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# Continuous professional development and teachers' attitude towards curriculum change in selected secondary schools in Mfoundi-Division.

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## Abstract

*This study examined the relationship between continuous professional development and teachers' attitudes towards curriculum change in selected secondary schools in the Mfoundi Division. The respondents were 493 secondary school teachers selected from Anglophone and Francophone public and private secondary schools in the Mfoundi Division, Centre Region of Cameroon. Data collection was conducted using a questionnaire on a five-point Likert scale. The sample was selected using simple random and purposive sampling techniques. Descriptive statistics, including frequency, percentages, mean, and standard deviation, were used to analyze the data. Three hypotheses were formulated based on the independent variable (continuous professional development) and tested using multiple regression to determine the extent to which continuous professional development influences teachers' attitudes towards curriculum change. The regression results showed a significant positive relationship between pedagogic seminars and teacher attitudes towards curriculum change (t = 4.185, p < 0.000). Additionally, a significant positive relationship was found between pedagogical animation and teacher attitudes towards curriculum change (t = 3.609, p < 0.000), as well as between training in teaching techniques and teacher attitudes towards curriculum change (t = 2.936, p < 0.004). Adult learning theories (Knowles, 1984), Transformative Learning Theory (Mezirow, 2002), and Social Learning Theory (Bandura, 1997) were utilized. The study strongly recommends the development of more educational policies to create a shared vision among school practitioners, initiate industry-school partnerships, and provide good physical and technological infrastructure to deliver quality training to secondary school teachers.*

*Keywords: **Continuous professional development, teachers, teachers' attitude, curriculum, curriculum change**.*

**Introduction.**

In the face of rapidly escalating global environmental changes and persistent social justice and equity challenges, the role of teachers as "key figures in educational and social transformation" has been strengthened (UNESCO, 2021, p. 4). This has increased both researchers' and educational policymakers' attention to teachers' autonomy, competence, and relatedness, including how they engage with problems in education and society, Casanova, C. R., et al (2023). Faced with these shifting demands, teachers are reimagining their role as potential change agents, exploring new pedagogical areas and collaborations that link teaching and learning to the challenges faced by society today. Fields such as global citizenship education, social justice education, Kohli, R. (2019).), and sustainability education (Fischer et al., 2023) are reorienting education and, more specifically, teachers' continuing professional development (CPD) to better engage with complex social and ecological challenges. As teachers become increasingly positioned as change agents in educational and social transformation, they need continuous professional development (CPD) to support their transition to this new role. These challenges create new demands for teachers and emphasize the need for continuous professional development opportunities, Brevik, B., Kaiser, F., & Hoppe, M. (2023). Additionally, innovations have been built from previous generations in the field (Avalos, B. 2011, p. 10), particularly related to continuous professional development objectives (Chaaban et al., 2021) and the learning activities that teachers engage in (Bragg et al., 2021), such as the importance of collaborative learning (Sancar, R., Atal, D., & Deryakulu, D., 2021).

**Continuous professional development.**

According to Egert et al. (2018), Continuous Professional Development (CPD) involves "different facilitated learning opportunities to support the acquisition of professional knowledge, skills, and disposition, aimed at the improvement of teaching and related to this, to beneficial student outcomes" (p. 402). Continuous professional development involves teachers engaging in continuous learning, becoming aware of their learning processes, and applying theoretical and practical knowledge to enhance student outcomes (Svendesen, 2020, p. 111). The concept of CPD addresses the need for teachers to stay current with subject knowledge, teaching methods, and innovative ideas throughout their careers. It encompasses ongoing education for teachers and other educators, promoting their professional growth through various courses and activities that enhance their knowledge, interests, and skills. These programs provide new insights, foster cooperative practices, and motivate teachers to improve themselves comprehensively. CPD and performance are critical inputs in education, with quality teacher training being essential to advancing and strengthening the educational system. Continuous professional development has long been instrumental in driving changes in teaching and learning practices. Just as in any other profession, teachers must stay abreast of current concepts, trends, and research in their field to support lifelong learning and effectively educate future generations (Chaaban et al., 2021). Teachers play a pivotal role in nurturing productive and committed citizens of Cameroon, as a result, their knowledge, ideas, skills, and attitudes must be systematically and interactively developed

**Teachers attitude towards curriculum change**

The attitudes of teachers are central to curriculum change, and to change the curriculum, one must change the people that operate it. The attitudes of the teachers can be defined in terms of the process by which they organize and interpret their sensory impression to give meaning to their environment, which may not be the objective reality (Okwara, V. U, 2016).

This means that the teachers' attitudes towards their classroom practices may be influenced by their emotions, beliefs, learning and reasoning amongst other factors and teachers' attitudes towards their classroom practices can either be positive or negative depending on their beliefs and emotions towards the curriculum. Teachers' attitudes towards curriculum change can either enhance or impede the implementation of reforms. Teachers are essential in the execution of curriculum changes and play a pivotal role in its delivery. Therefore, their attitudes and perceptions towards the curriculum and its implementation are of utmost importance.

Attitudes are formed based on experiences and guide behaviors over time (Yildirim & Tezci, 2016). Teachers' attitudes towards curriculum changes can either facilitate or hinder effective learning environments (Iscan & Senemoglu, 2009). Positive attitudes among teachers make learning easier, whereas negative attitudes can impede it. Prospective teachers' positive attitudes towards curriculum changes are crucial as they influence their approach to learning and their effectiveness as educators (Oguz, 2012).

**Statement of the problem.**

Over the past years, the Cameroon educational system has witnessed a shift in pedagogic practices from traditional methods to a new pedagogic approach: the Competency-Based Approach (CBA), which is being practiced today in Cameroon secondary schools since the academic year 2012/2013. There are many new changes in the curriculum that require teachers to adapt. Included in this are a more modern approach, a new method of teaching and learning, and an explosion in the development of teaching with ICT. This requires teachers to update their knowledge, skills, and attitudes through continuous professional development in order to develop their educational process in the classroom, yet a good number of teachers still regard the CBA as a nightmare that will come to pass, and as a result, teaching is still teacher centered. Notes of teacher's lesson are still in old exercise books that have overlived their usefulness, yet some teachers still use these notes to teach students. Teachers do not use the visual teaching learning aids in the classrooms. As a result, teaching is more of a teacher-centered approach, and their lesson evaluation is inappropriate based on the competency-based approach, which makes their pedagogical intervention unpractical and uninteresting. Meanwhile, the new curriculum (Competency-Based Approach) encourages the use of interactive teaching techniques in the classroom to foster learning and motivate students' engagement and involvement in the lesson, thus increasing performance. Though some teachers try to implement it for some days, weeks, or months, they still turn back to objective based teaching. Observations during our findings revealed that, Teachers who have undergone training through pedagogical seminars,

pedagogical animations, and training in teaching techniques easily adapt and improve their ways and attitudes towards curriculum change.

That is why Tanyi, M. E. (2016), p. 211, advises that special training is important in teacher education because ethical values are taught to enhance the positive attitude of teachers, which may affect their attitude in the classroom and may set the expected norms and standards for quality education in Cameroon. Also, Mahulo, P. (2012), maintains that teachers who are well-trained are able to have a strong knowledge and understanding of the subject content they are teach. Such teachers incorporate various teaching methods, thus improving their content delivery in the classroom.

Likewise, Manning et al. (2022, p. 30) are of the opinion that continuous professional development through workshops and seminars helps practicing teachers upgrade their content knowledge and teaching skills to adjust to the introduction of new curricula and new research findings on teaching and learning, and that qualification is not just the certificate, qualification is essential to a teaching profession. So, there is a need for a trained teacher to build capacity, especially in the area that will help improve performance in their professional field.

**General Objective of the study**

The main objective of the study is to examine the significant relationship between continuous professional development and teacher's attitude towards curriculum change in selected secondary schools in the Mfoundi-Division.

**Specific Objectives of the study**

- To investigate the relationship between pedagogical seminars and teachers' attitudes towards curriculum change in selected secondary schools in Mfoundi Division
- To describe the relationship between pedagogical animations and teachers' attitudes towards curriculum change in selected secondary schools in Mfoundi Division.
- To examine the relationship between training in teaching techniques and teachers' attitudes towards curriculum change in selected secondary schools in the Mfoundi Division.

**Methodology**

**Participants**

The accessible population of the study consist of 493 secondary school teachers from seven selected secondary schools in Mfoundi-Division, Centre Region of Cameroon, selected by simple random and purposive sampling technique. The sample was selected using the simple random sampling technique where the population members were assigned unique numbers, placed in a container, and well stirred. The numbers were then drawn from the container and the process were repeated until the required sample numbers were obtained and the cconvenience

sampling techniques. In convenience sampling, individuals are recruited directly from the population based on the accessibility and proximity to the researcher.

For this study, primary and secondary data and sources was collected using questionnaire as the main research instrument.

**Material and research design.**

A questionnaire was used to collect data from our respondents. The survey research design was used this design allowed the researcher to collect information on teacher's attitudes, behaviors, and opinions through the use of structured questionnaires. Surveys can be conducted through various methods, such as online surveys, telephone interviews, or face-to-face interviews, providing researchers with a versatile tool to study a wide range of topics. Continuous professional development and teachers attitude towards curriculum change were evaluated using two sub scales research instruments from two researchers which are Fatemah et al (2016), measuring continuous professional development and Albirini (2006), measuring teachers attitude. Teachers attitude was measured using teachers attitude towards curriculum change sub-scale (Implementing new teaching method come with much workloads),(Curriculum change usually helps to improve unsatisfactory situation at my school), (Most schools staff see curriculum change like something difficult to implement). Continuous professional development was measures using pedagogical seminars, animation, and training in remediation techniques, sub-scale (The school administrators organize seminar for teachers to adapt to curriculum changes), (I enjoy presentation during model lessons), (I have been trained to use various teaching strategies to make learning easy for students).All the instruments were adapted and modified from Ghavifekr et al., (2014) and the two sub scales questionnaires adopted a five-point Likert scale format to assess teachers 'responses for each related section (strongly disagree =1, disagree =2, neutral- 3, agree =4, strongly agree =5). The face and content validity of the questionnaire instrument were determined. Reliability of the instruments used in this research work was assessed using test-retest reliability. This was to estimate the components of measurement error by repeating the assessment procedure on the same subjects under the same conditions and comparing observations. The questionnaire was first tested to a group of 30 respondents and after two weeks, the same questionnaire was still conducted to the same group of respondents before administering them. Their responses were correlated, and the results analyzed indicating a high level of consistency. The Cronbach's reliability investigation was performed to test internal consistency of the study research variables. The reliability was evaluated by Cronbach's alpha coefficient which stood at 0.91 for teachers' involvement in pedagogical seminars/animations and 0.88 for attitude toward curriculum change. As far as the ethical issues were concerned, all the required permissions were obtained from secondary school administrations and inspectors. The research respondents were informed prior to research and their anonymity was highly respected. The teachers' respondents responded to the questionnaires in the classroom environment. It took them 15 to 20 minutes to complete a paper-pencil based questionnaire format. Their personal information and names were not requested, and they were kept secret to respect their anonymity.

**Data Analysis.**

The research data was analyzed using tables, percentages, charts, mean and standard deviations. Version 25.0 Windows for Statistical Package for Social Sciences (SPSS) was used to analyze data. To give meaning to our study data, the various statistical tools: descriptive statistics, mean, standard deviation and independent t-test was use. This was to compare the mean values and test whether the sample from the study population have different mean values.

**Results and discussion of findings**

This section proposes a discussion of our findings related to each research hypothesis. An interpretation as well as a comparison will follow to see if our results are consistent with previous studies. Our discussion will focus on three main research hypotheses.

**Table 1:** *Relationship between pedagogical seminars and teachers' attitude towards curriculum change*

| Measure | SD(f/%) | D(f/%) | N(f/%) | A(f/%) | SA(f/%) | Mean | Std. |
|---|---|---|---|---|---|---|---|
| The school administrators organize seminars for teachers to adapt tocurriculum change | 50 (3.79%) | 65 (4.91%) | 75 (5.66%) | 110 (8.31%) | 193 (14.57%) | 3.64 | 1.10 |
| The delegation organizes training workshop to introduce ways of Teaching | 30 (2.26%) | 45 (3.39%) | 60 (4.52%) | 100 (7.54%) | 258 (19.47%) | 3.89 | 1.03 |
| Interacting and sharing ideas with colleagues help in assessing our teaching practice | 40 (3.02%) | 55 (4.15%) | 70 (5.28%) | 105 (7.92%) | 223 (16.82%) | 3.74 | 1.06 |
| Sharing our teaching experience contribute to our development | 25 (1.89%) | 40 (3.02%) | 55 (4.15%) | 95 (7.16%) | 278 (21.00%) | 3.98 | 0.97 |
| The primary focus of the training program is based on the subject matter, technology, curricular update theory | 30 (2.26%) | 45 (3.39%) | 60 (4.52%) | 100 (7.54%) | 258 (19.47%) | 3.89 | 1.03 |

*and counselling.*

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Pedagogic seminars are organized regularly in my school* | 50 (3.79%) | 65 (4.91%) | 75 (5.66%) | 110 (8.31%) | 193 (14.57%) | 3.64 | 1.10 |
| MRA | 225 6.7% | 315 9.4% | 395 11.83% | 620 18.62% | 1403 52.3% | 3.79 75.8% | 0.042 |

*Source: Field Survey (2021)*

The result clearly elaborated from the table above on our first research hypothesis explored the relationship between pedagogical seminars and teachers' attitudes towards curriculum change in selected secondary schools in Mfoundi-Division. The analysis's demonstration of teachers' agreement with the statements related to pedagogic seminars supports the literature's assertion that such seminars are valuable for educator. The study results further revealed that school administrators viewed mentorship, individual study, refresher courses, workshops, seminars, conferences, delegation of responsibilities, coaching, group discussion, training methods as continuous professional development for teachers. When teachers are exposed to these methods or training, they become effective in their skills, knowledge, abilities, and competence. The analysis's findings, with teachers valuing seminars organized by both school administrators and the delegation, provide empirical evidence of this alignment, highlighting the impact of these seminars on teacher attitudes towards curriculum change. This confirm research by Al'Adawi, S. S. A. (2017), who explains that communication, management, and presentation skills are improved through facilitating and attending seminars, and for those attendees of seminars who are not fans of reading, it offers a great way of gaining information. Moreover, they provide a platform for researchers, teachers, or students to share their research findings and present them in public while receiving regular feedback from the attendees through discussion. In addition, the findings revealed that teachers who participated in regular pedagogical seminars felt more motivated and confident in their abilities to implement innovative teaching strategies. These seminars not only provided them with valuable resources and practical advice but also created a supportive network of like-minded educators. Therefore, it is essential for educational institutions to recognize the importance of investing in teachers' professional development through regular pedagogical seminars.

**Table 2:** *Relationship between pedagogical a n i m a t i o n and teacher's attitude towards curriculum change*

| Measure | SD(f/%) | D(f/%) | N(f/%) | A(f/%) | SA(f/%) | Mean | Std. |
|---|---|---|---|---|---|---|---|
| *I really enjoy presentation during* | 25 | 35 | 50 | 85 | 298 | 4.07 | 0.91 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| *model lessons* | (1.89%) | (2.61%) | (3.72%) | (6.30%) | (22.17%) | | |
| *Adequate demonstration during model lessons are helpful to teachers* | 40 (2.98%) | 50 (3.72%) | 65 (4.81%) | 95 (7.03%) | 243 (18.01%) | 3.81 | *1.03* |
| *I am given opportunities to share my difficulties* | 40 (2.98%) | 55 (4.08%) | 70 (5.18%) | 105 (7.77%) | 223 (16.56%) | 3.75 | *1.05* |
| *I am provided with guidance on the subject I teach* | 30 (2.23%) | 45 (3.34%) | 60 (4.45%) | 100 (7.40%) | 258 (19.12%) | 3.89 | *1.03* |
| *I feel confident talking to my colleagues about my difficulties, work's need and support* | 35 (2.61%) | 50 (3.72%) | 65 (4.81%) | 95 (7.03%) | 238 (17.66%) | 3.79 | *1.04* |
| *I feel confident asking help from my colleagues about difficulties* | 40 (2.98%) | 55 (4.08%) | 70 (5.18%) | 105 (7.77%) | 223 (16.56%) | 3.75 | *1.05* |
| *MRA* | **210** 6.19% | **290** 8.57% | **380** 11.15% | **585** 17.16% | **1483** 43.93% | **3.84** 76.8% | ***0.049*** |

**Source: Field Survey(2021)**

From the findings above, teachers indicated a high level of engagement during presentations in model lessons, signifying a consensus among teachers that pedagogic animation activities are engaging and enjoyable. This suggests that teachers find value in the practical and demonstrative aspects of pedagogic animation. Moreover, animations are important in a teacher's life as they are used to draw the learners' attention, alert viewers to new information, demonstrate navigation in a particular direction, and create icons for actions that cannot be adequately expressed with a flat, static picture. This further confirms the view of Gejdoš, M. (2020), who focuses on pedagogical animation in light of learning experiences, emphasizing skills teachers acquire during animation. However, Gejdoš, M. (2020), understands pedagogical animation primarily as the action of a teacher without a directive realization. Under the term "indirect animation," she understands presentation and artistic means such as theater and presentation. Under the term "direct animation," she understands a specific person, a student /teacher. Both of these items have an effect on creativity, the strengthening of group work, and communication in general. Research on animation has varied based on a based on a wide range of factors, such as outcome measures, participant populations, and the research environment. Price, S., & Scaife, M. (2002).

**Table 3:** *Relationship between training in teaching techniques and teacher's attitudes towards curriculum change.*

| Measure | SD(f/%) | D(f/%) | N(f/%) | A(f/%) | SA(f/%) | Mean | Std. |
|---|---|---|---|---|---|---|---|
| I have been trained to make students have a mastery of the subject I teach | 40 (3.02%) | 55 (4.15%) | 75 (5.66%) | 110 (8.31%) | 213 (15.95%) | 3.78 | 1.09 |
| I have learned to engage student's attention in learning during classes | 30 (2.26%) | 45 (3.39%) | 65 (4.91%) | 100 (7.54%) | 253 (18.93%) | 3.87 | 1.01 |
| I have been trained to make students participate in the construction of knowledge during lessons | 40 (3.02%) | 55 (4.15%) | 70 (5.28%) | 105 (7.92%) | 223 (16.66%) | 3.75 | 1.04 |
| I have been trained to use various teaching strategies to make learning easy for students | 30 (2.26%) | 45 (3.39%) | 60 (4.52%) | 100 (7.54%) | 258 (19.27%) | 3.89 | 1.03 |
| I participate in In-service training meeting to improve on my teaching skills | 40 (3.02%) | 55 (4.15%) | 75 (5.66%) | 110 (8.31%) | 213 (15.95%) | 3.78 | 1.09 |
| I usually give my students take home assignment to facilitate their learning skills | 20 (1.50%) | 35 (2.63%) | 55 (4.15%) | 85 (6.40%) | 298 (22.29%) | 4.07 | 0.91 |
| MRA | 200 6.04% | 295 8.87% | 400 12.05% | 610 18.39% | 1460 54.65% | 3.85 77% | 0.060 |

**Source: Field Survey (2021)**

Additionally, our third research hypothesis explored the relationship between training in teaching techniques and teachers' attitudes towards curriculum change in selected secondary schools in Mfoundi-Division. Based on the findings with teachers participating in continuous professional development training meetings, provide empirical evidence of the alignment between training opportunities and teacher attitudes towards curriculum change. This suggests that teachers value training that equips them with strategies to enhance student engagement. The analysis demonstrated that teachers recognized the importance of acquiring skills and strategies related to effective teaching methods. Teachers indicated that they had been trained to engage students' attention in learning during classes and to use various teaching strategies to facilitate learning for students.

These findings underscore the importance of professional development opportunities that focus on effective teaching techniques, enhance teachers' ability to deliver quality education, and contribute to their willingness and readiness to embrace and excel within the context of evolving curricula. These opportunities not only empower teachers with the necessary knowledge and tools to engage students effectively but also equip them with the ability to adapt to changing educational trends. For instance, practical training in teaching techniques and development programs helps teachers get acquainted with the desired new technological advancement, gain full command of the competencies and skills required to perform at a particular job, and avoid on-the-job errors and mistakes. This is established in the evidence provided by researchers (Asuquo et al., 2023, p. 208) that in-service training on teaching techniques and   Professional development programs enhance teaching effectiveness.   It is expected that if they observe gaps in what teachers are expected to do and what they do in the system, they will tend to perceive that teachers need training in those areas.

**Recommendations**

Considering recommendations for this study, at a national level, more educational policies are needed to create a shared vision among school practitioners, initiate industry-school partnerships, and providing good physical and technological infrastructure in order to provide quality training to secondary school teachers.

Pedagogic seminars and animation as highlighted in this study, plays a significant role in shaping teachers' attitudes towards curriculum change. To further strengthen this aspect, educational institutions and authorities should actively encourage and integrate pedagogic seminars and animation into teaching practices. Teachers should be provided with the requisite tools, training, and support needed to create engaging presentations and conduct effective model lessons. Schools should prioritize the allocation of necessary resources, including textbooks, teaching materials, and technology, to support curriculum changes.

 Lastly, a pertinent recommendation to teachers is that they should understand that certification is not enough in the teaching profession because more and new ideas are brought in and implemented every day in the teaching field thus, continuous professional development is essential for teachers to stay current with best practices and innovative teaching methods.

**Conclusion**

One of the key takeaways from this finding is the pivotal role of continuous professional development in shaping teachers' attitudes. Equipping teachers with the skills and strategies necessary to excel in their roles is akin to providing them with the tools to navigate the ever-evolving landscape of curriculum changes. Such training not only enhances their confidence but also bolsters their ability to adapt and thrive in dynamic educational environments. In tandem with seminars, animation, and training on teaching techniques, continuous professional development has emerged as a fundamental factor. The implications of this research are far-reaching. Policymakers and educational institutions are now armed with empirical evidence that underscores the importance of specific facets of professional development in enhancing teachers' attitudes. Acknowledging these findings and translating them into action can significantly elevate the quality of education and the effectiveness of curriculum change initiatives. Education is an ever-evolving sphere, and curriculum changes are inevitable in response to evolving societal needs and global trends. Therefore, the lessons gleaned from this study are not static but part of an ongoing journey. As educational landscapes continue to transform, the findings of this research can serve as guide posts, ensuring that teachers remain at the heart of effective educational reforms. In sum, this study stands as a substantial and meaningful contribution to the discourse surrounding educational reform. It illuminates the intricacies of the teacher's role in curriculum change, emphasizing the need for continuous professional development and a supportive educational ecosystem. The perpetual enhancement of teaching and learning practices within the ever-evolving sphere of education remains an ongoing endeavor, and this research provides valuable insights to propel this journey forward.

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