends that pedagogic supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching and the evaluation of instruction. (Bessong and Ojong,2009). Dodd (2008) also explains pedagogic supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain group with the hope of seeking their co-operation to enable teachers become successful in their task.

Pre-service training: This refers to those training opportunities and programs organized by educators, policymakers and stakeholder to train and improve on the knowledge, skills attitudes and competences of student teachers in the teaching and learning process in the institution to improve on the learner academic performance.

Mentoring is a complex, interactive process that takes place between people with different levels of experience and expertise, in which the expert (mentor) gives support to his colleagues in order to become more efficient in the work and to contribute to the achievement of the goals of the institution in which he works. The unlimited goal of this process is professional development and career advancement (According to Carmin, 1988, as cited in Hester and Setzer, 2013) the mentoring

process is an integral part of every sphere of life and work. Through this process: the general and specific work competences of the mentee are being promoted, emotional support is given and the knowledge, skills and experience of the mentor are transferred to the mentee and this indirectly improve the quality of work in the institution itself.

Mentoring as a process has always existed in the sphere of education, regardless of the form in which it came through time (formal or informal). In the educational sphere main participants in the mentoring process are the experience teacher (teacher-mentor) and the beginner teacher –novice teacher, who mutually share knowledge, skills and experiences. Essentially, this type of target interaction helps beginner teachers to become successful in their profession and to improve the results of their work in the long run(Ingersoll and Kralik,2004) There is also research evidence that mentoring affects positively in terms of improving professional and vocational performance not only among novice teachers but also among experience teachers (washburn-Moses,2010).

Curriculum

Curriculum is derived from two Latin words, 'currere' which means to run and "cursus" which means a course or program or plan. Thus etymologically curriculum means to run a course or a program. Curriculum is a concept and like many concepts has been define differently by different authors

According to Marsh and Willis (2007, as cited in Marsh, 2010, p.93) defines the curriculum as "an interrelated set of plans and experiences which a student completes under the guidance of the school".

The Australian curriculum, Assessment and Reporting Authority, better known as ACARA (2010) describes the new Australian Curriculum as "a broad scope and sequence of core learning. Critical decisions about the total educational program and how it will be implemented and adapted to meet the needs and interest of students will be the responsibility of education authorities, schools, teachers, parents and students".

According to Wortham (2006) that curriculum is a planned set of course that is presented to teachers to arrange teaching and learning in certain levels of ages.

According to Nation & Macalister (2010) defines curriculum as guidance in designing courses that consist of outer cycle namely Principles, Environment, and needs that involve practical and theoretical consideration that will have a major effect in guiding the actual process of course

production. Inner circle that consist of goals and its centre, contents and sequences, format and presentation, and monitoring and assessment.

According to Sadker & Sadker (2000) defines curriculum as the organization of intended learning opportunities for which the school takes responsibility.

1.1.3.3 Curriculum implementation

This is the fulfilment of officially prepared course content and process (Chaudhary, 2015; Mabale, 2013), an application of ideas and innovations to teach knowledge, skills, concepts, and interpretations. Curriculum implementation entails putting into practice the officially prescribed course if study, syllabuses and subjects. It also refers to the stage when the curriculum itself as an educational programme is put into effect. Curriculum implementation refers to how teachers practice curriculum, how they teach and evaluate students (Nevenglosky, 2018; Marque & Xavier, 2020), how they interpret curriculum.

➤ Effective curriculum implementation

Effective curriculum implementation is a crucial process in education that ensures that the intended curriculum is put into practiced in the classrooms, leading to a successful learning outcome for pupils. This has to do with teacher's competence and professional development, collaboration, alignment of educational goals and objectives, assessment and feedback.

1.1.3.4 Syllabus

A syllabus is a well-written description; it is a plan about what to be included in the course of the learning objectives. Pieneman (1985) sees the syllabus as the selection and grading of linguistic teaching objectives. Breen (1984) sees it as plan of what is to be achieved through our teaching and our students' learning. And Candin' view about syllabus is that'' syllabuses, are concerned with the specification and planning of what is to be learned, frequently set down in some written forms as prescriptions for actions by teachers and learners. A syllabus is a document that outlines the topics, material and activities covered in a course.

➤ Syllabus coverage:

Syllabus coverage refers to the extent to which the actual content and instruction in a course aligns with the plan laid out in the syllabus including topics, materials. Completing your syllabus typically means covering all the topics, lessons, readings, assignments and assessments outlined in the syllabus provided by your instructor or educational institution for a particular course. It involves going through all the materials that is intended to be taught during the duration of the course.

➤ **Integrated teaching skills:**

Integrated skills are the intentional combination of core language skills like speaking, writing, listening and reading used within lessons on an exciting new topic.

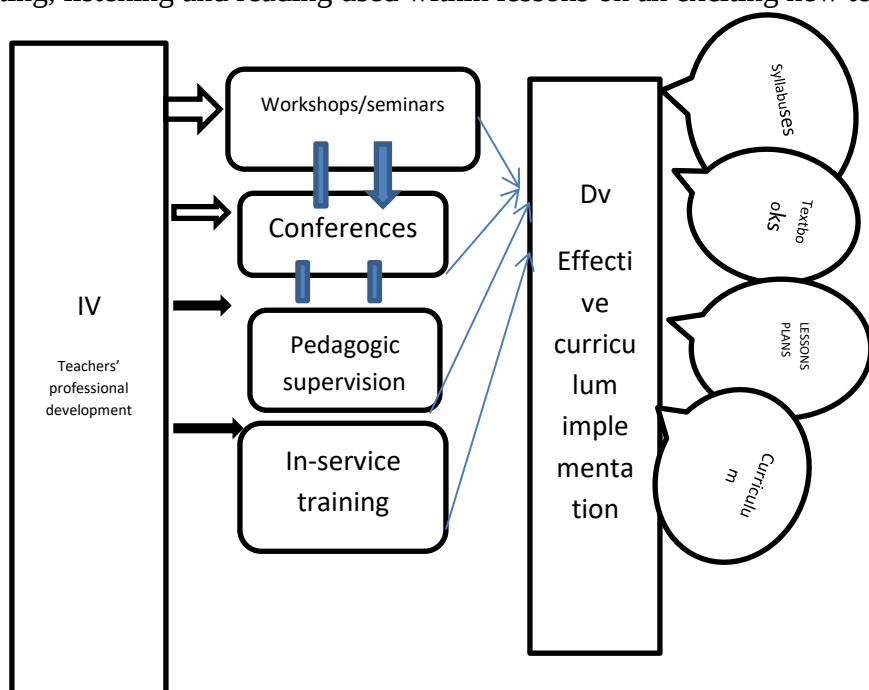


Figure 1: Conceptual diagram

Source: Conceptual diagram Adapted from Wirngo Tani (2019)

1.1.4 Theoretical background

Theoretical background underlying professional development of teachers are the social and the cognitive learning theories of Jean Piaget and Bandura (1977) Provide a theoretical approach of integration of cognitive and social aspects in learning. Social learning theory is explored by interpreting the effect of a professional program that is designed to support teachers in using student centered problem-solving approach in their teaching. Student centered problem-solving approach is teaching that is characterized by students collaboration and discussion in the process of solving open ended activities and task. This contrast with the traditional teacher centered teaching which is characterized by teaching lessons to learners with them giving their contributions (Ofsted 2008,2012) The importance of students centered problem solving approach is to improve learning and fostering understanding of concepts and engagement of the learners (Rocard 2007).

1.1.4.1 The social learning theory

From the perspective of social learning theory, the mechanism of learning and the formation of individual knowledge are through observation (Bandura 1977). Social learning theory poses a sophisticated mental modelling of observed behaviour and subsequent construction of novel behaviour. Observational learning has been found to be an important mechanism in Teachers' Development (Lortie 2002), as I give a mental picture of the lesson as the teacher enters the classroom (Rocoland Thwaites and Jared 2011). The way teachers choose to behave is influenced by the extent to which they believe they will be successful with a course of action in a particular context. The self-regulatory process with social learning Theory is referred to as self-Efficacy. It is the belief that an individual in the level of success they will experience when they act in a certain way in a specific context.

Self-Efficacy reflects cognitive confidence, motivation and willingness to innovate (Bandura 1977). Self-efficacy has been seen to be related to positive teaching behaviour and pupil's achievement. Teachers with less efficacy are seen to be pessimistic about pupils' motivation and belief in strict classroom regulation and negative sanction as a way to get pupils involved in lessons (Woolfolk, Rossof and Hoy 1990). The core importance of the social learning theory is Observational learning and the mental Modeling of Observed behaviour. Teacher reconstructs behaviours to implement in the classroom. Much behaviour according to Bandura (1977-1997) becomes routine and does not require prior modeling and planning. Teachers at the beginning of their career observe and model the practice of other teachers, adapt them and reproduce them in their classroom (Lortie 2002). This is consistent with the Social Learning Theory as feedback and response as well as self-assessment by the individual teacher influences the formation of their teaching behaviors (Lave and Wenger 1991)

➤ The theory of learning by actively reflecting

Reflective practice, is integrating theory and practice, thought and action, as Schon describes "a dialogue of thinking and doing through which a teacher becomes more skillful. Reflective thought is a chain which involves not simply a sequence of ideas but a consequence. (Dewey, 1933, p.4). If we critically reflect on our practice, we should be able to improve and initiate better ways of operating by changing/ including new strategies in our teaching practice. Smyth (1989) explains that a framework for reflecting as four forms of action which can improve teaching practice in sequential stages with a series of questions which are describing, informing, confronting

and reconstruction widely used by teachers to reflect and enhance their teaching practice. Fraser (2008) States that being actively reflective means to identify problems collaboratively and implementing skills to resolve problems through experiences, bringing in changes or adapting it.

➤ **Learning through observation /constructive feedback**

Learning through observation plays an important part in practice teaching. Observation is a powerful tool for assessing and monitoring a teacher's progress (Totterdell, Heibronn, Bubb and Jones, 2002; Bubb, 2007). Describes observation as a process by which educators can understand and give meaning to what they see and hear, drawing on their own knowledge and experience as it offers a prime source of professional feedback necessary for improvement and develop a language about teaching simply through observation. A teacher learns about current course materials and strategies used interactions with learners, how learners respond and interact with the teacher and among themselves (Bubb 2007).

Effective professional development includes training, practice and feedback, and provides adequate time and follow-up support (OECD 2009). Observation is also a necessary tool to provide feedback to colleagues in a professional way (Totterdell et al., 2007). It helps to anticipate some of the issues involved in teaching the class and help you better prepare for your practice. The feedback you get after an observation process is essential to your development as a teacher (Wajnryb, 1992; Totterdell et al., 2002)

Fraser (2008) and Peterson, (1989) explain how feedback of others is necessary in order to move beyond the limitations of self-assessment and habitual ways of operating as feedback from learners colleagues and mentors are all valuable in the on-going process of reflection and teaching practice. Collaboration in dialogue provides feedback and comparisons that encourages teachers to reflect on their own practice and recognize the inquiry reflection is important processes to sustain improvement. Harris, (2002). Collaborative discussion are most valuable as teachers are involved in sense-making and understanding the phenomenal of learning (Peterson,.1989).

➤ **Learning through collaboration**

Fullan (1993) and Hargreaves (1998) state that professional learning arises from building partnership with other teachers in the form collaboration, reflection, enquiry, partnership in building and participating in professional communities creating greater interactive professionalism among communities of teachers.

1.2. STATEMENT OF THE PROBLEM

The turn of the 21st century brought with it globalization and technological advancement that have invaded every sphere of human life especially the classroom. It is observed that despite research finding on new teaching methods and classroom technology, curriculum implementation in Cameroon remains way below the expectations. This assertion is affirmed by the Sector Wide Approach document (SWAe, Pg28) which attribute an inefficiency of over 30% to the educational system. The implication of this is that more than 30% of all resources invested for curriculum implementation are wasted in the form of failure, in examination, poor development of skills by learners and school dropout. This should not be the case of the 21st century when everything in education has undergone for the better.

Furthermore, curriculum implementation depends on the quality of teachers and overall instructional support for teachers. It is observed that a lot of teachers have limited knowledge of ICTs particularly because the teacher training process did not help them, our schools are ill adapted to technologies as well and these put together have a recipe for failure. Teacher are not skilled at using technologies at the disposal of learners to stimulate long –life learning which gives them the latitude to engage in” self-destructive” tendencies. Again, the number of school subjects for both teachers and pupils is observed to be too much resulting to low syllabus coverage, poor lesson plans, use of inappropriate strategies and methodology. This inevitably reduces the amount of time dedicated to practical work for proper skill development.

1.3. OBJECTIVES OF THE STUDY

The objectives of this study are classified into general and specific objectives as stated below.

1.3.1. General objectives

The main objective of this study is to examine the extent to which Teachers’ professional development strategies affects effective curriculum implementation in Yaounde V11

1.3.2. Specific objectives

The study seeks to investigate the relationship between in-service training and effective curriculum implementation in Cameroon primary schools

To find out the relationship between conference participation and Teachers' Effectiveness in Curriculum implementation in Cameroon Primary Schools

To examine the link between pedagogic supervision and teachers' effectiveness in Curriculum implementation in Cameroon Primary Schools

To find out the link between group differences and teachers effectiveness in curriculum implementation

1.4. RESEARCH QUESTIONS

The following research questions are formulated to guide the study.

1.4.1. General research question

Is there a relationship between "Teachers' Professional Development and effective curriculum implementation in Cameroon Primary Schools?

1.4.2. Specific research questions

Is there a statically significant relationship between in-service training of teachers and effective curriculum implementation in Cameroon Primary Schools?

Is there a statistically significant relationship between conference participation and effective curriculum implementation in Cameroon Primary Schools?

Is there a statistically significant relationship between pedagogic supervision and Effectiveness in Curriculum implementation in Cameroon Primary Schools?

Is there a statistically significant relationship between workshop/seminars and Teachers effectiveness in Curriculum implementation in Cameroon primary schools?

To what extent does group differences affects effective curriculum implementation in Cameroon primary schools

1.5. RESEARCH HYPOTHESES

The studies examine the main and specific research hypothesis.

1.5.1. Main research hypothesis

There is no statistically significant relationship between Teachers' Professional Development and Effective Curriculum Implementation in Yaoundé V11 Sub Division.

1.5.2. Specific research objectives

There is a statistically significant relationship between in-service training and effective curriculum implementation in Cameroon primary schools in Yaoundé V11 Sub Division.

There is a statistically significant relationship between conference participation and effective curriculum implementation in Cameroon primary schools in Yaoundé V11 Sub Division.

There is a statistically significant relationship between pedagogic supervision and effective curriculum implementation in Cameroon primary schools in Yaoundé V11 Sub Division.

There is a statistically significant relationship between workshops/pedagogic seminar *and effective curriculum implementation in Cameroon primary schools in Yaoundé V11 Sub Division*

There exist a correlation between group differences and effective curriculum implementation in Cameroon primary schools.

1.6. JUSTIFICATION OF THE STUDY

There is a widespread agreement among policy makers, scholars and educators that promoting the professional development PD of in-service teachers is a cornerstone to achieve the ambitious goal of educational reforms (Desimone, Porter, Garet Yoon, & Birman, 2002). Indeed, there is a current general consensus that the quality of education cannot be higher than the quality of its teachers (Barber & Mourshead, 2007). For this reason, many nations across the world like Cameroon are investing in the continuous learning of their teachers as a major engine for the improvement of both teacher competency and learners academic success (Darling-Hammond, Chung Wei & Andree, 2010). As pointed out by Knight (2002) providing teachers with opportunities for PD is essential because initial teacher education programs cannot provide them with all the competencies that are needed in the classroom, especially the procedural (“how to”) skills which primarily develop in practical setting. The expectation for today’s teachers is to embrace life-long learning to be able to constantly adapt to new situations and respond to the changing demands of the society in the classroom. Moreover, providing teachers with PD opportunities commonly improves their job commitment and satisfaction, hence having a positive effect over attrition and turnover (Dede, Ketelhut, Breit & McCoskey, 2009).

Professional development is understood and described in different ways. Joyce et al (1976, p.6) for example defines professional development as “formal and informal provisions for the improvement of educators As people, educated persons and professionals as well as in terms of the

competencies to carry out their assigned roles “Gall and Renschler (1985,p.6) describes professional development more specifically as “efforts to improve teachers capacity to function as effective professionals by having them learn new knowledge, attitudes and skills.” Fullan (1995, p 265) defines professional development as “the sum total of formal and informal learning pursued and experienced by a teacher in a compelling learning environment under conditions of complexity and dynamic change.”

Teacher’s professional development is an elusive term. To some, it may conjure images of short term courses and workshops. Others may associate it with ongoing learning and reflective practice. So, what the term teachers’ professional development actually means? According to Darling Hammin (1994) teacher’s professional development is a process of enhancing teachers’ status through increase awareness and expanding knowledge base. Teachers’ professional development as an investigation of their practice. Teacher professional development is an ideologically, attitudinally, intellectually based on the stance of individuals, in relation to the practice of the profession to which h/s belongs, and influence his professional practice (Evans, 2002, p130).

The social cognitive theory is based on the premise that a person’s belief system is the connecting factor between knowledge and actions and determines one’s behavior and motivation (NYE, 2008) The ability of humans to self-reflect gives them the unique capacity to evaluate and alter their actions and beliefs and these alteration leads to different interactions within their environment. Bandura’s concept of reciprocal determinism proposes that personal factors, behavior, environmental influences interact within the triadic reciprocally (Pajares, 1996). Through cognitive processes, people adapt their environment through three different structures. The imposed environment is one in which a person has no control over it, however through selection of who, how, and where one interacts, and a selected environment creates a constructed environment where they choose to participate (Bandura, 1999).

Self-efficacy is defined as a person’s personal belief one has about his ability to perform the desired level necessary to influence other aspects of one’s life (Bandura, 1994) These beliefs affect all aspects of human life, including motivation, goal setting, expectation and perception. Self-efficacy belief is influenced by four major sources, including mastery, experience, physiological responses, various experience and verbal persuasion. Bandura further discusses efficacy on four life processes; cognitive, motivation affective and selection. Highly efficacious

individuals are cognitively more capable of setting goals and reaching higher goals levels while been less deterred by failure.

Professional development can be supported by Bandura's social cognitive theory especially as it link with building self-efficacy. As noted earlier, teachers with a high sense of self-efficacy are more likely to try new concepts and are more likely to see change as part of their developmental process (Guskey, 1998). Of the four sources of self-efficacy, mastery, experiences, vicarious experience and verbal persuasion are the ones most reflected in professional development. Eun (2018) describes the major models of professional development and their foundations in social cognitive theory, Training, one of the most widely used form of professional development provided for teachers with enactive mastery experience such as microteaching, and vicarious experience through demonstration, Observation and mentoring provide teachers with performance feedback as well as vicarious experience as a less experience teacher often paired with an experience one for an example and reflection)

1.7. SIGNIFICANCE OF THE STUDY

TO POLICY MAKERS

In many countries especially developing countries, have average level of education in the 21st century that were achieved in many western countries by the early decades of the 20th century (Schleicher, 2015). Many of these countries are struggling to change their educational pedagogical practices mainly because of politico-social beliefs and lack of resources. The curriculum and syllabuses of their schools teach absolute skills that are not needed in the digital era. In many developing countries, teachers and learners are stuck with a curriculum that is highly out dated and of very little use in their future lives. In the 21st century, challenges for educational systems are manifold. New economies are driven by entrepreneurs, technology and innovations. Emergence of the knowledge society, rise of service sector, dependence on knowledge products, and highly educated personnel for economic growth are new phenomena (Castelles, 2000; Friedman, 2006; Odian and mancias, 2004) with rapid advances in knowledge,, technology and skills are becoming the key drivers for development. Knowledge economy is the generator of most wealth jobs and citizens will be needed with the capacity to complex and multidimensional tasks, to synthesize ideas and to communicate effectively. Crucial challenge for a nation education is to align the curriculum and learning to a whole new economic model based on an emerging global knowledge

based workforce (DEDE, 2008) to accomplish this, it is imperative to transform children learning processes in and out of schools to engage them in acquiring 21st century skills and knowledge.

TO MINEDUB

The field of curriculum is currently going through an interesting development in the way curricular are recently being organized. The field is witnessing a shift in curriculum design away from the traditional subjects driven; learner centered and society based model to one increasingly based on the principle of competency-based education (CBE). While the roots of the competency based movement can be traced in the education reform movement in the United States of America in from the 1960s to 1970s, the trend today is towards the worldwide adoption of the European competence and the 21st century skills models. (McClelland) 1973), Gilbert (1989), Grant (1979 as cited in Soare, 2015) Grant et al (1979, p.6) defines competency-based education as a form of education that derives the curriculum from an analysis of a prospective or actual role in contemporary society.

TO TEACHERS

Warner & Kaur (2017) opines that it is now well-recognized that “the most important single factor for the quality of education and thus for the efficiency and quality of the pupils’ learning is the quality of the teachers’ training”. However teaching and research excellence are only as good as their engagement with the latest trend in teacher education backed by evidence and informed by enlightened policies. The demand placed on teachers in this day and age is high. Teachers have to be equipped to deal with the increasing diversity and changing profile within a global and digital landscape. They must continually develop their skills in order to drive change, take on collaborative roles and integrate learning in schools.

SCIENTIFIC SIGNIFICANCE

The study will benefit the scientific community by setting up programs that foster and train teachers with the necessary skills and competencies to effectively implement the curriculum in schools.

1.8. SCOPE OF THE STUDY

1.8.1. Geographical Scope

The study is conducted in the Central Region of Cameroon, the Mfoundi Division specifically in the Yaoundé V11 Sub Division. The Mfoundi division covers an area of 297km²,

has a total population of about 1,881,876 as of 2005 and is one of the 10 divisions that make up the Centre Region. The division forms the Yaoundé capital and covers a greater area. The Centre Region occupies 69000km² of the central plains of the Republic of Cameroon. It is bordered to the north by Adamawa Region, to the South by South Region, to the West by Littoral and West Regions and to the East by the East Region. It is the second largest of Cameroon Region in land area. Major ethnic groups are the Ewondo, Bassa and Vute Yaoundé. The capital of Cameroon is at the heart of the centre drawing people from the rest of the regions to live and work there. The Mfoundi division is made up of seven sub divisions. Thus the researcher took Yaoundé V11 for the study and after generalized the findings

1.8.2. Thematic Scope

This study focuses on teachers' professional development and effectiveness on curriculum implementation. Topics such as this are studied in the faculty of education, especially in the department of curriculum and evaluation by curriculum developers.

Content Scope

This will examine chapter one the problem of the research, chapter two review of related literature, chapter three methodology, chapter four data analysis, chapter five conclusion

1.9. DEFINITION OF KEY CONCEPTS

➤ Professional development

Professional development according to Joyce et al(1976,p 6) defines professional development as the formal and informal provisions for the improvement of educators as people, educated persons and professionals as well as in terms of the competences to carry out their assigned roles.” Gall and Renshler (1985, p.6). Describes professional development as effort to improve teachers' capacity to function as effective professionals by having them learn new knowledge, attitudes and skills. Professional development is an indispensable element in terms of teachers' competence and quality, students learning and outcomes, school improvement and effectiveness and educational development and increase in their career by helping them changing and reviewing their skills, knowledge and understanding(Ozdemir, 2013).

Professional development is about teachers learning and, learning how to learn and transforming their knowledge into practice for the benefit of their students 'growth. Teachers' professional learning is a complex process, which requires cognitive and emotional involvement

of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of conviction and beliefs and the perusal and enactment of appropriate alternatives for improvement or change (Avalos, 2010)

➤ **Curriculum**

Curriculum is defined as a series of purposefully planned learning activities (Mkandawire, 2010), a means to create learning opportunities for learners in a qualified structure (Mojkowiski, 2000) involving all activities, experiences, materials and methods, knowledge, values, attitude and skills that are continuously designed to achieve a well –defined goals with a specific group of students. Cattintton (2010) curriculum refers to the standards, benchmarks, and outcomes that delineate the content to be taught and learned in science classrooms.

➤ **Curriculum Implementation**

This refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum. It also refers to the specific steps to ensure that the curriculum developed reaches and is used in schools. It also involves interaction with learners during the delivery process in the classroom. This process involves the breaking down of the curriculum into syllabuses.

➤ **Effectiveness**

Effective curriculum refers to the ability of the school system to effectively achieve it stated educational goals and objectives. Curriculum effectiveness means stakeholders; policymakers and educators attain a positive outcome of education.

➤ **Workshop**

According to Eke (2011) workshop is a period of discussion and poetical work on a particular subject in which a group of people share their knowledge and experiences. Workshop is an off the job training method and as such they are always held in areas outside the work places of participants.

Workshops are usually a brief intensive educational program for a relatively small group of people that focuses especially on techniques and skills in a particular field. This of people has a common interest, normally gather to discuss and research on a specific topic or project.

➤ **Seminar**

An educational seminar is a small advanced study. A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. Again, a seminar maybe defined as gathering of people for the purpose of discussing a stated topic. Such gathering is usually interactive sessions where the participants engage in discussions about the delineated topic. The sessions are usually headed by one or two presenters who serve to steer the discussion along the desired path.

➤ **Pedagogic Supervision**

Supervision is an effective method that could help achieve good results as far as teaching and learning are concerned. This means that it is very important for teaching and learning to be monitored and reviewed to ensure the total achievement of the objectives (Kweku and Eric, 1014).Pedagogic supervision is one of the administrative tools which individuals as well as group of people employ in the day to day administration of their work or organization (Nyarko ,2009).

➤ **Pre-service training**

Pre-service training refers to those training programs that student teachers receive or undergo to improve on their teaching skills, knowledge, attitudes and competences in the classroom and institution.

CHAPTER TWO

LITERATURE REVIEW

The chapter examines the review of literature on professional development of teachers' and its effectiveness on curriculum implementation in primary schools. The chapter further examines the empirical review by objectives on professional development, the theoretical review, conceptual review, contextual review and indicators of effective curriculum implementation.

2.1. TEACHERS IN AN ERA OF EDUCATIONAL REFORMS

Nations around the world are currently embarked in deep reforms of their educational system. One of the most substantial changes introduced relates to the dramatic transformation in the type and nature of learning outcomes expected from learners. Ambitious learning goals include both academic and non-academic outcomes; have been set in many countries (Todd, 2010)

The purpose of today's school is not simply to deliver subject matter knowledge and prepare learners for their future professional careers. The purpose is rather to educate 21st century citizens' active, self-directed, confident and concerned learners, competent not only cognitively but also emotionally and socially and technologically. It is also important to educate learners who are able to make responsible decisions, equipping them with the so-called 21st century competencies and skills (able to think critically and creatively, to communicate and collaborate with others effectively, aware of global and cross-cultural issues, etc.) (Burnford, Brown, Doherty, & McLaughlin, 2007). Changes in this magnitude necessarily require profound transformation in curriculum and instructional practices in **what** and **how** teachers teach to learners (Bautista, Tan, Ponnusamy & Yua, 2015). Indeed, teachers are the key to the success of reforms initiatives, as they are ultimately the ones in charge of enacting these initiatives within the classroom as they ultimately the ones in charge of enacting these initiatives within the classroom (Guskey, 2002).

In the 21st century teachers are expected to play a variety of roles in schools. Filling these roles requires a wide range of professional and personal competencies (Darling-Hammond, Chunwei, Andree, Richardson and Orphanos, 2009). Teachers need to be able to provide all learners with opportunities for deep and meaningful learning thereby fostering their holistic development. Being a teacher also requires being able to work collaboratively with others (including colleagues and parents), seeking out opportunities for further learning within and beyond the school.

Furthermore, teachers need to possess certain personal values that allow them to act as leaders of social change. They need to be able to maintain high quality content instruction while adopting a social justice orientation, helping learners to recognize and undermine patterns of injustice and oppression. In *nutshell*, teachers need to believe that every single learner can learn (Darling- Hammond et al., 2009). Ensuring that teachers are appropriately equipped with the sophisticated array of competencies (e.g knowledge and skills related to professional practice, collaboration and leadership, integrity and commitment to education and social change, etc.) is therefore essential to guarantee the success of educational reforms(Garet, Porter, Birman& Kwang 2001).However research have shown that many teachers need intensive guidance and support to be able to teach according They to recognise and undermine pattern of injustice and oppression. In a to innovative principles (Borko 2004).

Fullan, Hill and Crevola (2006, p. 21) have begun to intentionally use professional development to refer to the ongoing, focused” daily learning of teachers individually and collectively,” finding professional development a more narrow conceptual term «Day’s (1999,p27) definition perhaps best highlights teachers’ continuous professional learning within the broader context of change and its interconnected elements . According to Day, professional development consist of all natural learning experiences and those conscious and planned activities which are intended to be direct or indirect benefit to the individual, group or school, which constitute through these to the quality of education in the classroom. It is the process by which alone and with other teachers review, renew and extent their commitment as change agent to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of teaching lives.

2.2. ISSUES AND TRENDS IN THE CAMEROON PRIMARY SCHOOL CURRICULUM

In Cameroon primary education spans for six years, starting from grade 1 to grade 6. The primary school curriculum aims to provide learners with a broad foundation of knowledge develop their intellectual, physical moral, social capacities and skills across multiple subject areas

The Cameroon primary school curriculum has experienced some issues and trends since 2018 with regard to the educational policy of Cameroon. They include:

Emphasis on STEM: Science, Technology, Engineering and Mathematics (STEM) education received increase in attention in many primary school curricula around the world in 2018. Government and educators recognize the growing importance of these subjects in the modern world and sought to incorporate them into the curriculum in more significant and meaningful ways.

Integration of digital literacy: As technology becomes more prevalent in society, there was a trend towards integrating digital literacy skills into the primary school curriculum. This involve teaching pupils how to use digital tools, navigate the internet safely, critically evaluate online information and develop basic coding and programming skills.

Inclusion and diversity: There was an increasing recognition of the importance of inclusive education and catering to diverse pupil's population. This included efforts to address different learning needs, accommodate pupils with disabilities, promote multiculturalism and provide gender sensitive education.

Environmental education: Growing concerns about environmental issues led to an increase emphasis on environmental education in various primary school curricula. Schools aimed to promote awareness about sustainability, conservation and responsible citizenship in relation to the environment.

Focus on creativity and critical thinking: Many schools were shifting away from the rote memorization and placing more emphasis on developing pupil's creativity and critical thinking skills. This aim was to equip pupils with the ability to solve problems, think independently, and adapt to new situations.

Project –based learning and interdisciplinary approaches: In 2018, there was a trend toward implementing project-based learning and interdisciplinary approaches in the primary school curriculum. These involved pupils working on extended projects that integrated multiple subjects and allowed them to explore real-world problems, fostering collaboration, critical thinking and application of knowledge.

2.3. EMPIRICAL REVIEW

Relevant literature indicates that professional development is indispensable element in terms of teachers' competences and quality and students learning and outcomes, school improvement and effectiveness and educational reforms. Professional development plays an important role to improve teachers' professional and personal development and increase their career by helping them changing and reviewing their skills, knowledge, attitudes and understanding

(Ozdemir, 2013). Teacher development can be recognized as a variety of activities which teachers participate to improve their teaching skills. It mostly lies emphasizes on teaching experience as well as interaction with other colleagues and reflecting (Miller de Arechaga, 2001). It includes both an intellectual and personal endeavor which requires not only wngagement with new and differing ideas about education, trying out new activities and developing classroom practice, but also an emotional response as persons beliefs are changed(Girvan, Coneely &Tangney, 2016, P 130).

There is a widespread agreement among policy makers, scholars and educators that promoting the professional development PD of in-service teachers is a cornerstone to achieve the ambitious goal of educational reforms (Desimone, Porter, Garet Yoon, &Birman, 2002). Indeed, there is a current general consensus that the quality of education cannot be higher than the quality of it teachers (Barber& Mousrhed, 2007). For this reason, many nations across the world like Cameroon are investing in the continuous learning of their teachers As a major engine for the improvement of both teacher competency and learners academic success (Darling-Hammond, Chung Wei & Andree, 2010). As pointed out by Knight (2002) providing teachers with opportunities for PD is essential because initial teacher education programs cannot provide them with all the competencies that are needed in the classroom, especially the procedural (“how to”) skills which primarily develop in practical setting. The expectation for today’s teachers is to embrace life-long learning to be able to constantly adapt to new situations and respond to the changing demands of the society in the classroom. Moreover, providing teachers with PD opportunities commonly improves their job commitment and satisfaction, hence having a positive effect over attrition and turnover (Dede, Ketelhut, Breit & Mc Coskey, 2009).

Professional development is understood and described in different ways. Joyce et al (1976, p.6) for example defines professional development as “formal and informal provisions for the improvement of educators As people, educated persons and professionals as well as in terms of the competencies to carry out their assigned roles “Gall and Renchler (1985, p.6) describes professional development more specifically as “efforts to improve teachers capacity to function as effective professionals by having them learn new knowledge, attitudes and skills.” Fullan (1995, p 265) defines professional development as “the sum total of formal and informal learning pursued and experienced by a teacher in a compelling learning environment under conditions of complexity and dynamic change.”

Teacher's professional development is an elusive term. To some, it may conjure images of short-term courses and workshops. Others may associate it with ongoing learning and reflective practice. So, what does the term teachers' professional development actually mean? According to Darling-Hammond (1994) teacher's professional development is a process of enhancing teachers' status through increased awareness and expanding knowledge base. Teachers' professional development as an investigation of their practice. Teacher professional development is an ideologically, attitudinally, intellectually based on the stance of individuals, in relation to the practice of the profession to which they belong, and influence his professional practice (Evans, 2002, p130).

The social cognitive theory is based on the premise that a person's belief system is the connecting factor between knowledge and actions and determines one's behaviour and motivation (Nye, 2008). The ability of humans to self-reflect gives them the unique capacity to evaluate and alter their actions and beliefs and these alterations lead to different interactions within their environment. Bandura's concept of reciprocal determinism proposes that personal factors, behaviour, environmental influences interact within the triadic reciprocity (Pajares, 1996). Through cognitive processes, people adapt their environment through three different structures. The imposed environment is one in which a person has no control over it, however through selection of whom, how, and where one interacts, and a selected environment creates a constructed environment where they choose to participate (Bandura, 1999).

Self-efficacy is defined as a person's personal belief one has about his ability to perform the desired level necessary to influence other aspects of one's life (Bandura, 1994). These beliefs affect all aspects of human life, including motivation, goal setting, expectation and perception. Self-efficacy belief is influenced by four major sources, including mastery, experience, physiological responses, various experience and verbal persuasion. Bandura further discusses efficacy on four life processes; cognitive, motivation affective and selection. Highly efficacious individuals are cognitively more capable of setting goals and reaching higher goals levels while being less deterred by failure.

Professional development can be supported by Bandura's social cognitive theory especially as it links with building self-efficacy. As noted earlier, teachers with a high sense of self-efficacy are more likely to try new concepts and are more likely to see change as part of their developmental process (Guskey, 1998). Of the four sources of self-efficacy, mastery, experiences, vicarious

experience and verbal persuasion are the ones most reflected in professional development. Eun (2018) describes the major models of professional development and their foundations in social cognitive theory, Training, one of the most widely used form of professional development provided for teachers with enactive mastery experience such as microteaching, and vicarious experience through demonstration, Observation and mentoring provide teachers with performance feedback as well as vicarious experience as a less experience teacher often paired with an experience one for an example and reflection.

2.3.1. Professional Development and Effective Curriculum Implementation

Professional development has an impact on teachers' beliefs and behaviour. The relationship between teachers' beliefs and their practice is not straightforward or simple; on the contrary, it is dialectic, moving back and forth between changes in classroom practice" (Cobb, Wood, and Yackel, 1990; Franke et al, 1997, Thompson, 1992, in Nelson, 1999, p 6 as cited in Villegas-Reimers, 2003), Effective continuing professional development is likely to consist of that which first and foremost enhances pupils outcomes, but which also helps to bring about changes in practice and improve teaching (Bubby & EARLEY, 2007, P.4) In other words becoming professional affects students achievements through three steps, first , professional development enhances teacher knowledge, and skills. Second, better knowledge and skills improves classroom teaching third, improve teaching raise students achievement.

2.4. CONCEPTUAL REVIEW

2.4.1. Teachers Professional development:

Teacher professional development is about learning how to learn, and transforming their knowledge in to practice for the benefit of their learners' growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of conviction and beliefs and the perusal enactment of appropriate alternative for improvement or change (Avalos, 2010; p 10). Professional development is all about in-service teachers, as only theses can truly be regarded as professionals (Little 1993). In this perspective, teacher's professional development is seen as equivalent to in-service teacher education (continuing, ongoing) education. Borko (2004) and Desimone et al. (2002) conceive teacher professional development to be an essential mechanism for enhancing teacher's knowledge and instructional

practices, bringing about changes in teachers attitude and beliefs. Kazemi and Hubbard 2008) and Opfer and Peder (2011) have emphasized the need for more complex understanding, arguing that professional development has the potential to impact many aspects of teachers' professional and personal lives, impacting on teachers' knowledge, competencies and values. Avalos (2011) considers that the focus and ultimate goal of teacher professional development should be for the benefit pupils learning and achievement. Joyce et al. (1976, p. 6) defines professional development as "formal and informal provisions for the improvement of educators as people, educated persons, and professionals, as well As in terms of competencies to carry out their assigned roles" Gall and Renchler (1985, p.6) describes professional development more specifically as "efforts to improve teachers' capacity to function as effective professional s by having them learn new knowledge and skills and attitudes". Fullan (1995) defines professional development as "continuous learning focuses upon the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change" (p. 265). Teacher training and in-service professional development are key to effective teaching (MOE, 2005; Fraser, 2008) According to Hummond, Wei, Richardson (2017) and Rhodes& Hampton, (2004) effective professional development is intensive, creates learning opportunities, identify own learning needs and others; evaluating yourself, observational and peer- review skills; accessing mentoring; engaging in reflection, professional dialogue and feedback and build strong working relationship among teachers. Professional development for teachers (both per-service and in-service) typically and to introduce new tools or update existing skills. It is seen as an essential aspect of the teachers profession. As the European Commission states" Teaching competencies are a complex combination of knowledge, skills, understanding values and attitudes to effective action in situations the range of complexities required for teaching in actual societies is so great that any one individual is unlikely neither to have them all nor to have developed them all in the same high degree. Teachers' continuous professional development is thus relevant both for improving educational performance and effectiveness and for enhancing teacher commitment".

2.4.2. Workshop and Professional Development

Effective teaching defined as instruction that enables a wide range of students to learn" (Darling-Hammond, 2012), is the strongest school-level determinant of students achievement (Hanaushek, 2011, Leithwood et al., 2004; Nye, Konstantopoulos, & Hedes, 2004; Rivkin, Hanushek & Kain, 2005). Teacher professional development that supports effective teaching

practice is therefore actually important for improving students learning. Despite this, most professional development programs experienced by teachers involve traditional workshops (Darling-Hammond et al., 2009), which changes teachers' practice and have no positive effect on students achievements (Yoon et al., 2007; Bush, 1984).

Research on teacher professional development reveals that while teachers may learn new practices, they rarely apply them to their work. This is often due to lack of support during the implementation stage including lack of encouragement and guidance when implementing new approaches in the classroom. Thus professional development must be structured in such a manner that it inspired teachers to change their practice. Teacher's desires professional development that supports their autonomy, mastery, and purpose for professional development to be effective. It must be based on research findings, about theories of motivation and learning. In his seminal book *Drive* (2009) Daniel Pink identifies the three main drivers that cause persons to strive to do their best work. Autonomy (The desire to direct one's own life), mastery (the urge to continually improve at something that matters), and purpose (the desire to do what we do in the service of something larger than ourselves). Professional development is needed to ensure learning transfer to practice. Research has shown that only ten percent of teachers can transfer a new skill to actual practice when no additional support is provided. In contrast embedded support for implementation can result in over 90% of teachers transferring the skills they developed in to their practice (Bush, 1984; Truesdale, 2003). Additional research reveals that coaching is one to successfully change teachers practice (Showers, 1984; Sliner, 2004; Knight 2007, Batt, 2009; Stephens et al., 2007; Knight and Cornett, 2009). It takes time for teachers to become comfortable enough with new skills to use them with their students. Studies show that effective professional programs require anywhere from 30-80 hours of instruction, practice, and coaching before teachers master new skills (French, 1997; Banilower, 2002; Joyce & Shower, 2002; Yoon et al 2007). One-shot or fragmented workshop lasting 14 hours or less shows no statistically significant effects on students learning (Hammond-Darling, Wei Andree, Richardson, & Orphanos, 2009), according to Darling-Hammond (1994) teachers professional development is a process of enhancing teachers' status through increased awareness and an expanding knowledge base. Interpretation of teachers' of teacher's professional development as an investigation of their practice.

2.4.3. Seminar and Teachers' Professional Development

Seminar is professional development sessions that features formal presentations, lectures or panel discussion led by experts in a specific field. They offer teachers opportunities to an in-depth knowledge, insights and updates on relevant topics in education. Attending seminars provides teachers with specialized knowledge from experts, networking opportunities with colleagues from different schools and inspiration to explore innovative approaches in their classrooms. Seminars are efficient and time saving, offering targeted professional development experiences without extensive time commitments.

2.4.4. Conferences and Teachers' Professional Development

Conferences are a traditional indicator of activity within a field and of the commitment of individuals to their own practice and the sphere in which they operate. A testament to the diversity and global spread of English Language teaching (ELT) is the number and range of conferences available. These can broadly be classified by size, target, audience and medium. For example, the TESOL International Convention (TESOL International Association, 2019) claims to be the largest conference with 6500 attendees and to provide something for everyone with 1000 face-face sessions spread over four days. For those attending, conferences represent a considerable investment of money and time, particularly if self-funded. Added to the actual cost of participation, is the opportunity cost of loss of revenue. There is also environmental cost left by the heavy carbon footprints of participants travelling en masse to the venue (c.f., Desiere, 2016), to outweigh this, conferences typically sell themselves as vehicles for developing teachers' professionalism particularly contributing to their professional development (CPD) needs. It is posited that professionalism matters both for teachers and their learners. A sense of professionalism empowers the former to maximize the learning potentials of the latter. Conferences have positioned themselves as contributors to professionalism. This is a justification to encourage teachers to attend and for organization to provide support and incentives for teachers.

2.4.5. Pedagogic Supervision and Teachers' Professional Development

Administrators' support is key to teacher's professional willingness to change their practice structure and focus professional learning. Leithwood et al, (2004) their influence can consist of the forms of instructional leadership, expectations of codes of conduct and climate and support (Written financial) for change. Teachers whose administrators support their efforts apply new skills

and strategies more frequently than teachers whose administrators do not provide such support (SHOWERS & Joyce, 1996).

Due to the growing demands for professionalism, teachers also need the skills of leadership. Heilmak, Halttunen and Waniganyage (2016) argue that this leadership must be constant and embedded in several aspects of the teachers work. Thus, teachers take on roles as the leaders and coordinators of curriculum work and supporters of professional development of their colleagues. They are also facilitators in creating pedagogical improvement within the group of children that they teach and also the ECE center level. According to Kocolowski (2010), distributed leadership implies responsibilities and duties that are shared among team members. In ECE center's teachers are the key members of distributed pedagogical leadership. However, Keski-Rauski et al (2016) argues that the concept of distributed leadership is not yet clear and that the concept requires further clarification for teachers and above all within teachers. For the quality of development of pedagogy divided among all members of the working community (Fonsen2013; Hujala and Fonsen 2011), At times when challenges are created by increasingly limited contend that is especially important to pay attention to and invest in the support and development of human capital, to ensure pedagogical quality, particularly as the quality of pedagogy depends on more deeply on a teachers competences than it does on physical resources alone.

2.4.6. In-Service Training and Teachers' Professional Development

Continuing professional development (CPD) improves teachers' professional knowledge, skills, attitudes and values. In the Philippines, the government promulgated the CPD Art on 2016 to step up country's community following international standards. This law mandates that professionals earn requires CPD units through participation in seminars, training, and other programs as requirement for the Philippines Regulation Commission (PRC) license. The professional development of teachers is the most significant way to affect their quality of teaching. CPD provides the teachers with new content knowledge, pedagogical skills and innovations to improve teaching and learning in different contexts. It also promotes the collaboration of best practices of teachers and other experts in education from various institutions.

Furthermore some research shows that professional development activities involve teachers' deep reflection of clarifying the teachers values , mission and beliefs (Adedoyin & Okere, 2017;Loughran & Hamiton, 2016; OKAFOR & Ezeoba, 2019) school reforms is a complex process because it involves encouraging teachers to share a set of practices and beliefs, concepts, resources

and support (AKDEMIR, 2019, Kruse, Rakha, & Calderone, 2018). It is therefore imperative for every teacher to possess these teaching competences that can be developed through professional activities such as instructional planning skills, (lesson planning skills), instructional skills (lesson delivery), knowledge of the subject area (mastery of the subject matter), rapport with students (teacher-students relationship), and classroom management skills. Experienced teacher's possess professional and personal attributes that can motivate students to improve their school's academic performance. According to Ajayi, Onibeju, and Olutayo (2020), good teachers who possess a mastery of content, suitable pedagogical qualification, and a positive attitude towards teaching play a significant role in student's educational attainment. On the contrary, Igberraja (2016) study reveals that the teachers' gender and qualification have no relationship with student's performance.

Planning for the classroom is an integral part of educating and behaviour management. Appropriate classroom management will keep you on track while teaching, in this way, enabling you to train more and oversee less. In addition, to lesson planning skill, teachers should also possess skills in delivering lessons effectively. Effective use of teaching resources and approaches will enhance course's quality. Students' performance is the reflection of well-delivered lessons. But obviously, teachers cannot teach what they do not know. A good teacher transfers knowledge, influences, and transforms her/his students in ways no one can underestimate. In addition to having mastery of the subject matter, also needs to manage classroom dynamics effectively. Teachers are good managers.

2.4.7. Curriculum

The curriculum is the way in which society tries to meet its educational goals. It consists of not only subjects but also all what is planned and guided by the school. Different subjects have specific contents to be taught.

Bobbit (1918) considers curriculum as a series of things, which children must do, and experience by way of developing abilities to do the things well that makes up the adult life and to be in all respect what adult should be. This means that the curriculum cannot be limited to the children's immediate interest in school. The school merely serves as an agent of social control and it must cater for the long-range behaviour changes of the society. Brown (1969) in the same vein explains that the curriculum cannot be limited to the child's immediate interest and must not be concerned with the child but with the adult. It must encompass the immediate locality and the national and international horizons.

Bent and Urnuh91969) points out that the curriculum consists of the learning activities and opportunities which have been selected to achieve educational objectives.

Tanner and Tanner (1995) in an attempt to give a compromise meaning between narrow and broad meaning of the curriculum defines curriculum as the planned and guided learning experiences and intended outcomes formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school. The curriculum therefore refers to the body of knowledge and learning activities planned for the learners according to their needs and aims of education and placed under the guidance of the school. Thus the curriculum is concerned with all aspects of the school and education. It involves subject matter, teaching methods, and schemes of work, textbooks, timetable, the school campus and the society as a whole.

➤ **Effective Curriculum Implementation**

Effective curriculum implementation refers to the successful execution of a curriculum plan or program in an educational setting. It involves the translation of curriculum goals and objectives into meaningful and engaging learning experiences for pupils. An effective curriculum implementation ensures that the curriculum is delivered in a way that maximizes pupils learning and achievements. It involves careful planning, organization, and coordination of instructional materials, resources and strategies. It also involves the use of appropriate assessment methods to monitor pupil's progress and make necessary adjustments.

➤ **Elements of effective curriculum implementation**

Clear and well-defined goals and objectives: An effective curriculum implementation should start with clearly defined goals and objectives that are aligned with the needs and expectation of the pupils and the educational institution. These goals and objectives should be specific, measurable, achievable, relevant and time-bound (SMART)

Comprehensive and coherent curriculum design: The curriculum should be well designed with a logical sequence of learning experiences that build upon each other and leads to the attainment of the desired outcomes. It should include a balance of content knowledge, skills development, and application of knowledge in real world context.

Adequate and appropriate resources: An effective curriculum implementation requires access to a wide range of resources, including textbooks, technology, teaching aids and materials. These resources should be aligned with the curriculum goals and objectives and should be sufficient and engagement.

Effective instructional strategies: The curriculum should incorporate a variety of **instructional** strategies to cater for different learning styles and preferences. This may include hand-on activities, group work, and technology integration.

Ongoing assessment and feedback: The curriculum should include regular assessment to monitor pupil's progress and provide feedback. This helps to identify areas of strength and areas that need improvement allowing for timely intervention and support.

Professional development: Teachers needs professional development opportunities to enhance their understanding of the curriculum and develop effective instructional practices. Providing educators with training, workshops, coaching and resources helps to implement the curriculum successfully and adapt their teaching strategies according to pupils needs.

➤ **Elements of effective professional development**

Content focus

Professional development that focuses on teaching strategies associated with specific curriculum content supports teacher learning within their classroom contexts. Roth et al (2011) content is focus on science and pedagogy.

➤ **Active Learning**

Active learning provides teachers with opportunities to get hands on experience designing and practicing new strategies. In professional development models featuring active learning, teachers often participate in the same styles of learning they are designing their pupils, using real examples of curriculum, pupils work, and instruction. Teachers in the program practice classroom routines that will help to build pupils engagement and pupil's collaboration. Greenleaf et al (2011) describes an active teacher professional learning that improves pupils science learning

➤ **Collaboration**

High quality professional development creates space for teachers to share ideas and collaborate in their learning, often in job-embedded context that relates new instructional strategies to teachers, pupils and classroom. By working collaboratively, teachers can creates communities that positively change the culture and instruction of their entire grade level, department, school, or district. Collaboration can span a host of configurations from one on one or small group collaboration to school wide collaboration to collaboration with other professional beyond the school. Allen et at (2011) teachers collaborated with a one on one coach.

➤ **Use of Models and Modelling**

Models and modelling of instruction provide teachers with a clear vision of what best practice look like. Teachers may view models that include lesson plans, sample pupils work, observation of peer teachers, and written cases of accomplished teaching. Models support teacher's abilities to see what good practice looks like and implement and implement new strategies in their classrooms.

➤ **Coaching and expert support**

Coaching and expert support involve the sharing of expertise about content and practice focused directly on teachers' individual needs, Experts may share their specialized knowledge as one on one coaches in the classroom as facilitators or group workshop or as mentors using technology to communicate with educators. They may include coaches of professional development organizations. Powell and colleagues (2010) offers support that contributes to pupils learning gains.

➤ **Feedback and Reflection**

High-quality professional learning frequently build in time for teachers to think about, receive input on and, make changes to their practice by facilitating reflection and soliciting feedback. Feedback maybe offered as teachers analyze lesson plans, demonstration lessons, or videos of teacher instruction, which also provide opportunities for reflection about what might be refined or retained and reinforced. These activities are frequently undertaken in the context of a coaching session or workshop, but may also occur among peers. Landry and colleagues (2009) describes multiple opportunities to receive feedback in a program.

➤ **Sustained Duration**

Effective professional development provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice. As a result, strong PD initiatives typically engage in learning over weeks, month, or even academic year, rather than in a short, one=off workshop. This model not only offers teachers the opportunity to return repeatedly to the professional development material over the course of the term but also apply their learning within the context of their classroom between workshops Yoon et al. (2007).

2.5. WORKSHOP: TYPES AND CHARACTERISTICS

On the basis of criteria, all workshops can be divided into two broad categories: creative workshop and educational workshops (Kovac-Cerovic et al. 2000:50). Creative workshops aim at

encouraging and reaching divergent expression in the broadest sense. Within this type the most popular are drama, and video workshop. Educational workshop on the other hand, aims at the acquisition of knowledge in the broadest sense. This type of workshop can be divided three groups: cognitive or educational workshops in the narrow sense, preventive workshops and social skills development workshops

Cognitive or educational workshops target acquiring knowledge, developing skills, directing and encouraging cognitive processes such as adopting learning strategies, articulating opinion, the ability of argumentation. Preventive workshops are psychological workshops that aim at personality and identity development and expressing emotions. These workshops are educational because they aim at acquiring knowledge and gaining various insights (e.g about the self and the other relationship, etc.) Finally social skills development workshop focus on improving social skills. For example, the skills needed for constructive conflict management. These workshops are actually a combination of the previous two groups of educational workshops i.e cognitive and preventive ones. Besides encouraging the understanding of one's need and self-awareness.

Although workshops can be of different types, most of them have several features in common. Firstly, they have a purpose, clearly defined aims and are planned to produce clearly defined results. Furthermore, they are realistic in so far that their aims must be achievable and the subject should derive from the living circumstances of pupils and correspond to their interest. They are also limited in time and space since they have a beginning and an end and are implemented in a specific place and context. In addition, they are complex and call on various planning and implantation skills and involve various participants (the facilitators and the focus group). They are also collective as they involve teamwork and attend to the need and interest of others. Workshops helps participants to feel part and of a special "learning community" and create a certain team spirit. They are unique, innovative and creative since they provoke a specific response to a need or problem in a specific context and can be assessed because they are planned and divided in measurable aims, which can be evaluated. Finally, workshops have a structure and are made up of a series of activities with distinct, identifiable phases.

2.6. STRUCTURE OF WORKSHOPS

Each workshop consist of different phases, good planning at the very beginning is crucial , bearing in mind all the characteristic mentioned in the previous section. The more carefully the phases of the workshop are described and planned right from at the beginning, the more likely the

workshop will be successful. According to CBT (2018), each workshop has three main phases that needs to be carefully followed: the planning phase, the implementation phase, and the follow up phase.

➤ **The planning phase**

Planning a successful workshop demands a lot of work. If enough time is spent on thinking through the details and if all the steps are followed, the workshop will be successful for all participants. First of all planning should be beginning with broad concepts and organizers should then work down towards the details. Deciding on content elements (or what the topic) the workshop should address, is the first real step in planning and preparing a workshop. Once the topic is decided on planning and drafting a workshop a workshop can start. A written plan helps to provide clarity and direction for everyone involved in the workshop. It summarizes the expected outcomes of the planning process and provides an over view of the objectives, planned activities and results. It contains a time table, lists, skills and competencies, can and should be altered and adjusted if necessary and serves as a practical tool for the implementation phase as well as for the follow up.

➤ **The Implementation Phase**

The second phase of a workshop is implementation. According to Green n.; 7” implementation is : doing, or delivering a well-planned learning experience that is relevant and interest=ting to the target group” (n.d p.7) It is a work stage characterized by 1) step by step guidance 2)actively involved participants 3)common work on a subject 4) Intensive communication developing on the workshop topic 5) The trainers facilitation of the learning processes, 6) Methods and techniques employed to secure the outcomes, 7) Monitoring and evaluation.

➤ **Follow-up**

Follow-up is the third phase of a work shop. It purposes is to examine whether the workshop was a success. In the follow-up the evaluation of the whole workshop should be carried out, it outcomes determined and analyze and their value judged. : Evaluation should serve to inform and enhance the teaching and learning process by identifying and meeting specific needs, providing feedback on teaching strategies and on learning process and outcomes making the necessary adjustment on time” Aguado et al. 2002:133) Evaluation include measurement and expressing opinions on the output and impact on the workshop in terms of the objectives, and it determines a

workshop relevance effectiveness, and benefits. It helps one to assess the quality and impact of the work done against the strategic plan.

It has already been pointed out that evaluation prior to and continues during and at the end of the workshop teaching and learning process. The evaluation of the trainer's assessment of participant needs and expectation at the beginning of the workshop is necessary to know where one's time. During the workshop, the participants and the trainer evaluate themselves, each other, and training process.

Modern An ongoing evaluation covers the evaluation of the whole workshop including the process, "activities, duration, progress, challenges, solutions", the analysis of it purpose and objectives, measuring progress towards the objectives, a kind of approach used to collect the information that will be later organized, analyzed and communicated in the findings.

The evaluation of the whole process serves to identify problems and their causes in the planning and \implementation phase, try to find possible solution to those problems, keep what is good and discard what is not, make adjustment in the defined plan next time the work shop is conducted, provide the trainer with information and insights, act in accordance with the information and insight help the trainer to reflect to the direction of the workshop and its methodology, and secure positive results and impact of the workshop. Therefore, both the process and the products should be part of one's evaluation. Process evaluation covers efficiency, effectiveness, and impact.

2.7. PEDAGOGIC SUPERVISION

Teacher professionalism improvement is an important aspect in education. This activity is carried out to enable the resulting teachers to facilitate their pupils learning and performance in accordance with the demands of the 21st century learning. Thus, to maintain teacher's performance, supervision needs to be carried out regularly. Segun (2004), contends that pedagogic supervision is seen as the stimulation of professional growth and development, a selection and revision of educational objectives, materials of instruction, methods of teaching and evaluation of instruction (Bessong and Ojong, 2009). Dodd (2008) also explains pedagogic supervision as a way of advising, guiding, refreshing , encouraging, stimulating, improving and over-seeing certain group with the hope of seeking their co-operation to enable supervisors who is the head teacher become successful in their supervision tasks (Bessong and Ojong, 2009) pedagogic supervision as expressed by Bailey (2006) is characterized among others as a technical process which seeks at improving teaching and learning through the care, guidance and stimulation of continued

development for not only teachers but for any having an impact on the educational context. Bailey (2006) also sees pedagogic supervision as a collaborative process in different stages because it welcomes various views that represent the proper relationship between the supervisor who is the head and the teacher so as to address educational problems and find appropriate solution to them. To Nwaogu (2006) , pedagogic supervision include improving incompetent teachers, providing guides for staff development, helping teachers to see the problem and needs of pupils and help them solve these problems and provide as far as possible for most of their needs, enlisting the co-operation of all staff members in serving their own and those of others to prevent teaching difficulties and knowing the effectiveness of classroom management by teachers and improving methods of teaching and learning. Alemayehu (2008) asserts that supervision in most schools in the world, from the era of neo scientific management, have focused on inspection and control of teachers. Supervision, when carried out in a manner which shows direction and development rather than judgment and criticism will go a long way to improve performance. Glickman, Gordon and Ross-Gordon (2005) propose that developmental supervision which is explained as the application of certain knowledge, interpersonal skills and technical skills to the tasks of direct assistance, group development, curriculum development, professional development, and action research enables teachers to teach in a collective, purposeful manner uniting organizational goals and teacher needs and provide for improved pupils learning.

2.7.1. Types of Pedagogic Supervision

Corrective type: This type of supervision seeks out faults or problems and brings these to the attention of the authorities. Because of the negative focus this type of supervision does not serve a positive function.

Preventive type: This type of supervision looks forward and helps the supervise anticipate upcoming situations and plan accordingly

Creative type: This type of educational supervision is often peer-peer and is highly encouraging. This type supports experimenting and trying things in new and innovative ways.

Training type: This type of educational supervision focuses on specific techniques and ways to improve them. It often involves practice and training on specific skills.

Laissez faire Type: This is the least helpful form of educational supervision because there is no feedback or guidance. Practitioners are observed but essentially left to do whatever they prefer

2.7.2. Functions of Pedagogic Supervision

Supervision is necessary in education to ensure uniformity and effectiveness of educational programs, it required to promote teaching and learning in schools, it incorporates checking, enquiry, fact-finding, keeping watch survey, correction, prevention, inspiration, guidance, direction, diagnosis and improvement.

2.7.3 Pedagogic Seminar

The pedagogic seminar is designed for teachers learning assistants in various introductory and intermediate and psychological courses. It uses pupil's experiences in the classroom to refine theories of education and teaching practices. The course touches on ideas central to facilitating learning such as of conceptual development, questioning strategies and collaborative learning.

2.7.4 Pre-Service Training

Pre-service training refers to specific training that takes place with school leaders prior to them taking up certain school roles. IT is also known as initial teacher education are recognize and organized by public and private education programs which is designed to train future teachers to formally enter the profession at a specified level education.

2.8. THEORITICAL REVIEW

2.8.1. Bandura, Lev Vygotsky Social cultural Theory

The theoretical frame work for this study encompasses multiple theories of Albert Bandura theory of self-efficacy of socio cognitive learning, B.F Skinner and Lev Vygotsky theory of socio-cultural learning. Behaviorist believed that behavioural responses could be determined and conditioned through environmental factors and free will had no relevance on how and when a response occurred (Reimann, 2018). Skinner (1958) belief that any social situation could have positive outcomes simply by understanding who the reinforce is, what they are reinforcing and to what effect while he agreed with the behavioural learning theories, Bandura diverged somewhat with is idea on the input cognitive processes have on the decision humans make (McLeod, 2016) Humans are not simply repositories for the actions that occur around and to them but are able to construct, select and regulate them (Bandura, 1999).

The social cognitive theory is based on the premise that a person's belief system is the connecting factor between knowledge and action and determines one's behaviour and motivation

(Nye, 2008). The ability of humans to self-reflect gives them the unique capacity to evaluate and alter their actions and beliefs, and these alteration lead to different interaction within their environment. Bandura's concept of reciprocal determinism proposed that personal factors, behaviours, and environment influences interact within a triadic reciprocity. The capacity of people learning through observation allows them to develop knowledge and skills through the information gained through their social interactions. This creates yet another distinction between behaviourism and social cognitive theory, and that it is the notion of human agency or personal efficacy (Bandura, 1999). Self-efficacy is defined as the person beliefs on one's have about his ability to perform at the desired level necessary to influence other aspects of one's life (Bandura ,1994). These believes affects all aspects of human life, including motivation, goal setting, expectation and perception. Various experiences affect self-efficacy through the observation of the actions of those we choose to associate with. Positive influences provide a goal to work towards while the failure of others provides experiences of what not to do. The verbal interaction with those around you further influence one's self-efficacy through positive reinforcement.

2.8.2. Social Constructivism Theory (Bandura 1994)

Bandura (1994) further discuss the effect of self-efficacy on four life processes: cognitive, motivational, and affective and selection. Highly efficacious individuals are cognitively more capable of setting and reaching higher goals. They are highly motivated to pursue more strenuous tasks, exhibiting greater perseverance when faced with disappointment and they are more confident in their abilities to take on and accomplish tasks of greater risk. Their high efficacy allows them to present more positive outlook and regulate self-debilitating thoughts. Efficacious individual tend to gravitate towards those who model success and can manipulate and adapt to both events and their psychological reactions toward success (Alford, 2018). Each level of educational hierarchy contributes to the self-efficacy of the subsequent layers. Education plays a key role in the cognitive abilities of children which are directly related to self-efficacy. As learners interact with their classmates and their teachers, they build skills for long-life learning. Teachers are the primary purveyors of cognitive development within the academic setting and their own beliefs in what they can accomplish directly affect the self-efficacy of not only themselves but the children they teach. In addition, teachers interact with each other in ways that influence their various experiences and that of their colleagues. The implementation and persistent of reform – oriented instructional practice hinge on the level of efficacy of teachers holds and that efficacy has a correlating effect

on learners achievement. More efficacious teachers tend to have students who are more successful (Carnet et al, 2016).

Professional development can support by Bandura's social cognitive theory especially as it links to building self-efficacy. As noted, earlier teachers with a high sense of self-efficacy are more likely to try new concepts and are more likely to see change as part of their development process (Guesky, 1998).

Bandura social cognitive theory has proven to be a solid base for building self-efficacy of teachers, who in turn, will build the efficacy of their learners and their schools. The use of professional development has the potential to increase the self-efficacy of teachers and the collective efficacy of the schools, creating an avenue for increasing learner's achievement. As learners achievement increases as a result of implementation of concepts learned in professional development, teachers are more likely to continue to reflect and look for additional ways to learn often through professional development, creating a continuous cycle of learning.

Lev Vygotsky (1896-1934) being a psychologist examines how social interaction influence our cognitive growth. He was convinced that learning occurred through interaction with others in our community: peers, adults, teachers and other mentors. Vygotsky sought to understand that people learn in the social environment to create theory. This theory determines that teachers have the ability to control many factors in an educational setting, including tasks, behaviours and responses. As a result, he encourages more interactive activities to promote cognitive growth, such as productive discussions, constructive feedback and collaboration with others. Vygotsky also stated that culture was a primary determinant of knowledge acquisition. He argued that children learn from their beliefs and attitudes modelled by their culture.

2.8.3. Workshop: Types and Characteristics

On the basis of criteria, all workshops can be divided into two broad categories: creative workshop and educational workshops (Kovac-Cerovic et al. 2000:50). Creative workshops aim at encouraging and reaching divergent expression in the broadest sense. Within this type the most popular are drama, and video workshop. Educational workshop on the other hand, aims at the acquisition of knowledge in the broadest sense. This type of workshop can be divided three groups: cognitive or educational workshops in the narrow sense, preventive workshops and social skills development workshops

Cognitive or educational workshops target acquiring knowledge, developing skills, directing and encouraging cognitive processes such as adopting learning strategies, articulating opinion, the ability of argumentation. Preventive workshops are psychological workshops that aim at personality and identity development and expressing emotions. These workshops are educational because they aim at acquiring knowledge and gaining various insights (e.g about the self and the other relationship, etc.) finally social skills development workshop focus on improving social skills. For example, the skills needed for constructive conflict management. These workshops are actually a combination of the previous two groups of educational workshops i.e cognitive and preventive ones. Besides encouraging the understanding of one's need and self-awareness.

Although workshops can be of different types, most of them have several features in common. Firstly, they have a purpose, clearly defined aims and are planned to produce clearly defined results. Furthermore, they are realistic in so far that their aims must be achievable and the subject should derive from the living circumstances of pupils and correspond to their interest. They are also limited in time and space since they have a beginning and an end and are implemented in a specific place and context. In addition, they are complex and call on various planning and implantation skills and involve various participants (the facilitators and the focus group). They are also collective as they involve teamwork and attend to the need and interest of others. Workshops helps participants to feel part and of a special "learning community" and create a certain team spirit. They are unique, innovative and creative since they provoke a specific response to a need or problem in a specific context and can be assessed because they are planned and divided in measurable aims, which can be evaluated. Finally, workshops have a structure and are made up of a series of activities with distinct, identifiable phases.

➤ **The Theory of Adult Learning (Andragogy) Malcolm Shepherd Knowles (1913-1997)**

Malcolm Knowles was an American educator well known for the use of the term Andragogy which means the same as adult learning. According to Malcolm Knowles, andragogy is the art and science of adult learning. In 1980, Knowles made four assumptions about the characteristics of adults learning (andragogy) that are different from the assumption about child learning (pedagogy).

1. Self-concept

As a person matures his/her self-concept moves from one of being a dependent personality towards one of being a self-directed hum

. Adult learner and being.

➤ **Models of teachers' professional development**

There are a number of models that have been developed and implemented to promote and support teachers' professional development from the beginning of their care till they retire (Villegas-Reimers, 2003, p69).

- 1) Training:** Training is typically presented in the form of workshops, seminars or some other forms of large group presentation. This model can be described as a session conducted by an expert who will present the content and teaching objectives assuming the teacher can learn the teaching behaviours from others and translate it in the classroom. Typically the training session is conducted with a clear set of objectives or learner outcomes. Usually the outcomes involves awareness, knowledge, or skill development, but changes in attitude, transfer of training and, and “executive control” need to be addressed as well. The improvement of teachers' thinking should be a critical outcome of any training program (Sparks and Loucks-Horsley, 1989; Rauf, Ali and Noor, 2017).
- 2) Observation and Assessment:** This model of professional development is based on the feedback the teacher receives from the other teacher's observations having someone else in the classroom to view instruction and provide feedback or reflection also as a powerful way to impact classroom behaviour. Observers also learn as they view their colleagues in action. This model throughout the school year as a form peer coaching. (Sparks and Loucks-Horsley 1989; Rauf, Ali and, Noor 2017).
- 3) Mentoring:** In a mentoring model, older or more experienced teachers guide and assist younger or new teachers in all areas of teaching (Gaible & Burns, 2005). Mentoring affects both the new teachers who are being mentored, and the experienced teachers who will serve as mentors (SHAW, 1992). Mentoring occurs around activities such as classroom observation, coaching, feedback and collaborative teaching. It can help new teachers learn to creatively and effectively meet the day to day challenges of teaching (Smith, 2002).
- 4) Individually Guided Development:** In this model teachers design their own professional learning goals and select the activities that will result in the achievement of those goals. Professional portfolios, reflective journaling, and audio/video self-

assessment are examples of individually guided activities. This model of professional development provides a variety of flexible options that enables teachers to individualize their professional growth experiences. Self –directed development empowers teachers to address their own problems and by so doing, create a sense of professionalism. This model is an internal aspect of a teacher towards improving their knowledge and skills. Individually guided development allows teachers to find answers to self- selected professional problems using their preferred modes of learning (Sparks & Loucks-Horsley, Ali & Noor 2017).

2. Experience

As a person matures, he/she accumulates a growing reservoir of experiences that becomes an increasing resource for learning.

3. Readiness to Learn

As a person matures his/her readiness to learn becomes oriented increasingly to the developmental task of his/her social roles.

4. Orientation to Learn

As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result his/her orientation toward learning shifts from one of subject-centered to one of problem centeredness.

5. Motivation

As a person matures the motivation to learn is internal (Knowles 1984:12)

➤ Knowles' 4 Principles Of Andragogy

1. Adults needs to be involved in the planning and evaluation of their instruction
2. Experience (including mistakes) provides the basis for the learning activities.
3. Adults are most interested in learning subjects that have immediate relevance and impact on their jobs and personal life
4. Adult leaning is problem cantered rather than content-oriented

➤ Structure of Workshops

Each workshop consist of different phases, good planning at the very beginning is crucial, bearing in mind all the characteristic mentioned in the previous section. The more carefully the phases of the workshop are described and planned right from at the beginning, the more likely the it is that the workshop will be successful. According to CBT (2018), each workshop has three main

phases that needs to be carefully followed: the planning phase, the implementation phase, and the follow up phase.

➤ **The planning phase**

Planning a successful workshop demands a lot of work. If enough time is spent on thinking through the details and if all the steps are followed, the workshop will be successful for all participants. First of all planning should be begin with broad concepts and organizers should then work down towards the details. Deciding on content elements (or what the topic) the workshop should address, is the first real step in planning and preparing a workshop. Once the topic is decided on planning and drafting a workshop a workshop can start. A written plan helps to provide clarity and direction for everyone involved in the workshop. It summarizes the expected outcomes of the planning process and provides an over view of the objectives, planned activities and results. It contains a time table, lists, skills and competencies, can and should be altered and adjusted if necessary and serves as a practical tool for the implementation phase as well as for the follow up.

➤ **The Implementation Phase**

The second phase of a workshop is implementation. According to Green n.; 7” implementation is : doing, or delivering a well-planned learning experience that is relevant and interest=ting to the target group” (n.d p.7) It is a work stage characterized by 1) step by step guidance 2)actively involved participants 3)common work on a subject 4) Intensive communication developing on the workshop topic 5) The trainers facilitation of the learning processes, 6) Methods and techniques employed to secure the outcomes, 7) Monitoring and evaluation.

Follow-up

Follow-up is the third phase of a work shop. It purposes is to examine whether the workshop was a success. In the follow-up the evaluation of the whole workshop should be carried out, it outcomes determined and analyze their value judged. : Evaluation should serve to inform and enhance the teaching and learning process by identifying and meeting specific needs, providing feedback on teaching strategies and on learning process and outcomes making the necessary adjustment on time” Aguado et al. 2002:133) Evaluation include measurement and expressing opinions on the output and impact on the workshop in terms of the objectives, and it determines a workshop relevance effectiveness, and benefits. It helps one to assess the quality and impact of the work done against the strategic plan.

It has already been pointed out that evaluation prior to and continues during and at the end of the workshop teaching and learning process. The evaluation of the trainer's assessment of participant needs and expectation at the beginning of the workshop is necessary to know where one's time. During the workshop, the participants and the trainer evaluate themselves, each other, and training process.

Modern An ongoing evaluation covers the evaluation of the whole workshop including the process, "activities, duration, progress, challenges, solutions", the analysis of it purpose and objectives, measuring progress towards the objectives, a kind of approach used to collect the information that will be later organized, analyzed and communicated in the findings.

The evaluation of the whole process serves to identify problems and their causes in the planning and implementation phase, try to find possible solution to those problems, keep what is good and discard what is not, make adjustment in the defined plan next time the work shop is conducted, provide the trainer with information and insights, act in accordance with the information and insight help the trainer to reflect to the direction of the workshop and its methodology, and secure positive results and impact of the workshop. Therefore, both the process and the products should be part of one's evaluation. Process evaluation covers efficiency, effectiveness, and impact.

➤ **Pedagogic Supervision**

Teacher professionalism improvement is an important aspect in education. This activity is carried out to enable the resulting teachers to facilitate their pupils learning and performance in accordance with the demands of the 21st century learning. Thus, to maintain teacher's performance, supervision needs to be carried out regularly. Segun (2004), contends that pedagogic supervision is seen as the stimulation of professional growth and development, a selection and revision of educational objectives, materials of instruction, methods of teaching and evaluation of instruction (Bessong and Ojong, 2009). Dodd (2008) also explains pedagogic supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain group with the hope of seeking their co-operation to enable supervisors who is the head teacher become successful in their supervision tasks (Bessong and Ojong, 2009) pedagogic supervision as expressed by Bailey (2006) is characterized among others as a technical process which seeks at improving teaching and learning through the care, guidance and stimulation of continued development for not only teachers but for any having an impact on the educational context. Bailey (2006) also sees pedagogic supervision as a collaborative process in different stages because it

welcomes various views that represent the proper relationship between the supervisor who is the head and the teacher so as to address educational problems and find appropriate solution to them. To Nwaogu (2006) , pedagogic supervision include improving incompetent teachers, providing guides for staff development, helping teachers to see the problem and needs of pupils and help them solve these problems and provide as far as possible for most of their needs, eliciting the co-operation of all staff members in serving their own and those of others to prevent teaching difficulties and knowing the effectiveness of classroom management by teachers and improving methods of teaching and learning. Alemayehu (2008) asserts that supervision in most schools in the world, from the era of neo scientific management, have focused on inspection and control of teachers. Supervision, when carried out in a manner which shows direction and development rather than judgment and criticism will go a long way to improve performance. Glickman, Gordon and Ross-Gordon (2005) propose that developmental supervision which is explained as the application of certain knowledge, interpersonal skills and technical skills to the tasks of direct assistance, group development, curriculum development, professional development, and action research enables teachers to teach in a collective, purposeful manner uniting organizational goals and teacher needs and provide for improved pupils learning.

➤ **Types of Pedagogic Supervision**

Corrective type: This type of supervision seeks out faults or problems and brings these to the attention of the authorities. Because of the negative focus this type of supervision does not serve a positive function.

Preventive type: This type of supervision looks forward and helps the supervise anticipate upcoming situations and plan accordingly

Creative type: This type of educational supervision is often peer-peer and is highly encouraging. This type supports experimenting and trying things in new and innovative ways.

Training type: This type of educational supervision focuses on specific techniques and ways to improve them. It often involves practice and training on specific skills.

Laissez faire Type: This is the least helpful form of educational supervision because there is no feedback or guidance. Practitioners are observed but essentially left to do whatever they prefer

➤ **Functions Of Pedagogic Supervision**

Supervision is necessary in education to ensure uniformity and effectiveness of educational programs, it required to promote teaching and learning in schools, it incorporates checking,

enquiry, fact-finding, keeping watch survey, correction, prevention, inspiration, guidance, direction, diagnosis and improvement.

➤ **Pedagogic Seminar**

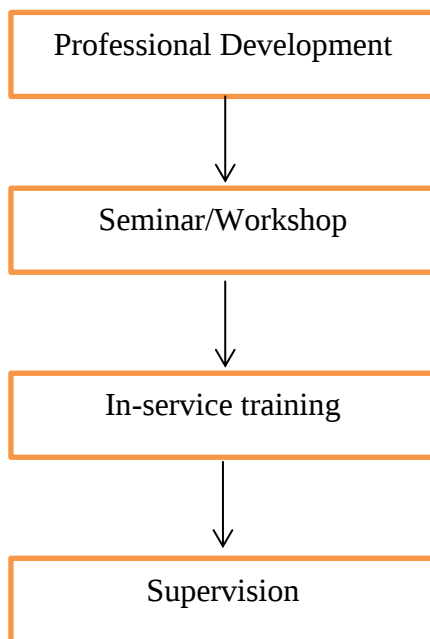
The pedagogic seminar is designed for teachers learning assistants in various introductory and intermediate and psychological courses. It uses pupil's experiences in the classroom to refine theories of education and teaching practices. The course touches on ideas central to facilitating learning such as of conceptual development, questioning strategies and collaborative learning.

➤ **Pre-Service Training**

Pre-service training refers to specific training that takes place with school leaders prior to them taking up certain school roles. IT is also known as initial teacher education are recognize and organized by public and private education programs which is designed to train future teachers to formally enter the profession at a specified level education.

Figure 2: Conceptual Diagram

Independent Variable



2.9. TEACHER PROFESSIONAL DEVELOPMENT MODELS FOR EFFECTIVE TEACHING AND LEARNING IN SCHOOLS

There are a number of models that have been developed and implemented in different countries to promote and support teachers' professional development from the beginning of their career until they retire (Villegas Reimers 2003, p 69). Many countries do take a combination of different models as seen below

Individually Guided Development: In this model, teachers design their own professional learning goals and select the activities that will result in the achievement of the goals. Professional portfolios, reflective journaling and video\audio self-assessment are examples of individually guided activities. This model of professional development provides a variety of flexible options that enables teachers to individualize their professional growth experiences. Self- directed development empowers teachers to address their own problems and by so doing, creates a sense of professionalism. This model is an internal aspect of a teacher towards improving their knowledge and skills. Individually guided development allows teachers to find answers to self-selected professional problems using their preferred model of learning (Sparks and Loucks-Horsley, 1989 and Noor 2017).

Observation and Assessment: This model of professional development is based on the feedback the teacher receives from the other teacher's observation. Having someone else in the classroom to view instruction and provide feedback or reflection also in a powerful way to impact classroom behaviour, Observers also learn as they view their colleagues in action. This model may be as a support measure following workshops or periodically throughout the school year as a form of peer coaching (Sparks & Loucks-Horsley 1989, RAUF, Ali & Noor, 2017)

Involvement in a Development or Improvement Process: Teachers are often asked to be involved in schools' development program such as curriculum planning, drafting the program, and in the process of school improvement. Involvement in the development\improvement process can results in many new skills, attitudes, and behaviour this learning could be acquired through reading, discussion, observation, training and or trying an error (Sparks and LOUCKS-Horsley 1989, Ruaf, Ali & Noor, 2017).

Training; Training is typically presented in a form of a work shop, seminars or some other forms of large groups, presentation. This model can be described as a session conducted by an expert who will present the content and teaching objectives assuming the teachers' can learn the

teaching behaviour from others and translate it in the classroom typically, the training session is conducted with a clear set of objectives or learner outcomes. Usually the outcomes involves awareness, knowledge or skill development, but changes in attitude, transfer of training, and executive control needs to be addressed as well. The improvement of teachers thinking should be a critical outcome of any training program (Spark and Lourks-Horsley, 1989, Rauf and Noor, 2017).

Inquiry: Inquiry model is also known as the action research model. In the inquiry or action research model participants use a structured method to investigate how a change in a particular practice impact teaching and learning. This model is built on the belief that teachers will develop new ideas and strategies in teaching if they are given the opportunity to ask questions and answer the question base on the data they collect in their classroom (Sparks and LOURKS- Horsley, 1989, Rauf, Ali& Noor, 2017) According to Glatthom (1987), the inquiry / action research model include four steps processes.

- a) Identify a problem
- b) Decide upon specific research question to be investigated and methodology to be used
- c) Carryout the research design
- d) Use the research to design an invention to be implemented in the school

Inquiry/ action research involves the use of higher order skills (researching, synthesis), a more surgical instructional approach (targeting areas of instructional difficulty), more advanced computer applications (spread sheets, data base, and possibly statistical software packages). It is most likely a useful TPD choice teacher who already has advanced skills (Gaible & Burns, 2005).

Mentoring: In a mentoring model, older or more experienced teachers guide and assist young er or new teachers in all areas of teaching (Gaible& Burns,2005). Mentoring affects both the new teachers who are better mentored and the experienced teachers who will serve as mentors (Shaw, 1992). Mentoring occurs around activities such as classroom observation coaching, feedback and the collaborative teaching. It can help new teachers learn to creatively and effectively meet the day to day challenges of teaching (Smith, 2002)

➤ **Workshop**

In the educational context, the term 'workshop' refers to a type of educational program generally designed for a group of people, in which the content is practical, specific to the needs, interest and affinities of the group, and which enables cooperation and mutual support among

participants. Workshops usually consist of a series of specifically tailored activities presented in the form of an intensive interactive educational program or training, varying in length and content. They can range from one- hour briefing to several days 'trainings and concentrate on a defined subject, the acquisition of specific skills, attitude, and knowledge, as well as the exchange of experience among the participants.

The workshop format is an ideal means to get engage teachers, emphasize interaction and promote active participation and motivation to gain a deeper understanding of a topic in school. It offers an opportunity for teachers to extent the perspective of their normal learning and to develop a variety of skills and competencies. Furthermore, it is a dynamic and practical approach which helps teachers to be equal, active and to learn from one another. Although some of the main objectives of all workshops are the development of group cohesion, creating appositive atmosphere in the group and encouragement of involvement and better acceptance of an individual, workshops can vary widely in their explicit and implicit goals as well as strategies, methods and techniques employed (GudyKunst et al.1996; titley 2002) The orientation of workshop, the results it is designed to achieve its objectives and positioning are key aspects in distinguishing different types of workshops (Ferdman & Brody 1996) is the focus for workshops to be organized for teachers competencies in the 21st century.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focuses on the methodology used in the study. This will be treated under the following sub-headings: Research design, Population of the study, Sample and Sampling techniques, research instrument, validation of research instrument, realization of the instrument.

3.1. RESEARCH DESIGN

A research design is the procedures for collecting, analysing, interpreting and reporting data in research studies (Creswell & Piano Clark 2007, p 58) It is the overall plan for connecting the conceptual research problems with pertinent (and achievable) research. In other words, the research design sets a required data, the methods to be applied to collect and analyse this data, and how all of this is going to be answered in the research question (Grey, 2014). The research design used to carry out the study is survey. Descriptive research or study determines and describes the way things are. Typically, descriptive studies are concerned with assessment of attitudes, opinions, performances, demographic studies, procedures. According Amin (2005) a research design is the conceptual structure within which the quantitative research is conducted and constitutes the blue print for the measurement of variables collection and analysis of data.

In this study, survey research design will be used. Survey is one of the quantitative approaches in research methodology. This is because the population as a whole will not be studied. Surveys are used when a carefully selected sample of respondents is surveyed and description of the population is inferred from what is found about the sample.

3.2. AREA OF THE STUDY

The study is carried out in Mfoundi Division of the Centre region of Cameroon. Specifically, in Yaoundé 7 sub-division. The rationale behind the choice of the area this study is carried out is because of the proximity of the researcher to acquire the necessary information and limit the cost of displacement by the researcher. Yaounde7 also have many schools both public and private and offices where the necessary and relevant data can be gotten.

3.3. POPULATION OF THE STUDY

The population of the study consist of all the individuals or elements of a well-defined group within which the research findings are applicable. The population of this study is all the

primary schools in Yaoundé 7 sub-division the population can be sub-divided into: target population and accessible population.

3.3.1. Target population

Target population refers to the entire group of individuals or objects to which a researcher is interested in generalizing the results of the study after having observed same characteristics (Muguenda &Mugenda 2003). This is the population to which the researcher intends to generalize his/ her results. Most often, it is difficult to reach this population. The target population comprises of all the teachers of primary schools in Mfoundi Division.

3.3.2. The Accessible population

This is part of the target population that the researcher can reach on the field. The accessible population comprises of some of the teachers of some of the selected primary schools that will take part in the research exercise. The accessible population is Yaoundé V11 subdivision because the researcher resides this sub division. In Yaoundé 7 sub-division there are these public schools and this number of teachers

Table 1: list of some schools Operating in Yaoundé 7

N°	Schools	Number of Teachers
1	EP AKOK NDOE	07
2	EP EKOREZOK I	09
3	EP EKOREZOK II	08
4	EP MESSEBE	07
5	EP MINKOAMEYOS IA	06
6	EP MINKOAMEYOS IB	08
7	EP MINKOAMEYOS IIA	07
8	EP MINKOAMEYOS IIIB	08
9	EP NDAMVOUTH	08
10	EP NKOLBISSON IA, GPI EP NKOLBISSON IA, GP2	08
11	EP NKOLBISSON IIA, GI	09
12	EP NKOLBISSON IIA GII	10
13	EP NKOLBISSON IIA G2	12

14	EP NKOLBISSON IB	09
15	EP NKOLBISSON 2B	09
16	EP NKOL-KUMU	06
17	EP OYOM ABANG 1A	09
18	EP OYOM ABANG IB	07
19	EP OYOM ABANG IIA	10
20	GBPS AKOK NDOE	03
21	GBPS MINKOAMEYOS	07
22	GBPS NDAMVOUTH	07
23	GBPS NKOLBISSON A	14
24	GBPS NKOLBISSON B	13
	TOTAL	198

Source: Inspectorate of Basic Education for Yaoundé V11

3.4. SAMPLE SIZE AND SAMPLING TECHNIQUE

A sample is a small group of the main population meant to represent the population in all necessary aspects. A sample can also be referred to as the representative portion of the population from the original population. A sample thus is the collection of observation, events, made on some members of the population, said to represent the population. The sample of this study would be 198 teachers drawn from twenty selected schools in Yaounde 7.

3.4.1. Sample Size

According to Krejcie and Morgan (1970), determine sample size activities, from the 24 government primary schools, the appropriate sample size is 20 schools, while the sample size for 198 teachers is 127 teachers who will take part in the study as follows

Table 2: Table showing the number of selected schools and number of teachers

N°	Schools	Number of teachers		
		M	F	Total
1	GBPS AKOK NDOE	03	03	03
2	GBPS MINKOAMEYOS	01	06	07
3	GBPS NDAMVOUTH	01	06	07
4	GBPS NKOLBISSON A	01	13	14
5	GBPS NKOLBISSON B	03	10	13
6	EP MESSEBE	01	06	07
7	EP EKOROZOK 1	00	09	09
8	EP EKOROZOCK II	03	03	08
9	EP NKOLBISSON 1A, GP1	01	07	08
10	EPNKOLBISSON 1A, GP2	03	06	09
11	EP NKOLBISSON IIA, GPI	01	09	10
12	EP NKOLBISSON IIA GII	00	12	12
13	EP NKOLBISSON IB	01	08	09
14	EP NKOLBISSON 2B	03	06	09
15	EP OYOM ABANG AI	01	08	09
16	EP OYOM ABANG IB	00	07	07
17	EP OYOM ABANG IIA	01	09	10
18	EP AKOK NDOE	02	05	07
19	EP NDAMVOUTH	01	09	10
20	EP AKOK NDOE	02	05	07

3.4.2. Sampling technique

A sampling technique is a procedure used in choosing the sample and each member is selected without bias. Convenient sampling technique will be used in selecting the teachers that constitute the sample of the study. Convenient sampling technique is a method of selecting a sample population so that each member of the population has an equal chance and independent opportunity of being selected as a member of the sample. Each and every member having an equal chance of

being selected means there is no bias in the selection of individuals. Independent chance of being selected means that the selection of one individual does not affect in any way the selection of any other individual.

3.5. INSTRUMENT OF DATA COLLECTION

The instrument used in this study is a questionnaire. A questionnaire is a set of items (statement) on related research problem addressed to specific persons. The questions that make up a questionnaire are called questionnaire items requiring responses that provide information (data) that helps the researcher to verify his or her hypothesis and hence answer the research questions. The type questionnaire that will be used in this study is the open-ended questionnaire and the closed ended questionnaires items for the teachers wherein respondent will be expected to give their opinion by placing a tick on the answers provided or give their opinion by supplying responses. Open ended questionnaires has questions items whose Responses are unlimited and respondents have options to provide their own responses. These questions will be constructed on four (5) variables. These variables include: Curriculum implementation, Workshops, Pedagogic seminars, Pedagogic supervision and pre- service training. A questionnaire has the following advantages

➤ Interview Guides

This is a method of collecting data through oral and verbal communication between the researcher and the respondent, Interview can be structured or non-structured. Interview is suitable for getting insight about people opinion about and issues or problem. It has the following advantages: People are more willing to talk than to write, they are quite flexible, adaptive and can be easily allow the researcher to get more insight on the topic.

3.6. VALIDATION OF THE INSTRUMENT

3.6.1. Face Validity

Face validity refers to whether the test items appear to be valid to learners/ teachers who will take the test and administrative personnel who decides on its use. Face validity in strict sense refers to the usability of the instrument.

3.6.2. Content Validity

Content validity involves the systematic examination of test content to determine whether it covers a representative sample of skills, knowledge, and attitude to be measured. It involves checking the content of the test to make sure that it covers all the major aspects of the content area to be tested and also by ensuring that the questionnaires are related to the objectives of the study

3.6.3. Reliability

A reliable instrument is one, which gives consistent results over time. In other words, a reliable instrument is one which if used repeatedly to measure a particular characteristic will give the same or similar results. A reliable instrument gives dependable results over time.

The instrument in this case, which is a questionnaire, will be taken to an expert—my supervisors—for examination of content validity to check and ensure that the item that will be included in the questionnaire contributes to the knowledge of the study and serves the purpose for which it is intended.

3.7. ADMINISTRATION OF THE INSTRUMENT

The questionnaire was designed to address the set of objectives of the study and is to be filled by primary school teachers of all the three levels. Typed and printed copies of the questionnaires will be taken to the selected primary schools. This will be done by obtaining permission from the Head Teachers of the schools, then the issue of the questionnaires to the teachers to be filled on the spot. The copies are later on collected and counted to ensure that none is missing.

3.8. METHOD OF DATA ANALYSIS

Descriptive Statistics will be tested by analysing the data collected. The responses will be presented on a frequency distribution table.

3.9. RECAPITULATIVE TABLE

Topic	Variables	General hypothesis	General objectives	Indicators	Modalities	Indices
Professional Development and Effectiveness on Curriculum Implementation	IV Teachers Professional development DV Effective curriculum implementation	There exist a relationship between teachers professional development and effective curriculum implementation	To examine teachers' professional development on curriculum implementation	Workshops -Pre-service training -Pedagogic seminar -Pedagogic supervision	-Educational workshops -Creative workshops workshops Conferences Pedagogic days -Mentoring - Coaching	-Cognitive development -Psychological development -Pedagogic days -Conferences -Teachers training colleges like the GTTC, Ecole Normal -Conferences Mentoring -Coaching -Interaction and support -Effectiveness -Ineffectiveness

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents data collected from the field on tables. Here emphasis is laid on, Percentages, mean, standard deviation, and variance. The findings presented are based on the research items that guided the research. Thus, the finding for each tested items were stretched out using the four-point likert scale to enable good analysis and interpretation. The responses were coded as follows 4= strongly agree, 3= agree, 2= disagree, 1= strongly disagree. The scales were further transformed to have intervals such as 1.00- 1.75, 1.76-2.50, 2.60-3.25, 3.26-4.00. The reason for coding was to assist in drawing a general conclusion, make good judgment and for interpretation the responses.

4.0 Descriptive statistics

Table 3: Presentation of data in terms of profile of responses.

ITEM	OPTIONS	N	%
GENDER	MALE	27	24.5
	FEMALE	83	75.5
LEVEL OF EDUCATION	GCE O LEVEL	34	30.9
	GCE A LEVEL	45	40.9
	BACHELOR DEGREE	27	20
	MASTER DEGREE	4	3.6
LEVEL OF PROFESSIONAL EDUCATION	ENIEG	81	73.8
	ENIET	14	12.7
	HND	12	10.9
	PHD	1	0.9
LEVEL TEACHING	LEVEL ONE	31	28.2
	LEVEL TWO	35	31.8
	LEVEL THREE	40	36.4
	NO RESPONSE	4	3.6

The table above shows the options for gender, level of education, level of professional education and level of teaching, the numbers and percentages.

The above table shows that there were 27 male respondents accounting for 24.5%, 83 female respondents accounting for 75.5%, level of education: GCE O Level had 34 respondents

accounting for 30.9%, GCE A Level 45 respondents accounting for 40.9%, Bachelor's degree had 27 respondents accounting for 20% and master's degree recorded 4 respondents accounting for 3.6%.

Level of professional education: ENIEG recorded 81 respondents accounting for 73.8%, ENIET 14 respondents accounting for 12.7%, HND 12 respondents with 10.9%, and PHD 1 respondent with 0.9%.

Level of teaching: level 1 recorded 31 respondents accounting for 28.2%, level 2: had 35 respondents accounting for 31.8%, level 3: recorded 40 respondents accounting for 36.4%, No responses recorded 4 giving a percentage of 3.6%

DATA RELATING TO IN-SERVICE TRAINING

4.1. DESCRIPTIVE STATISTICS OF RESPONDENTS

4.1.1. Sex

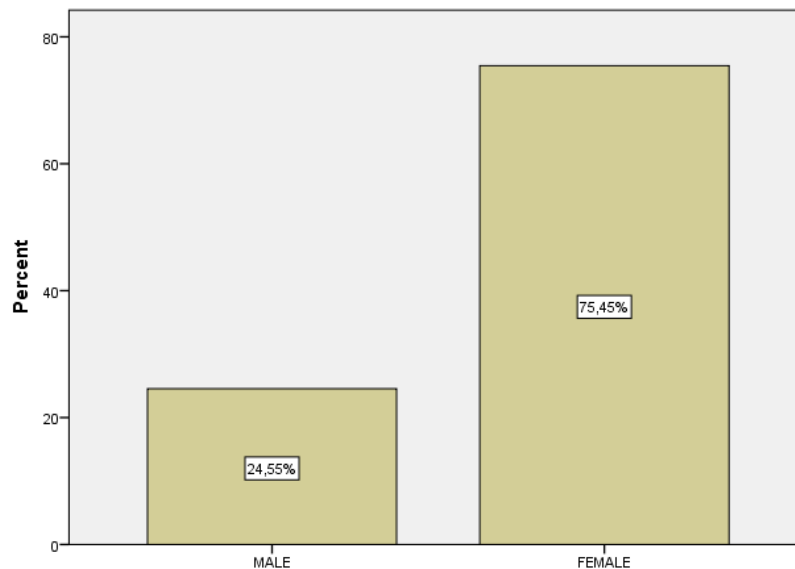


Figure 3: Sex

The bar graph above shows the result of respondents for sex. There were 24.55% male teachers who responded to the questions and 75.45% female teachers who participated in the research. This implies that most teachers who teach in the primary schools are females

4.1.2. Level of education

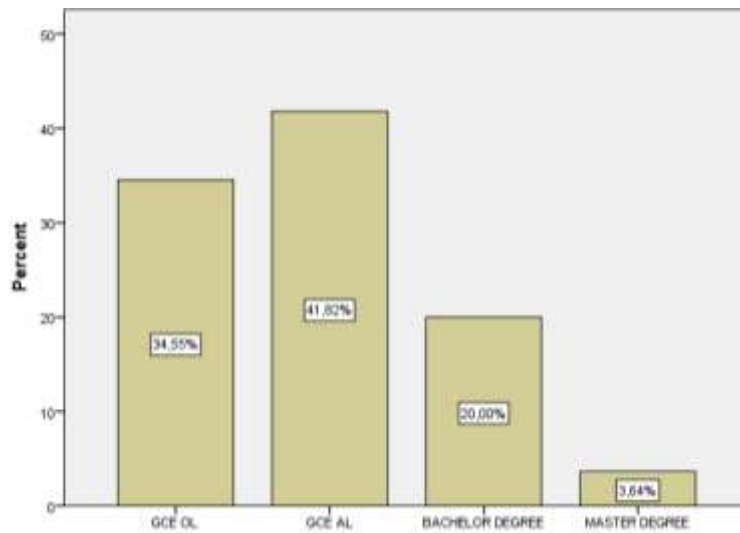


Figure 4: Level of education

The graph above shows the different levels of education of teachers who participated in the research. Master's degree had 3.64%, bachelor's degree 20.00%, GCE AL 41.82%, GCE OL 34.55%. GCE AL have the highest number of teachers who answered the questions implying that most of the teachers who go in for the Teachers' Grade 1 training are mostly AL certificate holders who go in to trading themselves in within a period of nine months and they complete their studies.

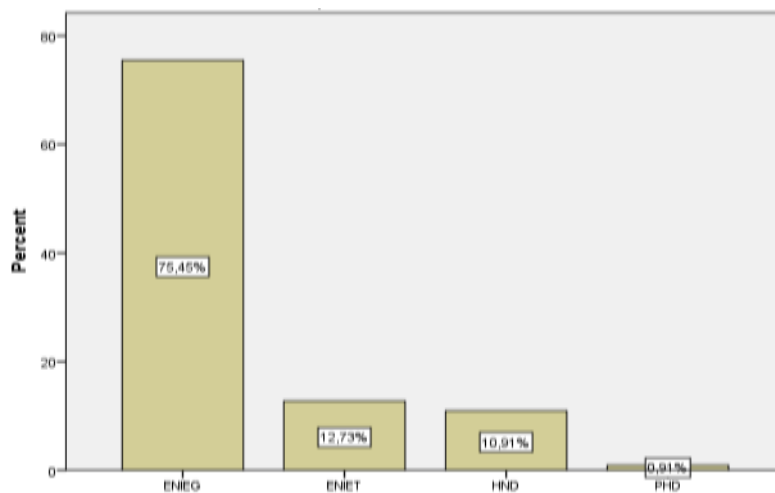


Figure 5: Level of professional education

The bar graph shows the level of professional education of teachers who participated in the research. PHD had 0.91%, HND= 10.91 %, ENEIT 12.73% and ENEIG 75.45%. This indicates that teachers of the primary schools are mostly holders CAPIEMP certificate. Few primary school teachers go beyond advance level to having A higher national diploma (HND)

4.1.3. Class level taught

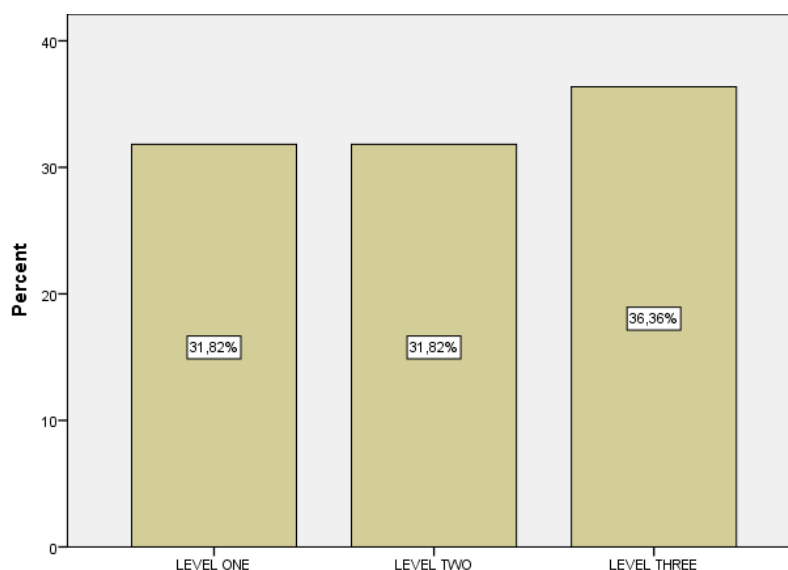


Figure 6: Class level

The graph represents the classes taught by the teachers who responded to the questionnaires. Level one had 31.82%, level two 31.82% and level three 36.36%. This explains that that question was answered mostly by teachers of level three.

4.1.4. In-service training (independent variable 1)

Table 4: Statistics

Statistics		IS1 - I actively seek out opportunities for professional development in my field	IS2- I feel that attending workshop has a positive impact on my professional growth	IS3 - I collaborate with other educators best practices and knowledge	IS4 - I belief that continuous learning is essential for my development as a teacher	IS5 - I set personal goals from my professional development and actively work towards achieving them	IS6 - Workshops enables you to use the appropriate tools and strategies in delivering classroom lessons
N	Valid	110	110	110	110	110	110
	Missing	0	0	0	0	0	0
Mean		3,1909	3,3273	3,1636	3,3000	3,1545	3,1545
Median		3,0000	3,0000	3,0000	3,0000	3,0000	3,0000
Mode		3,00	4,00	3,00	4,00	3,00	3,00
Std. Deviation		,76020	,80262	,86233	,84103	,89017	,94029
Minimum		1,00	1,00	1,00	1,00	1,00	1,00
Maximum		4,00	4,00	4,00	4,00	4,00	4,00

The table above shows the highest mean value for IS2 with value of 3.3273 and the lower mean value for 1S5 with a mean value of 3.1545. The standard deviation for 1S2=.80262 AND IS5 have standard deviation for IS5=.89017. This implies that according to Darling Hammond that the more teachers' participate in in-service training activities the more effective they will implement the curriculum in the classrooms.

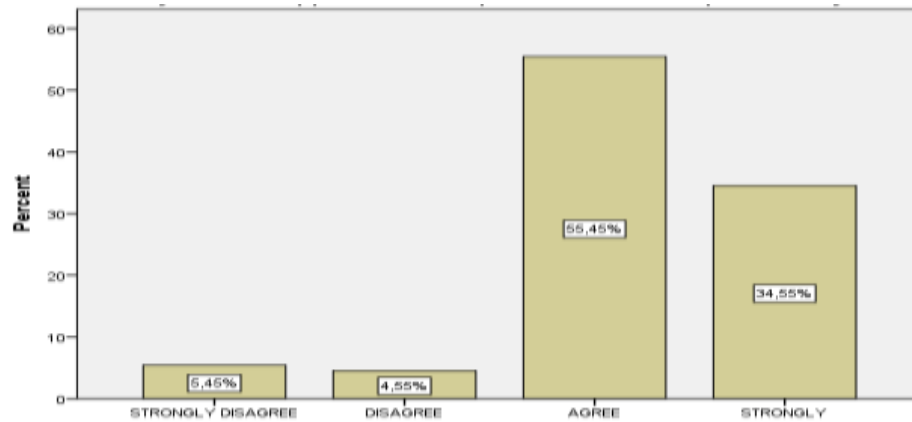


Figure 7: I actively seek out opportunities for professional development in my field

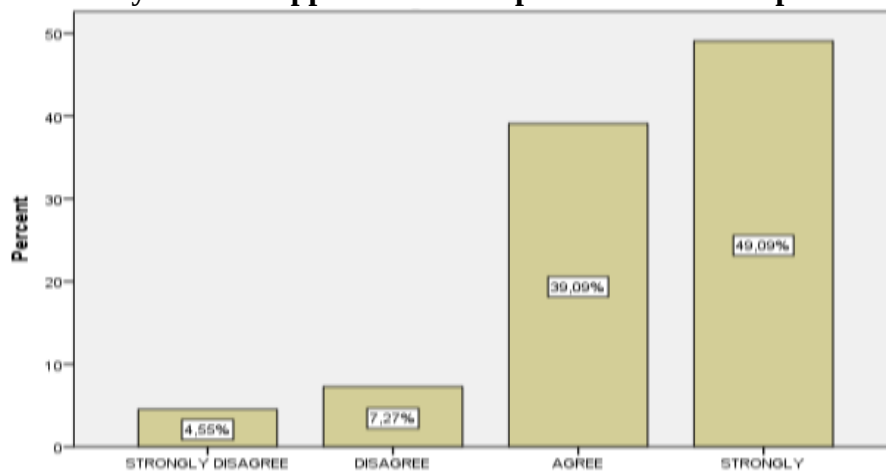


Figure 8: I feel that attending workshop has a positive impact on my professional growth

Table 5: Mean, Standard Deviation and Variance of items relating to in-service training**Statistics**

		C1 - I actively participate in professional development activities offered by my school or organisation	C2 - I gain knowledge , skills from the conferences i attend	C3 - I exchange ideas with other colleagues during conferences	C4 - Conferences motivate, fosters my intellectual understanding on particular subject areas	C5 - I present my work, recieve feedback during conferences
N	Valid	110	110	110	110	110
	Missing	0	0	0	0	0
Mean		3,2000	3,2182	3,2000	3,2455	3,0455
Median		3,0000	3,0000	3,0000	3,0000	3,0000
Mode		3,00	3,00	3,00	3,00	3,00
Std. Deviation		,68804	,74664	,77578	,74423	,80579
Minimum		1,00	1,00	1,00	1,00	1,00
Maximum		4,00	4,00	4,00	4,00	4,00

SN	items	N	Mean
1	I feel that attending workshop has a positive impact on my professional growth	110	3.3273
2	Workshops enables you to use the appropriate tools and strategies in delivering classroom lessons	110	3.3010
3	I belief that continuous learning is essential for my development as a teacher	110	3.3000
4	I actively seek out opportunities for professional development in my field	110	3.2736
5	i set personal goals from my professional development and actively work towards achieving them	110	3.2150
6	I collaborate with other educators best practices and knowledge	110	3.1835
	Total		19.6004

On a scale of 4

The table above shows the descriptive statistics of the responses of the following items. Item one has a (mean value=3.3273, 5. The same trend applies with item 2, and 3. Item two mean

=3.3010, Item 3 (mean value= 3.3000. The above items have mean values which lies within (3.26-4.00), indicating a strong agreement of the items. Item four mean =3.2150, standard deviation (std) =.64043, variance=.410) Item five (mean value=3.2150, standard deviation .82448, variance=.680) Item six mean =3.1835, standard deviation=.84069, variance=.707 whose mean lies within the same interval of 2 (.26-3.25) The analysis is confirmed by an overall mean value of (3.27). Hence there is an overall agreement of the variable in-service training

4.2. DATA RELATING TO CONFERENCES

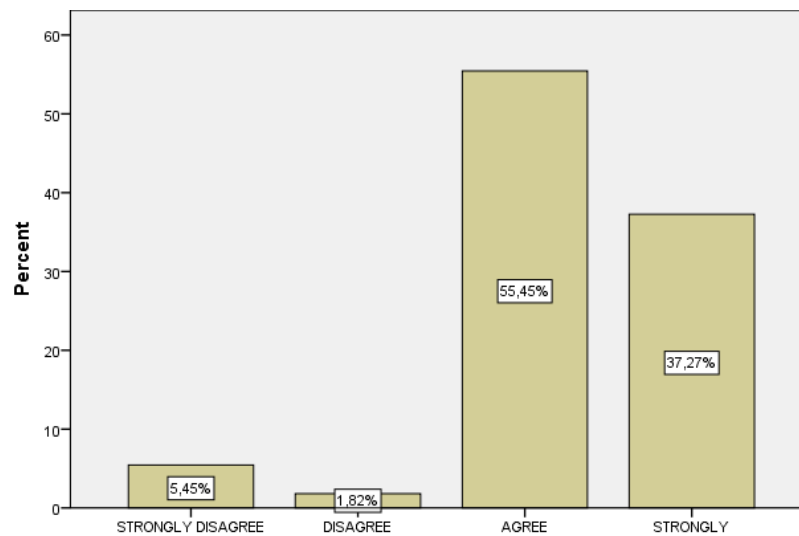


Figure 9: Conferences motivate, fosters my intellectual understanding on particular subject areas

The table above shows that for the item 7” I actively participate in professional development activities offered by my school or organization had 3 participants who strongly agree, 5 participants disagree, 66 agree, 35 participants strongly agree. For item 8,” I gain knowledge, skills from the conferences I attend” This item recorded 4 participants who strongly disagree, 6 participants disagree, 59 participants agree and 40 participants strongly agree. Item 9” I exchange ideas with other colleagues during conferences” recorded 6 participants who strongly disagree, 3 participants disagree as oppose to 61 participants who agree with the item contrary to 39 participants who strongly agree with the item. Item 10 which states that conferences motivates, fosters my intellectual understanding on particular subjects area, had 5 participants who strongly disagree, 2 participants disagree, 61 participants agree while 41 participants strongly agree. Item 11, 4 participants strongly disagree, 9 participants disagree whereas 63 participants agree while 30

participants strongly agree with the item. Item 12” I present my work, receive feedback during conferences” recorded 4 participants strongly disagree, 9 participants disagree, 63 agree while 30 participants strongly agree.

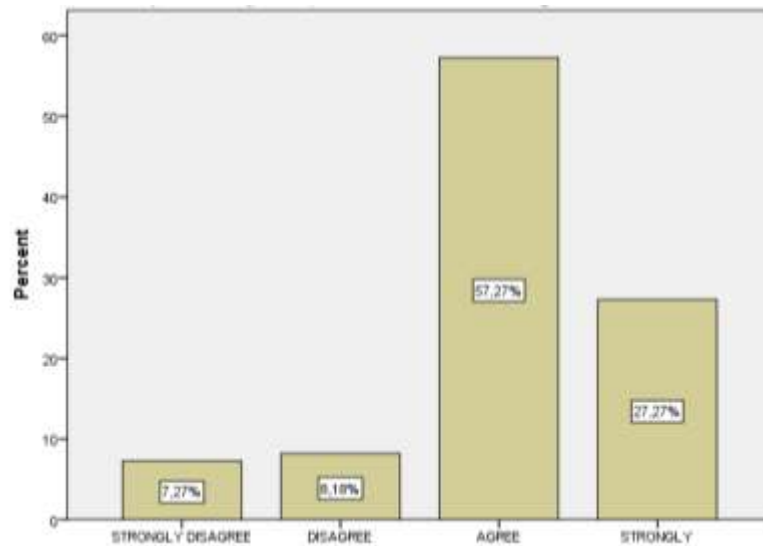


Figure 10: I present my work, receive feedback during conferences

Table 6: Pedagogic participation (independent variable 3)
Statistics

		PS1 -Receiving feedback from colleagues, administrators helps you grow professionally	PS2 - I make an effort to stay up to date with the latest research trends in education	PS3 - Supervision provides that improves on classroom teaching techniques	PS4 - Supervision fosters teamwork that improves on the learning outcomes	PS5 - Supervision provides opportunities for teachers to receive support and guidance
N	Valid	110	110	110	110	110
	Missi ng	0	0	0	0	0
Mean		3,2455	3,1727	3,1545	3,1727	3,2727
Median		3,0000	3,0000	3,0000	3,0000	3,0000
Mode		3,00	3,00	3,00	3,00	3,00
Std. Deviation		,74423	,71497	,73180	,70202	,72831
Minimum		1,00	1,00	1,00	1,00	1,00
Maximum		4,00	4,00	4,00	4,00	4,00

The above table shows that PS5 has the highest mean of 3.2727 and PS4 with the lowest mean of 3.1727 likewise PSS3 with the same mean value of 3.1727. PS1 has the highest standard deviation of .74423 and PS4 has the lowest standard deviation of .70202

Table 7: Means, standard deviation and variance of items on conferences in descending order

SN	ITEMS	N	Mean
1	Conferences motivate, fosters my intellectual understanding on particular subject areas	110	3.2661
2	i gain knowledge, skills from the conferences I attend	110	3.2385
3	I exchange ideas with other colleagues during conferences	110	3.2202
4	I actively participate in professional development activities offered by my school or organization	110	3.2202
5	I present my work, receive feedback during conferences	110	3.1226
	TOTAL		16.0676

On a scale of 4

The table above shows descriptive statistics of the responses for the following items. Item seven (mean value=3.2661, standard deviation std=.71547. Item eight mean=3.2385, standard deviation (std)=.71878. Item nine (mean value=3.2202, standard deviation=.74979. Item ten mean=3.1226, standard deviation=.65769, Item eleven mean value=3.1226, standard deviation=.71318. The mean values of the above items lies within the interval of (2.60-3.25) with a total mean value of (3.21) Thus confirming that there is an overall agreement of the variable.

4.3 DATA RELATING TO PEDAGOGIC SUPERVISION

Table 8: Frequencies of response options on conferences

SN	ITEMS	SD	D	A	SA
1	Receiving feedback from colleagues/administrators helps you grow professionally	5	2	61	41
2	I make an effort to stay up to date with the latest research trends in education.	4	5	66	34
3	Supervision provide information that improves on classroom teachings techniques	3	7	64	34
4	Supervision fosters teamwork that improves on the learning outcomes.	4	7	65	34
5	Supervision provides opportunities for teachers to receive support and guidance.	5	3	59	43

The table above presents a description of responses for the items. For item 12, which states Receiving feedback from colleagues/administrators helps you grow professionally shows that 5

respondents strongly disagree, 2 disagree, 61 agree and 41 respondents strongly agree with the item, Item 13”I make an effort to stay up to date with the latest research trends in education “,of the 110 respondents, 4 respondents strongly disagree, 5 disagree, 66 agree and contrary 34 strongly agree with the item. Item 14” Supervision provides information that improves on classroom teaching techniques” here 3 respondents strongly disagree, 7 respondents disagree, while 65 respondents agree, 34 respondents strongly agree. Item 15 which states “Supervision fosters teamwork that improves on the learning outcomes” recorded 4 respondents who strongly disagree, 7 respondents disagree, 65 agree while 34 respondents strongly agree.Item16 “Supervision provides opportunities for teachers to receive support and guidance” had 5 respondents who strongly disagree, 3 disagree as oppose to 59 respondents who agree and 43 strongly agree with the item.

Table 9: Means of items on conferences in descending order

SN	ITEMS	N	Mean
1	supervision provides opportunities for teachers to receive support and guidance	110	3.2727
2	receiving feedback from colleagues, administrators helps you grow professionally	110	3.2661
3	supervision provides that improves on classroom teaching techniques	110	3.1944
4	i make an effort to stay up to date with the latest research trends in education	110	3.1927
5	supervision fosters teamwork that improves on the learning outcomes	110	3.1727

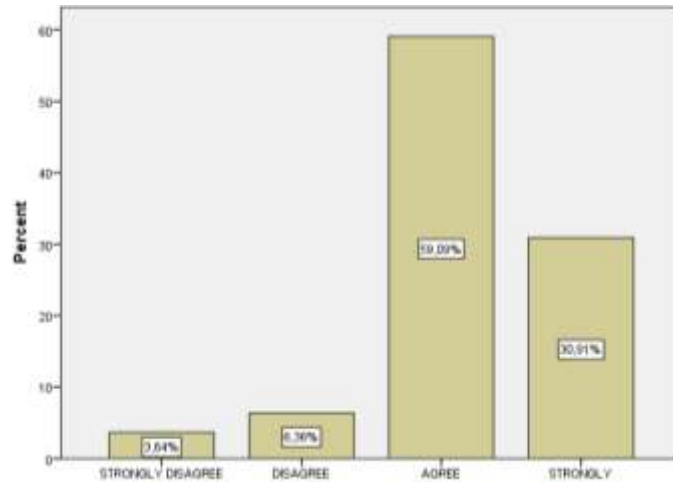


Figure 11: Supervision fosters teamwork that improve on the learning outcomes

The graph above reveals that 3.64% of teachers strongly disagreed supervision fosters effective curriculum implementation, 6.36%disagreed, while 59.09 % of teachers agreed and 30.91% agreed. The highest percentage of teachers agreed that pedagogic supervision has a positive significance on curriculum implementation.

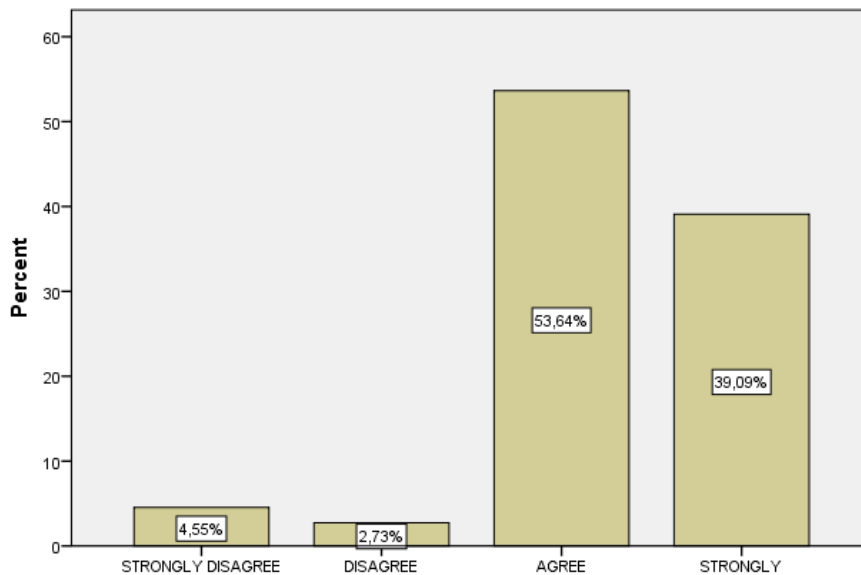


Figure 12: Supervision provides opportunities for teachers to receive support and guidance

The bar chat above shows that 4.55% of teachers strongly disagreed to the research item, 2.73% disagreed, 53.64% dis agreed while 53.64% agreed as to 39.09% who strongly agreed.

This implies that pedagogic supervision has a positive significance on effective curriculum implementation.

On a scale of 4

The table above shows the descriptive statistics of responses for the following items. Item twelve (mean value=3.2727, standard deviation (std)=.72831, variance=.530), Item thirteen mean=3.2661, standard deviation=.71547, variance=.512. Item fourteen (mean=3.1944, std=.67614, variance=.457. Item fifteen mean=3.1927, standard deviation=.68688, variance=.472. Item sixteen (mean=3.1727, std=.70202, variance=.493. The mean values lies within the interval of (2.60-3.25), with a weighted mean of 3.22. This shows an overall agreement of the variable.

4.4 DATA RELATING TO CURRICULUM IMPLEMENTATION

STRATEGIES USED IN CLASS

Table 10: Frequencies of response options on Curriculum implementation = Strategies used in class

4.4.1 Curriculum implementation (Dependent variable)

Table 10 : Statistics

Statistics										
	CIP1 - I use the competency based approach in teaching and learning process	CIP2 - I organise discussion group and provide feedback to my learners	CIP3 - In the teaching and learning process	CIP4 - I use demonstration-teaching method in my classroom to foster learners understanding of concepts to improve performance	CIP5 - I use flip classroom pedagogy in my class, provides assistance to the pupils	CIP6 - I begin each lesson with revision	CIP7 - I align topics/ content taught with the expected learning outcomes	CIP8 - I use different assessment strategies like oral questions, written questions in evaluating pupils learning outcomes	CIP9 - I promote the acquisition of skills as well knowledge in my classroom	CIP10 - The teacher finds out about what learners knows on a particular topic
N	Valid 110	110	110	110	110	110	110	110	110	110
	Missing 0	0	0	0	0	0	0	0	0	0
Mean	3,2636	3,1364	3,1273	3,2000	3,1636	3,1909	3,2545	3,3727	3,2909	3,2364
Median	3,0000	3,0000	3,0000	3,0000	3,0000	3,0000	3,0000	3,0000	3,0000	3,0000
Mode	4,00	3,00	3,00	3,00	3,00	3,00	3,00	3,00	3,00	3,00
Std. Deviation	,86393	,75998	,84711	,77578	,90389	,89335	,74731	,70202	,66836	,74103
Minimum	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00
Maximum	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00

The table above shows that CIP8 has the highest mean value of 3.3727 and CIP2 has the lowest mean value of 3.1273. CIP5 is the item with the highest standard deviation of .90389 and CIP3 has the lowest standard deviation of .64711.

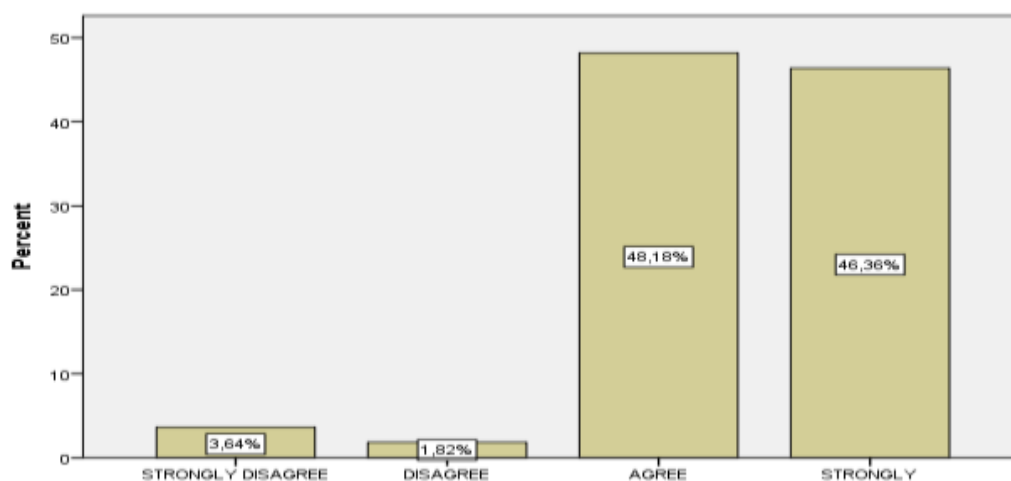


Figure 13: I use different assessment strategies like oral questions, written question in evaluating pupils learning outcomes

The bar chart above reveals that the use of the competency-based approach in teaching and learning have a positive impact on effective curriculum implementation the can be seen by 48.18% of teachers who responded to the item. This can be supported by the work of Joyce (2011) who says that the more competent a teacher, the more effective he/she implement the curriculum and hence improves on academic achievement in schools.

The bar chart above reveals that the use of different strategies like oral, written in evaluating student outcomes determine the degree of success in the effective implementation of the curriculum.

The table above shows that of the 110 respondents, 8 respondents strongly disagree with the item which states” I use competency-based approach in teaching and learning process.3 respondents disagree, 48 agree and similarly 50 respondents strongly agree with the item. Item 18” I organize discussion groups and provide feedback to my learners” here 4 respondents strongly disagree, 10 respondents disagree, 60 agree while 35 respondents strongly agree. Item 19” I use demonstration- teaching method in my classroom to foster learners’ understanding of concepts to improve performance” 3 respondents strongly disagree, similarly 3 respondents disagree with the item, 61 agree as oppose to 39 respondents who strongly agree with the item. Item 20” I use flip

classroom pedagogy in my class, provide assistance to the pupils” 8 respondents strongly disagree, similarly to 7 disagree, 48 respondents agree while 45 respondents strongly agree with the item Strategies use in class in descending order

Table 11: Means of items on curriculum implementation

SN	ITEMS	N	Mean
1	i use the competency-based approach in teaching and learning process	110	3.2844
2	i use demonstration-teaching method in my classroom to foster learners understanding of concepts to improve performance	110	3.2830
3	I use flip classroom pedagogy in my class, provides assistance to the pupils	110	3.2037
4	i organize discussion group and provide feedback to my learners	110	3.1560
5	in the teaching and learning process	110	3.1468

On a scale of 4

The table above shows descriptive statistics of the responses for the following items. Item seventeen (mean value=3.2844, standard deviation=.83988, variance.705. The same trend is observed over item eighteen, nineteen, Item eighteen mean=3.2830, standard deviation=.65835, variance=.433. Item nineteen mean value 3, 2037, standard deviation=.86207, variance.743. The above items mean values lies within (3.26-4.00) signifying a strong agreement of the items. Items twenty has a mean value of 3.1560, standard deviation of .73503, variance=.540. Item twenty-one mean=3.1468, standard deviation= .82581, variance=.682 their mean values lies within (2.60-3.25) which shows the degree of agreement of the variable titled strategies use in class.

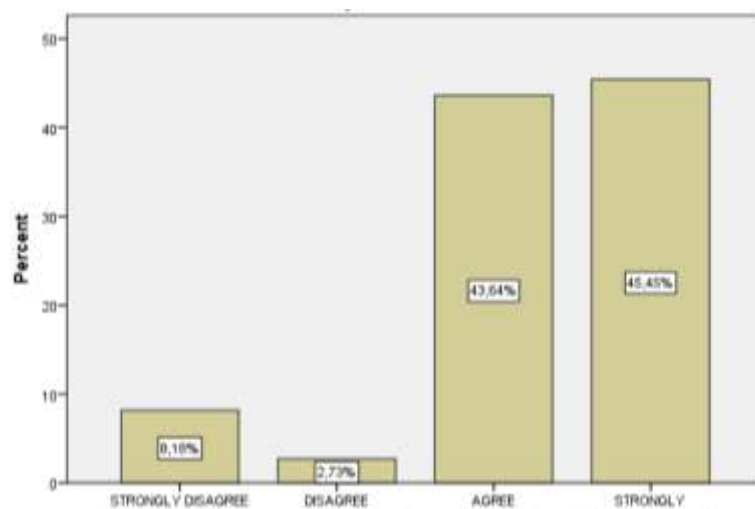


Figure 14: I use the competency-based approach in teaching and learning process

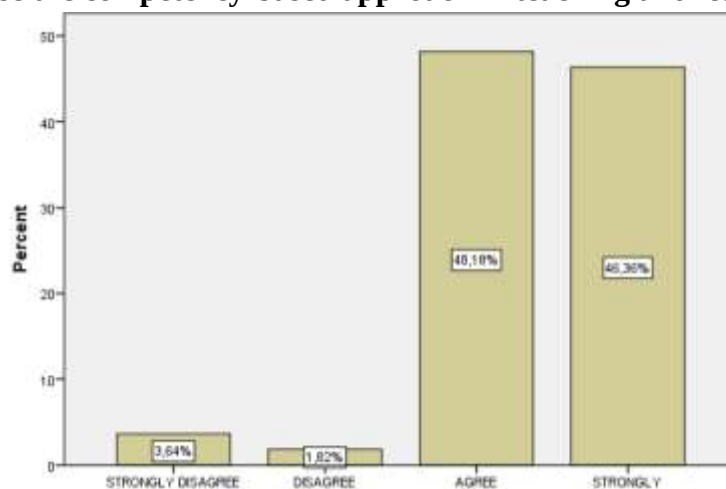


Figure 15: I use different assessment strategies like oral questions in evaluating pupils learning outcomes

Table 3: Means of items on curriculum implementation –topic/contents in descending order.

SN	ITEMS	N
1	I use different assessment strategies like oral questions, written questions in evaluating pupils learning outcomes	110
2	I promote the acquisition of skills as well knowledge in my classroom	110
3	I align topics/ content taught with the expected learning outcomes	110
4	the teacher finds out about what learners knows on a particular topic	110
5	I begin each lesson with revision	110

On a scale of 4

The table above displays descriptive statistics of responses for the following items. Item twenty-one (mean value=3.3727, standard deviation=.70202, variance=.493. the mean value of this item lies within 3.25-4.00 indicating a strong agreement of the item. Item twenty-two (mean=3.2909, standard deviation=.66836, variance=.447. Item twenty-three: mean=3.2752, standard deviation=.71843, variance=.516. Item twenty-four mean: 3.2569, standard deviation=.71237, variance=.507. Item twenty-five (mean=3.2315, standard deviation= .84948, variance=.722. The above item has mean values that lies within 2.60-3.25 signifying a general agreement of the items for the variable titled topics/content with a total mean value of 3.29.

4.5. BIVARIATE CORRELATIONS

A Pearson correlation coefficient was calculated to assess the relationship between in-service training; participation in conferences and seminars; pedagogic supervision and effective implementation of the curriculum. Before carrying out the test the sum of the individual liker scales measuring a particular construct was added to form a composite score or scalar data that was used to carry out bivariate analysis. For example THE CONSTUCT in service training was calculate by summing the score of items (I1 to I6) measuring it as shown by equation below:

- Inservice Training = $I1 + I2 + I3 + I4 + I5 + I6$.
- Conference = $C1 + C2 + C3 + C4 + C5$
- Pedagogic supervision = $PS1 + PS2 + PS3 + PS4 + PS5$
- Curriculum Implementation practices = $CIP1 + CIP2 + CIP3 + CIP4 + CIP5 + CIP6 + CIP7 + CIP8 + CIP9 + CIP10$

The results obtained are presented in table below and they help us to verify our first three hypothesis.

Table 13: Correlation

		Correlations			
		INSERVICE TRAINING	CONFERENCES	PEDAGOGIC SUPERVISION	CURRICULUM IMPLEMENTATION
INSERVICE TRAINING	Pearson Correlation	1	,670**	,747**	,728**
	Sig. (2-tailed)		,000	,000	,000
	N	110	110	110	110
CONFERENCES	Pearson Correlation	,670**	1	,702**	,756**
	Sig. (2-tailed)	,000		,000	,000
	N	110	110	110	110
PEDAGOGIC SUPERVISION	Pearson Correlation	,747**	,702**	1	,775**
	Sig. (2-tailed)	,000	,000		,000
	N	110	110	110	110
CURRICULUM IMPLEMENTATION	Pearson Correlation	,728**	,756**	,775**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	110	110	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

We can thus conclude that:

1. The correlation between **in service training** and **Curriculum Implementation practices**, showed a statistically significant strong **positive** correlation with pearson $r = 0.728$, $p = 0.000$ (as $p < .05$ – our chosen alpha level), at the 0.01 level (2-tailed). The positive r value indicates an increase in in service training will increase the effective implementation of the curriculum, and those who have not done in service training will perform less in implementing the curriculum effectively.

Thus we ignore the null hypothesis (H_0): There is No relationship between in service training and effective curriculum implementation in Cameroon primary schools in Yaoundé V11 Sub Division, and accept the alternative hypothesis (H_a) - H_a : **There is a statistically significant relationship between workshop and effective curriculum implementation in Cameroon primary schools in Yaoundé V11 Sub Division.**

Our first hypothesis has thus been proven.

2. The correlation between **conference participation** and **Curriculum Implementation practices**, showed a statistically significant strong **positive** correlation with pearson $r = 0.756$, $p = 0.000$ at the 0.01 level (2-tailed). The positive r value indicates a an increase in in service training will increase the effective implementation of the curriculum. The strength of the correlation is moderate (0.756)

Thus we ignore the null hypothesis (Ho): There is No relationship between conference participation and effective curriculum implementation in Cameroon primary schools in Yaoundé V11 Sub Division, and accept the alternative hypothesis (Ha) - Ha: **There is a statistically significant relationship between conference participation and effective curriculum implementation in Cameroon primary schools in Yaoundé V11 Sub Division.**

Our second hypothesis has thus been proven.

3. The correlation between **pedagogic supervision** and **Curriculum Implementation practices**, showed a statistically significant strong **positive** correlation with pearson $r = 0.775$, $p = 0.000$ at the 0.01 level (2-tailed). The positive r value indicates an increase in in service training will increase the effective implementation of the curriculum. The strength of the correlation is moderate (0.775)

Thus we ignore the null hypothesis (Ho): There is No relationship between pedagogic supervision and effective curriculum implementation in Cameroon primary schools in Yaoundé V11 Sub Division, and accept the alternative hypothesis (Ha) - Ha: **There is a statistically significant relationship between pedagogic supervision and effective curriculum implementation in Cameroon primary schools in Yaoundé V11 Sub Division.**

Our third hypothesis has thus been proven.

The greatest impact on curriculum implementation is determined by pedagogic practice followed by participation in conference and thirdly by in service training.

4.6 GROUP DIFFERENCES

RQ4. What factors influence the effective implementation of the curriculum?

A one-way ANOVA (Analysis of Variance) test was conducted using SPSS version 23 to look for group difference amongst our respondents' educational and demographic characteristics that might significantly influence our results. Follows a structured format.

The one-way analysis of variance (ANOVA) was conducted to compare the effective implementation of curriculum (our dependent variable) across independent variable such as sex, educational level, professional level and class taught.

Table 14: Class taught**Descriptives****CURRICULUM IMPLEMENTATION**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
LEVEL ONE	35	30,7429	6,39091	1,08026	28,5475	32,9382	10,00	40,00
LEVEL TWO	35	31,9143	4,68647	,79216	30,3044	33,5241	16,00	38,00
LEVEL THREE	40	33,8250	4,29005	,67832	32,4530	35,1970	24,00	40,00
Total	110	32,2364	5,27749	,50319	31,2391	33,2337	10,00	40,00

ANOVA**CURRICULUM IMPLEMENTATION**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	182,651	2	91,325	3,425	,036
Within Groups	2853,204	107	26,665		
Total	3035,855	109			

The one-way ANOVA revealed a significant effect of class taught on effective implementation of the curriculum $F(2, 107) = 3.425$, $p = 0.036$. This result is statistically significance level (as $p < .05$). It indicates that there are statistically significant differences between at least two of the classes taught.

Class three teachers ($M = 33.82$, $SD = 4.69$) differed significantly from class two teachers ($M = 31.91$, $SD = 4.29$), but from class one teachers ($M = 30.74$, $SD = 6.39$), $p = .036$. These findings suggest that the type of level taught significantly influences effective implementation of the curriculum.

Only the level of class taught is statistically significant in influencing curriculum implementation. The sex or qualification of the respondent's do not statistically influence the implementation of the curriculum.

Table 15: Sex**Descriptives**

CURRICULUM IMPLEMENTATION

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
MALE	27	33,2593	3,49277	,67218	31,8776	34,6410	24,00	40,00
FEMALE	83	31,9036	5,71821	,62765	30,6550	33,1522	10,00	40,00
Total	110	32,2364	5,27749	,50319	31,2391	33,2337	10,00	40,00

ANOVA

CURRICULUM IMPLEMENTATION

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	37,440	1	37,440	1,349	,248
Within Groups	2998,414	108	27,763		
Total	3035,855	109			

Although males have a higher mean ($M = 33.259$; $SD = 3.49$) than females ($M = 31.904$; $SD = 5.72$) this difference in mean value is not statistically significant at $F = 1.349$, $p = 0.248$ (p greater than 0.05). Therefore, gender does not influence effective implementation of curriculum.

Table 16: Education or Professional Qualification**Descriptives**

CURRICULUM IMPLEMENTATION

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
GCE OL	38	32,5526	4,61313	,74835	31,0363	34,0689	20,00	40,00
GCE AL	46	31,1957	6,15944	,90816	29,3665	33,0248	10,00	40,00
BACHELOR DEGREE	22	33,9545	4,31473	,91990	32,0415	35,8676	25,00	40,00
MASTER DEGREE	4	31,7500	3,20156	1,60078	26,6556	36,8444	29,00	35,00
Total	110	32,2364	5,27749	,50319	31,2391	33,2337	10,00	40,00

ANOVA

CURRICULUM IMPLEMENTATION

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	119,516	3	39,839	1,448	,233
Within Groups	2916,338	106	27,513		
Total	3035,855	109			

There is no statistically significant difference in performance in function of qualification of respondents at $F = 1.448$, $p = 0.233$ (p greater than 0.05). Therefore, qualification does not influence effective implementation of curriculum.

Only the class taught show statistically significant difference mean Scores between classes one, two and three, $F = 3.425$ with $p = 0.036$ ($p < 0.05$). Class three teachers have a higher mean score of 33.825 compared to class two 31.914 and class with the least mean score of 30.743. This can be interpreted as that class three teachers implement curriculum better than teachers of the lower classes.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The chapter discusses the findings of the study. The discussion of the findings was supported with related literature and theories reviewed in chapter two. This was done in accordance with the finding gotten from the research questions of the study. The chapter also consists of the conclusion, recommendations, limitations of the study and suggestions for further research.

5.1. Discussion of Findings

The discussion of the findings will be presented based on the research questions of the work. Findings made from the research questions will be supported with qualitative data gotten from questionnaires, finding made by other researchers as well as some relevant theories.

5.1.1. Research Question One: How Does Workshops Facilitate Effective Curriculum Implementation in Cameroon Primary Schools in Yaoundé V11?

The findings show a positive and strong link between workshop and effective curriculum implementation in the primary schools in Yaoundé V11 municipality. This agreement is shown by the chi-square calculation value of 8939 greater than a critical value of 3.325. Hence, we reject the null hypothesis and accept the alternative hypothesis with an alpha value of 0.05. In addition, based on descriptive statistics, most respondents acknowledge that workshops contribute to effective curriculum implementation. This relationship can be attributed to the strong correlation between workshops and effectiveness in curriculum implementation. In this regard data collected from questionnaires affirms that workshops were good enough to effectively support Effective Curriculum Implementation in Cameroon primary schools. This observation is support by the theory of self-efficacy by Bandura which affirms that one ability to perform a give task successfully is influenced by other aspects of one's life including goal setting, perceptions, motivation, and interaction with those around you. Hence in the absence of a strong connection between the quality of workshops offered by teachers and the goal they set aside for education, learners will perceive education as having no meaning. Therefore, it is crucial to consider workshops to play a vital role in the effective implementation of the curriculum in primary schools.

It evident that workshops needs to be improved on to meet the needs of the contemporary society, drawing on Bandura social cognitive theory which states that teachers with a high sense of

self-efficacy are more likely to try new concepts and are more likely to see changes as part of their development process. The theory further affirms that teachers with self-based efficacy in turn build the efficacy of their learners and their schools, creating avenues for increasing learner's achievement. Thus by improving on the quality of workshop sessions offered to teachers through the appropriate use of the curriculum and syllabuses will continuously improve the effectiveness in the implementation of the curriculum in the primary schools. This can further be supported by the constructivist theory by Jerome Bruner in 1966 (Olorode and Jimoh, 2016) states that people construct their own understanding and knowledge by of the world through experiencing the things and reflecting on those experiences. Also Net (2004), explains that when people encounter something new, we have to reconcile it with our previous idea and experience, perhaps by changing it discarding the new information as irrelevant. In essence we are creators of our own knowledge through asking questions, exploring and assessing what we know. An improvement in the organization of workshop session that provides teachers with opportunities to construct their own knowledge and participate actively will improve the effectiveness in the implementation of the curriculum in Cameroon primary schools in the Yaoundé V11 municipality.

5.1.2. Research Question Two: How Does conferences Enhance Effective Curriculum Implementation in Yaoundé V11

From the findings, it shows that conferences have a strong and positive correlation with Effective Curriculum Implementation. This is shown by the chi-square calculation value of 8015 greater than the critical value of (3.325), we reject the null hypothesis and accept the alternative hypothesis and a threshold value of 0.05. This shows the adequate utilization of pedagogic seminars/ conferences in the effective implementation of the curriculum in the primary schools in Yaoundé V11. More over the strategic use of conferences, with clearly stated objectives, making use of audio-visual materials and projectors plays a crucial role in enhancing teacher's effectiveness in the implementation of the curriculum. By stating clearly, the objectives of conferences and getting the teachers actively involve will contribute positively to the effective implementation of the curriculum in the primary schools. This can be explained by Malcolm Shepherd Knowles (1913-1997) theory of Andragogy (adult learning) in his four principles of adult learning which are 1- adults needs to be involved in the planning and evaluation of their learning. 2-Experience (including mistakes) provides the basis for the learning activities. 3-Adults are most interested in learning subjects that have immediate relevance and impact to their jobs and personal

life 4-Adults learning is problem centered rather than content-oriented. (Kearsley, 2010). This theory encourages knowledge building that enriches teacher's professional competences and hence improves the level of success in the implementation of the curriculum in the primary schools in Yaoundé V11 sub division.

5.1.3. Research question three: how does pedagogic supervision enhances effective curriculum implementation in Cameroon primary schools in Yaoundé v11 municipality

From the results of the findings, pedagogic supervision has a positive relationship with teachers' professional development and effective curriculum implementation. This is revealed by the chi-square calculation value of (8457) greater than the critical value of 3.325 greater than threshold value of 0, 05. This indicates that pedagogic supervision significantly contributes to effectiveness in curriculum implementation in Cameroon primary schools. This can be explained by the social cognitive theory by Lev Vygotsky in 1969. The theory states that language, culture is the frameworks through which humans experience, communicate and understand reality. According to Lev Vygotsky, language and culture plays essential roles both in human's intellectual development and in how humans perceive the world. This means that language, interpreted and understood by experience and interaction within a cultural setting. In social constructivism, children's' understanding is shaped not only through adaptive encounter with the physical world but through interaction between people in relation to the world that is not merely physical and comprehended by the senses. To Vygotsky, life long process of development is dependent on social interaction and that social learning actually leads to cognitive development In order words, all learning tasks 9irrespective of the level of difficulty) can be performed by learners under adult guidance or with peer collaboration, teachers. This can be achieved through group discussion, team work or any instructional interaction in an educational or training institution.

Moreover, when pedagogic supervision is accompanied by collaborative learning, interaction, discussion, guidance, working in groups and sharing ideas, brainstorming cause and effects will enhance effectiveness in the implementation of the curriculum in Cameroon primary schools.

Conclusion

Professional development which consist of workshops/seminars, conferences, pedagogic supervision and in-service training have a significant relationship with effective curriculum

implementation. This means that the recent categories of professional development programs which is considered irrelevant should be modified or changed to improve on the professional development of teachers' and thus enhance effectiveness in the implementation of the curriculum to the pupils to whom these are been delivered This can be achieved by training teachers who are competent in solving societal, community and national problems. In this regard, our primary schools will serve as avenues for in-service training of teachers who can effectively implement, transform the curriculum to meet the standard of education of the country. The absence of these opportunities offered to the teachers will negatively affects curriculum implementation.

Workshops/seminars are important to impact on the teachers the competences, appropriate methods and strategies to better transform and implement the curriculum in the classrooms and schools. Workshops/ seminars offer the teachers' the competences, knowledge, and skills needed to use and implement the curriculum and improves on the academic performance of the learners.

In addition team work, collaboration, presentations enables teachers to gain knowledge, skills, competences and capacities required to teach and transform learners into responsible citizens who are useful to themselves, community and the society in which they found themselves.

Findings from this research proves that pedagogic supervision, has a positive influence on effective curriculum implementation. Throughout the study can conclude that pedagogic supervision that are accompanied by clearly stated objectives, monitoring, guidance, collaboration and provides feedbacks to teachers will act as a positive tool to the effective implementation of the curriculum.

Again, in-service training of teachers programs like ENIEG, ENIET, ECOLE NORMAL that exposes the teachers to learn new methods, strategies and approaches used in the teaching and learning process will improves on the learning outputs in class and certificate examination of the learners if these programs takes in to consideration the aim and goals of education of the country in consideration while drawing up the syllabuses of the training that teacher will undergo.

The overall findings proves that professional development of teacher' which consist of workshops/seminars, conferences, pedagogic supervision and in-service training have a positive relationship with effective curriculum implementation. This is indicated by the chi-square calculation values of 8939, 8015, and 8457 respectively. The general trend of the results showed a significant relationship of the two variables.

In conclusion, for curriculum implementation to be effectively implemented in the classrooms and schools, the type of workshop, conferences, in-service training and pedagogic supervision offered to teachers should be ameliorated. Hence policy makers in education need to ensure good and appropriate training of teachers that will offer them the competences to effectively use and implement the curriculum.

Limitations of the Study

1. The research relied on the honesty of the respondents to provide answer to the research questions which is possible that some respondents did not treat the work with confidentiality, hence faltering the purpose of the researcher.

2. Some teachers were reluctant to respond to the questions they considered it as a measure of evaluating their professional competences. This led to the presence of incomplete questionnaires.

3. The researcher had challenges obtaining valuable documents from the ministry and libraries that would have been used to enrich the study.

Recommendations of the Study

To policy makers

The government should ensure quality education through a well-implemented curriculum by ensuring that learners receive a quality education that meets the national standard. This can be done by setting curriculum guidelines and over seeing their implementation. The government ensures that teachers are equipped with the knowledge and skills necessary to transform learners in a rapidly changing world.

Education is the key drive to national development. A well-designed curriculum can help produce a skilled workforce that meets the needs of the economy, by implementing a curriculum that aligns with national development goals, the government can ensure that the educational system contributes to overall growth and progress.

Curriculum implementation provides a framework of accountability in the education system. It allows the government to set clear expectations for schools, teachers, and administrators and to hold them accountable for achieving the desired educational outcomes. This accountability is essential for improving the overall quality of education.

TO MINEDUB

The ministry by defining what should be taught and learned; curriculum implementation helps allocate resources effectively. It guides the selection of textbooks, teaching materials, and professional development programs for teacher.

Continuous professional development of teacher ensures that the teachers stay up-to-date with the latest teaching techniques, educational technologies and methodologies. This directly enhances the quality of education delivered to the learners.

Investing in teachers' professional professional development through workshops, pedagogic supervision, and conferences encourages innovation in teaching methodologies and curriculum design. These innovations can lead to the development of more effective teaching strategies and fostering of creativity and critical thinking skills of learners.

TO TEACHERS

The study findings of the study recommend to teachers that professional development of teachers' through professional programs like workshops/ seminars, in-service training and pedagogic supervision enhances teaching skills. This enables teachers to learn about the latest instructional strategies, classroom management techniques and assessment methods. Thus ongoing learning helps teachers stay current with best practices in education and improves their ability to meet the diverse needs of their learners.

Teachers engagement in professional development activities makes them better equipped to meet the individual needs of the learners by implementing new strategies and techniques learned through professional development, teachers can create a more engaging and effective learning experiences, leading to improved learners outcomes and academic achievement.

The results of this study prove that the field of education is constantly evolving with advancement in technology, changes in curriculum standards and new educational theories. Professional development helps teachers to stay abreast of these changes and adapt their teaching practices to meet the demands of the changing educational landscape.

By participating in professional development opportunities, teachers, teachers demonstrate the importance of lifelong learning to their learners. Teachers who engage in continuous professional growth set a positive example for their learners and in still a culture of learning and growth within the classroom.

To the International Community

The government of Cameroon should collaborate and exchange knowledge with other organs involve in education like UNESCO, UNO. This can be achieved through professional development programs that promote knowledge exchange and collaboration among educators from different countries. Such programs enable educators to share best practices, learn from each other's experience, and enrich teaching and learning environment globally.

Professionalization of the teaching profession: Cameroon like any other country has to invest in teacher professional development as it is the key to ensuring teachers competences. By recognizing teaching as a dynamic and complex field that requires ongoing growth and learning, countries can attract, retain, and motivates high-quality educators who are essential for achieving educational excellence.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

The topic teachers' professional development proves a positive effect on effective curriculum implementation. The research was limited geographical and content scope. The research found the following suggestions.

1. A comparative study should be carried out the same topics in the secondary education system to find out the impact of teachers professional development on effective curriculum implementation.
2. A Similar study should be conducted on the same topic in other regions using different research instruments such as interview guides, discussion groups, participants observations

GENERAL CONCLUSION

The research topic is titled Teachers professional development and Effective Curriculum implementation in some selected primary schools in Mfoundi division. The research problem is the incompetency of teachers to effectively implementation the curriculum This can be remedied by teachers participating in program and activities such as workshops, pedagogic seminars, conferences, pedagogic supervision and in-service training of teachers. Findings from the study Reveals that Teachers professional development has a strong positive correlation with Effective Curriculum implementation. In this regard we recommend the government and the ministry to organize more workshops, pedagogic seminars conferences pedagogic supervision and in service training program for teachers with clear objectives, a reasonable time and duration to train teacher's to develop new knowledge, skills and attitude to better improve on the teaching and learning process and hence improves on the learner's academic performance.

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THE UNIVERSITY OF YAOUNDE I

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AND EVALUATION

APPENDIX

Appendices 1: Questionnaire

QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

Dear Respondent

I am a master's student from faculty of Education of the University of Yaoundé 1, I am conducting a research to examine the effect of Teachers Professional Development and Effectiveness on curriculum Implementation in Cameroon Primary schools in Mfoundi Division. The answers you will provide will be used strictly for this master's research and your privacy will be highly protected. Thanks for your participation.

DEMOGRAPHIC DATA

1) Sex male ☐ Female ☐

2) Level of education GCE O/L ☐ A/L ☐ Bachelor's degree ☐ Master's degree ☐

3) Level of professional education ENIEG ☐ ENIET ☐ HND ☐ PHD ☐

B. Tech ☐ Prof. Masters ☐

4) Level 1 ☐ 2 ☐ 3 ☐

PART I: PROFESSIONAL DEVELOPMENT

SECTION A: IN-SERVICE TRAINING

Instruction: Tick (√) in one of the boxes labeled (A, SA, D, SD) that best suits your opinion

KEY: A = Agree, SA= Strongly agree, D = disagree, SD = strongly disagree,

SN	1) Workshops / seminars	SD	D	A	SA
5	You acquire knowledge. Skills from the workshops you attend				
6	Workshops and seminars help to improve your teaching and learning in the classroom				
7	During workshops sessions you have the opportunity to practice aspects learnt in theory				
8	Workshop / seminars helps to improve the performance of your learners				
9	Seminars and workshops enable you to contextualize the integrated learning themes in your classroom teaching and learning.				
10	Workshops enables you to use the appropriate tools and strategies in the delivery of your lessons.				
11	Seminars helps you practice civic and moral values in your classroom				
12	Knowledge, skills from seminars enables you to teach learners with learning disabilities.				
13	Seminars / workshops enables you to teach the new subjects in the curriculum in your classroom.				
SN	2) CONFERENCES	SD	D	A	SA
14	I gain knowledge, skills from the conferences I attend.				
15	I exchange ideas with other colleagues during conferences				
16	Conferences motivates, fasters my intellectual understanding on particular subject areas.				
17	I present my work, receive feedback during conferences.				
18	Conferences improves lesson presentation techniques teachers use in the classroom				
SN	3) PEDAGOGIC SUPERVISION	SD	D	A	SA
19	YOUR HEAD TEACHER CORRECTS YOUR GENERAL AND INDIVIDUAL LESSON NOTE WEEKLY.				
20	Pedagogic supervision provide support and enhances the teaching and learning process in the classroom.				
21	Supervision encourages collaborations. Fosters team work that improves on the learning outcomes.				
22	Supervision provide opportunities for teachers to receive feedback, guidance. Support that improves their instructional practice.				
23	Supervision ensures that teachers implement the curriculum and instructional strategies effectively.				
24	Supervision monitors, offers expertise resources enhances teacher's capacity to meet the diverse needs of learners.				

25	Supervision provide classroom technique such as classroom observation, information about teaching and learning enhance learners' outcomes.				
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PART II: CURRICULUM IMPLEMENTATION

SN	I) METHODS / STRATEGIES USE IN CLASS	SD	D	A	SA
26	I use the cooperative learning method in my classroom				
27	I use the competency-based approach to teaching and learning in my classroom				
28	I use inquiry learning among my learners				
29	I organize discussion group and provide feedback to my learners				
30	I incorporate projet base learning in my classroom and carryout monthly projets with my learners				
31	I use demonstrated teaching method in my classroom to foster leaners understanding of concept to improve their performance.				
32	I use flip classroom pedagogy in my class, provide assistance to the pupils				
33	I use evaluation results to carryout remedial teaching				
34	I give homework to my pupils on daily bases				
35	I revise the work coverage before administering monthly or a sequential test.				
36	Effective teaching and learning begin from simple to complex				
SN	II) TOPICS / CONTENT	SD	D	A	SA
36	I interpret the curriculum well				
37	I write my general and specific lesson plans on timely bases				
48	I incorporate I.C.T in the teaching and learning process.				
39	I use ressources (didactic materials) to foster learning in the classroom				
40	I begin each lesson with revision				
41	I organize activities for pupils to actively participate in class				
42	I give feedback to my learners on how their performance is				
43	I align topics / content taught with the expected learning outcomes				
44	I use different assessment strategies like oral questions, written questions in evaluating pupils learning outcomes.				
45	I promote the acquisition of skills as well as knowledge in my classroom.				
46	The teacher finds out about what learners knows on a particular topic.				
SN	III) FOR HEAD TEACHERS	SD	D	A	SA
47	Do you like to attend seminars				
48	Do you enjoy your work as a supervisor / head teacher				

Appendices 2: Attestation of research

REPUBLIQUE DU CAMEROUN
Palais Fouda-Arnould
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DELEGATION REGIONALE DU CENTRE
DELEGATION DEPARTEMENTALE DE MFUNDI
COMPLEXE D'AMENAGEMENT DE L'EDUCATION DE
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TEL : 001 34 454



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EDUCATION OF YAOUNDE 7
001 34 454
Yaoundé le 08 NOV 2023

AUTORISATION DE RECHERCHE

N° 01 /AR/MINEDUB/REH - C/DEEB-MF/IAEB - YAOUNDE VII

Je soussigné.....*Ngoume Ngoume*
Ngoume Ngoume
I.E.M.E.P.

Inspecteur d'Arrondissement de l'Education de Base de Yaoundé 7,

Autorise Madame MAMBEH YVETTE MBUATON étudiante à l'université de Yaoundé I, Faculté des Sciences de l'Education, Département des Curricula et évaluation, spécialité Curriculum and Evaluation, Matricule 21V 3668,

A effectuer des recherches auprès des directeurs d'écoles et cadres pédagogiques anglophones de l'IAEB de Yaoundé 7 sur le thème : « *Teachers professional development and effectiveness in Curriculum implementation in the primary schools in Mfundu Division* » dans l'optique de préparer son master II.

La présente autorisation lui est délivré pour servir et valoir ce que de droit.

L'INSPECTEUR,



Ngoume Ngoume
Ngoume Ngoume
I.E.M.E.P.

LISTE DES ECOLES PRIMAIRES ET MATERNELLES PUBLIQUES			
LISTE DES ECOLES PRIMAIRES		ECOLESMATERNELLES	
1	EP AKOK-NDOE	1	EM CAMP SONEL
2	EP EKOREZOK I	2	EM EKOREZOK
3	EP EKOREZOK II	3	EM ETETAK
4	EP MESSEBE	4	EM MESSEBE
5	EP MINKOAMEYOS IA	5	EM MINKOAMEYOS
6	EP MINKOAMEYOS IB	6	EM MINKOAMEYOS II
7	EP MINKOAMEYOS IIA	7	EM NDAMVOUTH
8	EP MINKOAMEYOS IIB	8	EM NKOLBISSON A
9	EP NDAMVOUTH	9	EM NKOLBISSON B
10	EP NKOLBISSON IA, GR 1	10	EM OYOM ABANG
11	EP NKOLBISSON IA, GR 2	11	EM NKOL-KUMU
12	EP NKOLBISSON 2A GR1	12	GENS AKOK DOE
13	EP NKOLBISSON 2A GR2	13	GENS NDAMVOUTH
14	EP NKOLBISSON IB	14	GENS MINKOAMEYOS II
15	EP NKOLBISSON IIB	15	GENS NKOLBISSON
16	EP NKOL-NKUMU		
17	EP OYOM ABANG IA		
18	EP OYOM ABANG IIA		
19	EP OYOM ABANG IB		
20	EP OYOM ABANG IIB		
	GBPS AKOK NDOE		
21	GBPS MINKOAMEYOS		
22	GBPS NDAMVOUTH		
23	GBPS NKOLBISSON A		
24	GBPS NKOLBISSON B		

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 DEPARTMENT OF CURRICULUM
 AND EVALUATION

The Dean

N° 6226 MUYEUSEVDINSE

AUTORISATION FOR RESEARCH

I the undersigned, Professor BELA Cyrille Biemveng, Dean of the Faculty of Education of the University of Yaoundé I, hereby certify that MAMBEH Yvonne, Matricule 21V3688, is a student in Maitrise II in the Faculty of Education, Department: *CURRICULUM AND EVALUATION*, Specialty: *CURRICULUM DEVELOPMENT AND EVALUATION*.

The concerned is carrying out a research work in view of preparing a Master's Degree under the supervision of Dr. WIRNGO TANI Ernestus. The work is titled: « *Curriculum Implementation and the Attainment of Critical Thinking Skills amongst Primary School Pupils in Mfoundou Division* ».

I will be very grateful if you provide her all the information that can be helpful in the realization of her research work.

This Authorization is to serve the concerned for whatever purpose it is intended for.



Date in Yaoundé, le: 10/01/23

For the dean, by order

[Signature]
 Dr. Michel Mbongo Eyang