

THE STATUS OF IMPLEMENTATION OF THE REVIEWED UGANDA LOWER SECONDARY CURRICULUM: THE TEACHERS' PERSPECTIVE

Abstract

The Uganda lower secondary curriculum underwent critical review following concerns of an obsolete, subject-centered and examination-oriented curriculum that did not meet the 21st Century needs. Consequently, a Competence-Based Curriculum was developed and rolled out for implementation in January 2020. This article presents the status of the implementation of the curriculum through an exploration of the concerns of Ugandan secondary school teachers about this transition. The Concerns-Based Adoption Model offers an a priori theoretical framework through which the concerns of these teachers are analysed. 383 teachers from selected Ugandan Government secondary schools were interrogated regarding their experiences with the implementation of the CBC by use of a structured questionnaire. Their qualitative responses were compiled into a database and analysed using content analysis. Results indicate that the curriculum is perceived positively by majority of the teachers. However, management, informational, and refocusing concerns were most prevalent among the teachers. The insufficiency of instructional materials; poor infrastructure; large student to teacher ratios; lack of access to technological devices; and poor or no internet connection in secondary schools presents a serious bottleneck to the effective implementation of the lower secondary curriculum. It is recommended that the Ministry of Education and its affiliate agencies address the resource scarcity, conduct focused teacher trainings, and establish feedback mechanisms with teachers to achieve the overall objectives of the reviewed curriculum.

KEYWORDS: Competence-based curriculum, Teacher concerns, Implementation, Change facilitators, Change implementers

1. INTRODUCTION

Teachers are central to the success of any curriculum reform. Depending on the education system, teachers may take up diverse roles including that of: curriculum developers, implementers, and evaluators. Unfortunately, many curriculum reform processes often relegate teachers to the role of mere implementers. This is common to mandated top-down change which demands fidelity on the part of the teacher (Fullan, 2015; Iskandar, 2020). While both top-down and bottom-up educational reforms present unique opportunities and challenges it must be acknowledged that each approach affects teachers and their consequent implementation of the curriculum reform in different ways. This paper exemplifies the implementation of a top-down curriculum reform.

Research on curriculum reform has revealed the importance of paying attention to the experiences that teachers undergo in implementing change (Altinyelken, 2010; Fullan, 2015; Ornstein & Hunkins, 2018; Vandeyar, 2017). Indeed, Fullan (2015) pointed out that change facilitators err in neglecting the phenomenology of change as experienced by implementers. In his seminal book: *The New Meaning of Educational Change*, Fullan quipped: "Educational change depends on what teachers do and think- it's as simple and complex as that" (2015, p.97).

Thus it is critical for change facilitators to work on engendering teacher commitment to curriculum reform at the earliest opportunity. A committed teacher will be more willing to expend the extra effort and shoulder additional burdens of self and professional development necessary to sustain a curriculum reform and this is facilitated through change leadership (Liu, 2015; Sodha, 2019).

Majority of curriculum change facilitators at national and school level rely on staff training and capacity development programmes as the main avenue of achieving teacher commitment (Hall & Hord, 2015). However, educational change scholarship has demonstrated that staff training is insufficient. Rather, the personal side of change for every change implementer must be attended to (Fullan, 2015; Hall & Hord, 2015; Ornstein & Hunkins, 2018). Moreover, there is need to interrogate the myriad other factors that besiege teachers as they attempt to implement the curriculum reform.

Unfortunately, some educational researchers have summarily presented the responses of teachers towards the curriculum reform in Uganda as negative and tending towards resistance (Mubangizi, 2020; Olema et al., 2021). Acknowledging that resistance to change is real, Fullan (2015) asserted that it is worthwhile to investigate the experiences that engender this resistance. This study bridged the knowledge gap about the concerns of Ugandan secondary school teachers regarding curriculum reform and hence responded to the recommendation by Altinyelken (2010) that more research be done into curriculum implementation processes in developing countries especially taking school realities into context. It also responded to the proposal by the International Commission on the Futures of Education (2021) that teachers be fully engaged in public debate and dialogue on the futures of education as represented by the curriculum reform in Uganda.

Study aim

The aim of this study was thus to understand the status of implementation of the lower secondary competence-based curriculum through the perspective of teachers. It sought to answer the question: what are the expressed concerns of Ugandan secondary school teachers in their implementation of the competence-based curriculum (CBC)?

1.1 Teacher Concerns

Concerns are a ubiquitous part of any social environment, including the school. Concerns represent heightened thoughts, feelings, and perceptions regarding a particular phenomenon (George et al., 2006). Educational reforms are one such phenomenon that trigger the development of concerns among stakeholders. Scholars of educational change have shown that the concerns of change implementers present the most superior outlook of how the reform process is unfolding (Fullan, 2015; Hall & Hord, 2015; Leithwood et al., 1994). The individual teacher's personal journey through change is succinctly encapsulated in the concerns they express as they implement the curriculum. Thus, teachers' concerns in a curriculum reform effort present an excellent point of leverage for curriculum change facilitators to track the progress of individual teachers as well as groups in the implementation process thereby allowing them to guide and support teachers in a relevant and effective manner (Fullan, 2015; Hall & Hord, 2015).

When the Lower Secondary Curriculum (LSC) was introduced in Uganda, various stakeholders, including parliamentarians, parents, community leaders, school leaders, and teachers expressed

concerns about it (Ahimbisibwe, 2020; Museveni, 2020). While all stakeholder concerns are of import, this paper argues that the concerns of teachers should be keenly noted, monitored, and addressed in order to support a successful curriculum reform process. Being the clinical educational experts, teachers possess a keen understanding of the technicalities of classroom instruction and hence curriculum delivery (Gouédard et al., 2020; Ornstein & Hunkins, 2018).

Research on teacher concerns in several countries has proved revelatory and instructive on the curriculum reform processes in those countries. Unfortunately, there is a significant paucity of research on teacher concerns in Africa with majority of the available studies conducted in Southern and West Africa. In Malaysia, Lo (2018) found that English teachers using the Common European Framework of References for Languages innovation were manifesting a distrustful non-user profile. These teachers had high unconcerned, personal, and management concerns which pointed to a need for intervention programs to support the teachers in the curriculum implementation. A study by Yan and Deng (2019) on the concerns of teachers implementing an inclusive education program in China revealed that their concerns varied according to certain demographic factors. The teachers' implementation of the program was being guided by their knowledge of it and whether or not they believed it to be effective, hence it was imperative that educational leaders conduct effective professional development programs to address this.

In Africa, a study by Oguoma et al. (2019) found that, in the implementation of practical work in the physical sciences curriculum in South Africa, teachers were grappling with the day-to-day management of the curriculum. This was a siren call to educational leaders to support teachers in that regard. Sarfo et al. (2020) investigated teacher concerns on the implementation of the information and communication technology curriculum in Ghana and their results showed that teachers lacked prerequisite knowledge to implement the curriculum innovation and were also highly concerned about its impact on their students' learning. Apau (2021) reported that a study on the implementation of a standards-based curriculum in Ghana revealed that teachers' main concern was to promote peer collaboration as well as to work with change facilitators to implement the curriculum. This implied that teachers had embraced the curriculum and were implementing it well. Such studies have great instructional potential for change facilitators since they help to point them in the right direction as regards how to support teachers in their implementation of curriculum reforms. These studies demonstrate the need to investigate teacher concerns in any educational innovation, particularly a high-stakes one like a curriculum reform in order to facilitate its success.

1.2 The Concerns Based Adoption Model (CBAM)

The CBAM (figure 1) supports change facilitators to measure the implementation of an innovation by revealing the affective and behavioural processes that change implementers undergo. An innovation is conceptualised as a change (Hall & Hord, 2015) and in this study, the LSC reform was the educational change and hence innovation in focus.

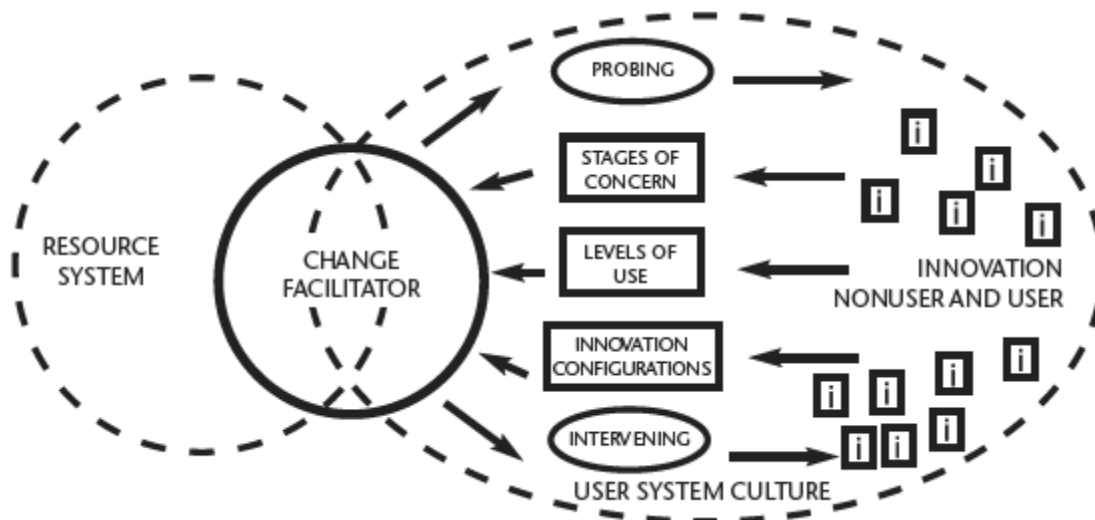


Figure 1: The Concerns Based Adoption Model (George et al., 2006, p. 1)

Note: Adapted from *Measuring Implementation in Schools: The Stages Of Concern Questionnaire* (p. 1), by George A.; Hall, G; and Stiegelbauer, S.M., 2006, SEDL. Copyright 2006 by SEDL. Adapted with permission.

According to the CBAM, change implementers, in this case teachers, undergo seven stages in their implementation of an innovation: stage 0 (unconcerned), stage 1 (information), stage 2 (personal), stage 3 (management), stage 4 (consequence), stage 5 (collaboration), and stage 6 (refocusing) (George et al., 2006). At the unconcerned stage, teachers are pre-occupied with other tasks besides the curriculum under question and are therefore less involved with it. Teachers at the informational stage manifest a basic awareness of the curriculum and a need to learn more about it. At the personal stage, teachers are preoccupied with the ways in which the curriculum reform will affect them personally in terms of work demands, changing roles, commitments and remuneration. At the management stage, the teacher's focus is on how to navigate the curriculum in terms of processes, daily tasks, and resources required. Teachers who are at the consequences stage are more concerned about how the curriculum will affect the learning of their students. Those at the collaboration stage are keenly looking for opportunities to cooperate with other change implementers and even facilitators in implementing the curriculum. Finally, those at the refocusing stage are beginning to look beyond the curriculum, to modify it in order to glean greater benefits for students, or to replace it altogether with a better curriculum.

All these concerns manifest differently depending on a number of factors, including the individual teacher's predispositions, school culture and affinity to reforms, the school socioeconomic context, and curriculum reform strategies employed by change facilitators. Hall and Hord (2015) referred to the curriculum reform strategies as the functions of interventions. They enumerated six functions that they believed needed to be undertaken by change facilitators in order to facilitate a successful innovation. These functions were: the articulation and communication of a shared vision of the change, planning for and providing resources, facilitating continuous professional development for change implementers, monitoring of progress, provision of continuous assistance, and creating contexts that are supportive of change in terms of culture, staffing, resources and infrastructure (p. 35). This paper documents Ugandan

teachers' perceptions about these strategies as employed by the Ministry of Education and Sports (MoES) and the National Curriculum Development Centre (NCDC).

2. RESEARCH METHODOLOGY

This paper was based on a mixed methods study in which teacher concerns and their relationship to the implementation of a curriculum reform were investigated. The original study utilised a structured questionnaire consisting of three sections: the stages of concerns questionnaire (George et al., 2006), a closed-ended section interrogating the teachers' experiences with the curriculum reform process and their implementation of the LSC, and a comments section at the end. Participants' responses to the comments section provided data for this paper. Here, participants were prompted to express their concerns in their own words by making a comment on their experience with implementation of the curriculum or on any of the issues that had been highlighted in the two foregoing sections.

The sample comprised 383 teachers drawn from 40 randomly-selected Government-aided secondary schools in the central sub-region of Uganda. Participants were selected via cluster sampling whereby all the teachers present at the school during the study visit were invited to respond in the study. A total of 286 (74%) teachers provided a qualitative response in the last section of the questionnaire. Demographic information on the study participants was collected on five criteria: gender, highest academic qualification, length of teaching experience, subject group taught, and main source of information regarding the LSC reform as shown in Table 1. The data was collected between November 2022 and February 2023.

Table 1

Demographic characteristics of study participants. (Source: Field data, 2023)

Characteristic	Number of respondents (n= 286)	%
Gender		
Male	191	66.78
Female	95	33.22
Highest academic qualification		
Certificate	0	0.35
Diploma	41	14.34
Bachelors degree	212	74.13
Masters	32	11.19
Teaching experience (years)		
0 to 5	69	24.13
6 to 10	59	20.63
11 to 15	70	24.48
Over 15	88	30.77
Subject group taught		
Humanities, Business, and Languages	130	45.45
Math and Sciences	100	34.97
Vocational and Arts	56	19.58
Main information source		

NCDC Training	212	74.13
School administrators	26	9.09
Fellow teachers	44	15.38
Internet	4	1.40
Internet	4	1.40

2.1 Ethical considerations

At every study site the gatekeepers (typically the school administrators including the head teacher, deputy head teacher or director of studies) were requested for permission to access the teachers. The senior-most school administrator present during the study visit was approached for permission. On the front page of the questionnaire was an informed consent statement which introduced the study to the participants, explaining its purpose and emphasizing the principles of voluntariness and anonymity. Teachers were invited to signal their consent by proceeding with the survey therein. The informed consent was also explained orally by the researchers prior to handing out the questionnaires to the teachers.

2.2 Data Analysis

All the qualitative responses were compiled into a Microsoft Excel spreadsheet. These responses were the teachers' individual expressions of concern regarding the curriculum reform process thus far. These statements were analysed using content analysis with the aim of both describing and quantifying participant responses (Kleinheksel et al., 2020; Vaismoradi et al., 2013). The frequency of occurrence of a theme from the expressed teacher concerns was equated with the degree of importance of that particular concern in the LSC implementation process.

3. FINDINGS

The teacher responses were categorised into the seven stages of concerns: unconcerned, information, personal, management, consequence, collaboration, and refocusing. A frequency count revealed that at 76% (N=216), the management concern was the most prevalent of the concerns, followed by the information concern at 24% (N=70), and the refocusing concern at 20% (N=57). This is shown in figure 2.

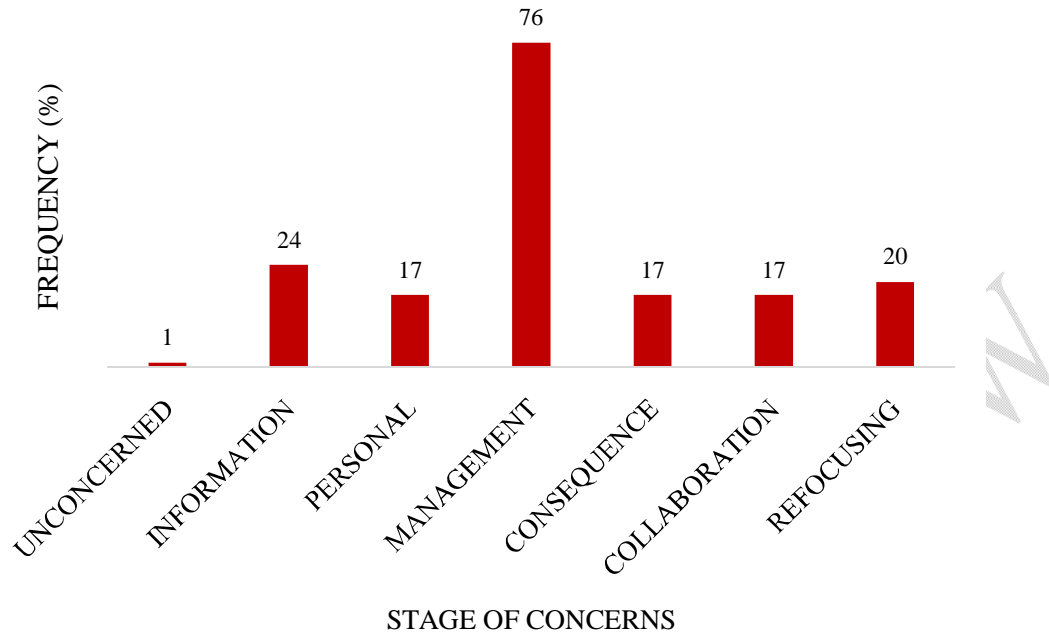


Figure 2: Percentage occurrence of stages of teacher concerns (Source: Field data, 2023)

The data revealed that majority of the teachers perceived the competence-based LSC in a positive light. Teachers used descriptors like: good, effective, better, timely, right direction, enjoyable, and interesting to express their views of the curriculum. Such responses included:

The implementation of CBC was a little tricky at first but after many sessions of training by the school administration, it has proven to be the best curriculum. It gives learners chance to explore and discover a lot on their own. (Respondent Kay116)

The competence-based curriculum is likely to be the best curriculum when compared to the old theory curriculum that was not encouraging creative thinking amongst the learners. (Respondent Kay205)

I am so far convinced with the CBC system that we can move our country forward because the learners are able to actively participate in the activities given in the system going forward. (Respondent L108)

Nonetheless, numerous concerns were raised pertaining to the curriculum reform process from the onset of implementation in 2020 to date. These concerns corresponded with the CBAM stages of concern as explained in the following section:

Unconcerned

This stage of concern had the lowest percentage occurrence. It was manifested by respondents who seemed non-committal about their implementation of the LSC. This was an indication that the teachers were not yet fully immersed in the curriculum. One such response was: “I am still studying the CBC programme. However, it is a good one” (Respondent K110).

Unconcerned concerns could be emerging among teachers who were exclusively teaching the higher classes but anticipate having to engage with the CBC sooner or later. At the time of data collection, the upper secondary sections of senior three, four, five, and six were carrying on with the old curriculum. However, such teachers are in the minority as common practice in Uganda is that teachers teach across the board from lower to upper secondary levels.

Informational Concerns

Several teachers expressed a need for more information regarding the LSC. They stated that they felt unprepared in terms of knowledge and skills to implement the competence-based curriculum. Some revealed struggles with transitioning from the old curriculum into the LSC. The majority of teachers with informational concerns desired help with the new assessment modes, specifically summative end of year assessments, projects and activities of integration as well as report-making. They also indicated that they were ill-equipped to prepare learners for the end of cycle assessment by the Uganda National Examinations Board (UNEB).

The CBC is a good one but still requires much more preparation on the side of the teachers (facilitators) since they were not adequately prepared through trainings nationally. (Respondent L112)

I think at this moment due to my experience, the student and we (teachers) are still locked in an old curriculum therefore it is still transforming and many teachers mix the old and new curriculum. (Respondent K111)

The informational concerns expressed by the teachers offer excellent guidance in the preparation of continuous teacher training programs. Teachers highlighted that the key areas for further support in training were learner assessment, specifically projects, activities of integration, and summative assessments.

Personal Concerns

The personal concerns that were expressed by teachers in this study spanned three specific issues: large student to teacher ratios in the classrooms, huge workloads, and need for better remuneration as expressed by this respondent:

Teacher-student ratio still remains a big challenge especially with the USE program in many secondary schools. Additionally, the disparities in salaries between Arts and Science teachers is a great hinderance to learners teaching and learning process. (Respondent Kay105)

The issue of big classes was persistent regardless of the socioeconomic status of the school. Citing classes of over 100 learners, respondents felt this was a significant hindrance to the interaction between teachers and individual learners and hence defeating the purposes of the CBC. Issues of better remuneration and motivation were closely tied to the perceived increase in workload that accompanied the LSC as evident in the following field excerpts:

The CBC is good enough however, many schools still give teachers a bigger teaching load which seriously affects the teacher's concentration on the CBC curriculum. (Respondent L203)

These concerns indicated that teachers were attempting to reconcile their personal and professional needs with the demands of the LSC.

Management Concerns

The management concerns were the most prevalent among the respondents. Teachers revealed significant challenges that they grappled with in their day-to-day implementation of the LSC. Four main issues emerged: insufficiency of instructional materials, finances, and resources; inadequacy of infrastructure including poor internet connectivity, few or no technological devices, relatively small and few classrooms, and ill-equipped libraries; insufficient time allocation; and limited change facilitator support including the MoES, NCDC, and school administrators. Some respondents commented as follows:

The CBC needs review between content and time scheduled as in many cases the available content and activities exceeds the scheduled time for the lessons and other activities. (Respondent W111)

The school lacks a functional computer lab therefore it becomes hard to use ICT in the teaching learning process. This being a USE school it hard to get money to facilitate projects. I improvise but can't all the time improvise. (Respondent W301)

It was evident from the respondents' comments that large learner to teacher ratios; insufficient instructional materials; limited resources including finances and time; inadequate infrastructure including small classrooms, poorly-equipped libraries, lack of internet connectivity and few technological devices; and the perceived insufficiency of change facilitator support at both school and national levels present a significant bottleneck to the sustained success of the curriculum reform.

Consequence Concerns

Several respondents expressed concerns about the impact of the new curriculum on the learners. A section appreciated the curriculum's potential to develop learners' talents and skills, as well as confidence in communication and research. Concurrently, a few teachers were concerned that learners' competence in basic reading, writing and spoken skill was lacking. Others opined that many learners were reluctant to engage at the level required by the curriculum, a problem that was exacerbated by large classes as remarked below:

According to me; CBC has done good to change format teaching. In my school my learners have improved writing good essays; they are confident during classroom presentation; however, there are some challenges for instance, CBC favors learners who like to study but those who do not want are left out, they don't work, no reading; so I need to look into that so as to help these learners. (Respondent W310)

The CBC seems to require very shallow knowledge from the students and yet the AOI require many details... it gives a superficial approach. Students are not yet aware of their role as learners, they still expect to be given most of the information. (Respondent K203)

Such concerns revealed that teachers were assessing the curriculum for its merits as far as student achievement is concerned and its potential to deliver positive outcomes for learners. Consequence concerns showed that teachers had noted the potential of the curriculum to improve learning outcomes and were therefore inspired to support it. They also noted learner weaknesses like poor reading and writing competence that needed to be addressed.

Collaboration Concerns

A few respondents expressed concerns regarding the need and willingness to collaborate with others in implementation of the curriculum. Such respondents were overt in their appreciation of the curriculum while others felt they were competent enough to implement it and even support others. This is evident in the extract below:

Know I feel like am in the system I always form groups of teachers to explain to them. Supporting them on grading, activities of integration, and criterion referencing. (Respondent MGB55)

Such concerns revealed the availability of potential teacher champions for the curriculum reform. A positive sentiment and even a confession of a basic level of competence indicates that the curriculum has been positively received and is poised to take root if handled well.

Refocusing Concerns

The refocusing concern, in which respondents had ideas to improve, modify, or completely redirect the reform effort, was evident among a sizeable proportion of respondents. A section of teachers pointed out gaps in the education sector policy that facilitated the introduction of the LSC. For instance one respondent faulted budget allocation:

The new curriculum is too costly yet the government is not effective is provision of the teaching/learning aids. The school administration has been economically strained to spend yet it had not budgeted and the national is too impoverished to cater for the expenses. (Respondent W402)

Another opined that the LSC should have been introduced at the primary level rather than at the secondary school level. Many respondents felt that stakeholder engagement was inadequate. Key stakeholders that were mentioned included parents, teachers, and private schools. The ratio of formative to summative assessment 20:80 was faulted by several respondents as encouraging examination-orientation. Most advocated for a 40:60 ratio instead. Finally, several respondents expressed dissatisfaction with the teaching content presented in the LSC materials. While some felt that it was shallow, others thought it was too broad. Some of the content was thought to be misleading and in other instances, lacking in relevant content. For instance:

The CBC is indeed supposed to be a good system to facilitate learning, it stimulates the learners to like studies, self-discovery, but it was hurriedly implemented without involving the stakeholders (teachers)- not given ample time. It also requires learners to have gadgets like phones, Ipads, laptops, etc. Are we going to allow smart phones in schools? What about the learners who can't access these gadgets? Why still maintain the 80% of UNEB marks when actually we want to promote skills? (Respondent K206)

CBC should be integrated with the old curriculum in assessment and make vocational subjects compulsory like metal works, technical drawing, food and nutrition. (MGB62)

The refocusing concerns showed a two-pronged response to the curriculum reform: supportive and resisting. Supportive responses revealed ideas to improve the approach to the reform and make it more impactful. On the other hand, resisting responses tended to dismiss the curriculum in its entirety.

3.1 Discussion

This study sought to answer the question: what are the expressed concerns of Ugandan secondary school teachers about the transition into the CBC? Contrary to the assertion by Olema et al. (2021) that teachers generally have negative perceptions of the competence-based LSC, the data revealed that in general, the curriculum has been well received by teachers. The expression of teacher concerns agreed with the expected trends as explained by Hall and Hord (2015). According to Hall and Hord, in early implementation of an educational innovation which usually the first three years, management concerns are often the most intense. However, as implementation progresses impact concerns, which include consequence, collaboration, and refocusing, should ideally intensify as task and self concerns (informational and personal) wane. They did caution that if self and task concerns are not well handled, they could progress beyond the third year of implementation, thereby undermining the success of the innovation.

This trend of teacher concerns was evident from the data. With the LSC in its third year of implementation at the time of the study, self and task concerns were prevalent among the teachers. This underscores the need for change facilitators to pay close attention to the needs and concerns expressed by teachers as they implement the curriculum. Goodson (2014) termed this as a crisis of positionality among professional educators wherein they were compelled to respond to externally-generated change rather than being the originators of this change. In agreement with Fullan (2015), Goodson posited that external change agents often erroneously assume the goodwill and cooperation of internal change agents (educators). Self and task concerns are therefore a manifestation of efforts by change implementers to align their personal and professional missions with the mandated change. This was evident in the concerns voiced by respondents in this study.

The prevalence of task concerns, also termed management concerns (George et al., 2006) is noteworthy. Teachers pointed out the general insufficiency of resources and infrastructure to support curriculum implementation. This issue has been identified as a perennial hindrance to effective curriculum implementation and hence quality education in Africa (Akala, 2021; Cunningham, 2018; Fleisch et al., 2019; Isaboke et al., 2021; Makunja, 2016; Sajitha et al., 2018). Outlining major obstacles to success of new curricula implemented in sub-Saharan Africa from 2007 to 2016, Fleisch et al (2019) cited rampant under-resourcing of educational environments as a key challenge. These are issues that will have to be addressed by Ugandan change facilitators if the LSC reform is to take flight.

The highest and most ideal level of concerns is the impact level since such concerns indicate that the teacher is engaging with the reform at the philosophical level of vision and rationale (Hall & Hord, 2015). Impact concerns include consequence, collaboration, and refocusing concerns. The data revealed that the impact concerns, specifically refocusing concerns were the third most prevalent category. Teachers were interrogating how the CBC was delivering better student outcomes. According to Hall and Hord (2015), refocusing concerns are expected among implementers who have gained some degree of experience with use of the innovation as they seek to modify and improve, or even replace it with a better one. However, the refocusing concerns in this study tended to reveal resisting tendencies among the teachers. This is in agreement with Mubangizi (2020) and Olema et al. (2021) who cited resistance to the curriculum among the Ugandan teachers although, at only 20%, it was not as widespread as claimed in these two studies. This resistance could be attributed to conservativeness among the teachers (Goodson, 2014), majority of whom had over 15 years of experience in teaching. Moreover, the

teachers have not adequately engaged with the CBC given that it is only in its third year of implementation.

4. CONCLUSION

This paper has categorised the concerns of Ugandan secondary school teachers in their implementation of the new lower secondary curriculum reform by placing them into the seven CBAM stages of concerns. In so doing, it offers change facilitators a more efficient approach of addressing these concerns at school, district, and national levels. Inasmuch an analysis of the expressed concerns of teachers is presented, data was gathered within the geographical scope of the central sub-region of Uganda. It therefore does not capture the unique concerns of teachers in other regions of the country. However, schools from all socio-economic contexts were included in the sample so it may be considered approximately representative of teacher concerns across the country.

The findings suggested that most Ugandan secondary school teachers are committed to the LSC reform at a fundamental level. However, this commitment is in danger of being worn out by the daily toils of implementing the curriculum within a resource-scarce context. Frustrations from limited understanding of specific aspects of the curriculum also seem to come through. Thus, change facilitators must be awake to the fact that the multiplicity of management concerns, if unaddressed, could stall the curriculum implementation significantly.

The personal and management concerns reveal practical points of intervention for change facilitators. For instance, the occurrence of informational concerns is an indication that the cascaded model of teacher retooling may have been limited in effectiveness. Interestingly, 74% of teachers stated that their main source of information regarding the LSC reform was the NCDC trainings. This could be a signal to the NCDC to review its training programs for effectiveness. The scarcity of resources and inadequate infrastructure presents a significant threat to the successful implementation of the LSC reform. Nonetheless, as pointed out by scholars like Fullan (2015) and Goodson (2014), educational change takes time to yield expected objectives. The latter is dependent upon prudent actions taken by both change implementers and change facilitators. Curriculum reform is a cyclic process therefore change facilitators must be committed to monitoring and addressing the concerns of change implementers on a continuous basis.

Disclaimer (Artificial intelligence)

The authors hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of this manuscript.

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