

## **AN EXPLORATION OF TEACHERS' CHALLENGES TOWARDS NEW CURRICULUM IMPLEMENTATION**

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### **Abstract**

The research intended to explore challenges faced by teachers in implementing new curriculum, to examine the differences in challenges of teachers in implementing new curriculum in terms of their personal factors and school related factors. As the sample, 639 teachers from 21 Basic Education Schools in Myitkyina Township, Kachin State were randomly selected for this study according to equal-size stratified sampling method. Quantitative and qualitative methods were used in this study. Descriptive statistics, frequency analysis and exploratory factor analysis were used to analyze the data. From the results of the findings, inadequate supervision, inadequate training and inadequate teachers' knowledge on teaching and assessment, large class size and over-workload, low level of students' readiness and motivation, inadequate participation and support from parents and community, fast transition process and time mismatch with teacher guide, teachers' negative attitude teachers' challenges related to infrastructures and resources, teachers' challenges related to information, communication and technology and teachers' challenges related to inadequate teachers and lack of coordination among teachers were the challenges that the teachers faced in new curriculum implementation.

**Keywords:** teachers' challenges, new curriculum implementation

### **Introduction**

The primary goal of basic education curriculum reform in Myanmar is to implement a new curriculum that addresses current knowledge and skills for 21<sup>st</sup> century and addresses the deficiencies and weakness of the previous basic education curriculum. Teachers are essential to the successful implementation of any educational reform. The teachers can instinctively reject the introduction of the new reform and it is a natural reaction to the changes (Berkovich, 2011, cited in Knecht et al., 2019). Therefore, implementing the new curriculum presents numerous challenges. Teachers need to be supported in order for curriculum implementation to be successful. Our society benefits from better curriculum implementation by teachers.

### **Significance of the Study**

In Myanmar, the Ministry of Education has transformed a new KG+12 system since 2016-17 Academic year. Youths need 21<sup>st</sup> century skills to adapt and adjust our complex world. However, change is complex and unpredictable process. Any changes that lead to increased teachers' competencies and higher quality student learning can increase workload on teachers. Thus, teachers are confronting challenges. Additionally, studying the challenges in curriculum implementation helps policymakers and schools identify systemic issues that impact teaching practices. It can inform decision-making processes, leading to curriculum reforms, adjustments, and improvements. It fosters a better understanding of the complex dynamics between curriculum, instruction, and students' outcomes, ultimately benefiting both teachers and students. Thus, this study will provide the relevant information to policies makers, principals and teachers to implement successfully.

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### General Objective

- To study teachers' challenges towards new curriculum implementation

### Specific Objectives

- To explore challenges faced by teachers in implementing new curriculum
- To identify the challenges mostly encountered by teachers in implementing new curriculum

### Research Questions

- What are the teachers' challenges towards new curriculum implementation?
- What are the challenges mostly encountered by teachers in implementing new curriculum?

### Limitations of the Study

This study will be restricted to the teachers from Basic Education Schools in Myitkyina Township, Kachin State.

### Theoretical Framework

Teachers are the most important persons in changing the curriculum. In our country, Myanmar, curriculum reform is still in progress. Rogan and Grayson (2003) argued that if curriculum implementation focuses on the 'what' of desired educational change, neglects the 'how', and do not have clearly thought-out implementation strategies, failures of well-intentioned, well-designed curriculum reform programs have been brought out. Therefore, it is necessarily to investigate teachers' *challenges towards new curriculum implementation* in order to implement it successfully.

This investigation is informed by a theory of curriculum implementation (Rogan & Grayson, 2003). This theory of curriculum implementation may go some way towards combating such wasteful and demoralizing experiences and challenges. This theory uses three constructs that form the heart of curriculum implementation, namely: profile of implementation, capacity to innovate and outside support. **The profile of implementation**, the first construct, offers a map of the learning area and a number of ways for implementation. In new curriculum, teachers have to structure learning activities, provide challenge and real-life problem-solving situations. Moreover, students have to participate actively and in collaboration with their peers. Assessment includes giving opportunities to students to demonstrate their individual skills and capabilities using a variety of assessment tools and instruments. Thus, teachers are facing challenges in implementing classroom interaction and assessment. In the second construct, **the capacity to support innovation**, teachers have challenges in implementing new curriculum if textbooks are not enough, classrooms and buildings are in poor condition. According to **support from outside agencies**, teachers cannot successfully implement a new curriculum without participating and being supported by relevant stakeholders. Therefore, based on the theory of curriculum implementation by Rogan and Grayson (2003), and challenges in new curriculum implementation described by Walelign and Fantahun (2007), Muneja (2015), Hipolite (2019), and Sifuna and Obonyo (2019), Baikenov (2020), Isaboke (2021), Nsengimana et al. (2021) and the results of the focus group interviews, exploring perception and the challenges of teachers in implementing new curriculum were explored.

### Definition of Key Term

**Curriculum** : Curriculum was defined as a multifaceted concept, constructed, negotiated and renegotiated at a variety of levels and in a variety of arenas. (Goodson, 1994, cited in Su, 2021)

**Challenge** : Challenge is a perception that a task or situation exceeds one's comfort zone or capacities; thus, the challenge will require a person to find something extra. (Neill, 2002, cited in Onyeachu, 2008).

### Operational Definition

**New Curriculum** : New curriculum refers to the curriculum that reformed in Myanmar since 2016-2017 academic year.

**Teachers' challenges towards new curriculum implementation:** Teachers' challenges towards new curriculum implementation refers to the challenges that faced by teachers in new curriculum implementation.

### Methodology

As research method, both quantitative and qualitative methods were used to collect information about the teachers' challenges towards new curriculum implementation in Myitkyina Township, Kachin State.

In this study, there are 165 the number of Basic Education Schools in Myitkyina Township. And the population of teachers in this township are 2068. As the target participants in this study, 639 teachers from 21 Basic Education schools were selected by using equal-size stratified sampling method. Therefore, 213 primary teachers, 213 junior teachers and 213 senior teachers from Myitkyina Township were participated in this study. All items used in this study were measured by Five-point Likert Scale ranging from strongly disagree to strongly agree (1=strongly disagree, 2=disagree, 3=slightly agree, 4= agree, 5=strongly agree). In addition, open-ended questions and interview were included in this questionnaire for qualitative study in order to get detail information.

As data analysis, exploratory factor analysis, frequency analysis and Descriptive statistics were also conducted. Qualitative data obtained from open-ended questions and interview section were analyzed and interpreted by using cyclical process.

### Findings

The teachers' challenges towards new curriculum implementation were explored by using exploratory factor analysis. The Kaiser-Meyer-Olkin (KMO) was 0.94. From the result, there were 7 factors related to teachers' challenges towards new curriculum implementation. When these factors were categorized, it was found that there were ten challenges in implementing new curriculum. The first factor had factor loading ranging from .881 to .611, the second factor had factor loading from .726 to .509, the third factor had factor loading from .666 to .534, the fourth factor loading from .744 to .578, the fifth factor had factor loading from .691 to .502, the sixth factor had from .615 to .557 and the seventh factor had factor loading from .610 to .502. These seven factors, ten challenges and its relevant items were shown in Table 1.

**Table 1 Name of Factors, Variable and Items**

| <b>Factors and Variables Name</b>                                         | <b>Items</b>                                                                                                                         |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Factor 1</b><br>Inadequate Supervision                                 | Failure to make recommendations and reviewing the requirements found after the inspection                                            |
|                                                                           | Failure to provide full information necessary for the implementation of the new curriculum                                           |
|                                                                           | Not giving specific guidelines in implementing the new curriculum                                                                    |
|                                                                           | Lack of recognition of teachers' actions                                                                                             |
|                                                                           | Lack of continuous teacher professional development (CPD) by assigning subject leaders and teachers with teaching experience         |
|                                                                           | Not giving the teachers the opportunity to talk about the difficulties they encounter in their teaching                              |
|                                                                           | Lack of supporting teaching aids for teachers in the implementation of the new curriculum                                            |
|                                                                           | Lack of information to teachers about the monthly CPD program and lack of support for subject leaders to make it happen              |
|                                                                           | Lack of time-based measures to ensure continuous teacher professional development (CPD) programs are carried out during school hours |
|                                                                           | Lack of monthly monitoring and evaluation of the CPD program                                                                         |
|                                                                           | Failure to monitor, evaluate and comment on the CPD program and complete CPD records                                                 |
|                                                                           | Lack of frequent round inspections to support teachers' instruction                                                                  |
| <b>Factor 2</b><br>Inadequate Professional Development and over-work load | <b>Inadequate training and inadequate teachers' knowledge on teaching and assessment</b>                                             |
|                                                                           | Having difficulty in assessing student progress through the results of the oral and written tests                                    |
|                                                                           | Having difficulty in remedial teaching, revision and extension for students.                                                         |
|                                                                           | Having difficulty in assessing students' achievement after each lesson                                                               |
|                                                                           | Having difficulty in keeping records of students' activities and homework in the classroom                                           |
|                                                                           | Having difficulty in giving recommendations for further improvement of individual student in a timely manner after assessing them    |
|                                                                           | Having difficulty in assessing non-progressing and progressing the soft skills (5'C) of students                                     |
|                                                                           | Due to the short duration of the training, the implementation of the new curriculum could not be fully implemented.                  |
|                                                                           | Having difficulty in practical teaching because there is no practical demonstration (group teaching) in the new curriculum training  |
|                                                                           | <b>Large Class size and over-workload</b>                                                                                            |
|                                                                           | Difficulty in doing group learning activities due to the large number of students in his classroom                                   |
|                                                                           | Having difficulty teaching in a student-centered approach due to the large number of students in his classrooms                      |
|                                                                           | There are too many students in the classrooms and it is difficult to teach according to the needs of individual students             |
|                                                                           | Often dealing with disciplinary problems due to the large number of students in classroom                                            |

| Factors and Variables Name                                                                                 | Items                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                            | Spending a lot of time in non-teaching activities                                                                                           |
|                                                                                                            | Teachers are overworked and have to spend a lot of time because activities in teaching lessons and teaching aids have been prepared         |
|                                                                                                            | Insufficient time in teaching new curriculum lessons.                                                                                       |
| <b>Factor3</b><br>Teachers' challenges related to learners, parents and community and implementing process | <b>Low level of students' readiness and motivation</b>                                                                                      |
|                                                                                                            | Lack of willingness of students to actively participate in teaching and learning activities                                                 |
|                                                                                                            | Students' inability to participate in teaching and learning activities                                                                      |
|                                                                                                            | Not willing of students to express their ideas (for example, shyness, fear.                                                                 |
|                                                                                                            | <b>Inadequate participation and support from parents and community</b>                                                                      |
|                                                                                                            | Parents' lack of interest in implementing the new curriculum                                                                                |
|                                                                                                            | Parents do not understand well about the implementation of the new curriculum                                                               |
|                                                                                                            | Lack of support from parents in implementing the new curriculum                                                                             |
|                                                                                                            | Parents do not like the way the new curriculum is implemented (for example, they don't like not teaching methods in KG).                    |
|                                                                                                            | Parents' lack of cooperation to help their children learn effectively.                                                                      |
|                                                                                                            | Inadequate support from other organizations in implementing the new curriculum.                                                             |
|                                                                                                            | <b>Fast transition process and time mismatch with teacher guide</b>                                                                         |
|                                                                                                            | Having difficulty to teach in accordance with the monthly content because of having to use student-centered approaches in teaching lessons. |
|                                                                                                            | Students who were taught with the old curriculum have difficulty in teaching with the new curriculum                                        |
|                                                                                                            | Difficulty for students to understand the contents of the new curriculum.                                                                   |
| <b>Factor 4</b><br>Teachers' negative attitude                                                             | Most of the teachers do not understand the reason for changing the new curriculum                                                           |
|                                                                                                            | Most teachers do not understand the concepts of the new curriculum well                                                                     |
|                                                                                                            | Most of the teachers do not like the new curriculum that teaches in a student-centered approach                                             |
|                                                                                                            | Some teachers believe that the new curriculum cannot improve students' performance                                                          |
|                                                                                                            | Not understanding well assessment tools and instruments                                                                                     |
|                                                                                                            | Some teachers do not believe that the new curriculum is very beneficial                                                                     |
| <b>Factor 5</b><br>Teachers' challenges related to infrastructures and resources                           | Insufficient desks and chairs for students                                                                                                  |
|                                                                                                            | Students' desks are not flexible desks for group learning activities.                                                                       |
|                                                                                                            | Poor lighting and ventilation in classrooms                                                                                                 |
|                                                                                                            | Lack of sport field in school(or)lack of using the field to be strong of students' body                                                     |
|                                                                                                            | Inequal size between classrooms and number of students (for example, too many students).                                                    |
|                                                                                                            | Lack of laboratory room in school.                                                                                                          |
|                                                                                                            | Lack of library in school (or) but it is not being used effectively                                                                         |
|                                                                                                            | Lack of materials (or funding) needed to create learning materials                                                                          |
|                                                                                                            | Lack of necessary equipment in the laboratory room                                                                                          |

| Factors and Variables Name                                                                                     | Items                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Factor 6</b><br>Teachers' challenges related to information, communication and technology                   | Lack of preparation of software related to lesson content (e.g video files, files related to lesson content).                                                       |
|                                                                                                                | Having difficulty in accessing the Internet to search for broader lesson content which is supportive in teaching; (e.g, poor Internet connection, power outages).   |
|                                                                                                                | Lack of adequate provision of ICT equipment (e.g. Computers, Projector, Bluetooth speakers).                                                                        |
| <b>Factor 7</b><br>Teachers' Challenges related to inadequate teachers and lack of coordination among teachers | Having difficulty in teaching by giving learning activities that students have to participate in themselves because there is no equal ratio of students and teacher |
|                                                                                                                | Facing difficulties due to the insufficient strength of teachers                                                                                                    |
|                                                                                                                | Having difficulty in implementing a new curriculum because the subject taught by the teachers does not match their specialized subject.                             |
|                                                                                                                | Lack of coordination among teachers.                                                                                                                                |
|                                                                                                                | Lack of sharing the knowledge and skills gained from the trainings                                                                                                  |
|                                                                                                                | Having difficulty of teaching and sharing of concepts and knowledge got from trainings in real situation                                                            |

The result of the frequency analysis was shown in Table 2 to investigate the numbers and percentage of teachers' agreement level of challenges towards new curriculum implementation in detail.

**Table 2 Numbers and Percentage of Teachers' Agreement Level of Challenges towards New Curriculum Implementation(N=639)**

| No. | Teachers' Challenges                                                              | Number and Percentage of Agreement level |                 |                 |                 |               | Total         |
|-----|-----------------------------------------------------------------------------------|------------------------------------------|-----------------|-----------------|-----------------|---------------|---------------|
|     |                                                                                   | 1                                        | 2               | 3               | 4               | 5             |               |
| 1   | Inadequate Supervision                                                            | 131<br>(20.55%)                          | 404<br>(63.30%) | 55<br>(8.76%)   | 40<br>(6.29%)   | 9<br>(1.10%)  | 639<br>100%   |
| 2   | Inadequate training and Inadequate Teachers' Knowledge on teaching and assessment | 44<br>(6.90%)                            | 259<br>(40.58%) | 152<br>(23.81%) | 155<br>(24.35%) | 29<br>(4.53%) | 639<br>(100%) |
| 3   | Large class size and over-workload                                                | 41<br>(6.41%)                            | 232<br>(34.95%) | 190<br>(29.75%) | 143<br>(22.43%) | 33<br>(5.16%) | 639<br>(100%) |
| 4   | Low level of students' readiness and motivation                                   | 39<br>(6.06%)                            | 343<br>(53.53%) | 201<br>(31.43%) | 51<br>(8.00%)   | 5<br>(0.71%)  | 639<br>(100%) |
| 5   | Inadequate participation and support from parents and community                   | 35<br>(5.61%)                            | 221<br>(34.70%) | 200<br>(31.40%) | 154<br>(24.18%) | 25<br>(3.98%) | 639<br>(100%) |

| No. | Teachers' Challenges                                                                        | Number and Percentage of Agreement level |                 |                 |                 |                | Total         |
|-----|---------------------------------------------------------------------------------------------|------------------------------------------|-----------------|-----------------|-----------------|----------------|---------------|
|     |                                                                                             | 1                                        | 2               | 3               | 4               | 5              |               |
| 6   | Fast transition process and time mismatch with teacher guide                                | 37<br>(5.83%)                            | 237<br>(37.06%) | 170<br>(26.53%) | 168<br>(26.23%) | 27<br>(4.20%)  | 639<br>(100%) |
| 7   | Teachers' Negative Attitude                                                                 | 116<br>(18.20%)                          | 447<br>(70%)    | 50<br>(7.90%)   | 24<br>(3.23%)   | 2<br>(0.26%)   | 100%          |
| 8   | Teachers' challenges related to infrastructures and resources                               | 77<br>(12.07%)                           | 343<br>(53.68%) | 100<br>(15.78%) | 95<br>(14.88)   | 24<br>(3.75%)  | 639<br>(100%) |
| 9   | Teachers' challenges related to information, communication and technology                   | 37<br>(5.90%)                            | 195<br>(30.63%) | 136<br>(21.37%) | 194<br>(30.50%) | 77<br>(12.05%) | 639<br>(100%) |
| 10  | Teachers' Challenges related to inadequate teachers and lack of coordination among teachers | 89<br>(13.96%)                           | 395<br>(61.9%)  | 91<br>(14.3%)   | 54<br>(8.53%)   | 10<br>(1.56%)  | 100%          |

Agreement Level: 1 = strongly disagree      2 = disagree  
 3 = slightly agree      4 = agree      5 = strongly agree

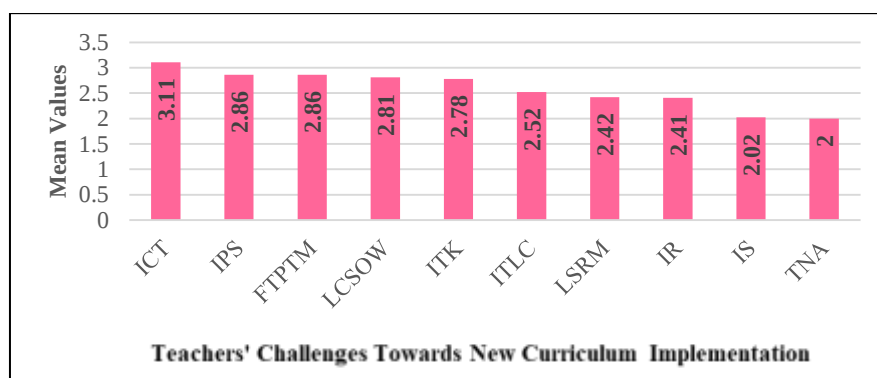
**Table 3 Means and Standard Deviations of Teachers' Challenges Towards New Curriculum Implementation (N=639)**

| Variables                                                                                          | Mean | SD  |                 |
|----------------------------------------------------------------------------------------------------|------|-----|-----------------|
| Inadequate supervision (IS)                                                                        | 2.02 | .65 | Little extent   |
| Inadequate training and inadequate teachers' knowledge on teaching and assessment (ITK)            | 2.78 | .74 | Moderate extent |
| Large class size and over-workload (LCSOW)                                                         | 2.81 | .74 | Moderate extent |
| Low level of students' readiness and motivation (LSRM)                                             | 2.42 | .63 | Moderate extent |
| Inadequate participation and support from parents and community (IPS)                              | 2.86 | .85 | Moderate extent |
| Fast transition process and time mismatch with teacher guide (FTPTM)                               | 2.86 | .81 | Moderate extent |
| Teachers' negative attitude (TNA)                                                                  | 2.00 | .54 | Little extent   |
| Teachers' challenges related to infrastructures and resources (IR)                                 | 2.41 | .67 | Moderate extent |
| Teachers' challenges related to information, communication and technology (ICT)                    | 3.11 | .98 | Moderate extent |
| Teachers' challenges related to inadequate teachers and lack of coordination among teachers (ITLC) | 2.52 | .97 | Moderate extent |

| Variables                                        | Mean | SD  |                 |
|--------------------------------------------------|------|-----|-----------------|
| Challenges Towards New Curriculum Implementation | 2.49 | .52 | Moderate extent |

Scoring direction: 1.00-2.33=Little extent 2.34-3.66=Moderate extent 3.67-5.00=Great extent

According to mean values, it was found that the teachers faced mostly such challenges as teachers' challenges related to information, communication, and technology. The challenge as teachers' negative attitude was encountered least by participant teachers. The teachers' challenges towards new curriculum implementation were clearly shown in figure 1 according to descending order of the mean values.



**Figure1** Mean Comparisons of Teachers' Challenges towards New Curriculum Implementation

### Findings from Qualitative Study

**Describe major challenges you encountered while implementing new curriculum.** Teachers provided the following challenges.

- Lack of supporting electronic devices especially Bluetooth boxes and projectors and being not good internet connection. (n=17,3%)
- Being not enough time to do activities, to teach all lessons according to teachers' guide. (n=74,13%)
- Having difficulties in using teaching aids especially Science subjects and lack of adequate teaching aids. (n=113,19%)
- Having difficulties in assessing individual progress because of large class size. (n=92,)
- Lack of adequate teachers. (n=58,10%)

**What ways are being used to solve the difficulties encountered in the implementation of new curriculum?** Participant teachers are using the following ways to solve the challenges encountered in the implementation of new curriculum. They are:

- Sharing and coordination with principals, subject leaders and teachers. (n=109,19%)
- Using internet and reading books. (n=101,17%)
- Teaching the respective subject in co-curricular period. (n=23,4%)

### Findings from interview

When the researcher interviewed teachers from rural schools about teachers' challenges towards new curriculum implementation, all teachers (100%) said that there were not enough teachers and they taught three grades; therefore, they cannot teach well the subjects according to the teachers' guides. Among them, three teachers (27%) said that there was not **enough time in teaching all lessons and to assess each student**. All teachers (100%) said that there were **large class sizes**, so they could not pay attention to each student. Three teachers (27%) said that there were not **enough textbooks for all students**.

In addition, all teachers (100%) said that new curriculum **trainings** were not effective and sufficient. Moreover, all teachers (100%) responded that teaching aids were not enough and especially, there was not enough **teaching aid for co-curricular**. They created teaching aids as much as they can but could not provide enough teaching aids for each student or group. Three teachers (27%) said that there were not enough laboratory equipment and they could not do well practical activities. All teachers (100%) said that parents in rural areas had a little collaboration with schools and they could not support well to their children. Three teachers (22%) responded that there were **difficulties in teaching students who was taught by old curriculum**.

Furthermore, all teachers (100%) said that students in rural area were **less interested in teaching and learning** and only a few students were interested in teaching learning approaches. Moreover, students were low level of readiness. All teachers (100%) said that there was **not good internet connection**; therefore, they had difficulties in studying the lessons on online. Moreover, necessary books for each subject should be supported by the Government. In addition, three teachers (27%) said that their **teaching subjects did not match with their major subject**, so they could not teach effectively.

When the researcher interviewed teachers from urban schools about teachers' challenges about new curriculum implementation, all teachers (100%) said that it **needed to be effective training** for new curriculum courses. Moreover, all teachers (100%) responded that there were **large class sizes**; therefore, they could not assess each student. In addition, six teachers (35%) said that there was **not enough time in teaching**, so they could not do all activities presented in teachers' guide. Three teachers said that they had difficulties in doing practical activities because they could not do well practical activities. One teacher (9%) said that she had difficulties in teaching because there was **no projector for showing demonstrable videos** for some lessons.

Six teachers (35%) responded that **students who were taught with old curriculum were less participative in doing activities**. One teacher said that they do not have CD, DVD and blue tooth boxes for doing listening activities. Moreover, she had difficulties in using technological devices, so she suggested that teachers should be trained to improve in IT skills. Two teachers (2.7%) said that **their major subjects did not match with their teaching subjects**.

Moreover, two teachers (9%) said that parents **did not like teaching method of new curriculum** (e.g. teaching method in KG). Thus, they had difficulties in teaching. One (9%) said that they had **difficulties in teaching co-curricular activities** because she didn't know exactly in teaching co- curricular activities. Thus, the teachers who could teach co-curricular activities (e.g. music and art teachers) should be hired. One teacher said that this period was the studying period for new curriculum and is unfamiliar with the changes, so she could not teach students skillfully. Moreover, one teacher said that teachers didn't have enough time to share knowledge and experiences and coordinate among themselves because they were always busy with paper work and doing other school activities.

## Conclusion

According to Research Question 1, the challenges of teachers towards new curriculum implementation were explored. It was found that there were **seven** factors related to teachers' challenges towards new curriculum implementation by conducting exploratory factor analysis. When these factors were categorized, there were ten challenges of teachers in implementing new

curriculum: inadequate supervision, inadequate training and inadequate teachers' knowledge on teaching and assessment, large class size and over-workload, low level of students' readiness and motivation, inadequate participation and support of parents and community, fast transition process and time mismatch with teacher guide, teachers' negative attitude (the lowest challenge), teachers' challenges related to infrastructures and resources, teachers' challenges related to information, communication and technology (the highest challenge) and teachers' challenges related to inadequate teachers and lack of coordination among teachers were the challenges that the teachers faced in new curriculum implementation. According to the findings, the challenges that the teachers mostly faced were **the challenges related to information, communication and technology**. This result is compatible with the qualitative findings in that teachers suggested that the government should support ICT tools, especially projectors that are helpful in new curriculum implementation. In this age of technological development, ICT has proved very useful and effective in the teaching and learning process. Secondly, teachers faced the challenge as **inadequate participation and support from parents and the community**. Most parents generally do not understand what the new curriculum is all about, their expectations, learners' assessment, grading, and others. This finding of Chang (1995) showed that many parents who did not see the need and merits of involvement activities, had little participation in the educational process, even the PTA offered them the opportunities.

Additionally, teachers faced **fast transition process and time mismatch with teachers guide**. Baikenov (2020) also stated that fast transition process was one of the challenges for teachers who teach at secondary level. Walelign and Fantahun (2007) also outlined the challenge as time mismatch with the school calendar. Findings of the study by Hipolite (2019) also revealed that teachers had faced the challenge as inadequate training in implementing new curriculum. Thirdly, it was explored that the challenge as **large class size and over-workload** had been faced by participant teachers. Many researchers, such as Hipolite (2019) and Baikenov (2020) also mentioned that many teachers felt stressed with their extra workload and large class size in implementing new curriculum. Fourthly, it was observed that participant teachers faced challenges as **inadequate training and inadequate teachers' knowledge on teaching and assessment**. Findings of the study by Hipolite (2019) also revealed that, teachers had faced the challenge as inadequate training in implementing new curriculum. This result is also consistent with the study of Muneja (2015) who explored the challenge of inadequate teachers' knowledge on teaching and assessment. With reference to curriculum implementation by Rogan and Grayson (2003), adequate professional development is essential for effective curriculum implementation. Fifthly, participant teachers faced **the challenges related to inadequate teachers and lack of coordination among teachers**. From the result of qualitative findings, most of the teachers had faced not having enough teachers. Thus, their teaching subject do not match their major subjects. Similarly, the major findings of Projest (2013) revealed that the shortage of teachers seemed to be a major factor hindering the implementation of curriculum. Moreover, they had full time teaching periods, therefore; they could not do enough sharing and coordination among teachers. Sixthly, the challenge as **low level of students' readiness and motivation** had been faced by participant teachers in implementing new curriculum. With respect to the curriculum implementation theory of Rogan and Grayson (2003), learner factor is

one of the factor for curriculum implementation. This finding matched those of Makunja (2015) and Hipolite (2019) whereby they found that there was a poor willingness of students adopt the new syllabus which required the use of learner-centered approach during classroom interaction. Seventhly, participant teachers had faced **the challenges related to infrastructures and resources**. According to the theory of curriculum implementation by Rogan and Grayson (2003), physical resources are important for curriculum implementation. Eightly, participant teachers agreed that they had faced the challenges as **inadequate supervision**. According to curriculum implementation theory of Rogan and Grayson (2003), curriculum implementation cannot be achieved unless it has adequate supervisory function of school management. This result is consistent with the result of the study by Walelign and Fantahun (2007) who also found the challenge as inadequate supervision faced by teachers in implementing new curriculum. At last, the challenge as **negative attitude towards new curriculum implementation** had been faced by participant teachers. This finding correlate with the previously conducted research by Walelign and Fantahun (2007). At the very beginning of the reform implementation teachers were very negative about the introduced changes. This is a normal reaction, since it is human nature to repulse those changes that make him leave his “comfort zone” (Baikenov ,2020).

### **Recommendations**

The policymakers should support necessary technological devices such as blue-tooth boxes, televisions, projectors, computers with access to free internet to search the lessons that teachers want to study, especially for rural schools and provide trainings related to ICT skills (e.g. computer training). The principals should persuade non-government organizations, parents and community to support in implementing the new curriculum. The policy makers should consider and use teachers’ views as curriculum implementer in designing a curriculum that would benefit all the learners. The policymakers should appoint adequate teachers for all schools. The policymakers should provide opportunities for teachers to develop their professional knowledge and skills by arranging conference, workshops, in-service seminars and by encouraging teachers to do such activities as reading groups, peer observation, writing about teaching, project work and action research. The policymakers should provide guidelines on how to implement policies in schools, and they should also make a follow-up at the schools to observe whether the curriculum was being implemented successfully. The teachers should read National Assessment Policy for Basic Education (NAP) and apply assessment techniques effectively in real situation because the finding indicated that teachers faced the challenge as inadequate teachers’ knowledge on teaching and assessment. The teachers should encourage students and use variety of teaching methods to express their ideas during teaching learning process. The policymakers should provide adequate textbooks, teaching aids, desks, infrastructures for all students. The principals should give advice, timely information and instruction for implementing new curriculum. The teachers should be enthusiastic to adapt the changes and more effort to be effective implementation of new curriculum in their classrooms. The teachers should coordinate and share their knowledge and teaching methods among experienced teachers and their colleagues.

### Need for Further Study

This study was conducted to investigate challenges of teachers towards implementing new curriculum in Myitkyina township, Kachin State. Therefore, research need to conduct in other areas to know more different challenges.

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