



## Teachers Co-Professional Activities and the Final Stages of Curriculum Implementation Process at Secondary School Level in Bamenda

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**Abstract:** This study titled teachers' involvement in co-professional activities and its effect on the curriculum implementation process is focused on the effect of other economic activities that teachers participate in on the curriculum implementation process. The teacher by virtue of his profession is the pivot in the curriculum implementation process. The absence or inadequate job motivation and satisfaction, family pressure, little or no salary increment, appointments that enables participation in decision-making are some factors identified that maybe responsible for teachers' participation in co-curricular activities. The research design was causal comparative. A four point Likert scale questionnaire was used in collecting data using a random sampling technique to a population of 150 secondary school teachers. Findings revealed that, teachers' involvement in co-professional activities has a negative impact on the curriculum implementation process. It was recommended that co-professional activities should not be carried out during working hours in other to have effective teaching and learning process.

**Keywords:** Art / painting / culture / harmonious development of the generation / fine arts / teacher / mentor / student.

### Introduction

Teachers are the determinant of effective and efficient curriculum implementation at every level, hence must be grounded in their respective areas of specialization. The teacher should be competent, effective, always available, and have job satisfaction. The final stages of curriculum implementation according to Endeley & Zama (2021), takes place within the school and the teacher occupies a central position. They are of the view that this stage of curriculum implementation includes all the activities associated with teaching learning and evaluation. Successful curriculum implementation according to Özden, C. (2021), is much more than qualifications, teachers need to focus on the strategies and habits needed for life-long learning within and beyond the taught curriculum. Curriculum implementation refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum. The teaching profession in Cameroon like all other professions in the world is quite demanding and needs focus.

### Curriculum Implementation and the Effective Teaching

Teaching and learning process can be defined as a transformation process for learners as a result of the interaction between teachers and students. It is the combination of various elements within the process where the teacher identifies and establishes learning objectives, develops teaching resources and implements the teaching and learning strategy. Teachers are the major pillars in the teaching and learning process hence the main curriculum implementers. All stakeholders such as students, parents, school administrators can be directly or indirectly involved in the implementation process. The teacher is the agent in the curriculum implementation process which is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus into

practice. Curriculum implementation involves the dissemination of the structured set of learning experiences, the provision of resources to effectively execute the plan, and the actual execution of the plan in the classroom setting where teacher-learner interactions take place (Ivowi, 2009). Curriculum implementation therefore refers to the translation of the planned curriculum (syllabuses and schemes of work) by the teacher to be delivered to students (Ornstein and Hunkins, 2018). Hence, curriculum implementation does not translate directly into classroom reality, teachers are those who ultimately decide the fate of the process. Consequently, the teacher's attitudes, feelings and perceptions should not be devalued.

The final stage of curriculum implementation enables the learner to interact with the content and materials in order to acquire the necessary skills, attitudes and abilities. Mkpa & Izuagba (2009) define curriculum implementation as the actual engagement of the learner with the planned learning opportunities. This means that curriculum implementation is that stage of the curriculum process where the learner through the guide of a teacher interacts with learning activities so as to maximize learning. The teacher is one who translates the curriculum document into operating curriculum through a joint effort of hers/his, the learners and other interest groups as viewed by Mkpa (1987). Teachers play a key and vital role in the implementation of the curriculum plans at school level. This role is sometimes challenged by the level of teachers' efficiency in work performance where the educational resources are scarce. The teacher assists learners to participate actively in the learning process (Starkey, 2012). Teaching involves face-to-face encounter, and the teachers' actions are conducive to bringing about students learning. As a collection of practices and principles, Cambridge International (2021), describes this as 'active learning'. The word 'active' refers to learners' being actively engaged in learning rather than passive recipients of teaching. Teachers also need to be active leaders of learning rather than transmitters of knowledge or facilitators of learning. Teaching is regarded as both art and science. As an art, it lays emphasis on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn Rajagopalan (2019). As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals. Different educationists hold different ideas regarding the concept of teaching. Teaching is seen as an effective action, between teachers and learners, whereby both arts and science calls for the exercise of talents and creativity. Tambo (2012), states that effective teaching involves an effective teacher, one who is able to bring about intended learning outcome. Therefore, teaching as a science, involves a repertoire technical, procedures, and skills that can systematically be studied, described and improved upon. Hence, an effective teacher is one who adds creativity and inspiration to the basic repertoire. By this, teaching should be well planned and teachers should decide on the objectives, method of learning and evaluation techniques. According to Hough & Duncan as cited in Ghaffar (2021), teaching is an activity with four phases, a curriculum planning phase, introduction phase, instruction phase, and an evaluation phase which describes and analyze the teaching process. Teaching is a face-to-face encounter between two or more persons, one who intends to transmit knowledge, skills and attitudes to and the others are participants.

Effective teachers have a deep knowledge of the subject matter or content that they teach. Therefore, teaching can be observed, analyzed, evaluated, and should be able to stimulate learners power of thinking and direct them towards self - learning. The teacher can only be effective in teaching when he or she is satisfied at the post of responsibility. This implies that if teachers fail to impart the learners to attain a certain level, then they have not been effective and have failed in their duties. The role of the teacher is to support student learning. Vygotsky (1978) as cited in Fania & Ghaemib (2011) describes this as the 'zone of proximal development' which is sometimes referred to as 'scaffold'. This is the area of challenge beyond which the learner cannot manage on their own. The teacher or a skilled other person's intervention is therefore required to enable the learner master learning Shabani, Khatib, & Ebadi (2010). This involves constantly challenging student thinking, monitoring the impact of their instructional approaches and adjusting what they do based on feedback (Cambridge International, 2021). Both leadership and professional development according to Alexandrou, & Swaffield (2014) are central to learning and school improvement. It is for the above reasons that teaching is so involving

and needs a lot of focus. For teaching to be effective, teachers must prepare ahead of time and also carry out research on what is to be taught. All of these activities are so demanding and need focus. Hence the presence of the teacher in the teaching learning process makes a lot of difference for effective student learning which is the bottom-line curriculum. Teacher's involvement in co-professional activities refers to situation whereby teachers add other income generating activities to their teaching profession, such as politics, business, farming and cultural activities due to some factors such as; lack of job satisfaction, workload not matching with salaries, family pressure, social demands and deprivation of teachers' participation in decision making. Voogt, et al (2018). This implies that during campaign periods in case of political involvement, teachers abandon classroom activities for impromptu meeting as such, teachers are involved in partisan politics. Therefore, their curriculum implementation process may suffer.

### **Teachers Co-Professional Activities**

This can be defined as the act of teachers taking upon themselves additional income generating activities. These additional activities such as politics, farming and business, may take some of the working hours of their profession - teaching. A teacher may decide to take on additional income generating activities for personal reasons. These reason range from inadequate salary, family pressure, high social demands, lack of job motivation and satisfaction, inconsistent and irregular promotion and teachers non participation in decision making in administrative matters with regards to staff welfare. Analysis by Schaeffer (2019) revealed that 16% of public or secondary school teachers subsidize their low salary by taking a second job or being involved in co-professional activities. These low salaries may have pushed many teachers to be involved in co-professional activities in order to make ends meet. This however may have far-reaching effect on both curriculum implementation process and the academic performance of the learners. Ferzi (2021) is of the opinion that job motivation and job satisfaction is an important aspect in a work situation and which has been associated with improved performance and employee or teachers' commitment to the institution or organization.

Effective teachers make decisions based on attaining the most positive results for their students, demonstrate flexibility in dealing with change, influence others by their actions, create a synergy among colleagues, and build consensus through teamwork. Anderson & Redman (2016) & Crowe (2020) are of the view that teachers have to make decisions in other to impart knowledge and skills to their learners which is a very important task of teachers, because all curricular and co-curricular activities are affected by these decisions. Armstrong (2006), defines participation in decision making as the inclusion of the teachers in the decision making process of the organization or institution.

Politics as an income generation source: Politics is the study of conflict resolution, art of government, the conduct and management of public affairs. Politics varies from place to place and time to time. In other words, politics is the concept associated with the governance of a country or an area. It can also be seen as the debate between parties having powers within an organization as well as the individuals participating in it (Garner, 2009). Some teachers indulge in politics as income generating activity just to augment the salaries received from their primary job (teaching). Through politics they may be able to ameliorate socio-economic standard of living. Such teachers can lobby for funds from the government or other donor organizations to finance development projects in their communities.

Business as an income generation source: A business is an organization or entity that sells goods or services for a profit. The important part of this definition is that business is something that operates in order to make a profit, not all businesses actually are successful to make a profit, but their main purpose is to generate profits. There are three legal forms a business can take: sole proprietorship, partnership and corporation. Sappa et al., (2015) carried out a study on the impact of teachers involved in co-professional activities like business on the teaching and learning process. The findings showed that, there is an indirect impact on teacher's involvement in business on the teaching and learning process.

Farming as an income generating source: Farming or agriculture is the activity of growing crops and raising life stock, it involves tilling the soil, and the sowing of seeds or crop. Farming involves animal

husbandry, also known as mixed farming Giller et al, (2006, 2011). The teaching profession is so demanding such that taking farming as a second job like may be too stressful for the teachers concerned. Teachers, according to Kongnyuy (2015) cannot be productive if they are motivated. In order to meet up with the rising standards of living, most teachers found it beneficial and have indulged in farming as a source of generating more income to raise their standard of living (Sliter and Boyd, 2014). This is also known as combining full-time jobs with secondary part-time jobs. The consequences can be seen at two levels, both direct and indirect on curriculum implementation process and is a call for concern.

Cultural activities as an income generating source: Culture is a unique experience, Mora-Bourgeois in Futterman (2018), defines it as the way in which different groups of people organize their daily lives. Culture includes what people actually do and what they believe. It influences greatly how people see and understand the world, and how they communicate with each other. Teachers are part of the community where they live and are affected by the beliefs, customs, tradition, dressing and eating habits. Some teachers embark on cultural activities that are income generating (DeCapua & Wintergers, 2004). Some teachers are Fons, secretaries in the village meetings or community development associations, leaders of choral groups and traditional dances. Some teachers who have taken cultural activities as co-professional activity, may not be able to implement the curriculum successfully.

### **Theoretical Framework - Teacher Motivation and Herzberg's two-factor Theory**

Herzberg's Two-factor Theory of motivation has a direct association with the way of making teachers (employees) satisfied. The theory according to Kurt (2021), classifies two main types of factors which can affect employees (teachers) satisfaction or dissatisfaction, namely hygiene factors and motivating factors. Hygiene factors are: Pay and benefits; Educational policy; Interpersonal relationship; Level and quality of supervision; Job security and Working conditions. Motivating factors are: Sense of achievement; Recognition by others; Responsibility; Advancement and personal growth and Job itself. Tan et al (2011) and Atalıç et al. (2016), point out that both hygiene factors and motivation factors contribute to satisfaction and especially, hygiene factors were more satisfying factors in school teachers. When these factors are lacking, teacher tend to be absent from school seeking secondary sources of income. Dagher (2022), is of the view that high levels of absenteeism affect teachers' ability to achieve their goals, it's essential that job satisfaction and retention be prioritized. When teachers are satisfied, they are more effective, creative, productive, and motivated. The incorporation of this theory is said to motivate employees, improve company culture, encourage recognition, and boost achievements. Hygiene factors have some extrinsic characteristics and is associated with what the employees (teachers) do at the work place whereas the other is intrinsic-oriented and related to learners' achievement and recognition. In a case of school contexts, teachers' job satisfaction, job commitment and performance competency are dependent on a variety of factors. Teachers' job commitment has close relationship with teachers' ability in creating and utilizing new ideas for practice, teaching performance, and students achievement. Tota Miah & Hasan (2022) state that the hygiene factors, including the job security, salary and fringe benefits, physical working conditions, research potentials are the most responsible factors causing job dissatisfaction along with some motivational factors such as job autonomy, the way of recognizing teachers' achievement. The researcher ended up that the authority should put high emphasis on faculty job satisfaction by taking care of the hygiene factors as well as the job dissatisfaction avoidance issues (Motivational factors) for a favourable workplace.

Teachers with high motivation are more likely to be satisfied and create favourable social, psychological and physical climate in the classroom (Tambunan, Hamied & Sundayana, 2016). This can have a strong influence on students' achievement and attitudes toward learning and school. Specific physical rewards of competence acknowledgement, meaningful assignment from the higher authority, task autonomy. Participation in decision-making, collaboration among other teachers, administrative support, positive feedback and reasonable salary are considered as meaningful sources of teacher motivation and job commitment. More importantly, these teachers have more opportunity to

establish positive professional values and good relationship with students. They ultimately become a key determinant for both teachers' and students' achievement. In this situation, it is clear that when teachers are motivated they become satisfied and more committed in their duty. But in a situation where teachers are not well motivated, they may have to get themselves involved in co-professional activities to make ends meet. Consequently, their professional output may lead to poor academic performance of the students. Teachers with high motivation according to Tambunan, et al (2016), are more likely to be satisfied and more committed in their duty. They create favorable social, psychological and physical climate in the classroom hence have better ability to carry out curriculum implementation.

### **Statement of the Problem**

Students, parents, school administration and society at large expect teachers to perform specified duties in schools. According to Tambo (2012), effective teaching is carried out by an effective teacher, one who is able to bring about intended learning outcome. This implies that, if a teacher shows good qualities like: kindness, warmth, enthusiasm, steadiness, alertness and sympathy, but cannot help students achieve desirable results; he or she cannot be considered effective in the classroom. In most societies, teachers are expected to give their best in their profession. This gives room for the research question, what is the effect of teachers' co-professional activities on the curriculum development process?

Teachers' involvement in co-professional activities such as politics, business, farming and cultural activities may have an impact on the curriculum implementation process. Factors like lack of job motivation and satisfaction, work load not matching with salaries, social demands, little or no assurance of promotion, and non - participation of teachers in decision making at their job sites has plunged teachers to be involved in co-professional activities. Teacher absenteeism affects their ability to achieve the goals of effective teaching which is an essential aspect of curriculum implementation. This research therefore aims at finding out the effect of teachers' co-professional activities on the final stages of the curriculum implementation process. at secondary school level in Bamenda.

### **Research Questions**

1. What is the effect of teachers' involvement in politics on their curriculum implementation process?
2. What is the effect of teachers' involvement in business on their curriculum implementation process?
3. What is the effect of teachers' involvement in farming on their curriculum implementation process?
4. What is the effect of teachers' involvement in cultural activities on their curriculum implementation process?

### **Research Hypotheses**

The following four hypotheses are postulated to guide the study and were tested at 0.05 level of significance.

5. Ha<sub>1</sub>: There is a significant effect of teachers' involvement in politics on the curriculum implementation process.
6. Ha<sub>2</sub>: There is a significant effect of teachers' involvement in business on the curriculum implementation process.
7. Ha<sub>3</sub>: There is a significant effect of teachers' involvement in farming on the curriculum implementation process.
8. Ha<sub>4</sub>: There is a significant effect of teachers' involvement in cultural activities on the curriculum implementation process.

**Research Methodology**

This study made use of the descriptive research design and the accessible population comprised of all the 162 teachers practicing in Government High School Nitop (G.H.S) and Sacred Heart College. The simple random sampling technique to select the sample size which consisted of the consisted of one hundred and fifty teachers, in two schools. A four point Likert- scale questionnaire was adopted as the main research instrument for the study.

**Findings according to Research Questions**

**Research Question 1:** *What is the impact of teachers’ involvement into politics on their curriculum implementation process?*

**Table 1: Impact of teachers’ involvement in politics on their curriculum implementation process**

S/N	STATEMENTS	SA (4)	A (3)	D (2)	SD (1)	Item Score (X)	Item mean Score (X/150)
1	Some teachers abandon duties for political meetings and programs	83	16	41	10	472	3.15
2	Most teachers come late to school or absent because of political engagement	38	35	68	9	402	2.68
3	Some teachers disrespect hierarchy because they have political leaders in their support	75	24	28	23	451	3.01
4	Some teachers refuse to teach for political reasons	86	33	21	10	495	3.30
5	Some teachers turn classroom into political meeting grounds	49	53	45	3	448	2.99
<b>Total Mean Score / 20</b>							<b>15.13</b>

Table 1 shows that the mean item scores of teachers’ involvement into politics and its impact on their curriculum implementation process range from 2.68 to 3.30. This gives a total mean score of 15.13 out of 20. Furthermore, most of the respondents (77%) indicated that teachers’ involvement into politics affect their output negatively. To some of these respondents, most teachers who militate in political parties, especially in the ruling party, feel that they are untouchable and so absent from school at will claiming that they are on party assignment. The aforementioned findings indicate that teachers’ involvement into politics has a negative impact on their curriculum implementation process.

**Research Question 2:** *What is the impact of teachers’ involvement in business on their curriculum implementation process?*

**Table 2: Impact of Teachers’ Involvement in Business on their Curriculum implementation process**

S/N	STATEMENTS	SA (4)	A (3)	D (2)	SD (1)	Item Score (X)	Item mean Score (X/150)
1	Some teachers own shops	88	22	35	5	493	3.29
2	Teachers sometimes do petty trading	67	28	41	14	448	2.99
3	Teachers sell on campus	19	64	51	16	386	2.57
4	Sometimes teachers leave school for business	89	32	29	0	510	3.40
5	Teachers sometimes lend money	50	32	50	15	411	2.74
<b>Total Mean Score / 20</b>							<b>14.99</b>

Table 2 shows that the mean item scores of teachers’ involvement into business and its impact on their curriculum implementation process range from 2.57 to 3.40. This gives a total mean score of 14.99 out

of 20. Furthermore, majority (60%) of the respondents indicated that teachers who get into business do face lots of distractions and find it very difficult to perform their teaching task as required. The above findings suggest that teachers' involvement into business has a negative impact on their curriculum implementation process.

**Research Question 3:** *What is the impact of teachers' involvement into Farming on their curriculum implementation process?*

**Table 3: Impact of Teachers' Involvement in Farming on their Curriculum implementation process**

S/N	STATEMENTS	SA (4)	A (3)	D (2)	SD (1)	Item Score (X)	Item mean Score (X/150)
1	Most teacher own poultry/pig farm	25	24	76	25	349	2.35
2	Some teachers threaten to fail students who do not assist in their farms	39	24	80	7	395	2.63
3	Teachers pay a lot of attention to their food crop farms/plantations	32	41	43	34	371	2.47
4	Teachers cannot make ends meet without farming	53	40	37	20	426	2.84
5	During peak farming seasons, some teachers concentrate more in their farms than in school.	31	41	53	25	378	2.52
<b>Total Mean Score / 20</b>							<b>12.81</b>

Table 3 indicates that the mean item scores of teachers' involvement in farming and its impact on their curriculum implementation process range from 2.35 to 2.84. This gives a total mean score of 12.81 out of 20. Again, majority of the respondents (80%) indicated that although teachers' involvements in farming do affect them, this effect may just be slightly negative. To them most teachers were farmers before becoming teachers. While some are able to pay others to do the farm work for them, others do engage in farming activities during their off days. Thus the above findings indicate that teachers' involvement into farming has a slightly negative impact on their curriculum implementation process.

**Research Question 4:** *What is the impact of teachers' involvement into cultural activities on their curriculum implementation process?*

**Table 4: Impact of Teachers' Involvement in Cultural Activities on their Curriculum implementation process**

S/N	STATEMENTS	SA (4)	A (3)	D (2)	SD (1)	Item Score (X)	Item mean Score (X/150)
1	Teachers are village counselors or have positions in the village development meetings	25	24	76	25	349	2.35
2	Teachers are presidents or secretaries of development meetings	78	34	25	13	477	3.18
3	Some teachers are Fons	67	28	41	14	448	2.99
4	Some teachers are members of cultural groups	40	35	65	10	402	2.68
5	Teachers participate in secret societies and traditional groups as leaders	19	64	53	14	388	2.59
<b>Total Mean Score / 20</b>							<b>13.79</b>

Table 4 shows that the mean item scores of teachers' involvement in cultural activities and its impact on their curriculum implementation process range from 2.35 to 23.18. This gives a total mean score of

13.79 out of 20. The respondents further indicated that most teachers will prefer to engage in cultural activities rather than go to class when these two activities coincide. To them, this is generally because of the feasting that is usually associated to these cultural activities. Thus the aforementioned findings suggest that teachers' involvement in cultural activities has a negative impact on their curriculum implementation process.

**Findings According to Hypotheses**

*Ho<sub>1</sub>: Teachers' involvement into politics has no significant impact on their curriculum implementation process.*

**Table 5: t-test showing Impact of Teachers' Involvement in Politics on their Curriculum implementation process**

	Test Value = 12.5					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
<b>Teachers' Involvement into Politics</b>	13.844	149	.000	2.631	1.78	3.38

Table 5 shows that the t value for the test is 13.844 with confidence interval ranging from 14.28 (i.e. 12.5+1.78) to 15.88 (i.e. 12.5+3.38). This value is significant ( $p < 0.05$ ) at the 0.05 level of significance and 149 degrees of freedom. Thus the obtained mean of 15.13 (see Table 1) was significantly different from the test-value of 12.5. This implies the null hypothesis that teachers' involvement into politics has no significant impact on their curriculum implementation process was rejected. It can therefore be concluded that teachers' involvement into politics has a significantly negative impact on their curriculum implementation process.

*Ho<sub>2</sub>: Teachers' involvement in business has no significant impact on their curriculum implementation process.*

**Table 6: t-test showing Impact of Teachers' Involvement in Business on their Curriculum implementation process**

	Test Value = 12.5					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
<b>Teachers' Involvement into Business</b>	10.769	149	.000	2.493	1.49	3.16

Table 6 shows that the t value for the test is 10.769 with confidence interval ranging from 13.99 (i.e. 12.5+1.49) to 15.66 (i.e. 12.5+3.16). This value is significant ( $p < 0.05$ ) at the 0.05 level of significance and 149 degrees of freedom. Thus the obtained mean of 14.99 (see Table 2) was significantly different from the test-value of 12.5. This implies the null hypothesis that the teachers' involvement into business has no significant impact on their curriculum implementation process was rejected. It can therefore be concluded that teachers' involvement into business has a significantly negative impact on their curriculum implementation process.

*Ho<sub>3</sub>: Teachers' involvement into Farming has no significant impact on their curriculum implementation process.*



**Table 7: t-test showing Impact of Teachers’ Involvement in Farming on their Curriculum implementation process**

	Test Value = 12.5					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
<b>Teachers’ Involvement into Farming</b>	1.030	149	.425	.31	.19	1.01

Table 7 indicates that the t value for the test is 1.030 with confidence interval ranging from 12.69 (i.e. 12.5+0.19) to 13.51 (i.e. 12.5+1.01). This value is not significant ( $p > 0.05$ ) at the 0.05 level of significance and 149 degrees of freedom. Thus the obtained mean of 12.81 (see Table 3) was not significantly different from the test-value of 12.5. This implies the null hypothesis that the teachers’ involvement into farming has no significant impact on their curriculum implementation process was rejected. It can therefore be concluded that although teachers’ involvement into farming has a slightly negative impact on their curriculum implementation process, this impact is not significant.

**DISCUSSIONS, RECOMMENDATION, AND CONCLUSION**

This chapter adopts themes in the discussion of the findings. The chapter also highlights the implications of the findings. Based on the findings, recommendations and suggestions for further studies are highlighted. Limitations and summary of the study are presented.

**Discussion**

Politics involves a lot of mobility, which may lead to teacher absenteeism. Some teachers abandon duties for political meetings and programs. This accession is true in that, teachers who practice partisan politics become more interested in the game to win votes and reap the benefits which is considered a source of generating income and also to gain popularity in his community. The teacher is the most important resource person in an educational system in any society (Anderson & Redman (2016). This implies that when the teacher abandons the classroom for political meetings, the whole world knows. Education is the backbone of any economy which must be taken care of. Most teachers come late to school or absent from school because of political engagements. Saaria (2016), considers absenteeism to have a critical adverse crash in an institution and finally its success. In other words, failure to report and stay at workplace as stipulated by the minister of education in the 1998 forum, inspire of any cause is considered failure in output production, Boxall, Parcell, and Wright (2007).

The second research question seeks to address the issue of teachers’ involvement in business as a co-professional activity, and a source of generating income. Findings show that some teachers own shops or do petty trading. Startz, (2018) carried out a study on why teachers more likely than others work second jobs (business). The reason is because teachers are not given fair working conditions inspire of the fact that teachers are nation builders. This accession is more evident in the secondary Schools than the preliminary schools. Simic (2002) observed that teachers who carry out business such as running a shop or petty trading are likely to raise more income. This will enable them to meet up with rising standards of living. Some teachers sell on campus or leave school for business. While some teachers sometimes lend money to people on high alert interest rate. The impact of such activities on teachers who carry out business is serious at three levels; emotional, instructional and output level, Sappa (2015) finds out that combining teaching and other jobs like business would likely face professional challenges. He said that a teacher is not supposed to work many hours a day. This is true in that, when they overwork themselves they become exhausted both physically and mentally, and may not be able to prepare their lessons for the week nor complete the syllabus by academic year ending. They might not even locate enough time to access students and also do evaluation as expected by their job description. This time the teachers concerned, have divided opinions and may turn to focus more on their business so as to ensure rapid turnovers of their stock. The third research question postulates the impact of teachers’ involvement in farming as a source of income generating activity. Most teachers

own poultry/pig farms and need extra labour force to assist in operation. This may be more than what they received a monthly pay or salaries. Hence such teachers may not be able to make ends meet without their farming engagements, and some teachers turn to concentrate more on their farms that focusing in the classroom. But looking at the impact on their professional output, it is slight high. This is so because it is alleged that some teachers were farmers before they were recruited as teacher. So it possible for them to pay part of the farm work to be done by others.

The forth research question is based on the impact of teachers' involvement in cultural activities on their professional output. Culture is the way of life of the people, meaning that culture is not bad in itself but it may be wrongly or overwhelmingly practice d such that it become detrimental to the students, and a drop in their professional output. Culture being a pattern of shared values such as beliefs and behaviours of groups of people (Anneli,2003). Though this shared values, beliefs and behaviours differ from society cc to another. In the Northwest Region of Cameroon, teachers participate fully in most of their cultural activities and are considered as role models in their entire community or society. Some teachers are village counselors or have positions in their village development meetings. The difference between those who actually practice cultural activities also depend on the interest of the individuals. Unlike teachers are expected to use their professional knowledge in diverse manner, to help students to learn (Hermine,2001). Most cultural activities feasting, wining and dining activities associated with them. Those teachers who practice it may prefer the feasting rather than focusing on classroom activities. (Triandis,2001). The teachers concerned are willing to replace personal goals to those of the learners. Instead of concentrating their effort on curriculum implementation process in the classroom, they embark on improving themselves which deviates the original objectives of the school towards their own interests. They attribute such behaviours to poor working conditions with less pay packages (DeCalua & Winfergers 2004).

Some teachers are presidents or secretaries of developing associations. Some are fons, and some leaders of traditional dances and others participate in secret cults or societies. All these posts and activities, preoccupy these teachers which has negative impact and distorts the process of teaching and learning (Anjomshoa & Sadighi,2015). This results in a drop in their professional and curriculum implementation process. But if such an activity is exercised out of school schedules the impact will be minimised.

## **Conclusion**

From the results and analysis discussed above it indicates that teacher's involvement in co-professional activities has an impact on their professional output. This finding corroborates that of Pew (2014) who conducted a search and found that, for teachers to indulge in co-professional activities and coping with their full-time jobs means they have to work extremely hard. Adding that, the major challenge is that they find time and energy to manage both full-time jobs with co-professional activities such as politics, business, farming and cultural activities.

Another result after the investigation about the impact of teachers' involvement in co-professional activities on their professional output is the fact that teachers lack job motivation and job satisfaction, workload not matching salaries, and pressure from family demands and social demand in Bamenda II, municipality. After finding out from the teachers of Bamenda II municipality why they got involve in co-professional activities or getting a second job, the result was amazing and so calls for serious reflection on the part of the stakeholders to ameliorate the working condition of teachers in Bamenda II municipality and to enable them improve on their professional output

## **Recommendation**

This study portrays a negative result on teachers' involvement in politics on their professional output. The researcher recommend that stakeholders should reflect on the condition of services and ameliorate it so as to enable them strike a balance on their professional output in the secondary schools in Bamenda II municipality. The government should ensure that, teachers have job motivation and job

satisfaction and then place checks and reinforcements on laws that had been passed in the educational sectors in order to avoid excesses and mediocracy.

Teachers who are involved in farming activities in the secondary schools in Bamenda II municipality should plan their farming schedules out of school schedules or pay people to work for them in order to improve on their professional output. The practices of cultural activities should not be overwhelmingly done, instead it should be practiced out of school programs.

On the part of the government, strict measures should be taken to see that the rules governing the function of both civil servants and contract teachers should respect the norms and the ethics of the teaching profession. The government should equally do well to ameliorate the working conditions of teachers which will ensure them on job motivation and satisfaction. This may reduce the rate of teachers' involvement in co-professional activities. Also stakeholders should reflect on the fact that the workload of teachers should match their salaries and teachers' participation in decision making and advancement should be obvious.

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