

# **A STUDY OF THE AWARENESS AND ATTITUDE OF THE PRIMARY TEACHERS TOWARDS THE NEW PRIMARY MORALS AND CIVICS CURRICULUM IMPLEMENTATION**

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## **Abstract**

The aim of the study is to investigate the level of awareness and attitude of the primary teachers towards the new morals and civics curriculum implementation. This focused on Grade One teachers from East District of Yangon Region who were selected using simple random sampling method. Descriptive survey method and quantitative approach were used in this study. As the research instrument, the Trainee Teacher Attitude Questionnaire developed by The University of Plymouth (2007) and Questionnaire on Consultation of Morals and National Education Curriculum developed by Tovmasyan and Marcie Taylor Thoma (2008) were based and developed to use in this study. There are (71) total items of 5-Likert scales and (12) open-ended questions. Total of (329) Grade One teachers participated in this study. According to this study, the results point out that the awareness and attitude of the Grade One primary teachers the (89.47%) of school group is at the moderate level and (10.53%) of school group is at the high level in implementing the new primary morals and civics curriculum. The results also point out that the level of implementation of Grade One primary teachers from school group towards new primary morals and civics subject is (42.10%). The implementation done by the private school group and the monastic school group are higher than that of other school groups. According to the subscales, the mean score of assessment session is lower than the mean score of awareness and attitude level and implementation level. These results also show that the awareness and attitude of the Grade One teachers impact on their daily teaching.

## **Introduction**

Education is defined as the process of educating or teaching. In earlier times, education was primarily a means for survival. Gradually, however, people came to use education for a variety of purposes. Today, education may be used not only for purposes of survival but also for better use of leisure time and refinements in social and cultural life. The fundamental purpose of education is to develop the knowledge, skill, or character of students. The system of education at all levels has changed, is changing and will continue to change as and when it is required. People live in a time of extraordinary and accelerating change. Also, knowledge of moral practices and ethical standards acceptable by society, ability to be a good citizen, attitude and skills for living, ability to think creatively continue to emerge and evolve. In this changing world, those who understand social studies and have moral values will have significantly enhanced opportunities, options for shaping their futures. Moral values open doors to good citizens but the lack of moral values keeps those doors closed. Moreover, it is regarded as one of the important subjects because it shapes the mind and prepares students for social communication and critical thinking skills to be good citizens.

In preparing for assuming roles of children as citizens of a democracy, children of today will need to acquire some of the same skills as did preceding generations of students. They must understand the basic principles and aspirations that undergird democracy, and they must recognize the ties that bind and the issues that can separate as a pluralistic nation. Myanmar, is

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leading to become a democratic country, morals and civics subject becomes one of the independent subjects in new primary school curriculum.

As teacher is the person who prepares the students' future, the role of the teacher is very important in implementing the curriculum that leads to overcome the challenges to be good citizens in the changing global society. Thus, it is important to investigate the awareness and attitudes of primary teachers in new primary morals and civics curriculum implementation.

### **Purposes of the Study**

The main purpose of the study is to study the awareness and attitude of primary teachers towards new primary morals and civics curriculum implementation. The focus will be on Grade One teachers who are implementing the current new primary morals and civics curriculum.

The research questions are as follows:

- Q 1:** Which level of knowledge on morals and civics subject is possessed by the primary teachers?
- Q 2:** Which part is advantageous and which part is challenging in teaching new morals and civics subject in daily teaching?
- Q 3:** What are primary teachers' views and experiences on morals and civics subject implementation in their daily teaching?
- Q 4:** Is there a relationship between teachers' awareness and attitudes and implementation towards new morals and civics subject?

### **The Scope of the Study**

This research has its own particular limitation. The first limitation is related to the fact that the participants in the study are from only Yangon Region. All the participants are Grade One teachers from the four selected townships of the East Yangon District (2017-2018 AY). The selected townships are Thingangyun Township, South Dagon Township, North Dagon Township and South Okkalapa Township. The second limitation deals with the area of the curriculum implementation. The area is limited to study the new morals and civics subject. The third limitation deals with the Grade. There are five Grades in primary education level. But in this study, the implementation on Grade One new curriculum will be involved. There is no limitation on gender and working service of the primary teachers. There is also no limitation on training because all of the Grade One teachers had attended the workshop on new curriculum implementation.

### **Definition of Key Terms**

- Awareness** - Actions directed at people to improve understanding and skills, and influence behavior (Rathus, 1998).
- Attitude** - Attitudes are beliefs and feeling about subjects, people and events that lead people to behave in certain ways (Quattrone, 1982).
- Morals** - Morals can be defined what is "right" and "wrong" behavior within society, providing a guide for individuals to follow. It is what many believe the main underlying and unifying principle that allows for improvement in man and civilization at large (Black, 2014).

## **Moral**

- Education - A moral education is one that is morally justified in social structure, curriculum content, pedagogy, and approved human interactions (Noddings, 2008).
- Civics - Civics is the study of the theoretical, political and practical aspects of citizenship, as well as the rights and duties; the duties of citizens to each other as members of a political body and to the government. (Wikipedia, n.d.).
- Curriculum - Curriculum is a dynamic programme that is expected to address the changing needs and aspiration of any society (Igwebuiké, 2008).

## **Review of Related Literature**

### **Moral and Civics Education**

Morals can be defined what is considered “right” and “wrong” behavior within society, providing a guide for individuals to follow. It is what many believe the main underlying and unifying principle that allows for improvement in man and civilization at large (Black, 2014). While ones have developed their own ideas of what they accept as “right” and “wrong” once they’ve become adults and can largely define these concepts in terms of specific behaviors. As children, they must acquire this concept as they develop (Black, 2014). Civics education is the foundation for global citizenship.

Nowadays, civic education programmes have become an increasingly important means for countries to educate citizens about their rights and responsibilities. Morals and civics education is prescribed in school curriculum in most of the countries in the world.

### **Moral and Civics Education in Myanmar**

In Myanmar, moral education was started from the Pinya Era. During the time of King Thihathu, the year 704 ME, minister, Saturingabala, selected a testament of moral from several ones and translated it into Parli language. And then he divided it into seven units to be obeyed and performed for people. This includes what is the wisdom, the man of good and bad character, and friendship, and woman, and King and General. This can be assumed as the first moral education in Myanmar.

The second era that moral education developed is Innwa. In this era, the two monks, Shin Maharsilawuntha and Shin Maharrahttharra, were populated as famous poets. They narrated the rules and the things to be followed by the youths to become a good person. According to the Shin Maharsilawuntha, concerning with the moral education, he described about the physical behavior and his suggestions led to good habits of living, good speech or verbal communication and eating manner, etc. His advice was practical and useful for everyone.

According to Shin Maharrahttharra, he suggested his pupils not only to study the academic knowledge but also to follow the good habits for their lives. Therefore, moral education, in the period of Myanmar Kings, intended to be man of good characters in his life (cited in ဦးသန်းထွတ်၊ ၂၀၀၃).

Prior to the introduction of civics subject in 1945, there was no subject in the curriculum that aimed to develop civic and political knowledge, Myanmar tradition and Buddha’s discipline, Myanmar literature and History.

Civic education was described as the core subject in primary and post primary level according to the Similar Education Project in Pre Independence Era (1945-1947). And then, general education framework developed in 1950. In (1950-1953), civic education was taught from primary to high school level. In (1960-61), according to Pyi Taw Thar Education Project, civic education was taught in middle school level. From (1961-62 to 1967 AY), Revolution Council allowed to teach civic education in primary level. In high school level, civic education was one of the core subjects. In 1967, civic education was not determined as a curriculum.

In the time of the Republic of the Union of Myanmar, moral education was set as separate subject and taught as the clinical development studies in primary school curriculum. The new curriculum implemented from 1985-86 to 1988, moral education was prescribed as clinical development studies in middle and high school level.

In 1988, according to the situation of the State, Myanmar education curriculum was re-enacted. According to this re-enacted curriculum, morals and civics was taught as a branch of general studies in lower primary level and social studies in upper- primary level. Today, according to the education reform, in (2016-17AY), morals and civics education was taught in KG as a part of curriculum. In (2017-18 AY), morality and civics subject was taught as a core subject.

There are (16) units in Grade One morals and civics subject in new curriculum. The learning values, objectives and teaching learning procedure according to the units are described in the teachers' guide. In Unit-1, Po Po's Family, the learning area is related to self and the learning value is to understand the value of respect to family members. The unit objective is to be able to respect parents and family member. In Unit-2, Help Parents and Elders: The learning area of this unit is related to self and the learning value is to help parents and elders. The unit objective is to help parents and elders at home. In Unit-3, Good Manners at Home: The learning area of this unit is related to self and the learning value is having good manners. The unit objective is to keep good manners at home. In Unit-4, Never Tell Lies: The learning areas of this unit is related to self and the learning value is saying good speech. The unit objective is to understand everyone should say good speech. In Unit-5, Phyu Phyu's Regret: The learning area of this unit is related to self and the learning value of this unit is recognizing rules and regulation. The unit objective is to recognize rules and regulation that should be followed. In Unit-6, Being Dutiful: The learning area of this unit is related to self. The learning value is "Appreciation and respect to Duty". The unit objective is to be able to take duties carefully. In Unit-7, Follow Conducts by Little Brother: The learning area of this unit is related to self. The learning value is "Deciding right and wrong". The unit objective is to be able to decide the right and wrong. In Unit-8, Honesty of Little Boy: The learning area of this unit is related to self. The learning value is "to appreciate good practice for returning thing to its owner". The unit objective is to get good practice on valuing own things and other's belongings. In Unit- 9, Have Polite Communication with Others: The learning area of this unit is related to others. The learning value of this unit is "Having polite communications with others". The unit objective is to communicate politely with others. In ,Unit-10 Someone to Trust: The learning area of this unit is related to others. The learning value of this unit is "Having empathy each other". The unit objective is to be able to empathize each other. In Unit-11, A Person Who Sympathizes Others: The learning area of this unit is related to others. The learning value of this unit "understands each other with sympathy". The unit objective is to have sympathy in communicating others. In Unit-12, Pue Su Finds

Fairness: The learning area of this unit is related to others. The learning value of this unit is “Communicating fairness and empathy others”. The unit objective is to have relationship with others by fairness. In Unit-13, Code of Conducts by Pupils: The learning area of this unit is related to others. The learning value of this unit is “Respecting Teachers”. The unit objective is to give respects to teachers. In Unit-14, Loving Myanmar: The learning area of this unit is related to group/ society. The learning value of this unit is “To recognize native region, ethnic races who live in the country”. The unit objective is to recognize native and its nation. In Unit-15, Good Morning: The learning area of this unit is related to nature/ universe. The learning value of this unit is “Valuing natural environment”. The unit objective is to be able to value natural environment. In Unit-16, Keep Our Environment More Beautiful: The learning area of this unit is related to nature/ universe. The learning value of this unit is “thanks to blessing of nature”. The unit objective is to value the natural environment.

### **Curriculum Development and Implementation**

To implement the current development, a leader must have a vision and a long-term plan that outlines resources, professional development and sense of how to work with communities and families. In designing the long-term plan, several things must be kept in mind. The goal of the school must be accounted for; standards and guidelines according to State and local regulation must be known; and the foresight to predict change that may happen in standards and government regulations are all parts of the leader’s job in curriculum implementation. Having a strategy and developing that strategy to foster leaders throughout the community should also be a sound part of curriculum implementation.

Often times the community and families of students feel left out of the educational planning process. Implementing the community and families into curriculum development makes them feel included and a part of the educational process within their world. Everyone is necessary in order to develop a successful curriculum. Teachers, policy makers, principles, families, caregivers, and parents are all seeking the common goal of educating children to be better community members and build a better world. Curriculum implementation requires including everyone in the planning process of what our children need to learn in order to make them successful (Bondi, 1979).

### **Awareness and Attitude of Primary Teachers**

According to Wikipedia, “Awareness” is the quality or state of being aware: knowledge and understanding that something is happening or exists. Another research also described students’ awareness includes the understanding and knowledge about the certain thing.

Basic awareness of one's internal and external world depends on the brain stem. Bjorn Merker, an independent neuroscientist in Stockholm, Sweden, argues that the brain stem supports an elementary form of conscious thought in infants with Hydranencephaly. "Higher" forms of awareness including self-awareness require cortical contributions, but "primary consciousness" or "basic awareness" as an ability to integrate sensations from the environment with one's immediate goals and feelings in order to guide behavior, springs from the brain stem which human beings share with most of the vertebrates. Psychologist Carroll Izard emphasizes that this form of primary consciousness consists of the capacity to generate emotions and awareness of one's surroundings. People can become conscious of a feeling that they can't label or describe a phenomenon that's especially common in pre-verbal infants.

Changes in awareness, the ability to consciously detect an image when presented at near-threshold stimulus varies across presentations. One factor is "baseline shifts" due to top down attention that modulates ongoing brain activity in sensory cortex areas that affects the neural processing of subsequent perceptual judgments. (Wikipedia, n.d).

Attitudes are beliefs and feeling about objects, people and events that lead people to behave in certain ways. A person's attitude about strangers, for example, can influence how that person feels and behaves around. If a person believes that strangers are dangerous, that person is likely to feel afraid around strangers and may try to avoid situations where he or she is likely to meet new people.

Attitudes are a major aspect of social cognition. In fact, people attitudes may be the primary motivator for how people behave and how people view the world. Attitudes are such an important aspect of psychological lives because they foster strong emotions such as love or hate (Shavitt, 1990; Snyder & De Bone, 1989, cited in Rathus, 1998). Attitude can also vary greatly. Negative attitudes such as prejudice, can lead people to harm others. Positive attitudes, such as attraction, can encourage people to help others.

Attitudes develop in a variety of ways. Conditioning, observational learning, cognitive evaluation and the use of cognitive anchors all play roles in the development of attitudes. Learning through conditioning plays an important role in acquiring attitudes. Most psychologists agree that attitudes usually come first and then behavior follows (cited in Rathus, 1998).

The definition of attitudes suggests that people's behavior is always consistent with their attitudes. People often behave in ways that contradict their attitudes. Attitudes are more likely to guide behavior when people are aware of them, particularly, if the attitudes are put into words and spoken (Fazio, 1990; Krosnick, 1989, cited in Rathus, 1998). People are also more likely to be aware of attitudes that affect them emotionally (Wu & Shaffer, 1987).

### **Research Method**

This study aims to study the awareness and attitude of primary teachers towards new primary morals and civics curriculum implementation. The research design of the study is a descriptive research design.

#### **Procedure**

After getting the approval of the Head of the Methodology Department, the District Officer of East District Education, Yangon Region was met and reported. Then, for research study, according to the help of the TEOs from selected townships, the survey study was carried out to all of the Grade One teachers from the selected townships by the help of TEOs and DTEOs of each township. The questionnaire with instructions were distributed to the (329) participants from (4) townships and five major school groups; ( 1) Basic Education High Schools, (2) Basic Education Middle Schools, (3) Basic Education Primary Schools, (4) Private Schools and (5) Monastic Schools) . The questionnaires take approximately 45 minutes. Two weeks later, the data were collected from townships with the help of TEOs. The data was analyzed by using descriptive statistics (mean, standard deviation, and percentage) and inferential method. These methods represent the research questions about the level of knowledge on new morals and civics subject possessed by the primary teachers and the level of implementation on new morals and

civics curriculum. All of the participants' responses were gathered in accordance with survey procedure.

**Instrumentation**

The questions on awareness and attitude of primary teachers towards new morals and civics curriculum comprise five domains: Curriculum Framework of Morals and Civics Subject, Areas of Morals and Civics Subjects, Contents of New Morals and Civics Subject, Textbook and Resources of New Morals and Civics Subjects and Assessments. There are (46) items concerning the Awareness and Attitude of Primary Teachers towards New Morals and Civics Curriculum. In addition, one open-ended question for each domain is used to express the participants' idea for certain area.

Another instrument is the questionnaires Implementation of Primary Teachers on New Morals and Civics Curriculum. This includes 25 items and eight open-ended items.

The items and open questions were translated into Myanmar. The validity of research instruments was determined by five experts from Methodology Department, Yangon University of Education, one expert from Educational Theory Department, Yangon University of Education, one expert from Educational Psychology Department, Yangon University of Education, one expert from History Department, Yangon University of Education, one expert from Department of Myanmar Language, Yangon University of Education and each expert from (CDT Curriculum Development Team, and (CREATE, Curriculum Reform and Teacher Education for Primary Level of Education Project) . According to their suggestion, test items were modified again. Then, pilot study was done with fifteen Grade One teachers from Practicing Middle School, Yankin Education College, Practicing Middle School, Thingangyun Education College and Basic Primary Schools from East Dagon Township on January, 2018 in order to determine the relevancy, appropriateness and clarity of the items included in the survey questionnaires. The population and sample size were shown in the table 1.

**Table 1 Population and Sample Size**

	<b>Selected Township</b>	<b>School Group</b>	<b>Number of Grade 1 Tteacher</b>	<b>Total</b>
East Yangon District	Thingangyun (T)	Basic Education High Schools	7	83
		Basic Education Middle Schools	11	
		Basic Education Primary Schools	52	
		Private School	8	
		Monastic Schools	5	
	South Dagon (SD)	Basic Education High Schools	8	129
		Basic Education Middle Schools	34	
		Basic Education Primary Schools	61	
		Private School	7	
		Monastic Schools	19	
	North Dagon (ND)	Basic Education High Schools	-	59
		Basic Education Middle Schools	4	
		Basic Education Primary Schools	49	
		Private School	4	
		Monastic Schools	2	

	Selected Township	School Group	Number of Grade 1 Teacher	Total
	South Okkalapa (SD)	Basic Education High Schools	6	58
		Basic Education Middle Schools	9	
		Basic Education Primary Schools	39	
		Private School	1	
		Monastic Schools	3	
<b>Total</b>				<b>329</b>

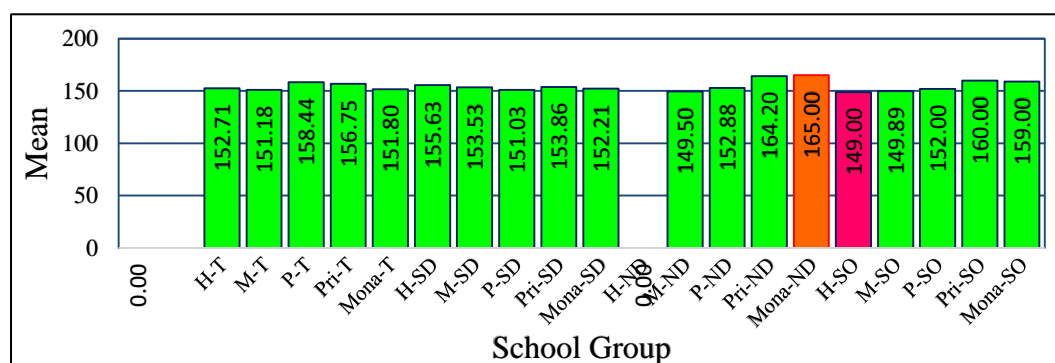
According to the table, the number of participants in South Dagon township is much more than that of other townships this is because this research emphasizes on the Grade One teachers. Therefore, the number of participants in South Dagon Township is much more than that of other townships.

### Data Analysis

The data were analyzed by using descriptive statistics (mean, standard deviation, and percentage) and independent samples "t" test. The independent samples "t" test was used to compare the level of attitude and understanding on new morals and civics subject and the level of their daily teaching.

### Research Findings

This study is designed to find out the level of attitude and awareness of Grade -1 teachers towards new primary morals and civics curriculum implementation and their practice or implementation in their daily teaching experience from four selected townships of East Yangon District.



**Figure 1** Mean Scores of Grade One Primary Teachers' Level of Awareness and Attitude towards New Primary Morals and Civics Curriculum Implementation

According to the mean values of Grade One teachers' attitude and awareness towards new morals and civics curriculum implementation, the total average mean value is (153.54) and the standard deviation is (9.855). The highest mean among school group is (165) and the lowest mean value is (149). This result indicates that the attitude and awareness of the Grade One teachers from Monastic school group in North Dagon Township is better than any other school groups. At the other hand, the attitude and awareness of the Grade One teachers from High school group from South Okkalapa township is not as good as the other school groups.



The attitude and awareness of teachers from monastic school group is at the moderate level in implementing new primary morals and civics curriculum.

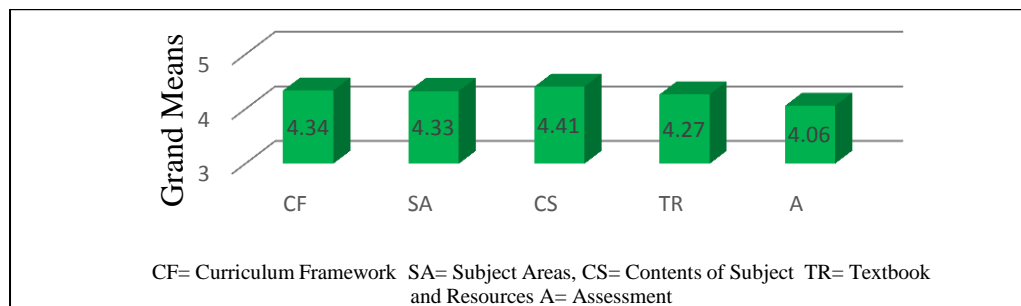
According to the open-ended questions from each domain, the Grade One teachers' answers describe their awareness and attitude towards new morals and civics curriculum implementation. In the first domain, concerning with the curriculum framework, the teachers stated the following options as the effectiveness of teaching morals and civics subject to children.

- It is good affect for the children to get good character by listening to the story because the children enjoy listening to it.
- By teaching morals and civics subject, students can get good ethics, good abilities for good citizenship. Therefore, this subject can support to become a good citizen.
- Morals and civics subject can support to get good ethics, morals, attitude, physical and mental development, relationship with other and good manners.
- By teaching morals and civics subject, students can get the good ethic, morals, and relationships with each other and students' need such as civics, principles, rules, rights and responsibility.

All of those options represent the importance of morals and civics education. Although the teachers were asked to give suggestion on awareness of morals and civics subject, most of the teachers do not suggest because they accept the areas and contents described in new morals and civics subject. One of the teachers described that she wished to add more lessons. Another teacher described that more pages for questions and answer session should be added to the textbook.

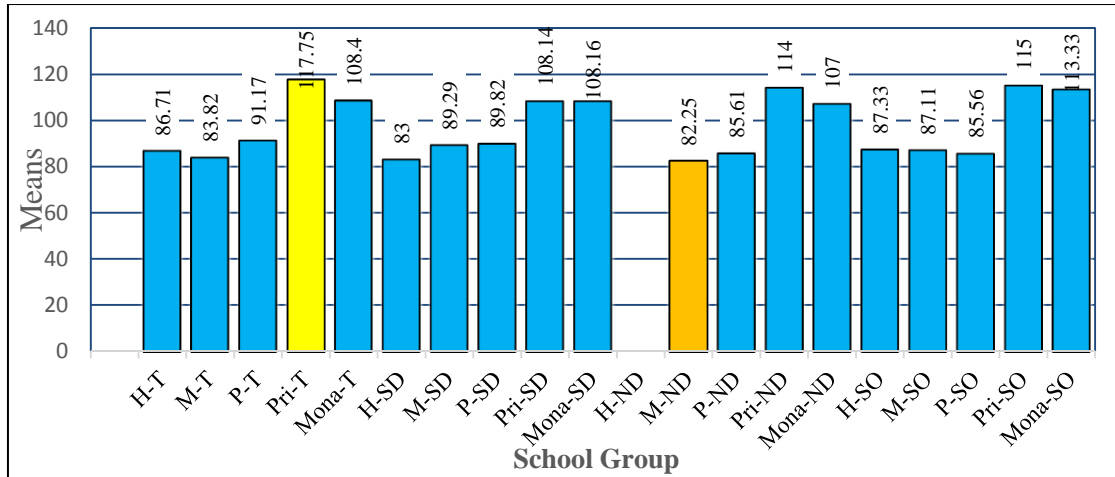
Another finding that is concerning the level of the Grade One teachers' awareness and attitude towards new primary morals and civics curriculum implementation for each sub domains is described in the following figure.

The total mean values of domains are presented in the following figure.



**Figure 2** Grand Mean Values of Grade One Primary Teachers' Level of Awareness and Attitude towards New Primary Morals and Civics Curriculum Implementation in terms of Sub-domains

According to this figure, the Grade One teachers have more knowledge about the contents of lessons. The awareness and attitude concerned with the assessment is lower than that of any other sub-domains in implementing new morals and civics curriculum.



**Figure 3** Mean Scores of Grade One Primary Teachers' Level of Implementation on New Primary Morals and Civics Subject in Daily Teaching

The total average mean scores and standard deviation were (91.33) and (11.825) respectively. If the mean scores of Grade One primary teachers' implementation on new primary morals and civics subject is higher than (103.155), it indicates that the level of implementation on new primary morals and civics subject is high. If the mean scores of Grade One teachers' implementation on new primary morals and civics subject teaching is lower than (79.505), it indicates that the level of implementation is low. If the mean score is between (103.155) and (79.505), this school group would be moderate level of implementation on new primary morals and civics subject in daily teaching. There is no low school group in the level of implementation on new primary morals and civics subject.

One of the question on implementation process describes the teaching learning materials used in teaching morals and civics subject. Most of the teachers point out the pictures from the textbook and some describe the natural environment. The others describe chart and real materials as the teaching learning materials in their teaching.

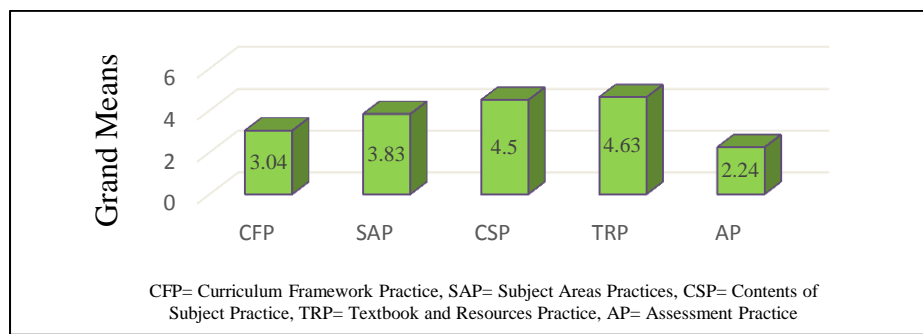
The next question for implementation is related to advantages and disadvantages of teaching morals and civics subject. Advantages described by the teacher are as follows: students can get good manners and they can become ones who follow the discipline; students can become more sympathetic than earlier; students are interested in teaching morals and civics because of colorful pictures depicted in their textbook and come to understand very well; students can become cleverer while teaching morals and civics subject, students can get good relationship between them because of discussion and presentation during the teaching morals and civics subject. Most of the teachers described that there is no disadvantages of teaching morals and civics subject. Some described that by discussing during the teaching process, there may be waste of time and some students cannot discuss because of the large class size.

The teachers described the challenges and difficulties of teaching morals and civics subject. Some teachers did not identify any difficulty although they encountered it. Some of the teachers described about the challenges that the students were not interested in teaching morals and civics because of the large class size. Some teachers described the students' diverse intelligence and some described that the students talked very noisily during the learning. Some teachers expressed that the students should be encouraged to be interested in subject matter. They said, it is one of the challenges in teaching morals and civics subject. Some teachers said that

teaching the founding students was also one of the challenges in teaching morals and civics subject. Some of the teachers described that there is no textbook and they explained delay delivery of textbook at the beginning of school year.

The last question of implementation session is about the assessment. The teachers are asked how they assess their students in classroom during teaching morals and civics subject,. The teachers described that they asked the students one by one and group by group while teaching. Some teachers used rubric to assess the level of students’ knowledge. Some teachers used the pictures and stories for assessment during their teaching. Some teachers copied the pictures from the textbook and hang the pictures on the wall and explained about them once a week. Some teachers said they assessed the students’ understanding and the behavior.

The level of implementation on new morals and civics subject is presented in the following figure by showing five different domains on implementation.



**Figure 4** Grand Mean Scores of Grade One Primary Teachers’ Level of Implementation on New Primary Morals and Civics Subject in Daily Teaching in terms of Sub-domains

According to this figure, (Figure 4), Grade One teachers can implement well in the area of subject matter and the use of textbook. This means that the Grade One teachers’ implementation towards new morals and civics subject is good and they effectively use the textbook in daily teaching. But, the implementation concerning the assessment is lower than other domains in new moral and civics curriculum implementation process. This means that implementation on assessment, the assessment style and the use of assessment process is weak in new morals and civics curriculum implementation.

The relationships between the level of Grade One teachers’ awareness and attitude towards new primary morals and civics curriculum implementation and the level of implementation in their daily teaching on new morals and civics subject can be learned in the following table.

**Table 2 Correlations between Awareness and Attitude and level of Implementation in New Morals and Civics Curriculum Implementation**

Variables	CF total	SA total	CS total	TR total	A total	CFP total	SAP total	CSP total	TRP total	AP total
<b>CF total</b>	1	.601**	.180**	.430**	.029**	-.099	.224**	.326**	.295**	-.097
<b>SA total</b>		1	.217**	.589**	.003	-.063	.270**	.346**	.263**	-.046
<b>CS total</b>			1	.336**	-.041	.087	.149**	.151**	.123*	.045
<b>TR total</b>				1	.061	-.064	.280**	.343**	.259**	-.110*
<b>A total</b>					1	-.176**	-.048	-.049	.007	-.148**
<b>CFP total</b>						1	.439**	-.061	-.125**	.846**
<b>SAP total</b>							1	.397**	.326**	.431**
<b>CSP total</b>								1	.631**	-.149**
<b>TRP total</b>									1	-.166**
<b>AP total</b>										1

\*\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

**Note.**

CFtotal = Total mean scores of Awareness and Attitude on curriculum framework

SAtotal = Total mean scores of Awareness and Attitude on curriculum areas

CStotal = Total mean scores of Awareness and Attitude on unit

TRtotal = Total mean scores of Awareness and Attitude on Textbook

Atotal = Total mean scores of Awareness and Attitude on assessment

CFPtotal = Total mean scores of implementation on curriculum framework

SAPtotal = Total mean scores of implementation on curriculum areas

CSPtotal = Total mean scores of implementation on Topic/Units

TRPtotal = Total mean scores of implementation on Textbook

TRPtotal = Total mean scores of implementation on Assessment

Table 2 reveals that the level of awareness and attitude of the Grade One teachers is related to their implementation level towards new morals and civics subject. There is a relationship between the awareness and attitude of the Grade One teachers and their implementation process.

The awareness and attitude of curriculum framework is the highly correlated with the awareness and attitude of curriculum area and the implementation on Topic/Units. The awareness and attitude of Topic/Unit is highly correlated with the awareness and attitude on textbook and the implementation on Topic/Units. The awareness and attitude on textbook is highly correlated with the implementation on Topic/Units. The awareness and attitude on assessment is negatively correlated with the implementation on curriculum. This means that although the level of awareness and attitude on assessment is good, the implementation level is not good or although the level of awareness and attitude on assessment is not good, the implementation level is good. Therefore the level of awareness and attitude of the Grade One teacher is lower than other domains in this research.

Research findings and interpretations from four selected townships are as follows:

1. The level of awareness and attitude towards new morals and civics curriculum implementation by the Grade One teachers is high in most of the domains.
2. The level of awareness and attitude towards new morals and civics curriculum implementation by the Grade One teachers is moderate in the assessment domain.

3. The level of implementation on new morals and civics subject by the Grade One teachers is high in most of the domains.
4. The level of implementation on new morals and civics subject by the Grade One teachers is low in assessment domain.
5. The level of awareness and attitude towards new morals and civics curriculum implementation is related to the implementation level. The awareness and attitude on textbook and resources is significantly correlated with the implementation on textbook in their daily teaching.
6. The awareness and attitude on assessment is negatively correlated with the implementation in daily teaching.
7. The level of implementation on new primary morals and civics subject by the Grade One teachers of private and monastic school group from four selected townships is higher than that of other school group teachers.
8. There are many advantages of teaching morals and civics subject, such as, students can get good manners, ethic, morals and principles.
9. Teacher's guide published by Ministry of Education can contribute to the effective teaching morals and civics subject.

### **Discussion, Suggestions and Conclusion**

#### **Discussion**

Awareness and attitude questionnaire is used to identify the Grade One teachers' ideas and perceptions on new primary morals and civics curriculum implementation. It consists of five subscales: Curriculum Framework, Curriculum Areas, Contents involved in new curriculum, Textbook and Teachers' Guide published by the Ministry of Education and Assessment. After collecting the data, the analysis of the study is carried out by using the descriptive statistics and Pearson Correlation. In order to determine the level of awareness and attitude of the Grade One teachers and the level of these teachers' implementation on new primary morals and civics curriculum, descriptive analysis is used. Basing on the descriptive analysis, the mean score of the awareness and attitude of the Grade One teachers from monastic schools in North Dagon Township is the highest. It can be said that the awareness and attitude of the Grade One teachers is higher than that of other school groups. The school group that achieves the second highest mean value of implementation on new primary morals and civics curriculum is monastic school group.

In the previous research findings conducted by Win Yee Lo (2006) from Hong Kong, all interviews argue that teachers are the key factor to facilitate morals and civics at the primary school and they take the most profound role in pedagogy. According to the descriptive data, it is found out that there are 120 (36.5% of the participants) Grade One teachers who have not trained for teaching Grade One new morals and civics curriculum but most Grade One teachers who teach morals and civics curriculum received the training provided by Ministry of Education.

According to the result of this study, Grade One teachers can implement well except the assessment on morals and civics curriculum implementation. The correlation between the awareness and attitude towards new primary morals and civics implementation and the level of implementation on their daily teaching are negatively correlated in some sub-domains. This

means that if the level of implementation on teaching morals and civics subject is high, the level of awareness and attitude towards new morals and civics can be low or if the level of implementation on teaching morals and civics subject is low, the level of awareness and attitude towards new morals and civics can be high in some domains. Teacher's guide is fairly supported for teachers who are implementing the new curriculum for effective teaching.

From this research finding, the assessment portion is a little difficult for the Grade One teachers who are implementing the new curriculum. This is because; the assessment of morals is more difficult than the assessment of civics and other core subjects such as Mathematics, English. Although the behavior of the students can be assessed, the attitude of the students cannot be assessed. Therefore, the assessment style, ways to assess and reasons for assessment are needed in teaching morals and civics subject. There are required to discuss according to the nation's norm. This indicates it needs more research for knowing about the factors which influence on implementation on primary morals and civics subject.

### **Suggestions**

The main aim of education is helping students to acquire necessary abilities to reach the knowledge instead of transferring knowledge to them. Furthermore, education aims to provide individuals with cultural, social and personal developments, and to develop students' abilities such as asking questions, co-operation, and problem solving. The following points are suggested with respect to this study.

- In order to implement new curriculum innovation, the teacher should have high level of awareness and attitude towards new curriculum.
- Teacher should create an environment, which is favorable for the students' development.
- Teachers need professional development in teaching certain subject
- Lesson planning, teaching and learning activities, should be planned depending on the curriculum framework and learning objectives.
- Teachers should encourage students to study and think deeply by studying the textbook in teaching morals and civics subject
- Teachers should cooperative with the parents for assessment such as helping parents at home, taking responsibility in home activities such as cleaning the home or their room, washing their dishes, good behavior /good manner at home, etc.
- Teachers should discuss with the parents about the lessons and how to facilitate and support to get moral values that nurturing and training in school and then advice teachers how to develop/ record their children manners, speed and behavior.
- All of the stakeholders should cooperate for planning and teaching for their daily teaching to gain the subject objectives.
- All of the stakeholders should monitor about the teachers' implementation
- Teacher educators should know the teachers' needs who are implementing the new curriculum.
- Supervisors from each school, township and district should know the condition of the subject implementation.

In order to achieve the implementation of new primary curriculum, it is necessary to develop teachers' awareness and attitude. This study proves that the Grade One teachers who possess the high level of awareness and attitude towards new curriculum implementation. However, the results of this study do not represent other levels of Basic Education. Hence, further research is quite necessary.

### **Conclusion**

Education must prepare students for their living at present and in the future. In education, effective teaching-learning process provides to achieve the educational goals. Teachers are the main stakeholders who implement the new curriculum. Curriculum is a social artefact.

Curriculum refers to the knowledge and practices in subject matter areas that teachers teach and that students are supposed to learn. A curriculum generally consists of a scope, or breadth of content, in a given subject area and of a sequence of concepts and activities for learning. The teachers who implement the new curriculum should be aware of the scope, or breadth of content, in a given subject area and of a sequence of concepts and activities for learning to meet the aims of the curriculum. The teachers are situated at the major role of the implementation process.

For building a democratic country, Myanmar needs civic-minded people who own civics qualities and good morals. One of the aims of the primary education of the newly adopted Myanmar National Curriculum Framework is to develop basic knowledge, skills, and attitudes, aesthetic appreciation, and behavior which are assumed to be the basic characteristics of a good citizen. Therefore, the teachers who implement the new curriculum need to know the curriculum framework.

Curriculum change presents teachers, schools and boards of management with a unique opportunity to engage in professional development, improving learning outcomes, and preparing children for the challenges and opportunities of the future. The task of the curriculum implementation is complex: it requires in-school management teams, principals and boards of management to lead the implementation of change in the school as an organization. Curriculum change takes place in the classroom and it involves teachers translating curriculum documents into practice, embracing new teaching programs and methodologies, and providing a broader range of learning experiences for their pupils (Eamon Stack, 2005 cited in an Evaluation of Curriculum Implementation in Primary Schools). Therefore, all the stakeholders: the teachers, teacher educators, principals, supervisors, education officers need to cooperate in implementing new curriculum to meet the aims of the curriculum framework.

A significant minority of teachers are experiencing difficulties in their daily teaching. Each teacher must have professional qualification to nurture good citizenship. The teachers have to develop an in-depth knowledge of appropriate teaching methodologies and approaches. So, they can become familiar with the objectives and values for not only the morals and civics subject but also for the aims of the curriculum framework. The stakeholders and supervisors need to engage more systematically in curriculum implementation and to support the teachers to be qualified.

For these purposes, the main aim of the research is to study the awareness and attitude of primary teachers towards new primary morals and civics curriculum implementation. The design

adopted in this study is a descriptive research. The instrument used in this study is attitude and awareness questionnaire. The questionnaire is constructed basing on the Trainee Teacher Attitude Questionnaire developed by The University of Plymouth (2007) and Consultation of Moral and National Education Curriculum developed by Curriculum Development Institute (Yerevan, 2008). The validity of the questionnaire was determined by the expert judgments. After receiving the validity of these instruments, a pilot testing was conducted. Basing on the result of the pilot test, some items were modified. The major study was conducted in East District of Yangon Region. The sample districts for the study are selected by using simple random sampling technique. Four townships from East District were stratified and randomly selected. All the participants in this sample were Grade-1, primary teachers.

According to the result of the study, it was found that the Grade One teachers from the monastic school group have the highest mean value and the high school groups have lowest mean value. It can be also said that most of the Grade One teachers from monastic school group possess better awareness and attitude towards new primary morals and civics curriculum implementation and most of the Grade One teachers from high school group possess weak awareness and attitude towards new primary morals and civics curriculum implementation. It can also be interpreted that the most of the Grade One teachers have moderate level of awareness and attitude towards new primary curriculum implementation. From this research, the stakeholders, supervisor, teacher educators and teachers need to be aware of good attitude to the curriculum framework, text area, contents, new textbook and resources and assessment style for reaching the effective curriculum implementation. Teachers are the main curriculum implementers, while at the same time students, parents, school administrators can directly or indirectly involve in the implementation process (Makewa, et al, 2015).

Teachers differ from their teaching according to the class and ability level of competency. There is an additional guidance for schools on how to adapt the curriculum to meet the diverse needs of individual pupils and groups of pupils, especially in multi- level classes. To get higher order thinking skills, teachers need to support their students to express their own ideas.

The classroom size puts a little impact on classroom activities and the implementation on new curriculum. Textbook exerts a dominant influence on teaching and learning. Discussion, presentation and observing the pictures in the textbooks are the tasks provided for the pupils' deep understanding.

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စာရိတ္တနှင့်ပြည်သူ့နီတိ(ပထမတန်း) ဆရာလမ်းညွှန်(၂၀၁၇)။ ရန်ကုန်။ ပြည်ထောင်စုသမ္မတ မြန်မာနိုင်ငံတော်အစိုးရ၊ ပညာရေးဝန်ကြီးဌာနနှင့် ဂျပန် နိုင်ငံတကာ ပူးပေါင်း ဆောင်ရွက်ရေးအဖွဲ့အစည်း။

သန်းထွတ်၊ ဦး။ (၂၀၀၃)။ အတိတ်ကိုအတိတ်မှာဘဲထားခဲ့ပါရစေ။ ရန်ကုန်မြို့၊ ရွှေဟင်္သာ ပုံနှိပ်တိုက်။