RELATIONSHIP BETWEEN ATTITUDES AND IMPLEMENTATION OF PRIMARY TEACHERS TOWARDS NEW CURRICULUM

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Abstract

The main purpose of this study is to explore the relationship between attitudes and implementation of primary teachers towards new curriculum. By using a stratified random sampling method, one of the random sampling strategies, sample of (196) primary teachers from the selected basic education schools in Taungtha Township, Mandalay Region was selected to collect the required data. A survey research design, one of the quantitative research designs, was used in this study. In the collection of data, two instruments: questionnaires for attitudes of primary teachers towards new curriculum and implementation level of new curriculum were employed. Descriptive and inferential statistics were used to analyze the collected data. The attitudes of participants towards new curriculum were analyzed by using descriptive statistics (means and standard deviations). To examine the differences between primary teachers' attitudes towards new curriculum, and implementation of new curriculum in terms of teaching experiences, teacher training programme and school level, inferential statistics such as one-way analysis of variance (ANOVA) and Post Hoc tests were utilized. And then, Pearson product-movement correlation was used to explore the relationship between attitudes and implementation of primary teachers towards new curriculum. The results revealed that there was positively moderately correlation between attitudes and implementation of primary teachers towards new curriculum at $r(1,196) = .401$, $p < .01$. It can be interpreted that the more the teachers have positive attitudes towards new curriculum, the more the teachers actively and successfully participate in the implementation of new curriculum.

Keywords: attitude, curriculum, curriculum reform, primary teacher

Introduction

Today the world is passing through rapid changes and in such a world, education cannot resist change. Qualitative education plays an important role and to be a good education, curriculum plays as one of the main concerns in the education system. It helps one plan the education process or procedure for a given period of time. In order to make education meaningful for the country, it depends on how the curriculum is developed.

Education reform is crucial to develop human resourcesin Myanmar . So, the Ministry of Education has started to transform to a new KG +12 education system since 2016-2017 Academic Year. In this process, teachers are the key players because they play as implementer role in curriculum reforming. Besides, teachers are the ones who bring theory into practice in real class settings.Kelly (2004) stressed the centrality of the teacher in curriculum planning and development process. Heexpressed that teachershave a make and break role in any curriculum innovation. According tonational and international research evidence ,teachers will play a key role in the successful new curriculum ,as well as adoption of new interactive pedagogy and application of a new assessment system) MOEOrnstein and Hunkins (2018) stated that .(2016 , teachers are essential in implementation of new curriculum andthey bring the curriculum to life through instruction. Moreover, their diverse methods of instruction will shape how students .receive the curriculum

The teachers may have many issues to deal with in their practice. So, they may have challenges in implementing new curriculum. The government needs to know how the teachers perceive, how they learn, how they teach and how they accept which the new curriculum gives because changing from old curriculum to new curriculum requires acceptance and cooperation of

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the teachers. Therefore, the attitude and perception of teachers with respect to curriculum and its implementation is very noteworthy for education system. Thus, this study deals with to examine how primary teachers perceive new curriculum and to find out their level of implementation of new curriculum.

Purpose of the Study

The main purpose of the study is to investigate the relationship between primary teachers' attitudes towards new curriculum and their implementation at school. The specific objectives are as follows:

- To investigate the primary teachers' attitudes towards new curriculum in terms of teaching experience, teacher training programme and school level.
- To find out their implementation at school in terms of teaching experience, teacher training programme and school level.
- To examine the relationship between attitudes of primary teachers towards new curriculum and their implementation at school.
- To explore the difficulties facing primary teachers in the implementation of new curriculum.
- To make suggestions and recommendations for successful implementation of new curriculum based on the results of this study.

Research Questions

Based on the objectives of the study, the following research questions are constructed.

1. What are the differences in the attitudes of the primary teachers towards new curriculum in terms of teaching experience, teacher training programme and school level?
2. How do primary teachers differ in their implementation at school in terms of teaching experience, teacher training programme and school level?
3. To what extent is there a relationship between attitudes of primary teachers towards new curriculum and their implementation at school?
4. What are the difficulties facing primary teachers in the implementation of new curriculum?

Definition of Key Terms

Attitude : Attitudes indicate favorable or unfavorable feelings; they reflect tendencies to accept or reject groups, ideas, or objects (Mills & Gay, 2016).

Curriculum : Curriculum is a systematic programme in which learning outcomes, contents, teaching and learning approaches and methods and assessment of respective subject areas to be learnt inside and outside schools are specified (MOE, 2017).

Curriculum Reform : Curriculum reform can be defined as the process of implementing changes to the curriculum with the intent of making learning and teaching more meaningful and effective (McCulloch, 2005, cited in Shala, 2019).

Operational Definition

Primary Teacher : Primary teacher is a teacher who specializes in teaching young children and helps them develop essential skills for life.

Scope of the Study

This study was geographically restricted to basic education schools in Taungtha Township in Mandalay Region. The number of participants in this study was (196) primary teachers from the selected schools in Taungtha Township within 2022-2023 Academic Year.

Review of Related Literature

The Role of Teachers in the Curriculum Reform

As this study examined recent curriculum reform from the perspectives of the teachers, it will be important to look at the role of the teachers involved. Kennedy (1996) emphasized the role of teachers and the importance of teachers in the implementation of change. He stated that teachers can be regarded as a powerful positive force for change only if they are given the resources and support which will enable them to carry out implementation effectively.

Kelly (2004) also expressed his opinionabout the role of teacher in the curriculum that the quality of any educational experience will depend to a very large extent on the individual teacher responsible for it; and any attempt at controlling the curriculum from the outside which .does not recognize that must be doomed to failure, or best to triviality Therefore, the success of the changed curriculum depends on how it is interpreted by its implementers, that is, teachers and teachers have to take up the roles of facilataors, motivators andsupportersto help children learn .and grow

Reasons of Making Basic Education Curriculum Reform in Myanmar

Basic education curriculum plays an important role for the children and youths of every country by fulfilling their physical, intellectual, linguistic, emotional and social needs. The rationale behind revising and updating existing educational curricula is thus to provide learners with the very best opportunities and progression in local and global communities,Fullan) .(2007 A quality basic education curriculum is a critical building block for Myanmar's socio-economic development and it is an essential prerequisite for the provision of quality education and the improvement of student learning achievement. Thus, the main purpose of doing basic education curriculum reform in Myanmar is to implement a new curriculum that not only focuses on relevant 21st century skills but also aims to mend the deficiencies and weaknesses of the previous basic education curriculum (MOE, 2016) .

The Process of Basic Education Reform

In order to conform to the basic education structure of other countries in the ASEAN region, the previous education structure (5-4-2) (grade 1 to 5 for primary level, grade 6 to 9 for lower secondary level, and grade 10 to 11 for upper secondary level) was transformed into the KG+ (5-4-3) structure. The new basic education structure KG+12 (5-4-3) consists of kindergarten, five-year-schooling for primary level, four-year-schooling for lower secondary level and three-year-schooling for upper secondary level. Ministry of Education (MOE) stated that children who have attained the age of five years must enter kindergarten but who have attained the age of six years must enter the first grade of primary school and English must be taught starting from the primary level. In accordance with the changes of the education structure, the government and MOE make an effort to redesign the basic education curriculum in line with a focus on the 21st century soft skills and basic education assessment system has also changed from exam-dominated systems to four pillars of basic education assessment: classroom level, school-based, school completion, and sample-based that are mainly bases on both summative assessment and formative assessment (MOE, 2015).

Research Method

Population and Sample

The basic schools in Taungtha Township in Mandalay Region were selected by the use of simple random sampling method, one of the random sampling strategies, to carry out the research. The sampling procedure used for this study was stratified random sampling method. As there are seven different school levels: Basic Education High School: BEHS, Basic Education High School (Branch): BEHS(B), Basic Education Middle School: BEMS, Basic Education Middle School (Branch): BEMS(B), Basic Education Post Primary School: BEPPS, Basic Education Primary School: BEPS, and Basic Education Primary School (Branch): BEPS(B) in the selected schools, the participants were selected from each stratum. There are (867) primary

teachers at the basic schools in Taungtha Township, the total population for this study, and (200) teachers (20%) of all the teachers were selected. But, when conducting the main survey, four participants were absent. Thus, the total participants for this study were (196) primary teachers (see Table 1).

Table 1 Population and Sample Size

Population	Sample
867	196

Research Design

In this study, a survey research design which is one of the quantitative research designs was used to determine the relationship between attitudes and implementation of primary teachers towards new curriculum.

Research Instruments

As for the instruments, a questionnaire for the attitudes and implementation of primary teachers towards new curriculum was used. In order to obtain participating teachers' information; age, years of teaching experience, qualification, teacher training programme, current teaching grade and current school level were asked by using multiple choice item format in part one. The instrument for the attitudes of primary teachers towards new curriculum was based on the questionnaires of Kasapogul (2010) and Aboagye and Yawson (2020). For the questions in part two of the questionnaire, there are twenty items and five-point Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Undecided (4) Agree and (5) Strongly Agree was used for three dimensions: general views of the new curriculum; student-centeredness of the new curriculum; perceptions of teacher roles. In order to support the questionnaire, open-ended question was also used in this part.

The instrument for the primary teachers' implementation of new curriculum was developed based on the study of Kasapogul (2010) consisted of three dimensions: planning; instructional process; evaluation. In part three of the questionnaire, there are twenty-three items and participants will require answering each question using Rating scale (1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often and 5 = Always). Four open-ended questions were used in this section to get more detailed information.

Procedure

Firstly, the title was discussed with the supervisor. And then, the relevant data and information were collected to make literature review concerning the research. After collecting required data, the instruments were constructed under the guidance of the supervisor in order to survey the primary teachers' attitudes and implementation towards new curriculum. To get an expert validation, the copies of questionnaires were distributed to two experienced teachers from the Department of Curriculum and Methodology, Sagaing University of Education. These experienced teachers were requested to give their opinions and suggestions for the improvement of the questionnaires. And then, the items were modified according to their advice and guidance. The questionnaire was validated through the pilot testing. The pilot testing was conducted with a non-sample group of (14) primary teachers at Shwe Min Wun Practising Basic Education High School, Sagaing. Based on the pilot result, the internal consistency reliability of the questionnaire was determined by Cronbach's Alpha. The internal consistency reliability of the questionnaire for the attitudes towards new curriculum was (.832) and that of the questionnaire for the implementation of new curriculum was (.787). According to Morgan, Leech, Gloeckner and Barrett (2013), the questionnaires had good internal consistency reliability and so the researcher conducted the main survey with these questionnaires to get the required data. Then, the permission of the sample principals was requested to distribute the questionnaires to the participants and the major survey was conducted in October. The data collection process took place from 8th, October to 18th, October. The procedure did not disrupt the participants' normal,

daily and classroom activities. After that the data were entered into a computer data file and was analyzed by using the Statistical Package for the Social Science (SPSS).

Data Analysis

Two methods of quantitative data analysis were used in this study. The answers to the questionnaires were analyzed by using descriptive statistics and inferential statistics. To examine primary teachers' attitudes and implementation towards new curriculum, descriptive statistics (means and standard deviations) were used. Moreover, inferential statistics: one-way analysis of variance (ANOVA) and Post Hoc Multiple Comparison Test (Tukey HSD) was utilized to examine the differences between primary teacher's attitudes and implementation towards new curriculum in terms of teaching experience, teacher training programme and current school level. And then, Pearson product-movement correlation was used to explore the relationship between primary teachers' attitudes and implementation towards new curriculum.

Research Findings

Findings of Research Question (1)

Research question one investigated the differences of primary teachers' attitudes towards new curriculum in terms of teaching experience, teacher training programme and their school level.

Analysis of Teachers' Attitudes towards New Curriculum in terms of Teaching Experience

To find out whether there is a difference in the attitudes of the primary teachers towards new curriculum in terms of teaching experience, teachers' teaching experiences were divided into five groups such as (0-5) years, (6-10) years, (11-15) years, (16-20) years, and over 20 years and the collected data were analyzed by using descriptive statistics and one-way analysis of variance (ANOVA) (see Table 2 and Table 3).

Table 2 Means and Standard Deviations of Teachers' Attitudes towards New Curriculum in terms of Teaching Experience

Teaching Experience (Year)	*n*	*M*	*SD*
0-5	42	4.08	0.31
6-10	50	4.01	0.31
11-15	32	4.04	0.23
16-20	23	4.00	0.30
Over 20	49	4.12	0.34
Total	196	4.05	0.31

It was found that the mean value of primary teachers who have over 20 years of teaching experiences was the highest (M = 4.12) and the mean of primary teachers who have (16-20) years of teaching experiences was the lowest (M = 4.00). It can be stated that all the mean values of the primary teachers are slightly larger than 4 points on 1-5 rating scale. Based on the mean values, Figure 1 was illustrated to see clearly.

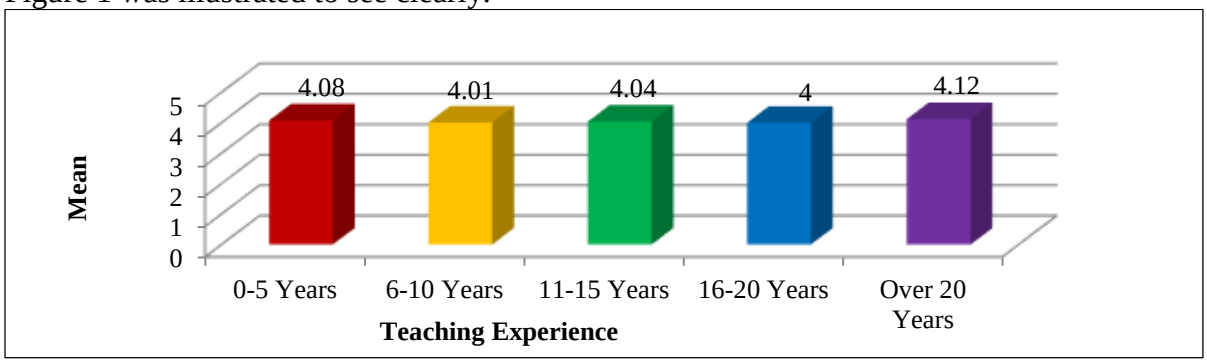

Figure 1. The comparison of means for teachers' attitudes towards new curriculum by teaching experience.

Table 3 ANOVA Results of Teachers' Attitudes towards New Curriculum in terms of Teaching Experience

	Sum of Squares	*df*	Mean Square	*F*	*p*
Between Groups	0.375	4	0.09	1.002	.408
Within Groups	17.887	191	0.09		(ns)
Total	18.262	195			

Note. ns = not significant.

According to Table 3, teaching experience did not create a significant difference in the primary teachers' attitudes towards new curriculum at $F(4, 191) = 1.002$, $p > .05$. In line with this result, it can be interpreted that the attitudes of researched primary teachers towards new curriculum were equivalent.

Analysis of Teachers' Attitudes towards New Curriculum in terms of Teacher Training Programme

In order to find out the differences in the attitudes of primary teachers towards new curriculum according to their teacher training programme, teachers' training programmes were categorized into five groups: DTEd, DTEC, PPTT, Masaya, and Others. The means, standard deviations and one-way variance of analysis (ANOVA) were used for analyzing the collected data (see Table 4 and Table 5).

Table 4 Means and Standard Deviations of Teachers' Attitudes towards New Curriculum in terms of Teacher Training Programme

Teacher Training Programme	*n*	*M*	*SD*
DTEd	34	4.01	0.31
DTEC	22	4.00	0.25
PPTT	35	4.05	0.31
Masaya	82	4.06	0.32
Others	23	4.15	0.29
Total	196	4.05	0.31

According to Table 4, the mean value of primary teachers who attended other teacher training programmes was the highest ($M = 4.15$) and the mean of primary teachers who got diploma from DTEC was the lowest ($M = 4.00$). Thus, all the mean scores of primary teachers grouped by training programme were greater than four points on 1-5 scale.

Table 5 ANOVA Results of Teachers' Attitudes towards New Curriculum in terms of Teacher Training Programme

	Sum of Squares	*df*	Mean Square	*F*	*p*
Between Groups	0.341	4	0.09	0.910	.459
Within Groups	17.920	191	0.09		(ns)
Total	18.262	195			

Note. ns = not significant.

Table 5 indicates that there were no statistically significant differences in the attitudes of primary teachers towards new curriculum at $F(4, 191) = 0.910$, $p > .05$. Based on the data, it can be interpreted that researched primary teachers who attended different teacher training programmes had the same attitudes towards new curriculum.

Analysis of Teachers' Attitudes towards New Curriculum in terms of School Level

To examine the difference of primary teachers' attitudes towards new curriculum in terms of school level, the researcher divided the school levels into seven groups. In order to get the required results, the collected data were analyzed by using descriptive statistics and one-way analysis of variance (ANOVA) (see Table 6 and Table 7).

Table 6 Means and Standard Deviations of Teachers' Attitudes towards New Curriculum in terms of School Level

School Level	*n*	*M*	*SD*
BEHS	22	4.14	0.12
BEHS(B)	27	4.15	0.34
BEMS	23	3.92	0.16
BEMS(B)	9	3.95	0.33
BEPPS	26	3.99	0.36
BEPS	87	4.06	0.32
BEPS(B)	2	4.52	0.05
Total	196	4.05	0.31

Table 6 shows that the mean value of teachers who work in BEPS(B) (M = 4.52) was the highest and the mean value for those who work in BEMS (M = 3.92) was the lowest. Thus, it can be stated that the primary teachers in this study did not possess the same attitudes towards new curriculum.

Table 7 ANOVA Results of Teachers' Attitudes towards New Curriculum in terms of School Level

	Sum of Squares	df	Mean Square	F	p
Between Groups	1.455	6	0.24	2.727	.015*
Within Groups	16.807	189	0.09		
Total	18.262	195			

Note. $^{*}p < .05$.

ANOVA results reveal that there is a statistically difference among the mean scores regarding attitudes of teachers towards new curriculum in terms of their school level at $F(6, 189) = 2.727$, $p < .05$. Therefore, Post Hoc Multiple Comparison Test (Tukey HSD) was used to make more detailed information in which schools had better positive attitudes towards new curriculum than others (see Table 8).

Table 8 Results of Multiple Comparisons for Teachers' Attitudes towards New Curriculum in terms of School Level

Dependent Variable	School level (I)	School level (J)	Mean	p
D1	BEHS(B)	BEMS(B)	0.28	.021*
	BEPS(B)	BEMS	0.69	.044*
	BEPS(B)	BEMS(B)	0.71	.030*

Note. $^{*}p < .05$.

According to Table 8, there was a significant difference between the teachers who work in BEHS(B) and the teachers who work in BEMS(B) at .05 level in general view of new curriculum, one dimension of attitudes of primary teachers towards new curriculum. In this dimension, the teachers who work in BEPS(B) significantly differ ones who work in BEMS and BEMS(B) at .05 level. Therefore, it can be interpreted that the researched primary teachers who work in BEHS(B) and BEPS(B) had more positive attitudes towards new curriculum.

Findings of Research Question (2)

Research question two examined the differences of primary teachers' implementation level of new curriculum in terms of teaching experience, teacher training programme and their school level.

Analysis of Teachers' Implementation at School in terms of Teaching Experience

In order to determine whether the primary teachers' implementation levels of new curriculum vary across their teaching experience, the obtained data were analyzed by using descriptive statistics and one-way analysis of variance (ANOVA) (see Table 9 and Table 10).

Table 9 Means and Standard Deviations of Teachers' Implementation at School in terms of Teaching Experience

Teaching Experience (Year)	*n*	*M*	*SD*
0-5	42	4.45	0.38
6-10	50	4.39	0.43
11-15	32	4.41	0.45
16-20	23	4.39	0.37
Over 20	49	4.56	0.43
Total	196	4.45	0.42

The results show that the mean value of over 20 years experienced teachers was the highest and the mean values of teachers who have (6-10) years and (16-20) years of teaching experience were the lowest.

Table 10 ANOVA Results of Teachers' Implementation at School in terms of Teaching Experience

	Sum of Squares	*df*	Mean Square	*F*	*p*
Between Groups	0.853	4	0.21	1.240	.295
Within Groups	32.838	191	0.17		(ns)
Total	33.691	195			

Note. ns = not significant**.**

Table 10 indicates that the teaching experiences of teachers did not make a statistically significant difference in the primary teachers' implementation level of new curriculum at $F(4, 191) = 1.240$, $p > .05$. According to the results, it can be interpreted that the researched primary teachers had the same participation during the implementation of new curriculum.

Analysis of Teachers' Implementation at School in terms of Teacher Training Programme

To examine whether there is a statistically difference in the primary teachers' implementation level of new curriculum, the required data were computed by descriptive statistics and one-way analysis of variance (ANOVA) (see Table 11 and Table 12).

Table 11 Means and Standard Deviations of Teachers' Implementation at School in terms of Teacher Training Programme

Training Programme	*n*	*M*	*SD*
DTEd	34	4.38	0.41
DTEC	22	4.44	0.47
PPTT	35	4.48	0.37
Masaya	82	4.48	0.44
Others	23	4.39	0.36
Total	196	4.45	0.42

According to Table 11, it can be found that the mean values of teachers who got diploma from two teacher training programmes: PPTT and Masaya were the highest ($M = 4.48$) and the mean of teachers who attended DTEd was the lowest ($M = 4.38$). Based on the data, it can be interpreted that the implementation of primary teachers in this study towards new curriculum was equivalent.

Table 12 ANOVA Results of Teachers' Implementation at School in terms of Teacher Training Programme

	Sum of Squares	*df*	Mean Square	*F*	*p*
Between Groups	0.343	4	0.09	0.491	.742
Within Groups	33.348	191	0.18		(ns)
Total	33.691	195			

Note. ns = not significant.

According to Table 12, no significant differences were found between teacher training programme and their implementation level of new curriculum $F(4, 191) = 0.491$, $p > .742$.

Hence, it may be reported that the primary teachers' implementation of new curriculum did not differ in terms of their teacher training programme.

Analysis of Teachers' Implementation at School in terms of School Level

Descriptive statistics and one-way analysis of variance (ANOVA) were conducted to determine whether teachers' implementation level of new curriculum differ across their school level (see Table 13 and Table 14).

Table 13 ***Means and Standard Deviations for each Dimension of Teachers' Implementation at School***

School Level	*n*	*M*	*SD*
BEHS	22	4.47	0.26
BEHS(B)	27	4.40	0.52
BEMS	23	4.12	0.34
BEMS(B)	9	4.70	0.24
BEPPS	26	4.37	0.50
BEPS	87	4.53	0.37
BEPS(B)	2	4.82	0.00
Total	196	4.45	0.41

According to Table 13, the highest mean (M = 4.82) was for teachers who worked in BEPS(B) and the lowest mean (M = 4.12) was for teachers who worked in BEMS. Based on the data, it can be stated that the researched primary teachers did not have the same participation in the implementation of new curriculum.

Table 14 ANOVA Results of Teachers' Implementation at School in terms of School Level

	Sum of Squares	*df*	*Mean Square*	*F*	*p*
Between Groups	4.160	6	0.69	4.438	.000
Within Groups	29.531	189	0.16		
Total	33.691	195			

Note. $^{***}p < .001$.

Table 14 indicates that working in different school levels created a statistically significant difference in teachers' implementation of new curriculum $F(6, 198) = 4.438$, $p < .001$. Therefore, Post Hoc Multiple Comparison Test (Tukey HSD) was used to make more detailed information in which schools had better positive attitudes towards the implementation of new curriculum than others (see Table 15).

Table 15 Results of Multiple Comparisons for Teachers' Implementation at School in terms of School Level

Dependent Variable	School Level (I)	School Level (J)	Mean	*p*
D1	BEHS	BEMS	0.51	.010**
	BEHS(B)	BEMS	0.42	.041*
	BEMS(B)	BEMS	0.71	.004**
	BEPS	BEMS	0.58	.000***
D3	BEPS	BEMS	0.42	.015*

Note. $^{*}p < .05$, $^{**}p < .01$, $^{***}p < .001$.

According to Table 15, in the planning, one dimension of teachers' implementation of new curriculum, there were significant differences between teachers in BEHS and teachers in BEMS at .01 level. In the same dimension, the teachers who are in BEHS(B) significantly differ those who are in BEMS at .05 level and there was a significant difference between teachers who work in BEMS(B) and teachers who work in BEMS at .01 level and then there was a significant difference between teachers who are in BEPS and in BEMS at .001 level. Then, in another dimension: evaluation, there was also a significant difference between teachers who work in BEPS and teachers who work in BEMS at .05 level. Therefore, it can be interpreted that the researched primary teachers who work in BEMS participated in the implementation of new curriculum unenthusiastically.

Findings of Research Question (3)

In order to explore the relationship between attitudes of primary teachers and their implementation towards new curriculum, the Pearson product-movement correlation was used (see Table 16).

Table 16

Pearson Correlation between Attitudes of Teachers towards New Curriculum and their Implementation at School

		Correlations	
		Attitudes towards new curriculum	Implementation at school
Attitudes towards new curriculum	Pearson Correlation	1	.401**
	Sig. (2-tailed)	-	.000
	N	196	196
Implementation at school	Pearson Correlation	.401**	1
	Sig. (2-tailed)	.000	-
	N	196	196

Note. ***Correlation is significant at the .01 level (2-tailed).

According to Table 16, it was found that there was a significant correlation between attitudes of primary teachers towards new curriculum and their implementation at $r(1,196) = .401$, $p < .01$. The result showed that the direction of correlation was positive. Mills and Gay (2016) stated that the strength of correlation between +0.35 and -0.35 is weak, that of correlation between +0.35 and +0.65 or -0.35 and -0.65 is moderate and that of correlation between +0.65 and 1.00 or -0.65 and -1.00 is strong. Therefore, it can be interpreted that there was a moderate positive correlation between attitudes of primary teachers towards new curriculum and their implementation at school.

Discussion and Suggestions

Discussion for Research Question (1)

The findings of the study indicated that the mean values of primary teachers' attitudes towards new curriculum in terms of their teaching experience were greater than 3.86 in all dimensions. Therefore, it can be interpreted that the researched primary teachers had positive attitudes towards new curriculum. Shala (2019) highlighted that a positive attitude towards change is a prerequisite for change which occurs in the following steps: planning for change, implementation of change, and maintenance of change, respectively.

Research findings revealed that no significant differences were found in primary teachers' attitudes towards new curriculum in terms of teaching experience. Similarly, in the study of Akpinar (2007), significant changes between teachers' perceptions were not found in terms of experience. Thus, teaching experience did not have an impact on teachers' attitudes. It can be interpreted that most of the primary teachers in the selected basic education schools involved in the implementation of new curriculum for five years so they have equal attitudes towards new curriculum. Contrary to the study, the study of Unsal, Cetin, Korkmaz and Aydemir (2019) found significant differences in terms of teaching experiences.

In this study, another variable that did not create a significant difference was teacher training programme. Similar to the study, in the study of Shala (2019), significant differences between teachers' attitudes were not found in terms of faculty graduated. Contrary to these studies, Shaker and Saleh (2021) found significant difference in teachers' perceptions of science curriculum on behalf of teachers having accomplished from teacher training programme.

In addition, the result showed that attitudes of teachers differed significantly in terms of their school level. Thus, it can be stated school level had an impact on teachers' attitudes towards new curriculum. It can also be interpreted that teachers who work in BEHS(B) and BEPS(B) had

more positive attitudes than other researched teachers. Unlike this study, the study of Ozudogru (2021) found that the school level did not create a significant difference in teachers' perception of change. The difference of the results might also be due to the research sample and the research setting.

Discussion for Research Question (2)

Generally, the descriptive results showed that almost primary teachers highly implemented new curriculum in their classroom. Moreover, the results revealed that there were no significant differences in their implementation of new curriculum in terms of teaching experience and teacher training programme. It can be concluded that both the primary teachers who have different teaching experiences and the primary teachers who attended different teacher training programmes perceived that they often implemented new curriculum through planning, teaching-learning process and evaluation activities. This study is consistent with the study of Aboagye and Yawson (2020).

Furthermore, a statistically significant difference across teachers' implementation level of new curriculum was found in terms of their school level. The results showed that the teachers who work in BEMS perceived that they were less active participation on the implementation of new curriculum in various stages of teaching-learning process than other teachers. Unlike this study, statistically significant differences were not found in the studies of Kasapogul (2010) and Aboagye and Yawson (2020).

Discussion for Research Question (3)

Research question three explored the relationship between attitudes of primary teachers towards new curriculum and implementation at school. The research findings revealed that the attitudes of teachers towards new curriculum were significantly, positively and moderately correlated with the implementation at primary school level, $r = .401$, $p<.01$. This study is consistent with the results of a mixed-method study conducted by Lee (2000), teachers' attitudes towards curriculum change was the predictor for the teachers' implementation of curriculum change. It can be interpreted that the more positive attitudes towards new curriculum the teachers possess, the more frequently and actively they implement new curriculum at primary school level.

Discussion for Research Question (4)

The open-ended responses supported the quantitative data finding. According to open-ended data, related to the primary teachers' perception on new curriculum, almost teachers accepted that new curriculum is suitable for 21st century students. They perceived that the students' abilities, interests, creativity, analytical skills, critical thinking and problem-solving skills and needs can be revealed and enhanced because a major emphasis of teaching-learning approach is child-centered approach.

In implementing new curriculum, most primary teachers had challenges heavily in the planning new curriculum. Although lesson plans were already presented in their Teacher's Guide, teachers needed necessary preparation such as choosing appropriate class activities and managing time for each activity. They also had difficulties in preparing teaching methods and teaching aids based on multiple intelligences, different learning styles and different rates of learning of students. In addition, in creating teaching aids, they had financial difficulties and could not provide enough teaching aids for each student or group.

Furthermore, most teachers mentioned difficulties moderately encountered during implementation of new curriculum in terms of teaching-learning process. When they faced problems due to the activities considered, they complained that some activities took too long and thus not enough time was devoted for the activities. Besides, crowded classrooms were one of their most challenging difficulties faced during the instructional process.

Teachers had also challenges in assessing the achievement of students in each lesson. The reason was because there were too many students in class and teachers needed more time to

evaluate each student. They had problems because evaluation forms were too many and took long and as well did not provide feedback. They also argued that performance tests, activities and portfolios were not preferred to be used due to overloaded course schedule.

Therefore, it can be stated that primary teachers had challenges in implementing new curriculum because of lack of school infrastructure; crowded classroom; insufficient time; large teacher-student ratio; lack of adequate teacher training for new curriculum. In order to implement the curriculum successfully and to be more effective in the further studies, some suggestions and recommendations will be presented in the next section.

Suggestions

Based on the results of this study, the followings are suggested to resolve the problems primary teachers encountered during the implementation of new curriculum.

1. Curriculum activities should be planned in a way that they do not take too long and are appropriate for students' level of development.
2. Content-overloaded curriculum should be weakened through examples and practice questions.
3. In order to provide teachers and students with sufficient space in their classrooms, class sizes should be lowered.
4. Materials in schools should be of high quality and quantity so that students easily access, use and learn through these materials.
5. Teachers should create required instructional materials with the aim of successfully implementing the activities according to Teacher's Guide.
6. Teachers should utilize group work activities in order to effectively implement the activities according to Teacher's Guide. This will help teachers teach according to their students' needs and interests as well as students exhibit and store their products of learning.
7. Teachers' tiring workload due to lots of formalities to be completed should be reduced.
8. Appropriate teacher-student ratio and adequate teacher training for new curriculum should be provided as much as possible.

Moreover, the following several recommendations for further research may be presented.

1. The study was a small-scale study and was used small size of the sample population. Thus, it did not cover all primary teachers from all Basic Education Schools in Myanmar. A large sample size should be used to increase the statistical power of the result.
2. The data in the study were collected through a questionnaire. Instead, classroom teachers should be interviewed or observed in their natural settings, in the learning environment and the data should be triangulated by this way.
3. The comparative study with private primary teachers should be conducted to describe the possible solutions to the problems encountered in public primary schools are overcome in private ones.
4. Further study should be conducted to investigate the attitudes of other people, who are also potentially key factors such as curriculum developers, administrators, students, and even parents since they are in charge with creating school culture.
5. Detailed needs analysis should be concluded to find out what teachers need in order to implement the curriculum successfully.

Conclusion

The findings of this study indicated that the participant teachers had a positive attitude and they participated actively in the implementing new curriculum. There was also a significant correlation between attitudes of primary teachers and their implementation towards new curriculum and the direction of correlation was positive. Therefore, this study covered the purpose of the study and the research questions. Moreover, the data demonstrated that new curriculum had positive effects such as reducing the workload of the teacher in the lesson planning, getting more interested in the students, while there also emerged negative reflections such as difficulty in applying the lesson due to the activities, excessive paperwork, lack of material and the inability to implement the program due to the crowded classes. To sum up, it was hoped that the results of the study could provide useful information for the authorities, curriculum designers, administrators and teachers who hold important tasks during the implementation of the renewed curricula in order to implement the curriculum effectively and successfully in the future.

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