

PRIMARY TEACHERS' ATTITUDES TOWARDS NEW CURRICULUM

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Abstract

Curriculum reforming is still processing in Myanmar. In this process, teachers are the key players because they play as implementer role in curriculum reforming. The government needs to know how the teachers perceive, how they learn, how they teach and how they accept which the new curriculum gives because changing from old curriculum to new curriculum require acceptance and cooperation of the teachers, who are the instruments for its implementing and for its realization. The attitude is the important aspect which determines the perception, involvement, acceptance and the realization of the objectives and goals. The main purpose of this study is to analyze the primary teachers' attitudes towards new curriculum by seven educational aspects. They are academic success in new curriculum, interaction with others in new curriculum, time taken for teaching in new curriculum, characteristics of new curriculum, confidence in teaching new curriculum, teachers' perception on student learning in new curriculum and assessment in new curriculum. The type of research for this study was survey research. The sample size consisted of 221 Primary Teachers from Basic Education Primary Schools, Post-Primary Schools and Middle Schools in January, 2019. Primary teachers' attitudes were examined by using questionnaire survey research. The result of the study showed that most teachers have positive attitudes with respect to the new curriculum.

Keywords: primary teacher, attitudes, new curriculum

Introduction

A curriculum is important in an educational system. It helps one plan the education process or procedure for a given period of time. As the saying goes, if you fail to plan then you plan to fail. Curriculum consists of continuous chain of activities needed to translate educational goals into concrete activities, materials and observable change in behavior. In order to make education meaningful for the country, it depends on how the curriculum is developed.

Taner and Turner (1980) defined curriculum as "planned and guided learning experiences and intended outcomes formulated through systematic reconstruction of knowledge and experience under the auspices of the school for the learner's continuous and willful growth in social competence". This definition implies that curriculum enables students to gain knowledge and understanding as well as develop skills, attitudes, values while interacting with each other and with teachers. Curriculum involves that entire take place in the lives of learners and the impact that these experiences have on the society. Curriculum includes the sum total of school experiences, what is to be learned, the expected change in behaviour, the processes involved and the nature of techniques, approaches (methods) and other relevant equipment and facilities.

The process of curriculum developing is different from country to country. It has two types. One is centralization and the other is decentralization. For example, in some country like Ghana, France and Zimbabwe, the curriculum is centrally managed but countries like Australia, Canada, United Kingdom and United States of America; they practice decentralization (Adentwi, 2005). In Myanmar, the curriculum is centrally managed by the government. Both of centralization and decentralization have their strengths and weakness. The curriculum which is centrally prescribed have the problem of finding the right curricula for all schools because of less interaction between the curriculum planner of the system and the classroom (Stenhouse, 1975) while that of the decentralized curriculum, teachers are active in the curriculum

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development process (Maphosal & Mutopa, 2012). In a centrally planned system, the teachers are just ordered to carry out the curricula that they did not take part in designing (Eunitah et al., 2013) making the curriculum liable to a high rate of rejection by the implementers.

A curriculum is more for teachers than it is for pupils. If it cannot change, move, perturb and inform teachers, it will have no effect on those whom they teach. It must first and foremost be a curriculum for teachers. If it has any effect on pupils, it will have it by virtue of having an effect on teachers. The structure and development of the new curriculum involves many features, including how it is organized, the goals to be achieved in education, processes of teaching, learning and assessment, and finally how the curriculum will cater for the future learners. Education and Training Queensland curriculum standard requirements state “All schools are required to develop and maintain up-to-date curriculum plans in consultation with the school community. This planning ensures that assessment, teaching and reporting match the intended curriculum.” (Department of Education and Training, 2008)

Curriculum is organized through scope and sequencing. Scope refers to the level and the arrangement of the curriculum elements that occur across subjects, while, sequence refers to the breaking the content and learning experiences into manageable steps to facilitate learning over a period of time. Scope and Sequence provides information for teachers about the literacy genres, numeracy opportunities and demands, and possibilities for using ICT in the learning program for each of the Key Learning Areas in each year. By using the scope and sequence organization it allows teachers to focus primarily on the intended curriculum, providing support for teachers on what to teach, how to teach it and how to assess it. Therefore, allowing teachers to make the most of learning in their class.

However, teachers are the key players in the education sector and it is critical that they play a central role in the curriculum reforming. Nowadays, Myanmar, in our country, curriculum reforming is still in processing. In this continuing process, teachers’ attitude on the new curriculum becomes important because they play as implementers in this process. Any change in the curriculum and its practice is successful with the wholehearted cooperation and support of the teachers, who are supposed to implement the changes at the grass root realities. The teachers are the instruments through which the curriculum is to be transacted and fulfilled. Hence, the attitude and perception of teachers with respect to curriculum and its implementation is very significant.

For the above reasons, the specific objectives of this research were:

- (1) To investigate the attitude of primary teachers by seven educational aspects
- (2) To analyze the primary teachers’ attitude towards new curriculum

Method and Findings

The main purpose of this study was to investigate primary teachers’ attitudes towards New Curriculum. In order to accomplish this goal, quantitative approach was adopted to collect data. To be specific, the type of research for this study was survey research. Primary teachers’ attitudes were examined by using questionnaire survey method.

Sample of the Study

The participants in this study were selected three types of school from three districts located in Ayeyarwaddy and Yangon Regions. Three different districts were selected depending on a variety of demographic characteristics. The sample size consisted of 221 Primary Teachers

from Basic Education Primary Schools, Post-Primary Schools and Middle Schools in January, 2019.

Thus, a total of 221 primary teachers from three different types of schools participated in this study. The chosen number of teachers and selected schools are described in the Table 1.

Table 1 Number of Teachers of the Study by Types of Schools

Types of School	Number of Participants
B.E.P.S	177
B.E.P.P.S	27
B.E.M.S	17
Total	221

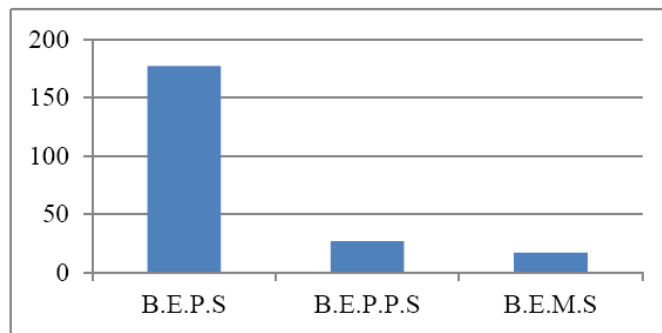


Figure 1

In selected teachers, male and female are also separate count. According to the gender, male is less than female because in Myanmar less number of male teachers only interest in teaching. This is one of the issues that the ministry of education should be considered. The chosen number of male and female teachers is described in the Table 2.

Table 2 Number of Teachers by Genders

Gender	Number of Participants
Male	22
Female	199
Total	221

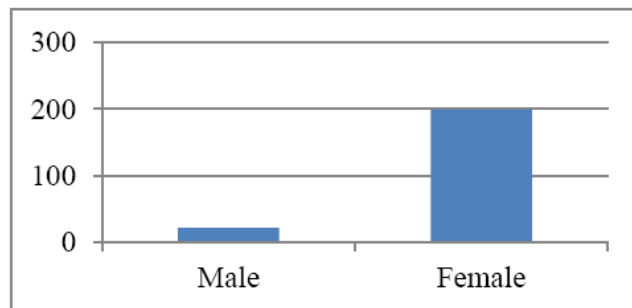


Figure 2

Age between the selected samples, the youngest age is 21 and the oldest is 60. The participants were selected by random. The age differences between the samples are listed in the Table 3.

Table 3 Number of Teachers by Age

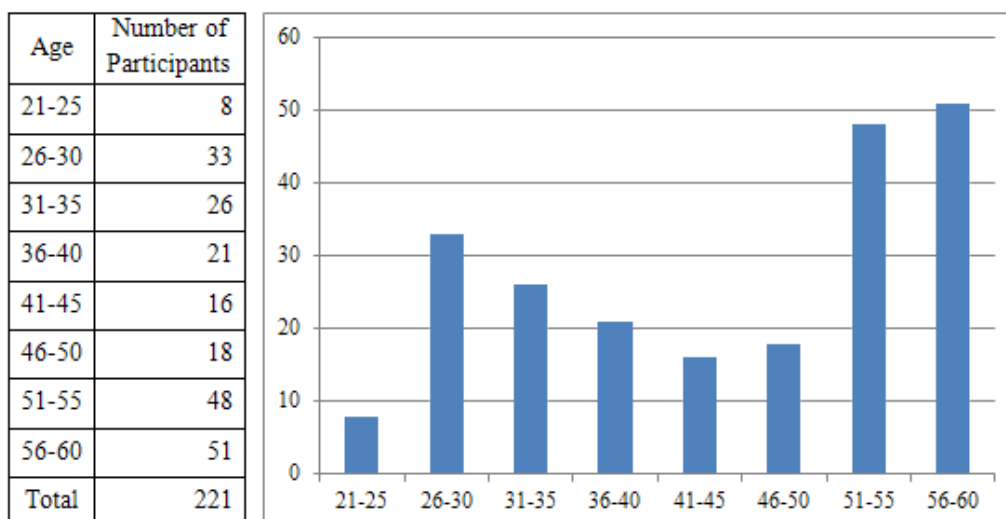


Figure 3

Another field of the data collected in this research is their educational level. In this field, most of the teachers are academic professionals and few of them are educational professionals. This means that our educational field needs more educational professionals. This is also one of the issues that the ministry needs to consider. Their educational level and the major of their study are described in the Table 4 and Table 5.

Table 4 Educational Level of Teachers of the Study

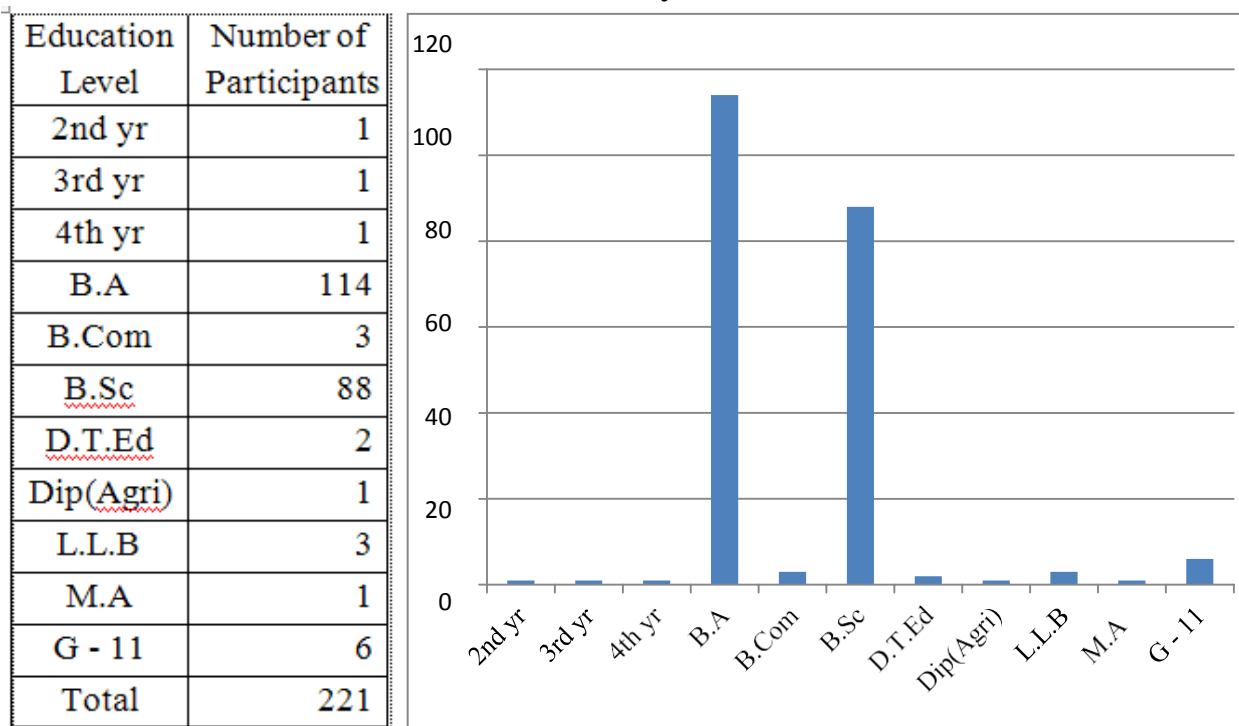


Figure 4

And their major of the study is listed in the Table 5.

Table 5 Major Subject of Teachers of the Study

Major	Number of Participants
Botany	17
Chemistry	14
Economy	9
English	13
Geography	17
History	42
IC	1
Law	3
Maths	21
Myanmar	42
Physics	19
Zoology	17
Grade - 11	6
Total	221

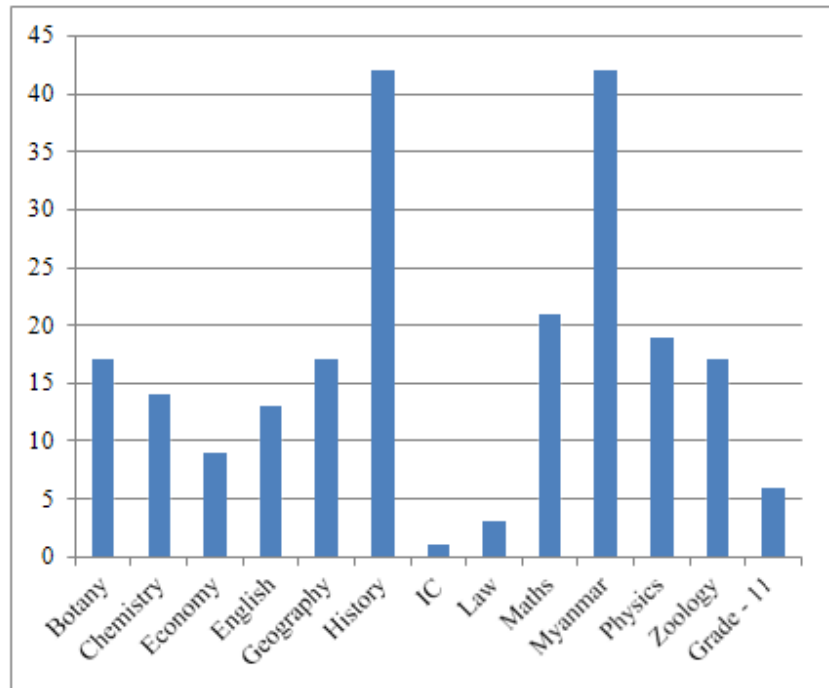


Figure 5

The most important aspect in examining their attitudes on new curriculum is the year of experience. The more they work in education as professional, the better attitudes they have. In this section, the experience will be separated into three types-total years of experience in teaching, experience in teaching with old curriculum and experience in teaching with new curriculum. There are only three grades change during the research is working. So, there will be at most three years of experience in teaching with new curriculum. According to this data, the related tables and graphs are described in the following.

Table 6 Experience of Teachers of the Study

Experience	Number of Participants
1-5	34
6-10	28
11-15	25
16-20	16
21-25	22
26-30	37
31-35	52
36-40	7
Total	221

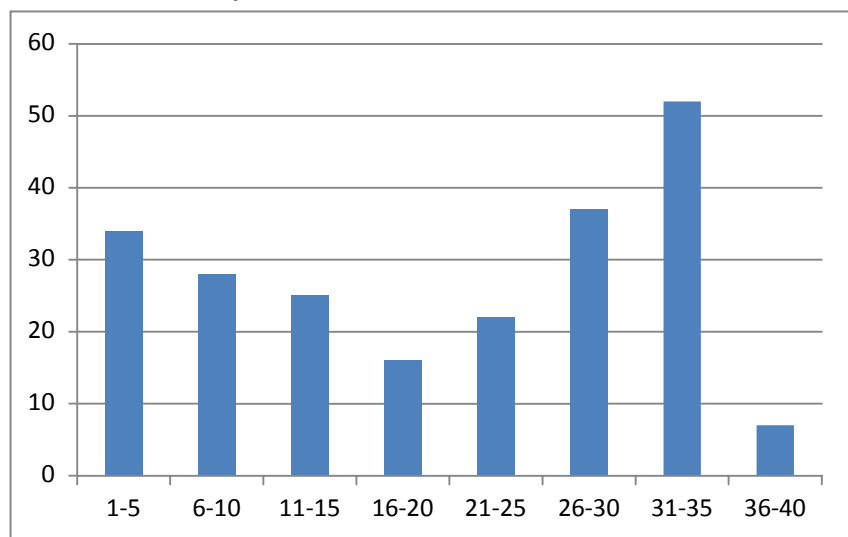


Figure 6

Table 7 Experience of Teachers in Old Curriculum of the Study

Experience in Old Curriculum	Number of Participants
0-4	36
5-9	30
10-14	24
15-19	15
20-24	20
25-29	49
30-34	41
35-39	6
Total	221

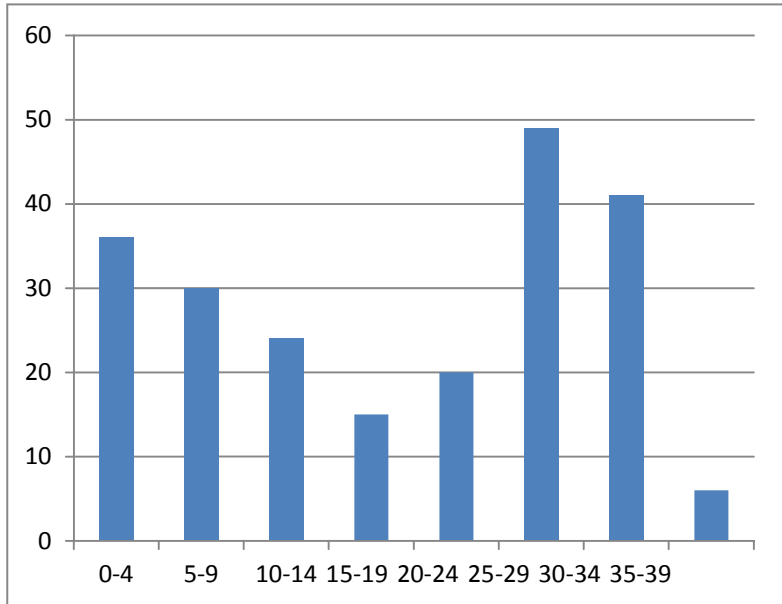


Figure 7

Table 8 Experience of Teachers in New Curriculum of the Study

Experience in New Curriculum	Number of Participants
0	40
1	39
2	42
3	100
Total	221

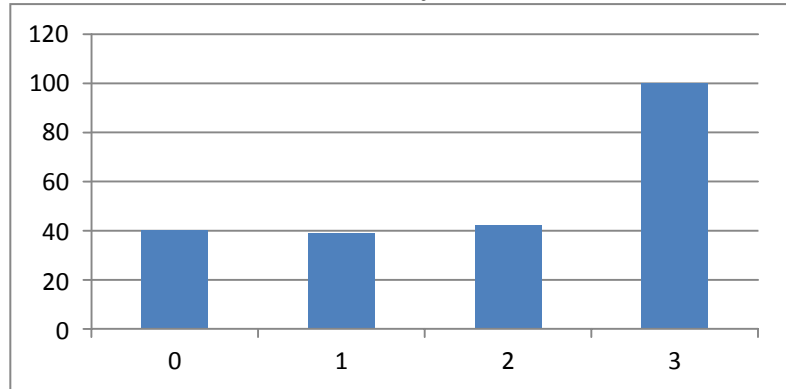


Figure 8

Research Instrument

This study was mainly based on the responses of the teachers to survey questionnaire. The participants were asked to mark the numbers on the questionnaire. They indicated the extent to which they agreed or disagreed with the statements using a five point likert-type scale ranging from 1 = strongly disagree, 2 = disagree, 3 = don't want to decide, 4 = agree and 5 = strongly agree when answering 40 attitude items under seven educational aspects.

Procedure for Collecting Data

All the measures used in this study were adapted to Myanmar version. After preparing the measuring scales, expert review was conducted for face validity and content validity by ten experts from Yangon University of Education who have special knowledge and close relationship in the field of educational psychology and educational test and measurement. Next, revision in item length, the wording of items, and content were made during preliminary administrations of the self-reported survey questionnaire. Then, the wording and phrases of some

items were modified since they were inappropriate with teachers’ understanding level. The modified self-reported questionnaire consisted of 40 items and seven educational aspects.

According to the scoring sheet, the results of the survey questionnaires were calculated. After that, Excel and Statistical Package for the Social Science (SPSS) software version 25 program will be executed for the analysis of the obtained data, interpretation of findings and conclusion will be reported finally.

Data Analysis

After developing the required instruments for primary teachers’ attitudes and applying these for data collection mention in above, primary teachers’ attitudes on new curriculum were explored. By using the statistical analyses, findings and results are discussed in the following sections.

According to the questionnaire, seven aspects of sub-titles are separated and data are collected as seven parts. The following table and diagram are the primary teachers’ attitudes on new curriculum respect with seven sub-titles (see Table 9).

Table 9 Primary Teachers’ Attitudes towards New Curriculum

	Academic Success in New Curriculum		Interaction with Others in New Curriculum		Time Taken for Teaching in New Curriculum		Characteristics of New Curriculum		Confidence in Teaching		Teachers' Perception on Student Learning in New Curriculum		Assessment in New Curriculum	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Totally Disagree	0	0.00 %	0	0.00 %	45	20.36 %	2	0.90 %	0	0.00 %	3	1.36 %	3	1.36 %
Disagree	1	0.45 %	3	1.36 %	122	55.20 %	2	0.90 %	3	1.36 %	0	0.00 %	7	3.17 %
Don't want to decide	4	1.81 %	5	2.26 %	49	22.17 %	2	0.90 %	3	1.36 %	2	0.90 %	34	15.38 %
Agree	133	60.18 %	168	76.02 %	3	1.36 %	101	45.70 %	153	69.23 %	139	62.90 %	126	57.01 %
Totally Agree	83	37.56 %	45	20.36 %	2	0.90 %	114	51.58 %	62	28.05 %	77	34.84 %	51	23.08 %

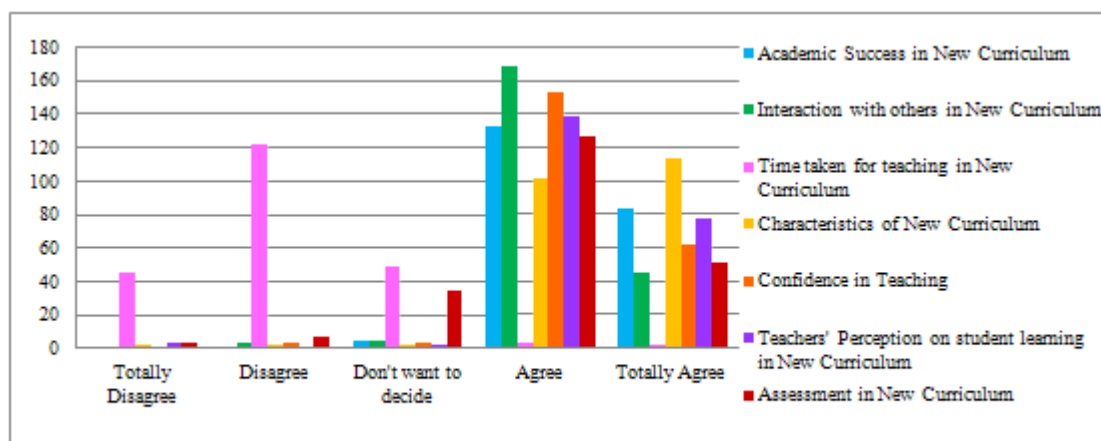


Figure 9

According to the result, new curriculum has a valid agreement in academic success, interaction with others, characteristic, confidence in teaching, teachers’ perception on student learning and assessment sub-title but doesn’t has a valid agreement in time taken in new

curriculum. In general, we can say that most of the teachers have good attitude on new curriculum.

To be more valid, describe the result with the sub-titles.

Table 10 Academic Success in New Curriculum

	Frequency	Percentage
Totally Disagree	0	0.00 %
Disagree	1	0.45 %
Don't want to decide	4	1.81 %
Agree	133	60.18 %
Totally Agree	83	37.56 %

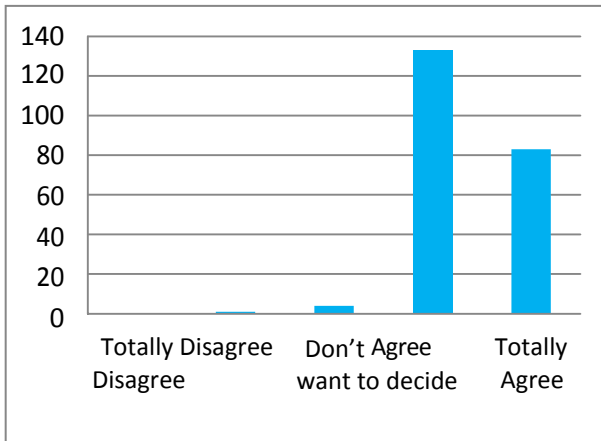


Figure 10

Table 11 Interaction with others in New Curriculum

	Frequency	Percentage
Totally Disagree	0	0.00 %
Disagree	3	1.36 %
Don't want to decide	5	2.26 %
Agree	168	76.02 %
Totally Agree	45	20.36 %

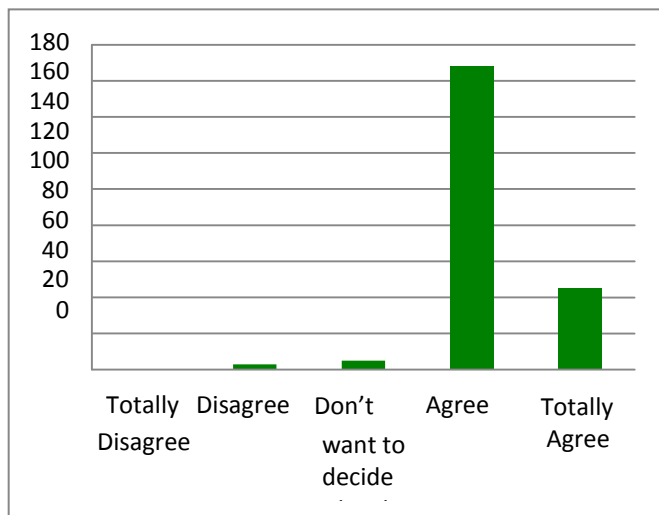


Figure 11

Table 12 Time taken for teaching in New Curriculum

	Frequency	Percentage
Totally Disagree	45	20.36 %
Disagree	122	55.20 %
Don't want to decide	49	22.17 %
Agree	3	1.36 %
Totally Agree	2	0.90 %

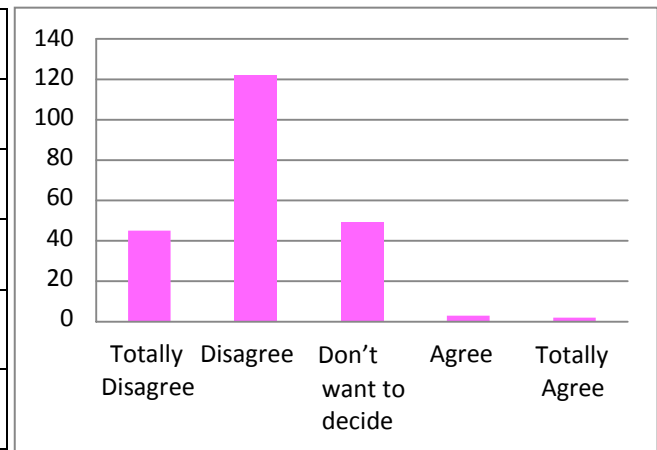


Figure 12

Table 13 Characteristics of New Curriculum

	Frequency	Percentage
Totally Disagree	2	0.90 %
Disagree	2	0.90 %
Don't want to decide	2	0.90 %
Agree	101	45.70 %
Totally Agree	114	51.58 %

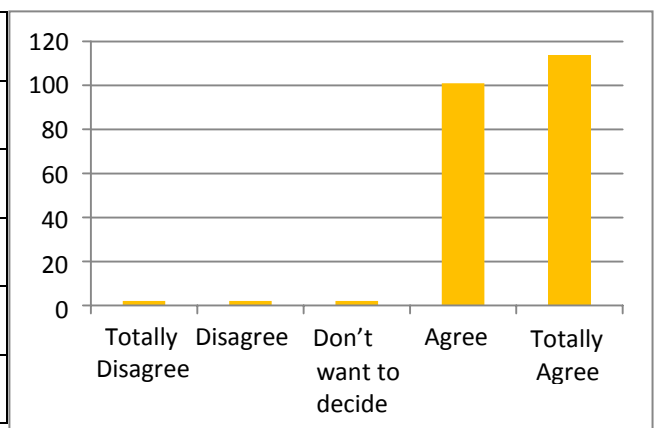


Figure 13

Table 14 Confidence in Teaching New Curriculum

	Frequency	Percentage
Totally Disagree	0	0.00 %
Disagree	3	1.36 %
Don't want to decide	3	1.36 %
Agree	153	69.23 %
Totally Agree	62	28.05 %

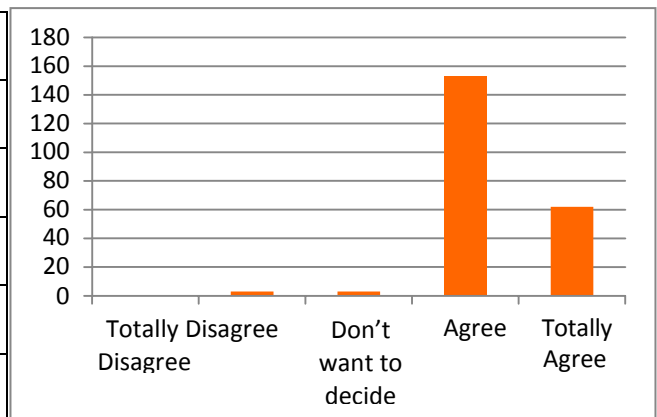


Figure 14

Table 15 Teachers' Perception on student learning in New Curriculum

	Frequency	Percentage
Totally Disagree	3	1.36 %
Disagree	0	0.00 %
Don't want to decide	2	0.90 %
Agree	139	62.90 %
Totally Agree	77	34.84 %

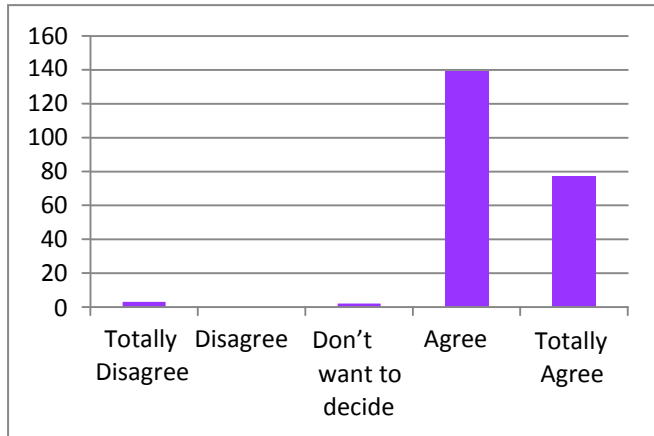


Figure 15

Table 16 Assessments in New Curriculum

	Frequency	Percentage
Totally Disagree	3	1.36 %
Disagree	7	3.17 %
Don't want to decide	34	15.38 %
Agree	126	57.01 %
Totally Agree	51	23.08 %

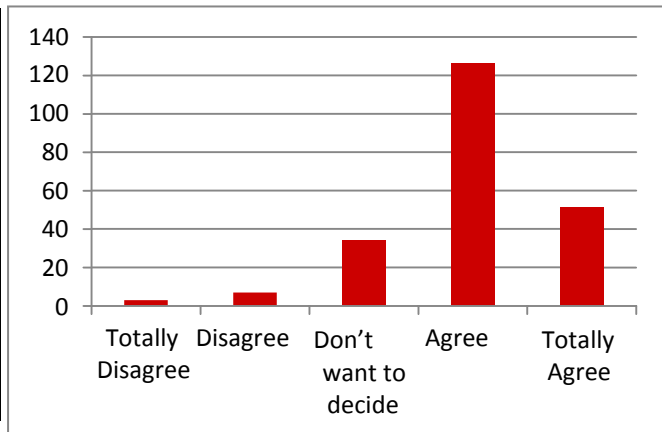


Figure 16

After describing the data with sub-title, to be more specific, their attitudes were discussed with the questions one by one.

(1) New Curriculum can support teachers to understand the school curricular goals.

Table 17 Attitudes on Question 1

Average Score	4
Totally Disagree	1
Disagree	2
Don't want to decide	22
Agree	157
Totally Agree	39

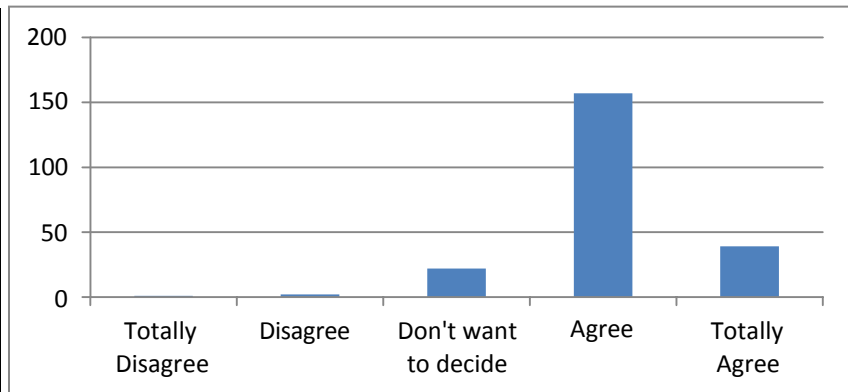


Figure 17

According to the research data, question 1 has a valid agreement. Then, the result is valid and it means that new curriculum can support teachers to understand the school curricular goals.

(2) New Curriculum can support teachers’ degree of success in implementing the school’s new curriculum.

Table 18 Attitudes on Question 2

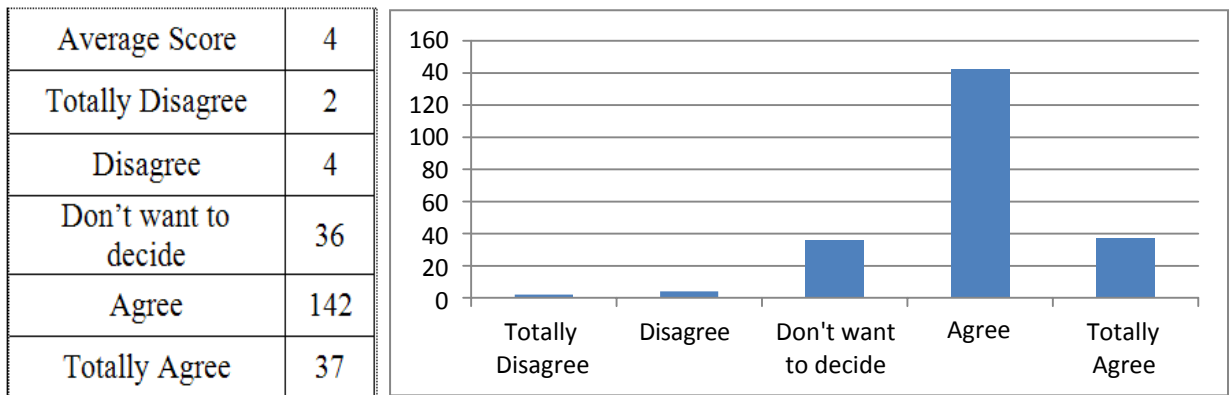


Figure 18

According to the research data, question 2 has a valid agreement. Then, the result is valid and it means that new curriculum can support teachers’ degree of success in implementing the school’s new curriculum.

(3) New Curriculum can provide teacher’s expectations for student in their academic achievement.

Table 19 Attitudes on Question 3

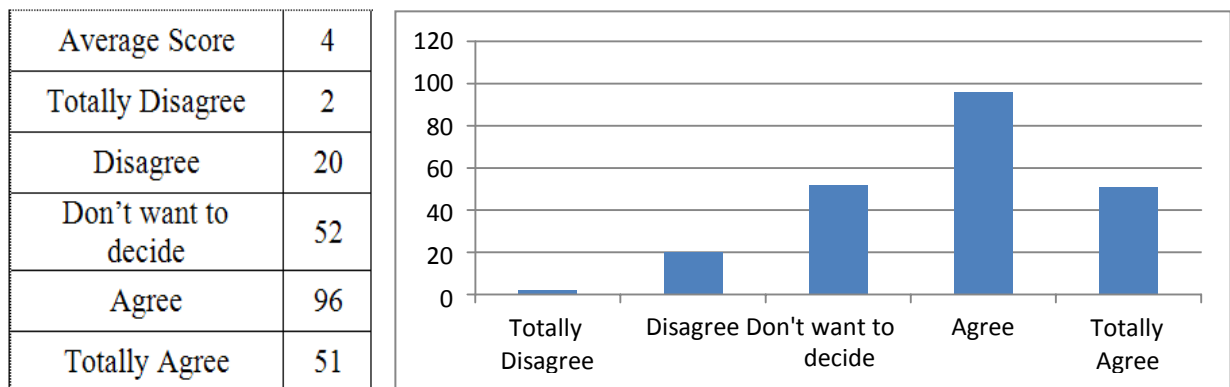


Figure 19

According to the research data, question 3 has a valid agreement. Then, the result is valid and it means that new curriculum can provide teacher’s expectations for student in their academic achievement.

(4) New Curriculum can help teachers by working together to improve student achievement.

Average Score	4
Totally Disagree	3
Disagree	8
Don't want to decide	6
Agree	144
Totally Agree	60

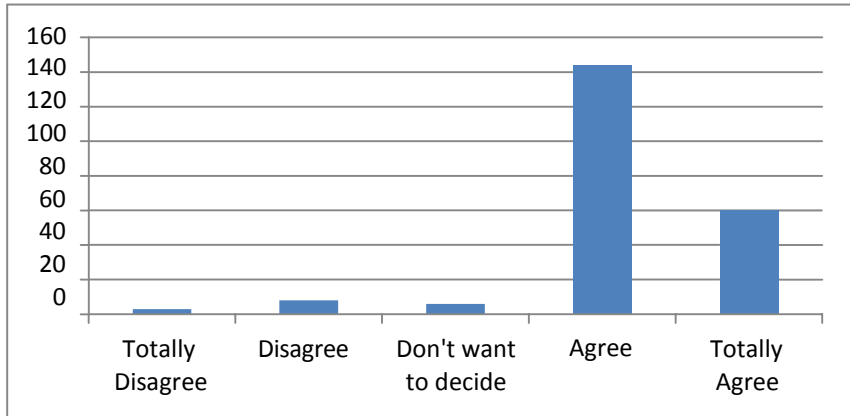


Table 20 Attitudes on Question 4

Figure 20

According to the research data, question 4 has a valid agreement. Then, the result is valid and it means that new curriculum can help teachers by working together to improve student achievement.

(5) New Curriculum can't support teachers' ability to inspire students.

Table 21 Attitudes on Question 5

Average Score	4
Totally Disagree	6
Disagree	16
Don't want to decide	40
Agree	111
Totally Agree	48

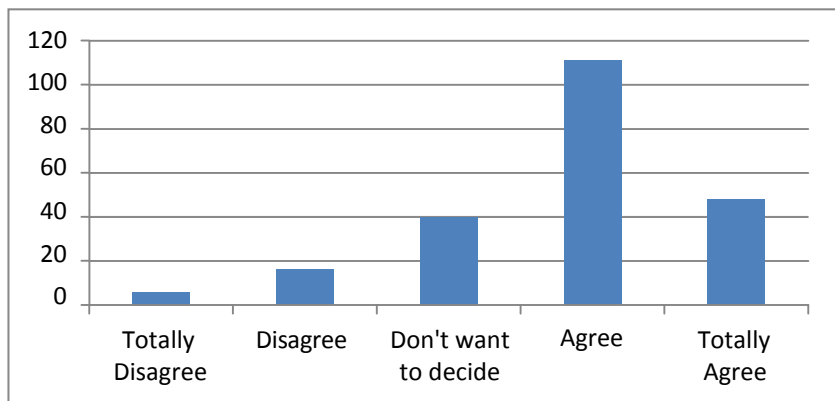


Figure 21

According to the research data, question 5 has a valid agreement. Then, the result is valid and it means that new curriculum can't support teachers' ability to inspire students.

(6) New Curriculum can encourage parental involvement in school activities.

Table 22 Attitudes on Question 6

Average Score	4
Totally Disagree	8
Disagree	16
Don't want to decide	21
Agree	133
Totally Agree	43

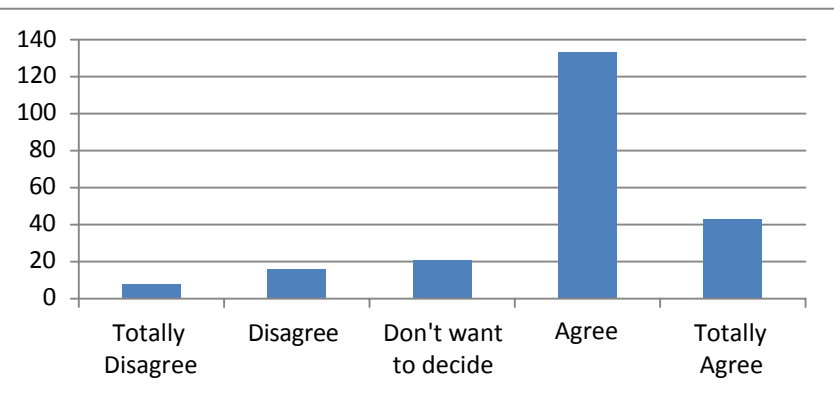


Figure 22

According to the research data, question 6 has a valid agreement. Then, the result is valid and it means that new curriculum can encourage parental involvement in school activities.

(7) New Curriculum can reduce the parental pressure on students to maintain high academic achievement.

Table 23 Attitudes on Question 7

Average Score	4
Totally Disagree	2
Disagree	9
Don't want to decide	25
Agree	139
Totally Agree	46

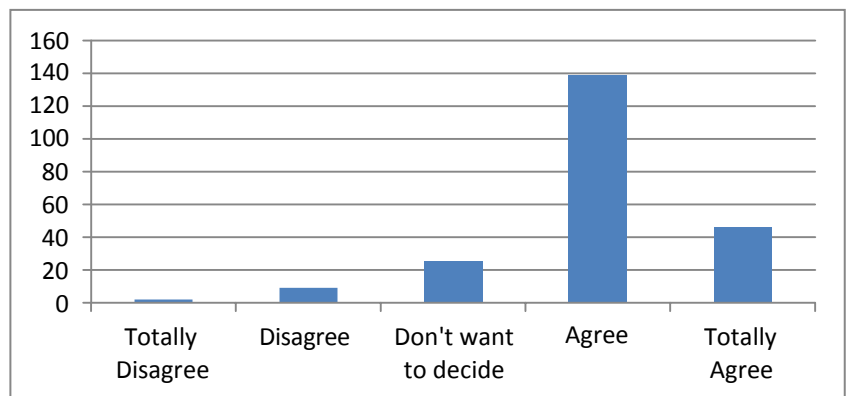


Figure 23

According to the research data, question 7 has a valid agreement. Then, the result is valid and it means that new curriculum can reduce the parental pressure on students to maintain high academic achievement.

(8) New Curriculum can support students to do well in school.

Table 24 Attitudes on Question 8

Average Score	4
Totally Disagree	2
Disagree	3
Don't want to decide	10
Agree	146
Totally Agree	60

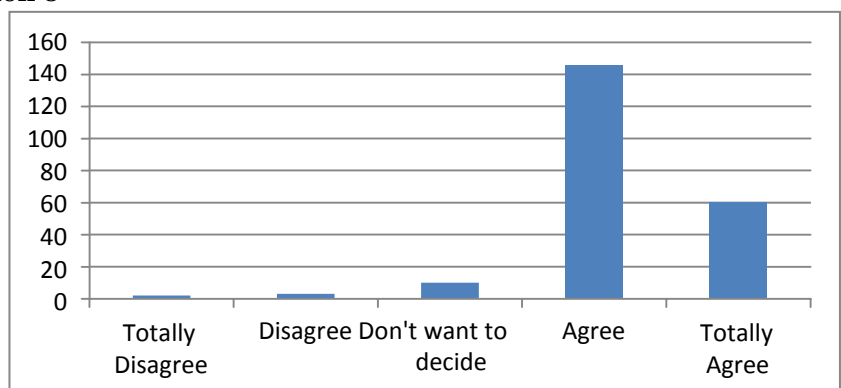


Figure 24

According to the research data, question 8 has a valid agreement. Then, the result is valid and it means that new curriculum can support students to do well in school.

(9) New Curriculum can't support student's ability enough to reach school's academic goals.

Table 25 Attitudes on Question 9

Average Score	4
Totally Disagree	2
Disagree	23
Don't want to decide	34
Agree	106
Totally Agree	56

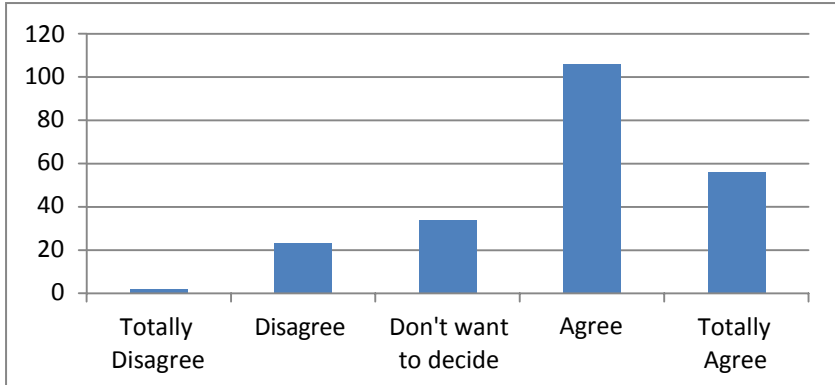


Figure 25

According to the research data, question 9 has a valid agreement. Then, the result is valid and it means that new curriculum can't support student's ability enough to reach school's academic goals.

(10) New Curriculum can increase the amount of instructional support provided to teachers by headmasters.

According to the research data, question 12 has a valid agreement. Then, the result is valid and it means that new curriculum can provide sharing what I have learned about my teaching experiences.

Table 26 Attitudes on Question 10

Average Score	4
Totally Disagree	3
Disagree	9
Don't want to decide	38
Agree	135
Totally Agree	36

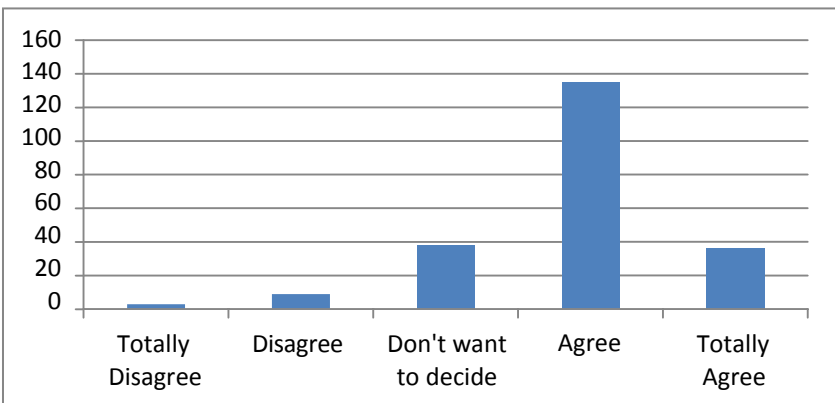


Figure 26

According to the research data, question 10 has a valid agreement. Then, the result is valid and it means that new curriculum can increase the amount of instructional support provided to teachers by headmasters.

(11) New Curriculum can give collaboration in planning and preparing instructional materials.

Table 27 Attitudes on Question 11

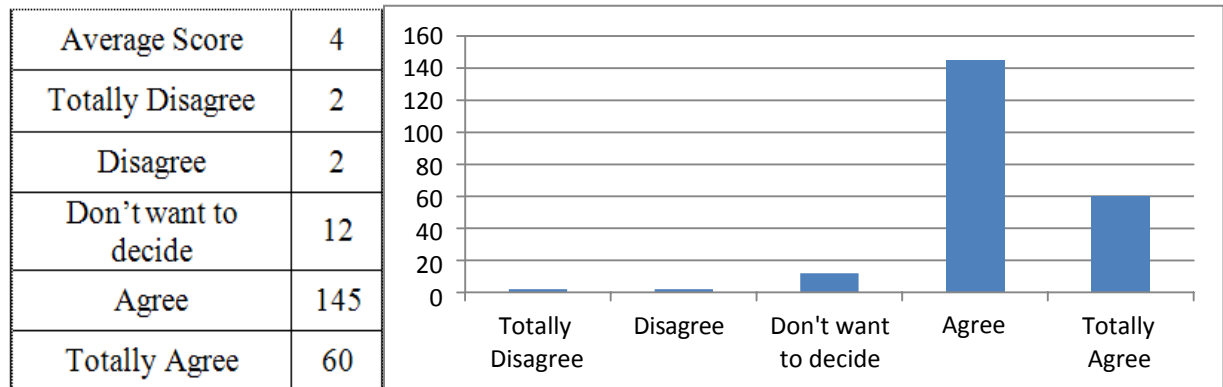


Figure 27

According to the research data, question 11 has a valid agreement. Then, the result is valid and it means that new curriculum can give collaboration in planning and preparing instructional materials.

(12) New Curriculum can provide sharing what I have learned about my teaching experiences.

Table 28 Attitudes on Question 12

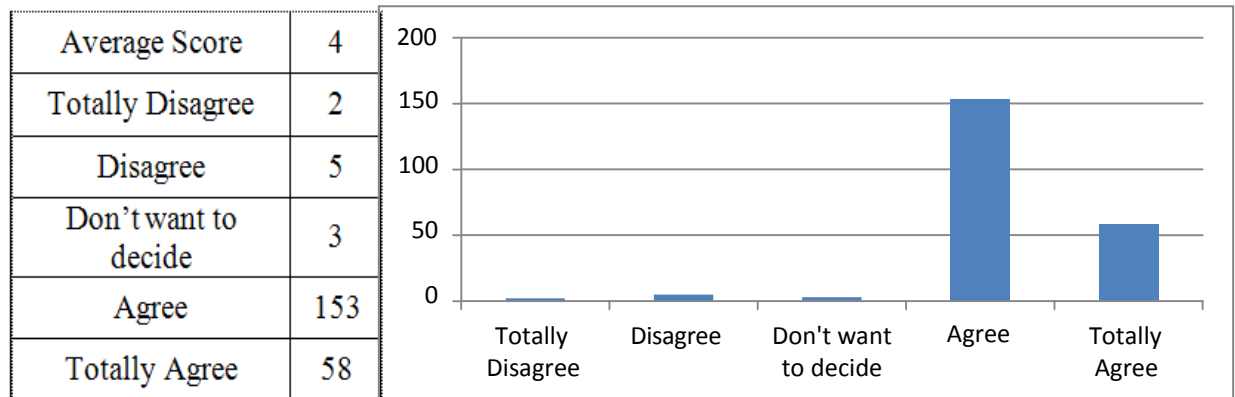


Figure 28

According to the research data, question 12 has a valid agreement. Then, the result is valid and it means that new curriculum can provide sharing what I have learned about my teaching experiences.

(13) New Curriculum make teachers work together to try out new ideas.

Table 29 Attitudes on Question 13

Average Score	4
Totally Disagree	2
Disagree	6
Don't want to decide	3
Agree	158
Totally Agree	52

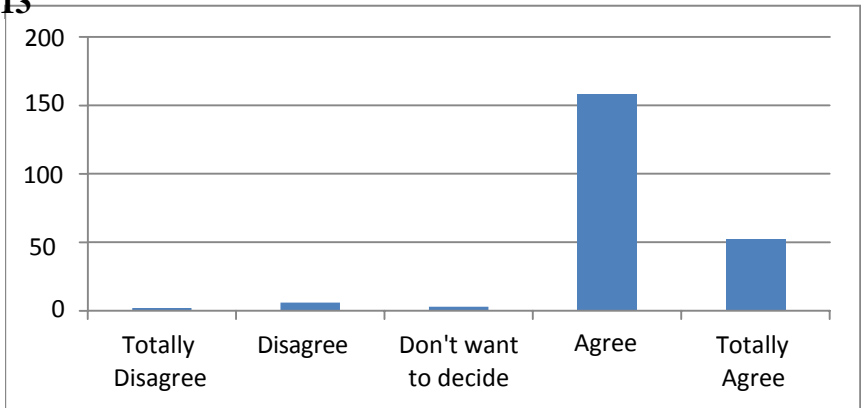


Figure 29

According to the research data, question 13 has a valid agreement. Then, the result is valid and it means that new curriculum make teachers work together to try out new ideas.

(14) I feel too much pressure from parents and students because of the curriculum changing.

Table 30 Attitudes on Question 14

Average Score	3
Totally Disagree	32
Disagree	72
Don't want to decide	47
Agree	49
Totally Agree	21

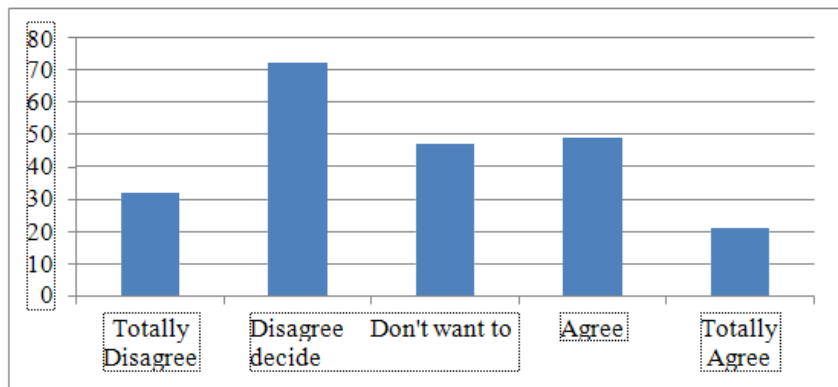


Figure 30

According to the research data, question 15 has a valid disagreement. Then, the result is valid and it means that teachers do not have too many teaching hours according to new curriculum.

(15) I have too many teaching hours according to new curriculum.

Table 31 Attitudes on Question 15

Average Score	2
Totally Disagree	54
Disagree	108
Don't want to decide	20
Agree	30
Totally Agree	9

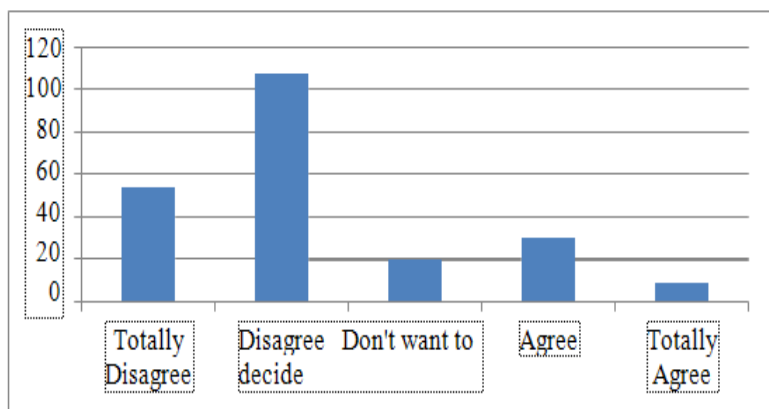


Figure 31

According to the research data, question 15 has a valid disagreement. Then, the result is valid and it means that teachers do not have too many teaching hours according to new curriculum.

(16) According to New Curriculum, I need more time to prepare for the class.

Table 32 Attitudes on Question 16

Average Score	2
Totally Disagree	83
Disagree	122
Don't want to decide	9
Agree	6
Totally Agree	1

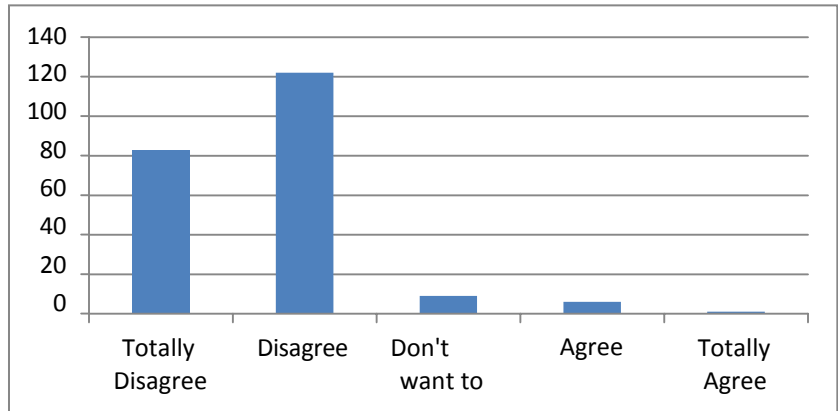


Figure 32

According to the research data, question 16 has a valid disagreement. Then, the result is valid and it means that teachers do not need more time to prepare for the class.

(17) According to New Curriculum, I need more time to assist individual students.

Table 33 Attitudes on Question 17

Average Score	2
Totally Disagree	84
Disagree	126
Don't want to decide	8
Agree	0
Totally Agree	3

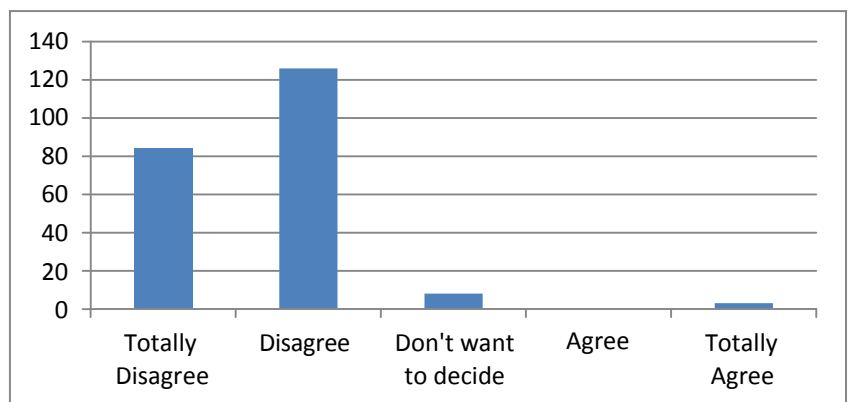


Figure 33

According to the research data, question 17 has a valid disagreement. Then, the result is valid and it means that teachers do not need more time to assist individual students.

(18) New Curriculum relates the lessons to students' daily lives.

Table 34 Attitudes on Question 18

Average Score	4
Totally Disagree	3
Disagree	3
Don't want to decide	5
Agree	131
Totally Agree	79

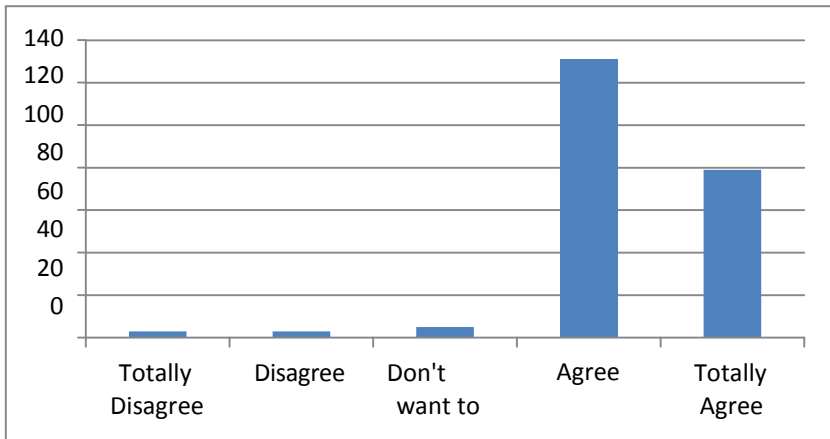


Figure 34

According to the research data, question 18 has a valid agreement. Then, the result is valid and it means that new curriculum relates the lessons to students' daily lives.

(19) New Curriculum can bring interesting materials to class.

Table 35 Attitudes on Question 19

Average Score	4
Totally Disagree	4
Disagree	1
Don't want to decide	4
Agree	134
Totally Agree	78

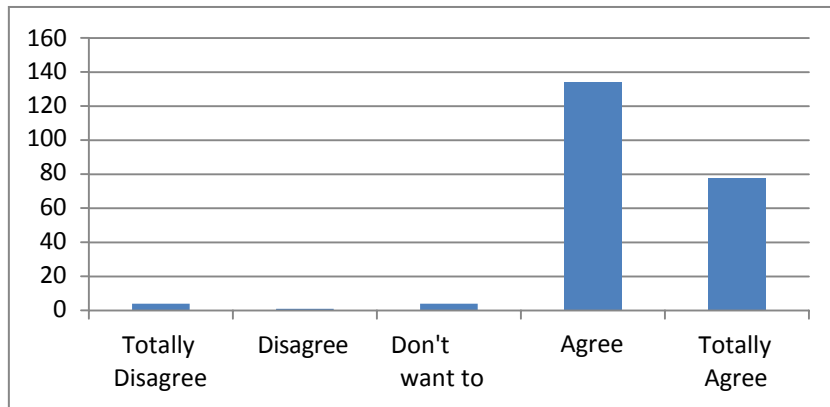


Figure 35

According to the research data, question 19 has a valid agreement. Then, the result is valid and it means that new curriculum can bring interesting materials to class.

(20) New Curriculum can motivate students to complete challenging exercises that require them to go beyond the instruction.

Table 36 Attitudes on Question 20

Average Score	4
Totally Disagree	3
Disagree	3
Don't want to decide	12
Agree	142
Totally Agree	61

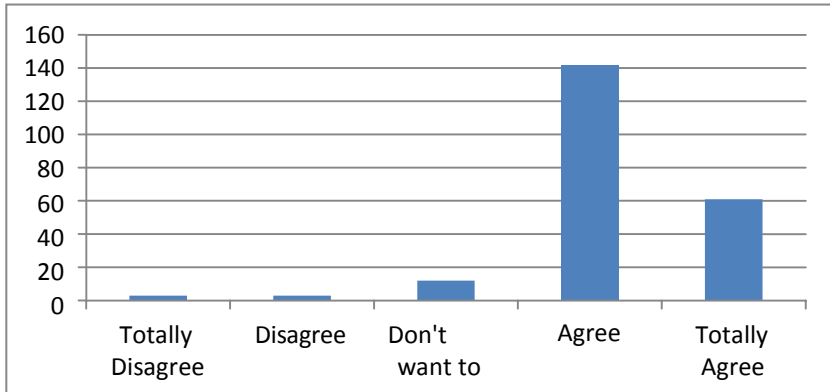


Figure 36

According to the research data, question 20 has a valid agreement. Then, the result is valid and it means that new curriculum can motivate students to complete challenging exercises that require them to go beyond the instruction.

(21) New Curriculum can encourage classroom discussion among students.

Table 37 Attitudes on Question 21

Average Score	4
Totally Disagree	4
Disagree	2
Don't want to decide	1
Agree	122
Totally Agree	92

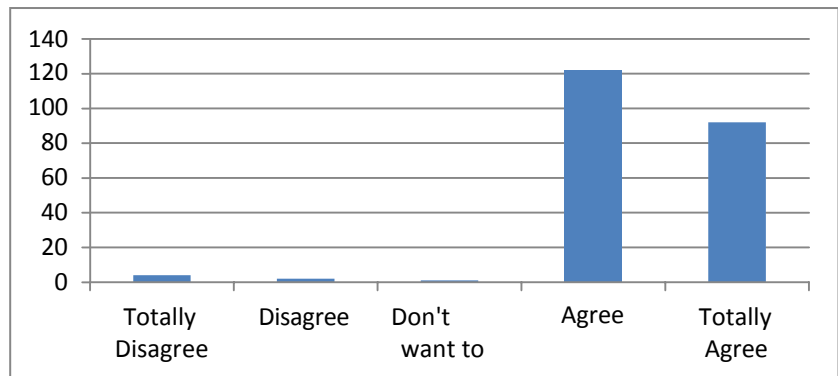


Figure 37

According to the research data, question 21 has a valid agreement. Then, the result is valid and it means that new curriculum can encourage classroom discussion among students.

(22) New Curriculum can link new content to students' prior knowledge.

Table 38 Attitudes on Question 22

Average Score	4
Totally Disagree	3
Disagree	1
Don't want to decide	3
Agree	149
Totally Agree	65

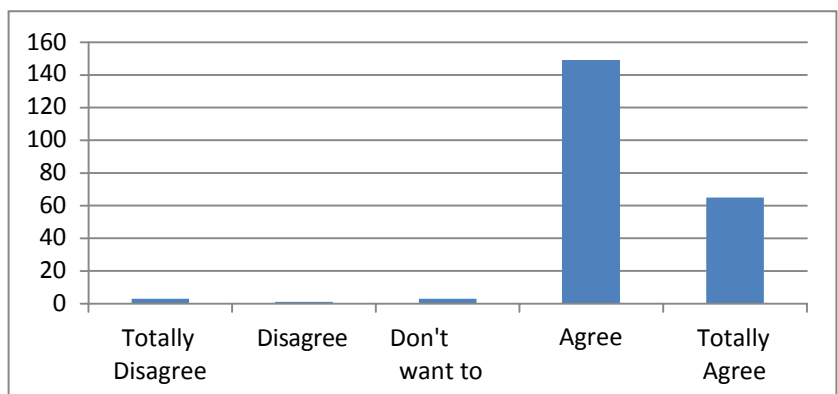


Figure 38

According to the research data, question 22 has a valid agreement. Then, the result is valid and it means that new curriculum can link new content to students' prior knowledge.

(23) New Curriculum can enhance students to decide their own problem-solving procedures.

Table 39 Attitudes on Question 23

Average Score	4
Totally Disagree	4
Disagree	1
Don't want to decide	10
Agree	148
Totally Agree	58

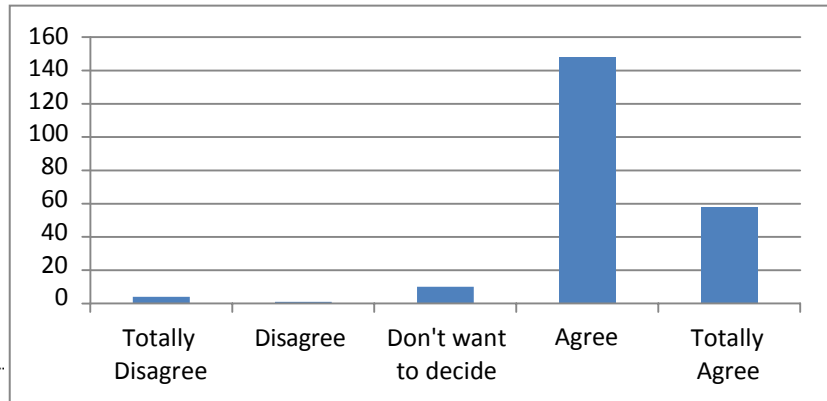


Figure 39

According to the research data, question 23 has a valid agreement. Then, the result is valid and it means that new curriculum can enhance students to decide their own problem-solving procedures.

(24) New Curriculum can encourage students to express their own ideas in classroom.

Table 40 Attitudes on Question 24

Average Score	4
Totally Disagree	3
Disagree	2
Don't want to decide	2
Agree	144
Totally Agree	70

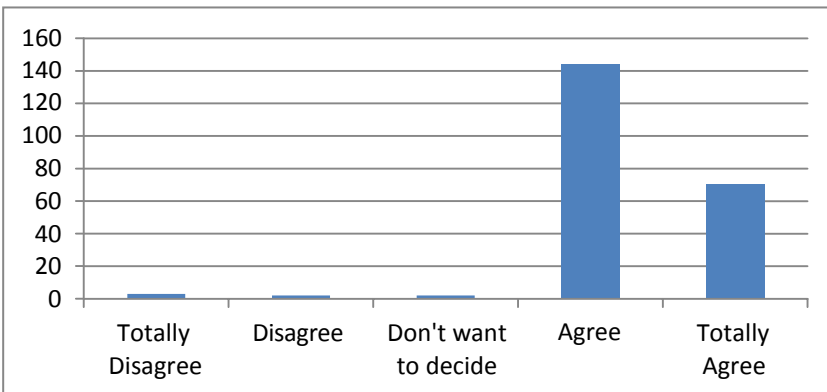


Figure 40

According to the research data, question 24 has a valid agreement. Then, the result is valid and it means that new curriculum can encourage students to express their own ideas in classroom.

(25) New Curriculum can show a variety of problem-solving strategies to students.

Table 41 Attitudes on Question 25

Average Score	4
Totally Disagree	3
Disagree	4
Don't want to decide	6
Agree	155
Totally Agree	53

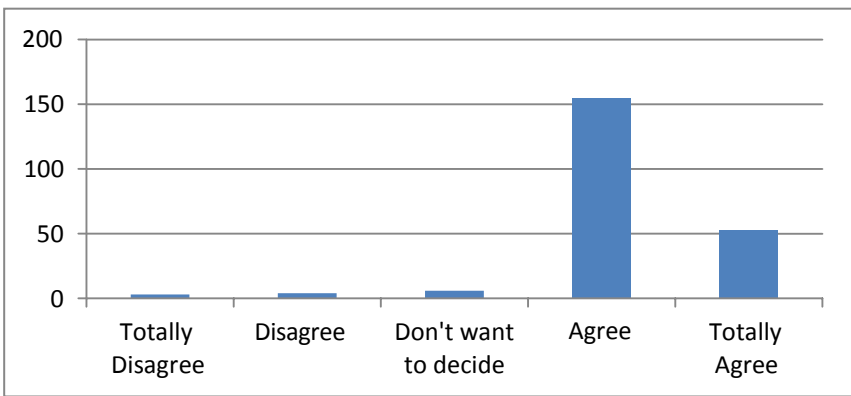


Figure 41

According to the research data, question 25 has a valid agreement. Then, the result is valid and it means that new curriculum can show a variety of problem-solving strategies to students.

(26) New Curriculum can provide challenging tasks for the highest achieving students.

Table 42 Attitudes on Question 26

Average Score	4
Totally Disagree	5
Disagree	29
Don't want to decide	28
Agree	130
Totally Agree	29

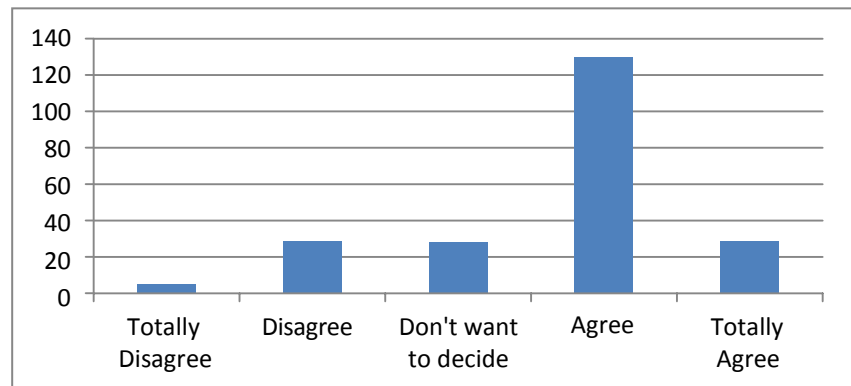


Figure 42

According to the research data, question 26 has a valid agreement. Then, the result is valid and it means that new curriculum can provide challenging tasks for the highest achieving students.

(27)

(28) New Curriculum enables adapting my teaching to engage students' interest.

Table 43 Attitudes on Question 27

Average Score	4
Totally Disagree	2
Disagree	2
Don't want to decide	10
Agree	171
Totally Agree	36

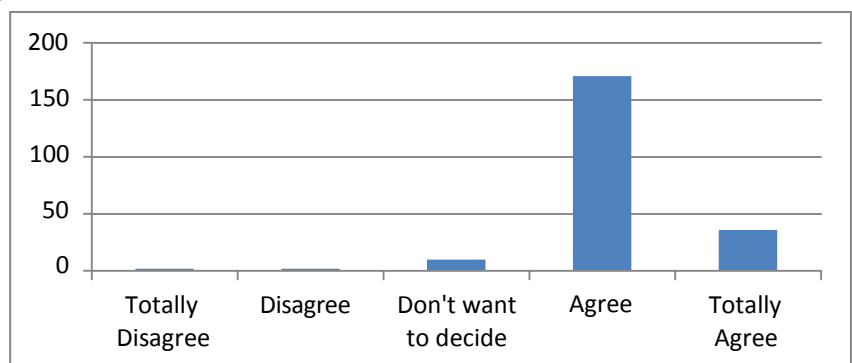


Figure 43

According to the research data, question 27 has a valid agreement. Then, the result is valid and it means that new curriculum can enables adapting teachers' teaching to engage students' interest.

(29) New Curriculum helps students appreciate the value of learning in all subjects.

Table 44 Attitudes on Question 28

Average Score	4
Totally Disagree	4
Disagree	3
Don't want to decide	14
Agree	161
Totally Agree	39

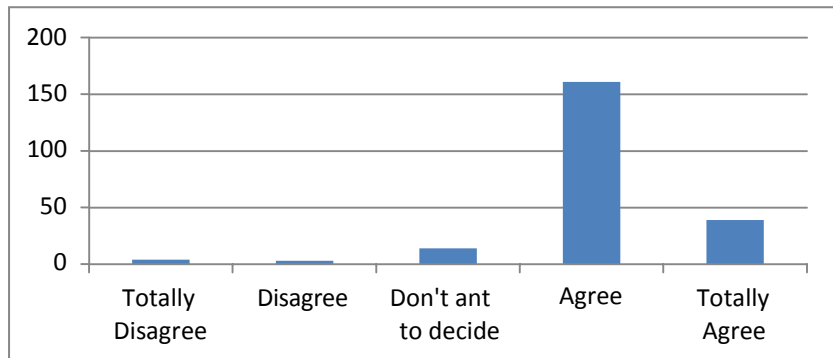


Figure 44

According to the research data, question 28 has a valid agreement. Then, the result is valid and it means that new curriculum helps students appreciate the value of learning in all subjects.

(30) New Curriculum can develop students' higher-order thinking skills.

Table 45 Attitudes on Question 29

Average Score	4
Totally Disagree	3
Disagree	2
Don't want to decide	9
Agree	147
Totally Agree	60

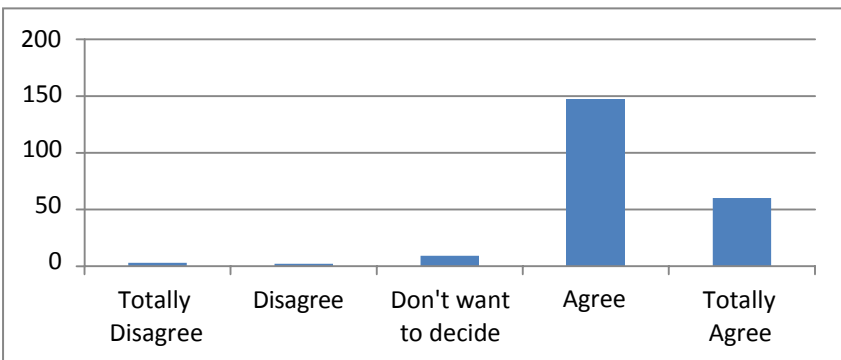


Figure 45

According to the research data, question 29 has a valid agreement. Then, the result is valid and it means that new curriculum can develop students' higher-order thinking skills.

(31) New Curriculum can't explain enough with the new subject content.

Table 46 Attitudes on Question 30

Average Score	4
Totally Disagree	9
Disagree	28
Don't want to decide	47
Agree	84
Totally Agree	53

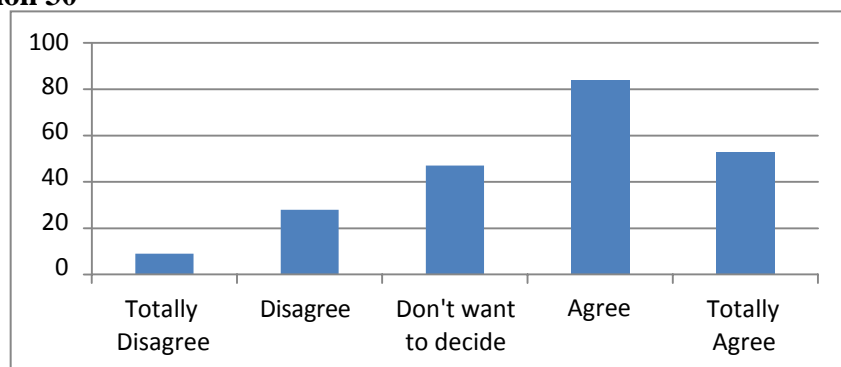


Figure 46

According to the research data, question 30 has a valid agreement. Then, the result is valid and it means that new curriculum can't explain enough with the new subject content.

(32) New Curriculum can lead a way of how to solve the problems.

Table 47 Attitudes on Question 31

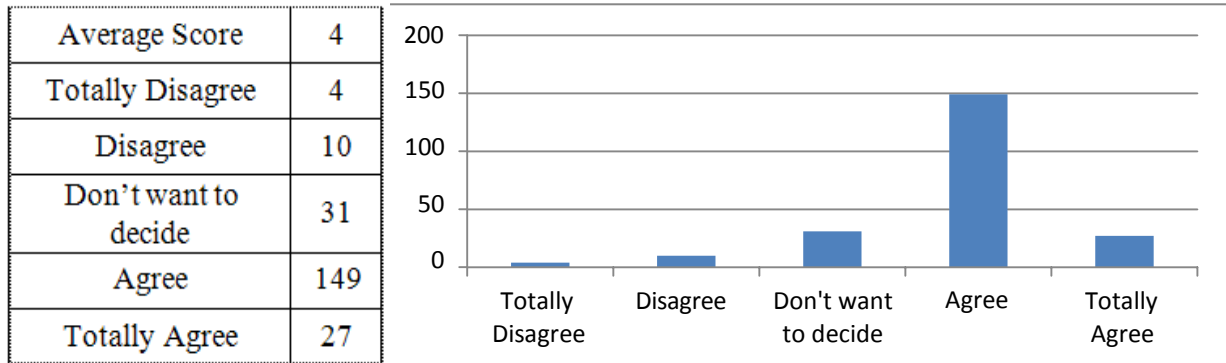


Figure 47

According to the research data, question 31 has a valid agreement. Then, the result is valid and it means that new curriculum can lead a way of how to solve the problems.

(32) In teaching, New Curriculum can help in memorizing the rules, procedures and facts.

Table 48 Attitudes on Question 32

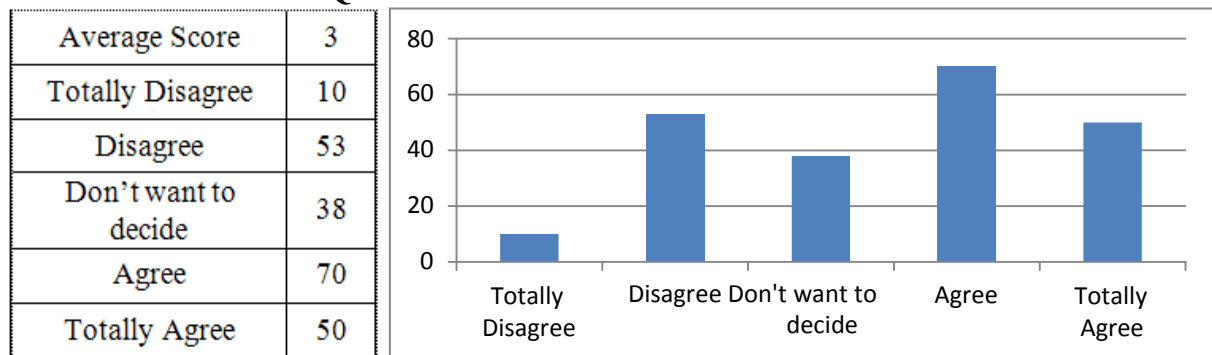


Figure 48

According to the research data, question 32 has neither agreement nor disagreement. Then, the result is not valid.

(33) I have difficulty in keeping up with all of the changes to the new curriculum.

Table 49 Attitudes on Question 33

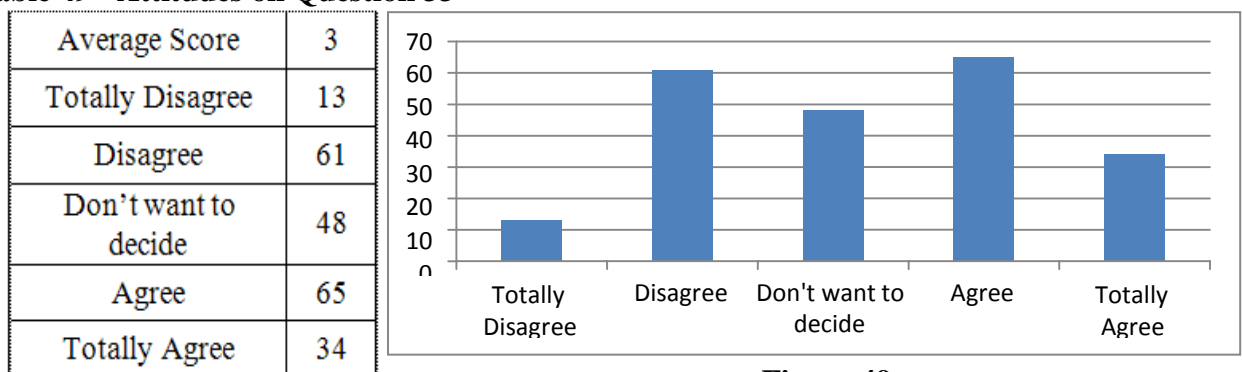


Figure 49

According to the research data, question 33 has neither agreement nor disagreement. Then, the result is not valid.

(34) New Curriculum can help in sharing students' learning problems easily.

Table 50 Attitudes on Question 34

Average Score	4
Totally Disagree	4
Disagree	6
Don't want to decide	14
Agree	168
Totally Agree	29

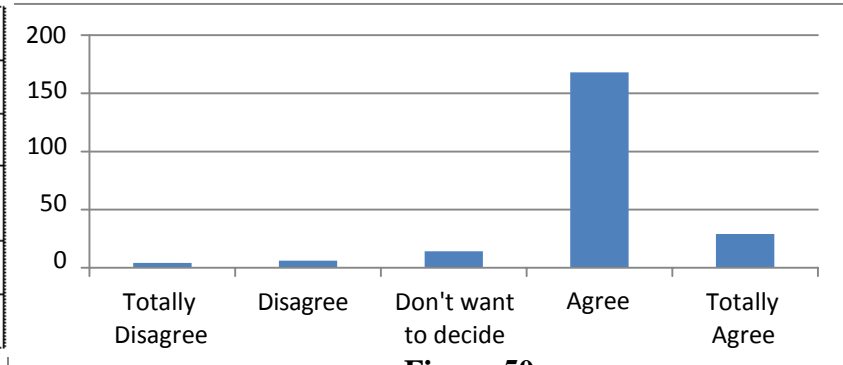


Figure 50

According to the research data, question 34 has a valid agreement. Then, the result is valid and it means that new curriculum can help in sharing students' learning problems easily.

(35) According to New Curriculum Teaching Style, students do not feel bored with the classroom.

Table 51 Attitudes on Question 35

Average Score	4
Totally Disagree	3
Disagree	0
Don't want to decide	4
Agree	146
Totally Agree	68

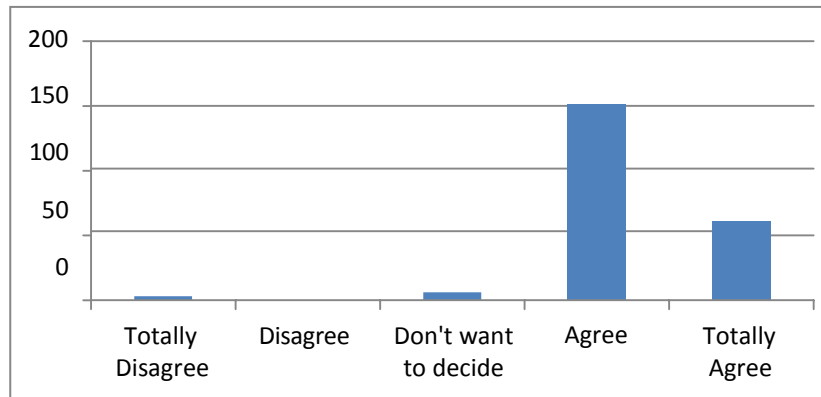


Figure 51

According to the research data, question 35 has a valid agreement. Then, the result is valid and it means that students do not feel bored with the classroom because of the new curriculum teaching style.

(36) New Curriculum can provide opportunities for students in questioning and criticizing.

Table 52 Attitudes on Question 36

Average Score	4
Totally Disagree	3
Disagree	0
Don't want to decide	4
Agree	146
Totally Agree	68

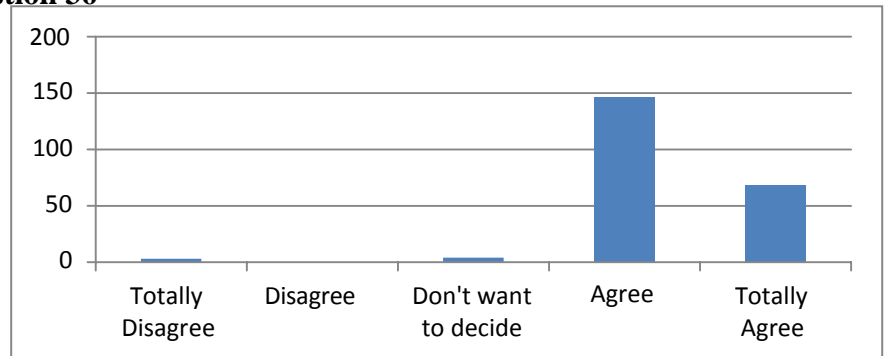


Figure 52

According to the research data, question 36 has a valid agreement. Then, the result is valid and it means that new curriculum can provide opportunities for students in questioning and criticizing.

(37) New Curriculum can help in correcting students' mistakes without offending them.

Table 53 Attitudes on Question 37

Average Score	4
Totally Disagree	3
Disagree	2
Don't want to decide	8
Agree	156
Totally Agree	52

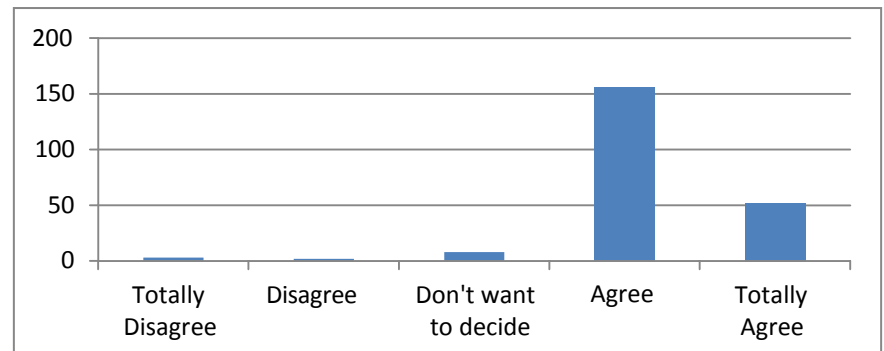


Figure 53

According to the research data, question 37 has a valid agreement. Then, the result is valid and it means that new curriculum can help in correcting students' mistakes without offending them.

(38) Classroom Assessment in New Curriculum can measure student’s real success.

Table 54 Attitudes on Question 38

Average Score	4
Totally Disagree	4
Disagree	6
Don’t want to decide	29
Agree	127
Totally Agree	55

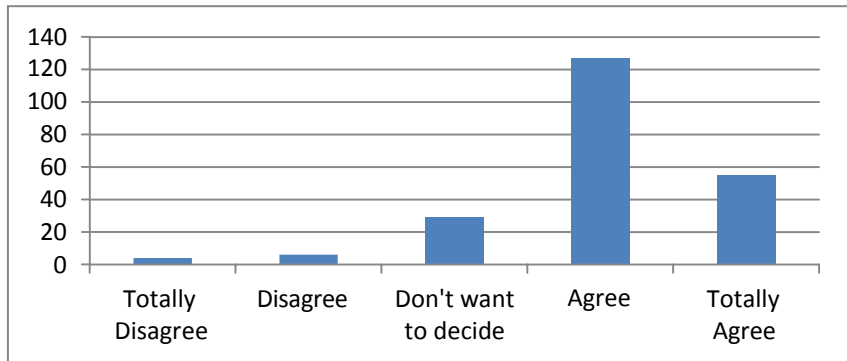


Figure 54

According to the research data, question 38 has a valid agreement. Then, the result is valid and it means that classroom assessment in new curriculum can measure student’s real success.

(39) Since there are no exams in New Curriculum, it improves students learning in classroom.

Table 55 Attitudes on Question 39

Average Score	4
Totally Disagree	7
Disagree	14
Don’t want to decide	58
Agree	110
Totally Agree	32

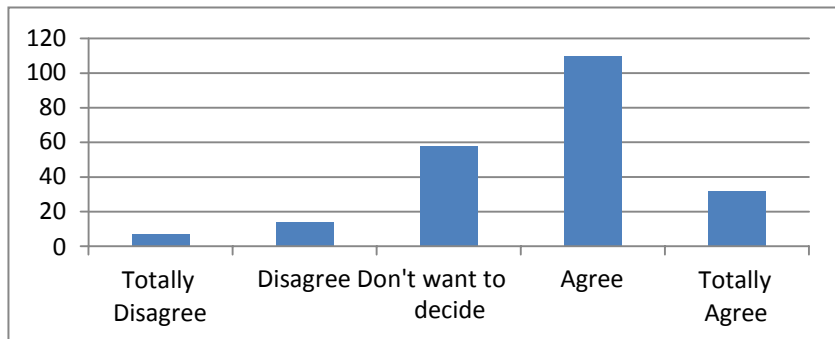


Figure 55

According to the research data, question 39 has a valid agreement. Then, the result is valid and it means that new curriculum improves students learning in classroom since there is no exam.

(40) No exam system can provide a better teaching-learning process in New Curriculum.

Table 56 Attitudes on Question 40

Average Score	4
Totally Disagree	8
Disagree	18
Don’t want to decide	62
Agree	101
Totally Agree	32

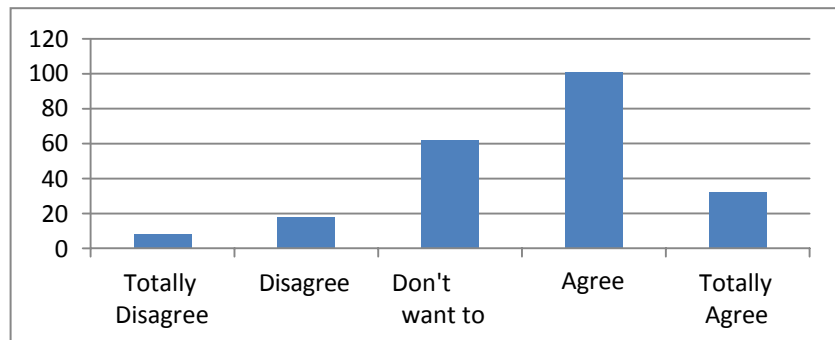


Figure 56

According to the research data, question 40 has a valid agreement. Then, the result is valid and it means that no exam system can provide a better teaching-learning process in new curriculum.

According to the results that are mentioned above, most of the questionnaires get valid agreement and only few participants can't be decided. But in conclusion, we can say that most of the teachers have good attitude on new curriculum.

Discussion of the Study

In education, there is frequently a mismatch between the intended, the implemented and the attained curriculum (Cuban, 1993). The intended curriculum is the one prescribed by policy makers, the implemented curriculum is the one that is actually carried out by teachers in their classrooms, and the attained curriculum is the one learnt by students (Howson & Wilson, 1986). Part of the mismatch is due to the fact that teachers and students work on more limited goals than those proposed by curriculum developers, teacher educators, writers of syllabuses, and textbook authors (Handal, 2001). Mathematics teachers, for example, are concerned only with students acquiring facts and performing skills prescribed by the syllabus rather than being concerned about broader educational goals.

Other factors affecting curriculum alignment have been extensively discussed by Anderson and Piazza (1996), Clarke (1997), Memon (1997), and Mumme and Weissglass (1991). In the context of a school based curriculum development project, Clarke (1997) identified 12 factors that appeared to influence the change process: (a) the reform movement in general (b) the principal and school community (c) internal support personnel (d) the spirit of collegiality, collaboration, and experimentation (e) the grade level team of teachers

(f) innovative curriculum materials (g) the in service program (h) external support personnel (i) the researcher acting as a participant observant and critical friend (j) outcomes valued by the teacher (k) day to day conditions under which teachers work and (l) teacher knowledge.

Memon (1997) suggested a more comprehensive list of factors affecting curriculum change that are grouped as curricular, instructional, and organizational factors. It is clear that curriculum change is a complex process and while there are many resources and support factors that appear to influence change, it is apparent that any successful reform will need to take into account teachers' beliefs about the intended, the implemented, and the attained curriculum.

The study reveals that the teachers have a positive attitude towards the new curriculum in Myanmar. A majority of the teachers are of the opinion that the teachers of the new curriculum facilitates learners' participation, learners' enjoyment and ensure their multi-dimensional development, evaluation process is learner friendly and the term end questions are in tune with the philosophy of the new curriculum.

Limitations and Recommendations for Future Study

This study was the use of questionnaires rather than direct observation or interviews and the use of small sample size is the limitation for this study. To get the higher validation and more specific attitudes in the future study, researchers need to use both survey questionnaire and direct observation or interviewing method. Also, the use of large sample size that can represent the whole country will lead to more accurate attitudes on the new curriculum.

Conclusion

By investigating the attitudes of teachers with seven aspect of sub-title, it reveals that most of the teachers have positive attitudes. This can be giving massive training to the teachers before implementing the new curriculum. The authorities has to give more mass orientation program to the teachers with respect to the new curriculum, its philosophical, psychological and educational background and there by create an atmosphere to accept positive changes in the field.

The study reveals that one of the critical areas which requires further refinement and reforms are the evaluation related aspects of the curriculum. Many teachers informally opined that the new curriculum does not directly influencing the teaching learning process. Another factors noticed by the investigator while interacting with the teachers is that majority of them are not aware of the philosophy behind the new curriculum and the trend of curriculum reforms occurring in Myanmar.

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