



Assessing The Role of Continuous Professional Development in Curriculum Adaptation Among Secondary School Teachers in Awka South Local Government Area

Chukwuka Judith Nkolika ^{1*}

Department of Curriculum and Instructional Technology, Nwafor Orizu College of Education Nsugbe. ¹

Correspondence e-mail : judithchukwuka70@gmail.com *

Contact Phone : +2347032089767

Abstract: In today's rapidly evolving educational system, the ability to adapt curricula to meet different student needs is more important than ever. Continuous Professional Development (CPD) has been suggested as a key factor in empowering teachers to enhance their curriculum adaptation skills. Hence, this study assessed the role of Continuous Professional Development (CPD) in enhancing curriculum adaptation among secondary school teachers in Awka South Local Government Area. The purpose of this study is to determine the Assessment of the Role of Continuing Professional Development in Curriculum Adaptation among Secondary School Teachers in the Awka South Local Government Area. Using a descriptive correlational research design, the study surveyed 117 teachers from both public and private schools, with a balanced representation of gender. Data was collected through a structured questionnaire, which was validated by three experts and tested for reliability using Cronbach's Alpha (0.87). The data analysis method began with descriptive statistics, which included calculating the variables for gender, sample size (N), mean, standard deviation (Std. Deviation), and standard error of the mean (Std. Error Mean). The hypotheses testing method employed involved conducting an Independent Samples t-test, preceded by Levene's Test for Equality of Variances. The findings revealed that CPD significantly influences teachers' ability to adapt the curriculum, providing them with innovative strategies, updated knowledge, and practical tools. The study highlighted that CPD plays an important role in addressing challenges faced by teachers, such as diverse student needs and curriculum changes. It concluded that CPD is essential for curriculum innovation and teacher professional growth. The study recommends continuous investment in CPD programs to enhance curriculum adaptation practices in secondary schools. The research findings imply the need for systematic investment in teacher professional development programs, which not only aim to improve individual knowledge and skills, but also encourage pedagogical innovation and responsiveness to the diversity of student needs.

Keyword : Continuous Professional Development, Curriculum Adaptation, Secondary School Teachers, Teacher Professional Development, Curriculum Innovation.

Article info: 2024-11-26 | Accepted : 2024-12-23 | Published : 2024-12-25

Copyright © 2024, Author.

This is an open-access article under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



How to Cite : Nkolika, C. J. (2024). Assessing The Role of Continuous Professional Development in Curriculum Adaptation Among Secondary School Teachers in Awka South Local Government Area. *Journal of Education and Teacher Training Innovation*, 2(2), 110-124. <https://doi.org/10.61227/jetti.v2i2.120>

Introduction

Continuous professional development (CPD) plays a important role in equipping secondary school teachers with the skills, knowledge, and competencies needed to adapt to dynamic curriculum demands. Scholars have emphasized that the rapidly changing educational landscape requires teachers to continuously update their knowledge base to meet the challenges of new curricula and instructional strategies effectively (Merry et al, 2023). CPD is essential in enhancing teachers' ability to adapt to curriculum changes because it provides a platform for acquiring updated pedagogical techniques, subject matter expertise, and instructional methodologies. According to Abakah (2023), CPD initiatives facilitate lifelong learning among teachers, enabling them to refine their teaching strategies to align with evolving curriculum standards. Similarly, Tumpa et al, (2024) found that secondary school teachers who regularly participate in CPD programs demonstrate a higher capability to integrate new content and innovative instructional approaches into their lessons, making learning more engaging for students.

The importance of CPD is particularly pronounced in the Nigerian educational system, where curriculum revisions often require teachers to bridge gaps between outdated practices and current educational expectations (Mwila et al, 2022). In a study conducted by Abbasi et al, (2024), it was noted that teachers who engage in regular CPD sessions are more likely to understand the nuances of new curricula, which helps them implement content in ways that resonate with diverse student needs. CPD directly impacts the pedagogical practices of teachers, thereby influencing their ability to adapt curricula effectively. Dahri et al, (2021) highlighted that professional development workshops, seminars, and training sessions provide teachers with opportunities to explore innovative instructional techniques, such as the use of technology in the classroom and student-centered teaching methods. These techniques are essential for adapting curricula that emphasize critical thinking, problem-solving, and skills-based learning. The study by Bendtsen et al, (2022) supported this view, indicating that teachers who participate in CPD are better equipped to diversify their instructional approaches, making lessons more interactive and relevant to the contemporary learner.

Nigerian educators have also underscored the value of collaborative CPD models, where teachers learn from peers and experts in professional learning communities (Fakhar et al, 2024). These communities enhance an environment where teachers can share experiences, challenge outdated practices, and jointly develop strategies for curriculum adaptation. As a result, CPD encourages the integration of new teaching methods that are more aligned with reformed curricular objectives. Despite its significance, several challenges hinder the effective implementation of CPD programs in Nigeria. Li et al, (2022) identified inadequate funding, poor infrastructure, and limited access to professional development resources as major obstacles. These challenges are compounded by a lack of incentives for teachers to participate in CPD initiatives, leading to minimal engagement in some regions. Additionally, there is often a disconnect between the content of CPD programs and the specific needs of secondary school teachers, making it difficult for them to translate theoretical knowledge into practical curriculum adaptation strategies (Hammoud et al, 2024).

In light of these challenges, Nkundabakura et al, (2024) emphasized the need for well-structured CPD programs tailored to the specific requirements of secondary school educators. This approach would ensure that training content aligns with the practical realities of curriculum delivery, thus improving the overall effectiveness of CPD initiatives. Dempsey, and Mestry (2023) also advocated for government and institutional support to address infrastructural deficiencies and create an enabling environment for continuous professional growth. The positive impact of CPD on curriculum adaptation extends beyond teachers, affecting student learning outcomes significantly. A study conducted by Shikuku et al, (2024) revealed that teachers who consistently engage in CPD are more capable of delivering curriculum content in ways that promote deeper understanding among students. This improved delivery leads to better student performance, as teachers are adept at using varied instructional strategies that cater to different learning styles. Furthermore, CPD enhances a culture of reflective teaching, where educators continuously assess and adjust their approaches to maximize student engagement and achievement (Sifawa & Mukasa, 2024).

Nigerian scholars agree that the ultimate goal of CPD in curriculum adaptation is to create a learner-centered classroom environment that encourages critical thinking and practical problem-solving (Dempsey & Mestry, 2023). This transformation requires a shift from traditional teacher-centered methods to more interactive and exploratory learning models, a change that CPD can facilitate by providing teachers with the tools and confidence to embrace new pedagogies.

Statement of the Problem

In recent years, curriculum changes have become a recurrent feature in Nigeria's educational landscape, reflecting the need to keep pace with global standards and evolving societal demands. In Awka South Local Government Area, secondary schools have experienced several curriculum revisions aimed at enhancing the quality of education. However, many teachers face challenges in effectively adapting to these changes, resulting in inconsistencies in curriculum delivery and instructional quality. This gap is often attributed to inadequate Continuous Professional Development (CPD) opportunities that fail to equip teachers with the necessary skills and knowledge for curriculum adaptation.

Several studies have highlighted that secondary school teachers in Nigeria struggle with integrating new curricular content, modern teaching methods, and technology into their classrooms due to limited CPD engagement. These challenges lead to outdated teaching practices, reduced student engagement, and poor academic performance. In Awka South, the issue is particularly pressing as many teachers report difficulty in understanding and applying the objectives of revised curricula, leading to fragmented implementation across schools.

Furthermore, there is a lack of empirical evidence on how CPD initiatives in Awka South are structured to support curriculum adaptation effectively. Without a clear understanding of the role that CPD plays in facilitating curriculum adaptation among secondary school teachers, it is challenging to design targeted interventions that address specific deficiencies. This study, therefore, seeks to assess the role of CPD in helping secondary school teachers in Awka South Local Government Area adapt to

curriculum changes. It aims to identify the strengths and weaknesses of existing CPD programs and their impact on curriculum delivery, ultimately seeking to bridge the gap between curriculum expectations and actual classroom practices. Addressing this problem is important for enhancing educational outcomes and ensuring that teachers are well-prepared to meet the demands of modern educational standards.

Methodology

The study employed a descriptive correlational research design to assess the role of Continuous Professional Development (CPD) in curriculum adaptation among secondary school teachers in Awka South Local Government Area. The sample consisted of 117 teachers, including 65 from public schools and 52 from private schools, with 27 male and 90 female teachers. A stratified random sampling method was used to ensure representation across school type and gender. Data was collected through a structured questionnaire, which included sections on demographic information, teachers' perceptions of CPD, and its influence on curriculum adaptation strategies. The questionnaire was pre-tested for validity and reliability. Reliability testing was conducted using Cronbach's Alpha, yielding a coefficient of 0.87, indicating strong internal consistency of the instrument. The instrument was also validated by three experts in education, who reviewed its content for clarity, relevance, and alignment with the study's objectives. Their feedback was incorporated to ensure the instrument effectively captured the required data.

The data analysis method began with descriptive statistics, which included calculating the variables for gender, sample size (N), mean, standard deviation (Std. Deviation), and standard error of the mean (Std. Error Mean). These descriptive statistics provided a summary of the data's central tendency and variability. The hypotheses testing method employed involved conducting an Independent Samples t-test, preceded by Levene's Test for Equality of Variances. Levene's test assessed whether the variances of the two groups were equal, with a focus on determining if the assumption of equal variances held. Following this, the t-test compared the means of the two groups to identify any significant differences. If the variances were equal, a standard t-test was applied; if they were unequal, a Welch-adjusted t-test was used. Ethical considerations were prioritized, with informed consent obtained from all participants and confidentiality ensured throughout the study.

Result and Discussion

Results

Table 1. Distribution of Participants by Type of School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public School	65	55.6	55.6	55.6
	Private School	52	44.4	44.4	100.0
	Total	117	100.0	100.0	

Table 1 presents the distribution of participants by type of school. A total of 117 participants were involved, with 65 (55.6%) from public schools and 52 (44.4%) from private schools. The valid percent for each school type matches the frequency percent, indicating no missing data. The cumulative percent shows that 55.6% of the participants are from public schools, and by the end of the table, 100% of the participants are accounted for, with both school types combined.

Table 2. Distribution of Participants by Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	27	23.1	23.1	23.1
	Female	90	76.9	76.9	100.0
Total		117	100.0	100.0	

Table 2 shows the distribution of participants by gender. Out of the total 117 participants, 27 (23.1%) are male, while 90 (76.9%) are female. The valid percent reflects the proportion of male and female participants, and it corresponds with the frequency percent, indicating no missing data. The cumulative percent reveals that 23.1% of the participants are male, and by the end of the table, 100% of participants are accounted for, with both genders combined.

Research question 1: What are the perceptions of secondary school teachers in Awka South about the importance of continuous professional development (CPD) in enhancing their ability to adapt the curriculum?

Table 3. Group Statistics on Importance of Continuous Professional Development (CPD) in Enhancing Their Ability to Adapt the Curriculum

	Gender	N	Mean	Std. Deviation	Std. Error Mean
CPD enhances the curriculum adaptation skills effectively.	Male	27	3.07	.267	.051
	Female	90	3.59	.495	.052
CPD equips teachers with updated knowledge to improve curriculum adaptation practices.	Male	27	2.41	.931	.179
	Female	90	3.09	.990	.104
	Male	27	3.70	.465	.090

CPD is important for staying relevant in curriculum design.	Female	90	3.62	.552	.058
	Male	27	3.04	.706	.136
CPD programs provide teachers with strategies to better adapt curricula.	Female	90	3.23	.995	.105
	Male	27	2.93	.550	.106
CPD is the key for curriculum innovation success.	Female	90	3.08	.915	.096
	Male	27	3.19	.622	.120
Through CPD, teachers gain understanding for improving curriculum delivery methods.	Female	90	3.18	1.012	.107
	Male	27	3.37	.688	.132
CPD helps teachers refine their curriculum adaptation techniques.	Female	90	3.30	.608	.064
	Male	27	3.37	.688	.132

Table 3 provides group statistics on the importance of continuous professional development (CPD) in enhancing the ability of male and female teachers to adapt the curriculum. For the statement "CPD enhances the curriculum adaptation skills effectively," females (Mean = 3.59) rated it higher than males (Mean = 3.07). Similarly, for "CPD equips teachers with updated knowledge," females again had a higher mean (3.09) compared to males (2.41). However, for "CPD is important for staying relevant," both genders rated it similarly (Male: 3.70, Female: 3.62). Other statements, like "CPD provides strategies" and "CPD is key for curriculum innovation," also reflect higher ratings for females, with male teachers generally showing slightly lower mean scores. The standard deviations indicate varying levels of agreement, with females showing more variation on certain items. The standard error mean values are relatively small, suggesting the data is consistent within each gender group.

Hypothesis 1: There is no significant difference in the perceptions of male and female secondary school teachers in Awka South regarding the importance of continuous professional development (CPD) in enhancing their ability to adapt the curriculum.

Table 4. Independent Samples Test on Importance of CPD in Enhancing Their Ability to Adapt the Curriculum

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	7.113	.009	-2.015	115	.046	-1.38519	.68750	-2.74699	-.02338
Equal variances not assumed			-2.522	66.409	.014	-1.38519	.54919	-2.48156	-.28881

Table 4 presents the independent samples test on the importance of CPD in enhancing teachers' ability to adapt the curriculum. Levene's test ($F = 7.113$, $p = 0.009$) indicates unequal variances between the groups. The t-test for equal variances assumed ($p = 0.046$) and for unequal variances ($p = 0.014$) both show p-values less than 0.05, suggesting a significant difference between male and female teachers' perceptions of CPD's importance. **Therefore, the null hypothesis is rejected**, indicating CPD significantly enhances teachers' ability to adapt the curriculum.

Research question 2: **How does participation in continuous professional development programs influence the strategies employed by secondary school teachers in adapting the curriculum in Awka South?**

Table 5. Group Statistics on How CPD Influence the Strategies Employed by Secondary School Teachers in Adapting the Curriculum in Awka South

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	27	2.81	.786	.151

CPD programs help teachers develop innovative strategies for curriculum adaptation.	Female				
		90	3.22	.969	.102
CPD equips teachers with practical tools to adapt curriculum effectively.	Male	27	3.00	1.144	.220
	Female	90	3.24	.891	.094
Teachers apply CPD knowledge to improve curriculum adaptation methods.	Male	27	2.30	.775	.149
	Female	90	3.28	.924	.097
CPD encourages teachers to experiment with new approaches to curriculum adaptation.	Male	27	2.81	.962	.185
	Female	90	3.07	.934	.098
Participation in CPD strengthens teachers' capacity to curriculum adaptation.	Male	27	2.70	.775	.149
	Female	90	2.93	.934	.098
CPD guides teachers in tailoring curriculum adaptation strategies to student needs.	Male	27	3.26	.447	.086
	Female	90	3.09	.512	.054
CPD enables teachers to integrate technology in curriculum adaptation strategies.	Male	27	3.04	.854	.164
	Female	90	3.01	1.044	.110

Table 5 presents group statistics on how continuous professional development (CPD) influences the strategies employed by male and female secondary school teachers in adapting the curriculum in Awka South. For the statement "CPD programs help teachers develop innovative strategies for curriculum adaptation," females (Mean = 3.22) rated it higher than males (Mean = 2.81). Similarly, for "CPD equips teachers

with practical tools," females again had a higher mean (3.24) compared to males (3.00). The greatest difference was found in the statement "Teachers apply CPD knowledge to improve curriculum adaptation methods," where females (Mean = 3.28) significantly outscored males (Mean = 2.30). Other statements, like "CPD encourages experimentation" and "CPD strengthens capacity," also show higher ratings for females. Both genders gave similar ratings for statements about tailoring strategies to student needs and integrating technology. Standard deviations and standard error mean values reflect the variation within each gender group, with females generally showing more consistency across the responses.

Hypothesis 2: Participation in continuous professional development programs does not significantly influence the strategies employed by male and female secondary school teachers in adapting the curriculum in Awka South.

Table 6. Independent Samples Test on How CPD Influence Strategies Employed by Secondary School Teachers in Adapting the Curriculum

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3.980	.048	-2.739	115	.007	-1.91852	.70040	-3.30587	-.53117
Equal variances not assumed			-3.461	67.939	.001	-1.91852	.55429	-3.02461	-.81242

Table 6 shows the independent samples test on how CPD influences the strategies employed by secondary school teachers in adapting the curriculum. Levene's test ($F = 3.980$, $p = 0.048$) indicates unequal variances between the groups. The t-test for equal variances assumed ($p = 0.007$) and for unequal variances ($p = 0.001$) both yield p-values less than 0.05. This indicates a statistically significant difference between male and female teachers' views. **Therefore, the null hypothesis is rejected,** meaning CPD significantly influences curriculum adaptation strategies.

Research question 3: **To what extent do continuous professional development activities address the specific challenges faced by secondary school teachers in adapting the curriculum in Awka South?**

Table 7. Group Statistics on How CPD Address the Specific Challenges Faced by Secondary School Teachers in Adapting the Curriculum in Awka South

	Gender	N	Mean	Std. Deviation	Std. Error Mean
CPD activities equip teachers to tackle challenges in curriculum adaptation.	Male	27	3.11	.751	.145
	Female	85	3.08	1.071	.116
CPD helps teachers overcome challenges by providing relevant instructional strategies.	Male	27	3.00	.620	.119
	Female	90	3.28	.636	.067
CPD activities focus on solving curriculum adaptation issues faced by teachers.	Male	27	3.19	.786	.151
	Female	90	3.06	1.032	.109
CPD addresses challenges like diverse student needs and curriculum adjustments.	Male	27	3.19	.396	.076
	Female	90	3.38	.712	.075
CPD programs help teachers navigate curriculum changes and instructional challenges.	Male	27	2.81	.396	.076
	Female	90	3.28	.520	.055
CPD supports teachers in overcoming challenges related to curriculum delivery.	Male	27	2.70	.609	.117
	Female	90	2.87	1.019	.107
	Male	27	3.04	.649	.125

CPD activities	Female				
empower teachers to address curriculum adaptation obstacles.		90	3.23	.688	.072

Table 7 presents group statistics on how continuous professional development (CPD) addresses specific challenges faced by secondary school teachers in adapting the curriculum in Awka South. For the statement "CPD activities equip teachers to tackle challenges in curriculum adaptation," both males (Mean = 3.11) and females (Mean = 3.08) gave similar ratings. However, for "CPD helps teachers overcome challenges by providing relevant instructional strategies," females (Mean = 3.28) rated it significantly higher than males (Mean = 3.00). In the statement "CPD activities focus on solving curriculum adaptation issues," males (Mean = 3.19) again rated it higher than females (Mean = 3.06). For addressing challenges like diverse student needs, females (Mean = 3.38) rated it higher than males (Mean = 3.19). On statements like "CPD programs help navigate curriculum changes" and "CPD supports teachers in overcoming curriculum delivery challenges," females consistently rated these higher than males. For the statement "CPD activities empower teachers to address curriculum adaptation obstacles," both genders showed relatively high ratings, with females (Mean = 3.23) slightly higher than males (Mean = 3.04). The standard deviations and standard error mean values reflect more variability in female responses, especially for statements about overcoming challenges, suggesting a broader range of opinions among females.

Hypothesis 3: Continuous professional development activities do not significantly address the specific challenges faced by male and female secondary school teachers in adapting the curriculum in Awka South.

Table 8. Independent Samples Test on How CPD Activities Address the Specific Challenges in Adapting the Curriculum

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	4.084	.046	-1.185	115	.238	-.96296	.81255	-2.57247	.64655
Equal variances not assumed			-1.369	55.441	.176	-.96296	.70317	-2.37189	.44597

The independent samples test in Table 8 evaluates whether CPD activities significantly address the challenges faced by male and female secondary school teachers in adapting the curriculum in Awka South. Levene's test ($F = 4.084, p = 0.046$) suggests unequal variances between the two groups. The t-test results show that for equal variances assumed, the p-value is 0.238, which is greater than the significance level of 0.05. Thus, **the null hypothesis is not rejected**, indicating that CPD activities do not significantly address curriculum adaptation challenges.

Discussion

Continuous Professional Development (CPD) is vital in enhancing teachers' ability to adapt the curriculum, ensuring they remain effective in the classroom. CPD programs enhance curriculum adaptation skills by equipping teachers with updated knowledge and innovative strategies for delivering content. In contrast to traditional teaching, CPD helps teachers refine their methods and tailor strategies to diverse student needs (Bendtsen et al, 2022). This finding aligns with studies suggesting that CPD programs help educators stay relevant by integrating new instructional strategies and tools (Dahri et al, 2021). CPD is also important for staying current in curriculum design, ensuring that educators understand contemporary educational practices. It provides teachers with the knowledge to improve their instructional approaches and navigate changes in curriculum requirements (Tumpa et al, 2024). Furthermore, CPD enhances curriculum innovation by introducing new pedagogical techniques and approaches, contributing to teacher development and adaptability. Through CPD, teachers gain understanding that improve curriculum delivery, which enhances their teaching effectiveness. These findings agreed with research that emphasizes how CPD programs enhance curriculum innovation and empower teachers to develop strategies suited to various classroom environments (Abakah, 2023).

Continuous Professional Development (CPD) significantly influences the strategies employed by secondary school teachers in adapting the curriculum in Awka South. CPD programs help teachers develop innovative strategies for curriculum adaptation by exposing them to new teaching techniques and methodologies. This finding agreed with studies suggesting that CPD provides practical tools to adapt the curriculum effectively, enhancing teachers' ability to meet diverse learning needs (Merry et al, 2023). Furthermore, CPD encourages teachers to experiment with new approaches, enhancing creativity in lesson delivery. In a related study, CPD was shown to strengthen teachers' capacity to adapt the curriculum by improving their skills and knowledge (Nkundabakura et al, 2024). Teachers apply CPD knowledge to refine their methods and better respond to classroom challenges, as demonstrated by increased use of differentiated instruction. Additionally, CPD helps teachers tailor their curriculum adaptation strategies to specific student needs, thereby improving learning outcomes. Moreover, CPD enables teachers to integrate technology into their

curriculum adaptation strategies, facilitating more interactive and engaging learning experiences (Hammoud et al, 2024). In contrast, teachers with limited CPD opportunities may struggle to implement these strategies effectively. Thus, CPD plays a critical role in enhancing teachers' adaptability and instructional effectiveness.

Continuous Professional Development (CPD) plays an important role in addressing the specific challenges faced by secondary school teachers in adapting the curriculum in Awka South. CPD activities equip teachers with the necessary skills and knowledge to tackle challenges in curriculum adaptation. This finding is agreed with research by Li et al, (2022), which highlighted how CPD helps teachers overcome instructional challenges by providing relevant strategies that enhance curriculum delivery. In contrast, CPD activities also focus on solving curriculum adaptation issues by addressing obstacles like diverse student needs and curriculum adjustments (Fakhar et al, 2024). CPD programs help teachers navigate curriculum changes, ensuring they remain effective despite evolving educational demands. Teachers in Awka South can thus adapt their teaching strategies to align with new curriculum expectations through the knowledge gained in CPD programs. CPD also supports teachers in overcoming challenges related to curriculum delivery, particularly in classrooms with varying student abilities (Abbasi et al, 2024). Moreover, CPD empowers teachers to address curriculum adaptation obstacles by providing practical solutions and strategies for effective implementation (Mwila et al, 2022). Overall, CPD equips educators to meet the diverse challenges of curriculum adaptation, enhancing improved teaching outcomes and student engagement.

The implications of this study include comprehensive contributions to the development of the education system, where Continuous Professional Development (CPD) is proven to have a strategic role in improving teachers' capacity to adapt to the dynamics of the modern curriculum. The findings of the study imply the need for systematic investment in teacher professional development programs, which not only aim to improve individual knowledge and skills, but also encourage pedagogical innovation and responsiveness to the diversity of student needs. Practically, the implications of this study encourage educational institutions to design a sustainable, comprehensive, and integrated CPD framework, which is able to equip teachers with innovative strategies, current knowledge, and practical tools in facing increasingly complex curriculum challenges, so that it can ultimately improve the quality of the teaching and learning process and overall educational outcomes.

Conclusion

In conclusion, this study has highlighted the significant role of Continuous Professional Development (CPD) in enhancing the ability of secondary school teachers in Awka South Local Government Area to adapt the curriculum effectively. The findings reveal that CPD programs equip teachers with innovative strategies, practical

tools, and updated knowledge that enable them to navigate curriculum changes, address diverse student needs, and refine their teaching methods. Furthermore, CPD activities provide teachers with the opportunity to experiment with new approaches, integrate technology, and strengthen their overall capacity to adapt the curriculum to meet evolving educational demands. The study also demonstrated that CPD programs help teachers overcome challenges related to curriculum delivery, thus ensuring that educators remain effective in their teaching practices. Given these outcomes, it is clear that CPD plays a vital role in curriculum adaptation, and investing in continuous professional growth for teachers is essential for improving educational quality in Awka South. Future research could further explore the specific types of CPD activities that are most beneficial in addressing the unique challenges faced by teachers in different educational settings.

References

- Abakah, E. (2023). Teacher learning from continuing professional development (CPD) participation: A sociocultural perspective. *International Journal of Educational Research Open*, 4, 100242.
- Abbasi, M. A., Chang, A. G., & Hafeez, A. (2024). Challenges Faced by English Language Teachers in The Implementation of Continuous Professional Development. *Spry Contemporary Educational Practices*, 3(1).
- Bendtsen, M., Forsman, L., & Björklund, M. (2022). Exploring empowering practices for teachers' sustainable continuing professional development. *Educational Research*, 64(1), 60-76.
- Dahri, N. A., Vighio, M. S., Bather, J. D., & Arain, A. A. (2021). Factors influencing the acceptance of mobile collaborative learning for the continuous professional development of teachers. *Sustainability*, 13(23), 13222.
- Dempsey, T., & Mestry, R. (2023). Teachers' perceptions and experiences of navigating continuing professional development during the COVID-19 pandemic. *Education Sciences*, 13(9), 933.
- Fakhar, H., Lamrabet, M., Echantoufi, N., & Ajana, L. (2024). Towards a New Artificial Intelligence-based Framework for Teachers' Online Continuous Professional Development Programs: Systematic Review. *International Journal of Advanced Computer Science & Applications*, 15(4).
- Hammoud, M. M., Schoppen, Z., Berkowitz, L. R., & Marzano, D. (2024). Redesigning Continuous Professional Development: Aligning Learning Needs With Clinical Practice. *Clinical Obstetrics and Gynecology*, 67(3), 474-482.
- Li, R., Liu, H., Chen, Y., & Yao, M. (2022). Teacher engagement and self-efficacy: The mediating role of continuing professional development and moderating role of teaching experience. *Current psychology*, 41(1), 328-337.
- Merry, L., Castiglione, S.A., Rouleau, G., Létourneau, D., Larue, C., Deschênes, M.F., Gonsalves, D.M. and Ahmed, L., 2023. Continuing professional development (CPD) system development, implementation, evaluation and sustainability for healthcare professionals in low-and lower-middle-income countries: a rapid scoping review. *BMC Medical Education*, 23(1), p.498.

- Mwila, K., Namuchana, M., Lufungulo, E.S., Chinemerem, O.G., Mudenda, S., Mangwatu, D., Nangandu, C. and Hikaambo, C., 2022. Teachers' continuous professional development (CPD) in Southern African Development Community (SADC): A review of policies, approaches and implementation strategies in enhancing teacher competences. *International Journal of Education Humanities and Social Science*, 5(1).
- Nkundabakura, P., Nsengimana, T., Uwamariya, E., Nyirahabimana, P., Nkurunziza, J. B., Mukamwambali, C., ... & Ndiokubwayo, K. (2024). Contribution of Continuous Professional Development (CPD) Training Programme on Rwandan Secondary School Mathematics and Science Teachers' Pedagogical, Technological, and Content knowledge. *Education and Information Technologies*, 29(4), 4969-4999.
- Shikuku, D.N., Mohammed, H., Mwanzia, L., Ladur, A.N., Nandikove, P., Uyara, A., Waigwe, C., Nyaga, L., Bashir, I., Ndirangu, E. and Bedwell, C., 2024. Evaluation of the feasibility of a midwifery educator continuous professional development (CPD) programme in Kenya and Nigeria: a mixed methods study. *BMC Medical Education*, 24(1), p.534.
- Sifawa, M. A., & Mukasa, S. (2024). Impact of Continuous Professional Development on Academic Staff Performance in Sokoto State University, Sokoto, Nigeria. *Journal of Innovative Technologies and Business For Sustainable Development*, 5.
- Tumpa, K. F., Zohora, F. T., & Arafin, M. (2024). Perceptions and Needs of University Teachers Toward Continuous Professional Development: Evidence from an Emerging Country. *Journal of Tertiary Education and Learning*, 2(3), 7-18.