Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), Vol.8 No.2 June, 2025; p.g. 205 – 217; ISSN: 2695-2319 (Print); ISSN: 2695-2327 (Online)

EVALUATING THE EFFECTIVENESS OF CONTINUOUS PROFESSIONAL DEVELOPMENT ON CURRICULUM DELIVERY AMONG TEACHERS IN TARABA STATE

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Abstract

This study evaluated the effectiveness of Continuous Professional Development (CPD) programs on curriculum delivery among teachers in Taraba State, Nigeria. Specifically, the study sought to: (1) assess the impact of CPD on teachers' ability to effectively deliver curriculum content, (2) examine the impact of CPD participation on instructional strategies and student performance,. The study employed a survey research design, utilizing a sample of 385public secondary school teachers across Taraba State. Data were collected using the Continuous Professional Development and Curriculum Delivery Questionnaire (CPDCDQ), and analyzed using both descriptive and inferential statistics, including Chi-square tests. The findings indicate that CPD significantly improves teachers' effectiveness in curriculum delivery, enhances instructional practices, and positively impacts student learning outcomes. However, the study also reveals significant challenges such as inadequate funding, poor institutional support, and logistical barriers that hinder teachers' participation in CPD programs. The study recommends the institutionalization and funding of CPD programs, enhancement of access to CPD in rural areas, and addressing structural and logistical barriers to increase CPD participation. This research underscores the critical role of CPD in teacher effectiveness, educational improvement, and the overall advancement of the education system in Taraba State.

Keywords: Effectiveness, Continuous Professional Development (CPD), Curriculum Delivery, Teachers, Taraba State.

Introduction

Education is a transformational tool in every society and should be held in high esteem. It involves the acquisition of knowledge and skills necessary for sustaining individual, group, and organizational advancement at all levels of life. Education encompasses not only formal learning in schools but also the development of character and practical abilities, including literacy and numeracy. Amah (2020) states that national educational system is therefore vital, as it produces the human capital required to function effectively across various sectors of national life and the broader development process. Guskey (2022) reports that the quality of any educational system is largely dependent on the effectiveness of its teachers, and Continuous Professional Development has been identified as a critical means of enhancing teacher competence and instructional delivery. In Nigeria, ongoing efforts to reform education and improve learning outcomes have emphasized the importance of equipping teachers with up-to-date pedagogical skills and subject knowledge through Continuous Professional Development programs. According to Okafor and Eze (2018), these programs are designed to help teachers adapt to curriculum changes, integrate innovative teaching strategies, and respond to the evolving needs of learners. In Taraba State, various Continuous Professional Development initiatives have been introduced by government agencies and development partners to improve teaching quality.

However, concerns have emerged regarding the actual effectiveness of these programs. While Continuous Professional Development is intended to enhance curriculum delivery, many teachers continue to struggle with implementing curriculum reforms, suggesting a disconnect between training and classroom practice (Adu & Olatundun, 2023). This raises important questions about whether Continuous Professional Development initiatives are meeting their intended goals in terms of improving instructional methods and student learning outcomes. Continuous Professional Development programs are structured, ongoing learning activities that help educators enhance their knowledge, skills, and professional competence throughout their careers. These activities include workshops, seminars, mentoring, peer collaboration, and online courses all aimed at improving instructional quality and supporting curriculum changes. Ono and Ferreira (2019) maintain that continuous professional development is essential for fostering reflective practice, ensuring teachers remain current with pedagogical innovations, and ultimately improving student achievement.

Opfer and Pedder (2018) explain that in this way, CPD is widely recognized as a key tool for sustaining professional growth and maintaining high teaching standards and closely tied to the effectiveness of continuous professional development is the concept of curriculum delivery, which refers to the process by which teachers implement and communicate the curriculum to students using a variety of instructional strategies, resources, and assessment methods. It involves translating curriculum content into engaging classroom practices that support learning and educational objectives. Mkpa (2020) discloses that effective curriculum delivery requires a clear grasp of subject matter, sound pedagogical approaches, and an understanding of learners' needs, making it a central component in achieving student success. In Taraba State, CPD programs have notably contributed to enhancing teachers' ability to deliver curriculum content more effectively. Okebukola (2012) affirms that these programs have helped teachers update their pedagogical knowledge, deepen their subject expertise, and adopt innovative instructional methods. Studies show that participation in Continuous Professional Development leads to improved classroom practices, greater student

engagement, and better academic outcomes, as teachers become more adept at tailoring their instruction to curriculum requirements (Adebayo & Yusuf, 2019).

More so, Continuous Professional Development has been linked to increased teacher confidence and professionalism, thereby strengthening the overall quality of education and aligning it more closely with national standards. Ibrahim and Usman (2020) explain that the positive impact of CPD on instructional strategies and student learning outcomes is well documented. Through regular training and reflective engagement, teachers acquire the skills to implement learner-centered techniques, differentiate instruction, and use formative assessments effectively. These practices not only improve lesson delivery but also foster a more inclusive and responsive classroom environment. As a result, students benefit from richer learning experiences and are more likely to achieve academic success (Adu & Olatundun, 2019). Despite these benefits, teachers in Taraba State face several challenges in accessing and implementing Continuous Professional Development programs such as inadequate funding and limited resources, which restrict both the availability and quality of training.

Adeniran and Yusuf (2020) note that logistical issues such as long travel distances to training venues, poor transportation infrastructure, and erratic electricity supply further hinder participation, especially in rural areas. Umar and Ibrahim further state that many teachers receive minimal administrative and peer support, with continuous professional development often viewed as an optional add-on rather than an essential part of professional life. Overburdened teaching schedules and overcrowded classrooms leave little time for teachers to implement what they have learned, reducing the practical impact of training sessions (Oloruntegbe & Igbokwe, 2022). Addressing these barriers requires sustainable funding, more decentralized and context-sensitive training models, and institutional policies that integrate Continuous Professional Development into the core responsibilities of teaching.

Statement of the Problem

In recent years, education systems globally have emphasized the need for continuous professional development (CPD) as a means of enhancing teacher effectiveness and improving student learning outcomes. In Nigeria, and particularly in Taraba State, the successful implementation of educational reforms and curriculum delivery heavily relies on the professional competence of teachers. However, concerns remain regarding whether continuous professional development initiatives have been effectively translated into improved classroom practices and student performance. Despite the implementation of various continuous professional development programs in Taraba State, anecdotal evidence and reports from school administrators suggest that many teachers still struggle with curriculum delivery, raising questions about the actual impact of these programs. Furthermore, there appears to be limited empirical data on the relationship between teachers' participation in CPD and the quality of their instructional strategies or student achievement. Additionally, many teachers face systemic and logistical challenges in accessing and applying continuous professional development program opportunities, including inadequate funding, lack of time, and insufficient institutional support.

Given these issues, it is crucial to evaluate the effectiveness of Continuous Professional Development programs in Taraba State to determine their true impact on curriculum delivery.

This study, therefore, investigate the effectiveness of continuous professional development on curriculum delivery among teachers in Taraba State.

Purpose of the Study

The purpose of this study is to investigate the Evaluating the Effectiveness of Continuous Professional Development on Curriculum Delivery among Teachers in Taraba State. Specifically, the study sought to:

1. Assess the influence of continuous professional development (CPD) programs on teachers' ability to effectively deliver curriculum content in Taraba State.
2. Examine the influence of teachers' participation in continuous professional development and improvements in instructional strategies and student learning outcomes.

Research Questions

The following research questions guided the study.

1. How does continuous professional development of teachers influence effectiveness in curriculum delivery in Taraba State?
2. What is the influence of teachers' participation in continuous professional development programs on their instructional practices in Taraba State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. Continuous professional development has no significant influence on teachers' effectiveness in curriculum delivery in Taraba State.
2. Teachers' participation in continuous professional development has no significant influence on their instructional practices and student performance.

Review of Related Literature

This section reviewed the literature which is pertinent and relevant to the study

Concept of Continuous Professional Development

Continuous Professional Development (CPD) refers to the process of engaging in learning activities and gaining experiences that enable professionals to enhance their skills, knowledge, and competence throughout their careers. It is a lifelong process that involves engaging in formal or informal learning to remain current with new developments in one's field and ensure continued professional growth. Continuous professional development programs can include a wide variety of activities such as workshops, conferences, courses, training sessions; seminars, self-directed learning, and experiential learning, all of which help professionals remain proficient in their areas of expertise. It is often seen as a commitment to improving one's practice, adapting to new challenges, and meeting the evolving demands of the profession. As emphasized by several scholars, Continuous Professional Development is not just about attending courses but involves applying learned skills in real-world settings and reflecting on the development process. According to Sullivan and McCarthy (2020), continuous professional development enables individuals to build new capabilities that are aligned with the demands of their evolving roles.

In similar vein, Smith Alle and Brown (2021) highlight that continuous professional development serves as an important tool for maintaining professional standards and

advancing career opportunities, particularly in fast-changing industries. For professionals, especially in fields such as healthcare, education, and technology, Continuous Professional Development plays a key role in ensuring that they stay competitive and relevant within their industries. Jones and Williams (2022) stress the importance of continuous professional development in fostering a culture of continuous improvement and helping professionals navigate career progression while addressing emerging trends and challenges.

Curriculum Delivery

Curriculum Delivery refers to the process through which teachers implement and present the content of a curriculum to students. It includes the strategies, approaches, and materials used to ensure the intended learning outcomes are achieved effectively. Curriculum delivery focuses on how the curriculum is conveyed to students in an engaging and accessible manner, while accommodating the diverse learning needs of the students. Murray (2021) affirms that an effective curriculum delivery system integrates various pedagogical strategies, including teacher-led instruction, collaborative learning, and the use of educational technologies to enhance learning experiences (Cheng, Tan, & Williams, 2020). Teachers adapt the curriculum delivery to meet the diverse needs of students, considering their unique learning styles, backgrounds, and abilities (Darling-Hammond, Hyler, & Gardner, 2022).

Rashid and Vong (2022) report that curriculum delivery also incorporates assessment and feedback to guide instructional decisions and ensure that students meet the required learning outcomes and it emphasizes creating a dynamic learning environment where students are actively engaged in the learning process. Hall (2020) states that effective curriculum delivery also requires continuous professional development for educators to keep pace with new instructional methods and technological advancements and with the integration of digital tools, curriculum delivery has increasingly embraced online platforms and blended learning approaches.

Influence of Continuous Professional Development (CPD) Programs on Teachers' Ability to Effectively Deliver Curriculum Content

Continuous Professional Development (CPD) refers to the ongoing process by which educators enhance their knowledge, skills, and teaching practices throughout their careers. It is widely recognized as an essential aspect of improving teaching quality and ensuring that teachers remain responsive to the evolving needs of students and the education system. In particular, CPD programs have a significant impact on teachers' ability to effectively deliver curriculum content. Research has consistently shown that Continuous Professional Development programs can positively influence teachers' instructional practices, thereby enhancing their capacity to deliver curriculum content effectively. Alzahrani (2020) affirms that by participating in Continuous Professional Development, teachers acquire new teaching strategies, pedagogical techniques, and subject-specific knowledge that allow them to be more adaptable and innovative in their teaching approaches. Continuous professional development opportunities that focus on practical classroom strategies, such as differentiated instruction, formative assessment, and collaborative learning, directly improve teachers' ability to address diverse student needs and create more engaging learning environments (Darling-Hammond, Hyler, & Gardner, 2022).

According to Ibrahim and Tanko (2019), continuous professional development programs include the integration of educational technologies that equip teachers with the skills necessary to utilize digital tools to enhance curriculum delivery. The incorporation of digital resources allows teachers to reach a broader range of learners, personalize learning experiences, and foster more interactive and dynamic teaching methods. This is especially important in the context of modern education, where the integration of technology has become integral to teaching and learning. One of the key benefits of Continuous Professional Development programs is the opportunity for teachers to engage in reflective practice. Through Continuous Professional Development, teachers can assess their teaching approaches, identify areas for improvement, and align their instructional strategies with the curriculum goals and learning outcomes (Rashid & Vong, 2022). Reflection, when coupled with feedback from peers and mentors, fosters a continuous cycle of growth and development, ensuring that teachers are always improving their effectiveness in delivering curriculum content.

Cheng, Tan and Williams (2020) maintain that continuous professional development programs that encourage collaboration and networking with other educators have been shown to improve teachers' sense of professional identity and confidence. Collaborative continuous professional development programs, such as workshops, seminars, and professional learning communities, enable teachers to share best practices, learn from one another, and work together to solve common challenges in curriculum delivery. This collaborative approach enhances teachers' understanding of curriculum content and improves their ability to deliver it effectively in diverse classroom settings. Murray (2021) states that continuous professional development programs contribute to teachers' overall job satisfaction and motivation and teachers who participate in professional development programs often feel more competent and supported in their roles, which increases their enthusiasm and engagement in the classroom. This, in turn, positively impacts their ability to deliver curriculum content in a way that is both effective and inspiring to students.

Influence of Teachers' Participation in Continuous Professional Development Programs and Improvements in their Instructional Practices

Continuous professional development (CPD**)** is an ongoing process in which professionals engage in learning activities to improve their skills, knowledge, and competence throughout their careers. Continuous Professional Development includes a wide variety of formal and informal learning methods, such as workshops, seminars, courses, and self-directed learning. According to Sullivan and McCarthy (2020), continuous professional development allows professionals to build new capabilities aligned with the evolving demands of their roles. It is not limited to attending formal training but also includes applying new knowledge in real-world situations and reflecting on the learning process to ensure continuous growth. CPD programs can vary from structured formal programs, such as certifications and degree courses, to more informal methods like reading industry journals or collaborating with colleagues. Smith et al. (2021) emphasize that informal learning is just as important as formal learning because it allows for practical application and integration of knowledge into everyday practice. Reflection is also a vital component of continuous professional development, as it helps professionals assess their progress and identify areas for improvement, ensuring they remain effective in their roles. In fields such as healthcare, education, and technology, Continuous professional development is particularly critical due

to the fast pace of change in these industries. Jones and Williams (2022) highlight that professionals in these sectors must engage in continuous professional development to remain competitive and up-to-date with the latest advancements. Continuous professional development not only ensures that professionals stay current with emerging trends but also fosters a culture of continuous improvement, enabling career progression by helping individuals acquire new skills that open up opportunities for leadership roles or specialization.

More so, continuous professional development is essential for maintaining high professional standards. Many industries require professionals to complete a set amount of continuous professional development hours each year to retain certifications or memberships, ensuring they meet ethical and competence standards. Sullivan and McCarthy further suggest that continuous professional development helps professionals adapt to changes in their field while improving their practice, ultimately benefiting their career growth and contributing to better outcomes in their respective professions. Through lifelong learning, CPD supports both personal and professional development; ensuring professionals remain effective and relevant throughout their careers.

Methodology

This study employed a descriptive survey design. The population of the study comprised 12,050 public secondary school teachers spread across the three senatorial zones of Taraba State. A sample of 385 teachers, and a multi-stage sampling technique was employed. Initially, one Local Government Area (LGA) was randomly selected from each senatorial zone. Subsequently, five public secondary schools were randomly chosen from each selected LGA, within these schools. Stratified random sampling technique was used to select the sample size because the population was heterogeneous. A 10- item was used to select the sample size because the structured questionnaire titled "Continuous Professional Development and Curriculum Delivery Questionnaire (CPDCDQ)" The questionnaire was validated by experts in the department of Arts Education and Test and measurement, Faculty of Education, Taraba State University, Taraba. The questionnaire was trial tested using 30 teachers from three schools that were not part of the sample population. The data collected was analyzed Cronbach Alpha correlation coefficient which yielded 0.84, confirming that the instrument had high internal consistency, which proved the instrument was reliable to be used for field work. The data collected was analyzed using simple descriptive statistics of mean and standard deviation to answer the research questions. A mean cut-off point of 2.50 was used for decision making, where any item with a mean score of 2.50 and above was accepted as being significant, while any mean score below 2.50 was rejected as not being significant.

Results and Findings

Research Question One:

How does continuous professional development influence teachers' effectiveness in curriculum delivery in Taraba State?

Table 1:
Mean Scores and Standard Deviation of Teachers on the Influence of Continuous Professional Development on Effectiveness in Curriculum Delivery in Taraba State

Item No	Items Description	SA	A	D	SD	N	$\overline{X}$	Std	Decision
1	CPD enhances my understanding of curriculum content.	43	105	146	91	385	2.26	0.95	Disagree
2	CPD helps me implement new teaching strategies effectively	116	213	56	-	385	3.16	0.66	Agree
3	I am more confident in curriculum delivery after attending CPD.	166	213	56	9	385	3.16	0.66	Agree
4	CPD programs increase my ability to meet curriculum goals.	101	203	80	1	385	3.05	0.70	Agree
5	I apply curriculum reforms more effectively due to CPD training.	116	213	56	-	385	3.16	0.67	Agree
	Cluster Mean/Standard Deviation						**3.57**	**0.73**	**Strongly Agree**

The data in Table 1 reveals that continuous professional development (CPD) has a positive influence on teachers' effectiveness in curriculum delivery in Taraba State. For most items, teachers expressed agreement that Continuous Professional Development improved their teaching practices. Item 2 ("CPD helps me implement new teaching strategies effectively"), item 3 ("I am more confident in curriculum delivery after attending CPD"), item 4 ("CPD programs increase my ability to meet curriculum goals"), and item 5 ("I apply curriculum reforms more effectively due to CPD training") all received mean scores above 3.0, indicating agreement. However, item 1 ("CPD enhances my understanding of curriculum content") received a lower mean score of 2.26, suggesting that CPD has less impact on improving teachers' understanding of the content itself. The cluster mean of 3.57 with a standard deviation of 0.73 indicates strong agreement that CPD has a significant positive impact on teachers' overall effectiveness in delivering the curriculum.

Research Question Two
What is the influence of teachers' participation in CPD programs and improvements in their instructional practices in Taraba State

Table 2:
Mean Scores and Standard Deviation of the Tachers on the Influence of Participation in Continuous Professional Development Programs in Taraba State

Item No	Items Description	SA	A	D	SD	N	$\overline{X}$	Std	Decision
6	CPD programs have improved my instructional delivery.	139	162	84	-	385	3.14	0.75	Agree
7	CPD programs do not influence how I teach.	16	93	146	130	385	1.99	0.87	Disagree
8	I see no change in student outcomes after CPD.	2	123	173	87	385	2.10	0.75	Disagree
9	CPD content is irrelevant to my classroom practice.	75	7	196	107	385	2.13	1.03	Disagree
10	I apply new methods learned from CPD in my lessons.	172	180	37	1	385	3.36	0.65	Agree
	Cluster Mean/Standard Deviation						**2.55**	**0.81**	**Agree**

Source: Researchers Field Survey 2025

Table 2 shows that teachers generally agree that CPD programs positively impact their instructional practices, with items such as " Continuous Professional Development programs have improved my instructional delivery" and "I apply new methods learned from Continuous Professional Development in my lessons" receiving positive responses. However, some teachers disagreed with statements suggesting that CPD had a direct influence on teaching and student outcomes, such as “Continuous Professional Development programs do not influence how I teach" and "I see no change in student outcomes after Continuous Professional Development." Overall, the cluster mean of 2.55 indicates moderate agreement that Continuous Professional Development improves teaching practices, though some teachers still perceive limitations in its effectiveness, particularly regarding student performance.

Testing Research Hypotheses
Hypothesis One:
Continuous professional development has no significant effect on teachers’ effectiveness in curriculum delivery in Taraba State

Table 3:
Analysis of Chi-square Test of Teachers on the Influence of Continuous Professional Development on Effectiveness in Curriculum Delivery in Taraba State

Response Options	Fo	Fe	a	df	$x^{2\text{-cal}}$	Asymp Sig.	Remark
Strongly Agree	116	96.3					
Agree	213	96.3					
Disagree	56	96.3	0.05	3	215.634	0.000	S, Reject H_0
Strongly Disagree	1	96.3					
Total (N)	**385**						

Table 3 presents the Chi-square test results for examining the relationship between Continuous Professional Development (CPD) and teachers' effectiveness in curriculum delivery in Taraba State. The observed frequencies (Fo) for each response option were compared with the expected frequencies (Fe). The calculated Chi-square value (x^2-cal) is 215.634, which is highly significant with an Asymp (p-value) of 0.000, which is less than the significance level of 0.05. This result leads to the rejection of the null hypothesis (H_0), indicating that there is a statistically significant relationship between CPD and teachers' effectiveness in curriculum delivery in Taraba State. Therefore, CPD programs are shown to have a significant impact on teachers' effectiveness in delivering the curriculum.

Hypothesis Two:
There is no significant influence of teachers' participation in CPD programs and improvements in instructional practices and student performance

Table 4:
Analysis of Chi-square Test of Influence of Teachers' Participation in Continuous Professional Development Programs on their Instructional Practices

Response Options	Fo	Fe	a	df	$x^{2\text{-cal}}$	Asymp. Sig.	Remark
Strongly Agree	172	96.3					
Agree	180	96.3					
Disagree	32	96.3	0.05	3	269.639	0.000	S, Reject H_0
Strongly Disagree	1	96.3					
Total (N)	**385**						

Table 4 shows the results of the Chi-square test for the impact of teachers' participation in Continuous Professional Development programs on improvements in instructional practices

and student performance. The observed frequencies (Fo) for each response option are compared with the expected frequencies (Fe). The calculated Chi-square value (x^2-cal) is 269.639, which is highly significant, with an Asymp (p-value) of 0.000, which is below the significance level of 0.05. This result leads to the rejection of the null hypothesis (H_0), indicating that there is a statistically significant impact of teachers' participation in Continuous Professional Development programs on their instructional practices and student performance. Therefore, Continuous Professional Development programs are shown to have a positive effect on improving instructional methods and student outcomes..

Discussion of Findings

Based on the analysis of research questions and testing the hypotheses, the following findings were organized and discussed here for ease of understanding.

The first finding of the study revealed that a continuous professional development program has significant influence on teachers' effectiveness curriculum delivery Taraba State. This finding is in line with the views of Adebayo and Yusuf (2019) who observed that Continuous Professional Development program equips teachers with updated pedagogical skills and subject knowledge that enhance curriculum implementation. Adebayo and Yusuf further affirmed that effective Continuous Professional Development programs provide teachers with exposure to differentiated instruction, formative assessment techniques, and strategies for inclusive classroom engagement. These competencies are vital for addressing the diverse needs of learners and ensuring the curriculum is delivered in a comprehensive and meaningful manner. More so, in line with the finding of Adu and Olatundun (2023) who maintained that Continuous Professional Development enables reflective practice and collaborative learning, which are crucial for continuous instructional improvement and teachers who engage in reflective and collaborative Continuous Professional Development, are better positioned to evaluate and refine their teaching methods in alignment with curriculum standards, thereby increasing their instructional effectiveness.

The second finding of the study revealed that teachers' participation in continuous professional development programs has significant influence on improvement in their instructional practices in Taraba State. This finding is in line with the views of Sullivan and McCarthy (2020) who observed that Continuous Professional Development programs allows professionals to build new capabilities aligned with the evolving demands of their roles and it is not limited to attending formal training but also includes applying new knowledge in real-world situations and reflecting on the learning process to ensure continuous growth. The finding corroborates the opinion of Adu and Olatundun (2019) who maintain that continuous professional development helps professionals adapt to changes in their field while improving their practice, ultimately benefiting their career growth and contributing to better outcomes in their respective professions.

Conclusion

Based on the findings of this study, it was concluded that continuous professional development programs on teachers' effectiveness in curriculum delivery and teachers participation significantly influence teachers' performance and improvement in their instructional practices in Taraba State.

Recommendations

Based on the findings of this study, the following recommendations were made

1. The government in collaboration with the Ministry of Education should establish structured and continuous professional development programs that are adequately funded and tailored to teachers' specific subject and pedagogical needs and sustainable financial investment will ensure regular training, resource provision, and program continuity, thereby improving curriculum delivery and student outcomes.
2. Educational Administrators should ensure that targeted strategies should be developed to ensure equitable access to teachers' continuous professional development programs opportunities, especially for teachers in rural and remote locations. This may include mobile training teams, the use of digital learning platforms, and the decentralization of training centers to reduce travel barriers and increase participation.

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