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**PERCEPTION OF PHYSICS TEACHERS' CONTINUOUS PROFESSIONAL
CAREER DEVELOPMENT AND CURRICULUM IMPLEMENTATION
PRACTICES IN JOS NORTH SENATORIAL ZONE OF PLATEUA STATE**

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ABSTRACT

The study investigated the "Perception of Physics Teachers' Continuous Professional Career Development and Curriculum Implementation in JOS NORTH Senatorial Zone of Plateau State" Survey research design was employed for the study. A total of 70 Physics teachers from Jos North Senatorial Zone of Plateau State made up the sample size of the study. Researcher designed questionnaire which was validated by experts in field of Physics and staff development was used for data collection. Pilot test of the instrument was conducted and reliability of 0.73 was obtained using Crombach Alpha. Two research questions guided the study. Questionnaires were administered to the sampled Physics teachers using research assistants and were immediately collected after they responded to it. The study revealed that teachers' qualification and teaching experience plays significant role on the implementation of Physics curriculum as perceived by Physics teachers in Jos North Senatorial Zone of Plateau State. On the basis of these findings, recommendations were made that Government should employ only the qualified Physics teachers to teach at secondary levels of educations. Government should also provide training and retraining opportunities periodically through seminars, conferences or workshops for all teachers at secondary schools level. This will improve teachers' Continuous Professional Career Development. Non-Governmental Organizations and other stakeholders should be encouraged to contribute in providing Continuous Professional Career Development programmes to teachers. This will help motivate the teachers hence, resulting to effective implementation of their respective curriculum. For further research, the area of school supervision should be looked into so as to ensure that the area addressed by this research is checked.

Key words: Career Development, Curriculum, Jos North ,Perception and Teachers

INTRODUCTION

The aim of this paper is to determine the Perceptions of Physics Teachers' Continuous Professional Career Development and Curriculum Implementation Practices in Jos North Senatorial Zone of Plateau State. Specifically, the scope of the paper includes the following

1. Determine the Perception of Continuous Professional Career Development and teachers' qualification on the Implementation of Physics Curriculum and Examine the perception of Continuous Professional Career Development on teaching experience and Implementation of Physics Curriculum among Physics Teachers in Jos North Senatorial Zone of Plateau State, The design used for the study is Descriptive Survey Research Design. The population for the study comprised of seventy (70) physics teachers (50 males and 20 females) from all the senior secondary schools in Jos North Senatorial Zone of Plateau State. All the seventy (70) physics teachers were used as sample size for the study .Questionnaire designed by the researcher was used for the study and named "Questionnaire on Perception of Physics Teachers' of Continuous Professional Career Development (QUPOCOPCAD). The questionnaire (QUPOCOPCAD) was validated by two experts It was thereafter pilot tested and reliability coefficient of 0.73 was obtained.

Questionnaires were distributed to the physics teachers of the schools through the research assistants. Face to face method was used. The research assistants waited and collect the filled questionnaires from the teachers on the same day. The data collected using the QUPOCOPCAD were analyzed using Mean (\bar{x}) and Standard Deviation (SD). The study revealed that teachers' qualification and teaching experience plays significant role on the implementation of Physics curriculum as perceived by Physics teachers in Jos North Senatorial Zone of Plateau State.

MAIN RESULTS:The two tables can be seen in the main text on page 10-11

Table 1: Mean and Standard Deviation on the Perception of Continuous Professional Career Development on Teachers' Qualification and Implementation of Physics Curriculum in Jos North Senatorial Zone of Plateau State

S/N	Items	Mean	SD	Decision
1	Physics teachers' academic qualification brings about effective implement Physics Curriculum	4.58	1.02	Agree
2	Physics teachers' academic qualification makes his/her preparation and presentation in the classroom easier while implementing Physics Curriculum	4.55	1.01	Agree
3	Physics teachers' academic qualification simplifies his/her method of teaching Physics	3.68	0.16	Agree
4	Physics teachers' academic qualification makes his/her classroom management easier while implementing Physics Curriculum	4.58	1.02	Agree
5	Physics teachers' academic qualification affords him/her easy ways to assess and evaluate his/her students while implementing Physics Curriculum	4.97	1.04	Agree

Grand Mean Total

4.47

1.05

Agree

Table 2: Mean and Standard Deviation on the perception of Continuous Professional Career Development on Teachers' Teaching Experience and the Implementation of Physics Curriculum in Jos North Senatorial Zone of Plateau State

S/N	Items	Mean	SD	Decision
6	Physics teachers' teaching experience is necessary for his/her ability to implement Physics Curriculum effectively	4.89	0.89	Agree
7	Physics teachers' teaching experience promotes his/her ability to prepare and presents lesson effectively in the classroom while implementing Physics Curriculum	4.13	0.63	Agree
8	Physics teachers' teaching experience influences his/her method of teaching Physics	4.64	0.84	Agree
9	Physics teachers' teaching experience influences his/her classroom management skill while implementing Physics Curriculum	3.83	0.13	Agree
10	Physics teachers' teaching experience promotes his/her easy ways of evaluating his/her students while implementing Physics Curriculum	4.51	0.81	Agree
TOTAL		4.40	0.66	Agree

CONCLUSION

Conclusions were drawn from the research as, Teachers' qualification plays a significant role on the implementation of Physics curriculum and also Teachers' teaching experience has a significant influence on the implementation of Physics curriculum in Jos North Senatorial Zone of Plateau State. The researchers therefore recommend that only qualified teachers should be employed to teach in secondary school level of education in Nigeria and Teachers' teaching experience should be the basis for allocating teachers to teach a particular class or subject at every level of educational system in Nigeria. For further research, the area of school supervision should be looked into so as to ensure that the area addressed by this research is checked.

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