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Original Research

Teachers' Related Practices and Challenges in Curriculum Implementation in Secondary School of North Shoa Zone

Bayissa Taye & Melka Hika*

Department of Teachers Education, Wollega University, P.O. Box: 395, Nekemte, Ethiopia

Abstract

This study aimed to evaluate the influence of teacher-related practices and barriers on curriculum implementation. A descriptive survey design was used, with 1799 participants, including 347 secondary school instructors and administrators, and data sources including district, zone, and regional teacher development programs and curricula. Participants were selected using common techniques and basic random sampling, and information was collected through questionnaires and interviews. The study revealed that challenges in curriculum implementation are primarily due to teachers' lack of professional and academic qualifications, academic competence, knowledge of curriculum implementation, student needs identification, inadequate pre-service and in-service training, inappropriate instructional planning preparation, and inadequate attitude, knowledge, and skills. Additionally, teachers' limited teaching experiences and methods contribute to this issue. Lastly, it was suggested that secondary school teachers should create a curriculum that supports their professional development, provides in-service training for both teachers and principals, ensures that teachers receive sufficient and consistent pre-service training, and encourages them to actively participate in curriculum preparation while also being able to perform their duties effectively in the classroom.

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*Corresponding Author:
Melka Hika

E-mail:
hikadegumh@gmail.com

INTRODUCTION

The actual ways that teaching, learning, and evaluation take place as well as how the written curriculum is presented to students are referred to as curriculum implementation (UNESCO, 2016). In order to translate the standards and recommendations of curriculum papers into engaging and productive learning activities in the classroom, education systems, schools, and instructors must make a number of decisions. Therefore, "delivery" would refer to all the choices made when implementing curricular papers in order to maximise student learning results. The curriculum is the tool through which society and the schools educate its citizens, both adults and children, according to UNESCO and IBE. Teachers, on the other hand, had to comprehend and realise the curriculum in their own contexts, with their own students. The requirements of society informed the planning and

implementation of the curriculum. Therefore, the curriculum was created and programmed to reflect what society desired, and teachers were tasked with transmitting and teaching it to students. Nevertheless, the curriculum was not applied as intended globally.

Several investigations have been carried out to assess the variables influencing curriculum implementation in several African nations. For instance, in Kenya, the school environment, professional factors, resources, and facilities; pertinent training; a deft selection of participants and pertinent content; policy implementation experiences with understaffing; infrastructure requirements; the makeup of current teachers and their optional use; and the calibre and fair distribution of teachers were all impacted by the successful implementation of curricula in secondary schools (Kahera, 2010). The study carried out at secondary schools in South Africa revealed that the school administration, educators, and students encountered difficulties when implementing the curriculum. It was underlined that among the contributing variables that affect the correct and efficient implementation of curricular modifications are the inadequate ability of instructors to successfully execute the curriculum and the availability of sufficient resources (Manduwini, 2016). According to a related study, Nigeria's efforts to introduce new secondary school curricula have been hindered by a lack of motivation, inadequate instructional facilities, poorly prepared instructors, bad funding patterns, and inadequate teaching materials (Ahmadi & Lukman, 2015).

Curriculum implementation in Ethiopia refers to the actual process of carrying out the curriculum plan in schools through the instruction process. It is the launch of an educational programme in all schools or in selected schools, according to the Ministry of Education's Curriculum Department (2012). research with key education stakeholders to explore their perspectives on secondary and preparatory school teachers' competence in terms of their academic and professional qualifications, attitude, knowledge and skills, and job satisfaction in order to prepare the Ethiopian Education Development Roadmap (2018) revealed that the participants in the focus groups and interviews consistently voiced their concerns regarding the generally low quality and no motivation of secondary school teachers. However, the current study differs from all the other studies in that it attempts to identify the precise teacher-related elements influencing the implementation of secondary school curriculum. Thus, drawing from the previously mentioned data as well as his educational background, the researcher intended to do additional research to further examine the difficulties associated with curriculum implementation in North Shoa secondary schools.

Research Questions

1. *To what extent the curriculum is taught in the North Shoa Zone's secondary schools?*
2. *What issues with the curriculum are instructors facing that affect how the curriculum is implemented in North Shoa secondary schools?*
3. *How do the difficulties faced by*

teachers affect how the curriculum is implemented in North Shoa secondary schools?

4. *What part do instructors play in resolving issues with curriculum implementation in North Shoa secondary schools?*

MATERIALS AND METHODS

A descriptive survey research design was employed for this investigation. Descriptive research aims to accurately and thoroughly describes a population, situation, or phenomenon; it can address questions concerning what, when, and how, but not why. In a descriptive research design, a wide range of research techniques can be used to investigate one or more variables. Here, as opposed to experimental study, there are no controls or interventions; the variables are only observed and measured. Through descriptive survey research, we can gather enormous volumes of data that can subsequently be analysed for trends, averages, and frequencies (Shona, 2019).

This strategy addresses a topic that has little to no relevant information and employs both qualitative and quantitative research methodologies to describe it in a comprehensible fashion. Descriptive research aims to provide an accurate description of a study problem. Descriptive survey research uses surveys to gather data on many subjects. This data is being used to ascertain the extent to which these subjects can be exposed to different circumstances (Formplus, 2020). This indicates that the study's descriptive survey design helped to both characterise the prevalent instructors' attitudes and related influence about the ongoing curriculum implementation in secondary schools and to provide reliable general findings.

Source of Data and Sampling Techniques

The 48 secondary school principals, 1720 secondary school teachers, 14 district education office process owners, and two zonal education office process owners served as the study's main sources of data. A subset of secondary school instructors participated in the study, which was conducted using straightforward random selection techniques. Simple random sampling is the process of selecting a smaller sample size from a larger population and utilising it to analyse and make inferences about the larger group. It was simply one method statisticians and academics employed to draw a sample from a larger population. The advantages of a basic random sample are its ease of use and accurate representation of the larger population (Noor, Tajik, & Golzar, 2022).

This straightforward random sampling technique was pertinent since it provided participants with equal opportunities, which was advantageous for the research. There weren't many regional, zonal, or district education office owners of TDP and Curriculum. The researcher employed accessible sampling strategies to conduct interviews. This was a result of their significant role and input into the description of the topics being looked at. There are 1720 instructors spread over 14 districts, with 48 secondary schools in each zone making up the study's sample size. Of them, 314 instructors (18%) were chosen by basic random sampling. The basic random sampling formula (n),

where n is the sample size, Z is the confidence level (95 percentile = 1.96), E is the precision level (0.05), and p is equal to q is equal to 0.5, was used to calculate this (Yamane, 1967).

Due to their significant roles and contributions, N = 1720 (zonal), 16 (33%) secondary schools, 16 (33%) school principals, 8 (57%) district process owners, 2 (100%) zonal process owners, and 1 (100%) regional expertise were going to be chosen through the available sample.

Data-Gathering Instruments

The researcher used questionnaires and interviews to gather data. A large sample was surveyed in order to gather information. Confidentiality was preserved, time was saved, and interviewer bias was avoided. The investigator formulated a pair of inquiries and carried out an interview. The questionnaires contained both closed-ended and open-ended questions, and the interview consisted of structured questions.

Methods of Data Analysis

The data was collected, coded, tabulated, and examined for accuracy, completeness, consistency, and omission before statistical analysis. After that, it was analysed using SPSS version 20, a statistical programme for social sciences. A quantitative analysis of the questionnaires was done as a consequence of the different questions in the questionnaires and interviews revealing teacher-related practices and barriers affecting the curriculum's implementation in secondary schools. The data, which came from scheduled interviews, were analysed using a logical approach. Deductive reasoning works from the particular to the general, hence it was possible to make generalisations about the zone from the sample district survey. Deductive reasoning is the study methodology most people associate with science. Before evaluating hypotheses that emerge from their research, the researcher considers what other people have done, reading theories that have previously been put up to explain the phenomenon they are studying (Jorge, 2017).

The fundamental queries and factors were handled in accordance with their characteristics. The overall levels of curriculum implementation, obstacles to curriculum implementation, the role of teachers in curriculum implementation, the ways in which teachers influence curriculum implementation, and the extent of curriculum implementation were all described using various statistical tools, including mean, frequencies, and standard deviation. Descriptive statistics are also used to take into consideration demographic elements including gender, educational background, and work experience. The dependent variable, the degree to which teacher-related barriers affected the execution of the curriculum, was ascertained by using descriptive statistics analysis to find the mean value for each independent variable. Descriptive statistics are powerful because they can collect, organise, and compare large amounts of continuous non-discrete (numerically infinite) and discrete categorical data for more manageable results, according to Pratiwi and Welly (2014).

RESULTS AND DISCUSSION

This section displays the educators' replies regarding how, given their wealth of teaching

expertise, they have implemented curriculum methodology. According to Gidado & Umoru (2020), the very high extent (4.5–5.00), high extent (3.50-4.49), moderate (2.50–3.49), low extent (1.50–2.49), and very low extent (1.00–1.49) are the mean values in all analyses.

Table 1

Teachers' Responses Regarding the Influence of Their Teaching Experience

No	Item	N	M	SD
1	Teachers' long year teaching experiences improve Curriculum implementation in secondary school.	314	4.02	0.83
2	Age can influence someone's teaching of secondary schools Curriculum.	314	4.09	1.10
3	Teachers who have adequate teaching experiences improve students' learning.	314	4.05	1.01
	Average	314	4.05	0.98

Source- *Field survey (2021)*

The fact that item 1 in Table 1 has a high mean and standard deviation (mean = 4.02 and SD = 0.83) indicates that the teachers' vast teaching experience improves the way the curriculum is applied. This suggests that educators with several years of classroom experience apply content more skillfully. Overall, for all criteria included in Table 1 above, the grand mean and standard deviation (mean = 4.05 and SD = 0.98) show that highly experienced instructors improved curriculum implementation, increased secondary school instruction, and benefited students' learning. Therefore, additional teaching experience has a favourable impact on instructors' confidence in imparting knowledge, their ability to grasp new skills, and the quality of their instruction, all of which enhance the execution of secondary school curricula.

According to certain articles, there is nothing new to be found in the correlation between years of work experience and implementation. Studies on the experiences of educators have been carried out in both developed and developing nations. Much prior research has demonstrated a strong positive correlation between effective instruction and implementation and teacher experience (Kofi & Kwabena, 2013). According to the instructors, their experience teaching the same material for a significant amount of time had given them mastery skills and confidence in their ability to teach it. It also helped them understand the unique needs of each student in relation to various learning contexts (Linet, 2014). The high mean and standard deviation (mean = 3.65 and SD = 1.22) for item 1 in Table 2 indicate that teachers had many opportunities for professional development in the classroom, but they were not utilising them to the fullest extent possible to complete the programme. The high standard deviation and mean values (SD = 0.83, 1.15 and mean = 4.27, 4.43) for items 2 and 3 in Table 2, respectively, suggest that raising one's level of education and experience positively affects the curriculum instruction in secondary schools. The modest mean value and standard deviation (mean = 2.92 and SD = 0.93) of the secondary schools in the research area suggested that they needed to improve their fulfilment of teachers' professional standards.

Table 2

Teachers Responses Regarding the Influence of Their Academic and Professional Qualification

S.N.	Items	N	M	SD
1	Teachers have the opportunity to develop their profession in my secondary school.	314	3.65	1.22
2	Professional qualification influences my school teachers teaching of secondary school curriculum.	314	4.27	0.83
3	Academic qualification influences my school teachers teaching of secondary school curriculum.	314	4.43	1.15
4	Professional qualifications standards are fulfilled in my secondary school.	314	2.29	0.93
	Average	314	4	1

This suggests that instructors are able to learn about curriculum implementation and classroom instruction due to their qualifications. Moreover, the interview with education experts 8 (72.72%) revealed that the majority of secondary school teachers in Ethiopia failed to meet professional and academic criteria, which is the main standard for secondary schools in Ethiopia. This caused a lack of experience and a variance in competence among the teachers, which had a big effect on how the secondary schools that were the subject of the inquiry executed their curricula.

Some research indicates that professional development is essential for providing instructors with the abilities and information required to raise student achievement and revitalise their teaching. These results align with previous studies. It also assists educators in successfully integrating new curriculum. Professional development enables educators to gain self-assurance and confidence when they realise that altering their teaching practices is necessary to become more effective educators (Bennett, 2007).

In developing countries, there are three categories of teachers: qualified, underqualified, and qualified. Instructors belonging to the first two groups usually enrol in courses with the intention of enhancing their qualifications and gaining practical skills relevant to their profession. By honing their professional intuition, they can sometimes surpass the training facility's professional teacher, whose knowledge base is limited. The results of lots of research have demonstrated that a teacher's credentials have an impact on their level of proficiency in the classroom. According to research, postgraduate degree holders in education are more likely to relate to and be committed to meeting curriculum implementation requirements (Kofi & Kwabena, 2013).

Table 3

Responses of Teachers' Regarding Their Attitude, Knowledge and Skill

S.N.	Items	N	M	SD
1	Teachers have a positive attitude toward the teaching of secondary school curriculum	314	2.39	1.09
2	Teachers at this school have positive perceptions of their competence as educators.	314	2.32	1
3	Teachers at this school have a strong motivation to ensure secondary school curriculum.	314	2.16	0.96
4	Teachers develop students' skill and attitude through creating awareness about knowledge, skills and attitude.	314	2.39	1.57
5	The knowledge and skills of teachers improve students' academic achievement.	314	3.76	1.22
6	Teachers at this school are supported in their efforts to teach secondary schools.	314	3.06	1.28
	Average	314	2.68	1.19

Source: *Field Survey (2021)*

The low mean and standard deviation (mean = 2.39 and SD = 1.09) for item 1 in Table 3 indicate that most teachers did not have a favourable attitude towards teaching secondary school curriculum, despite the fact that teachers are the method by which the curriculum is to be implemented and fulfilled. It is imperative to take into account the perspectives and mindsets of educators concerning the curriculum and its execution. The low mean and standard deviation (mean = 2.32 and SD = 1.00) of item 2 in Table 3 clearly indicate the low self-esteem of instructors as educators. Some people think that when educators behave in this manner, it betrays both their work's effectiveness and their professional ethics. The low mean value and standard deviation (mean = 2.16 and SD = 0.96) for item 3 in Table 3 indicate that teachers' motivation to apply the secondary school curriculum was insufficient. This was the outcome of limitations in capability, willingness, and preparedness. For item 4 in Table 3, the low mean and standard deviation (mean = 2.39 and SD = 1.57) show that most teachers did not acknowledge and applaud students for their skills and knowledge while they were in the classroom.

The high mean and standard deviation (mean = 3.76 and SD = 1.22) for item 5 in Table 3 demonstrate how instructors' knowledge and skills improved students' academic performance and assisted the teaching and learning process in reaching its objectives. The modest mean and standard deviation for item 6 in Table 3 (mean = 3.06 and SD = 1.28) demonstrate that the teachers' own efforts to educate secondary schools were insufficient and that they need to be initiated.

Thus, knowledge, skill, and attitude all had an impact on how the curriculum was implemented in secondary schools. Additionally, the interviews conducted with ninety-nine percent of education specialists confirmed that attitudes, knowledge, and skills of secondary school instructors were generally not where they should have been, affecting students' academic achievement and the way the curriculum was implemented. As such, attitudes have a discernible impact on the effectiveness of teachers in the classroom.

An increased likelihood of successful implementation exists when stakeholders who

support the proposed innovation also share the same values. However, a lack of support for innovation from the principal, the administration, coworkers, or communities could also ruin this favourable atmosphere. The teachers have the last say over any curriculum innovations. While there may be other factors that affect how effectively pupils learn, the manner teachers educate will determine whether or not it is applied well. Instructors' views on the curriculum direct their work and influence the themes they choose to teach (Iskandar, 2015). Furthermore, teachers employ their own knowledge, abilities, attitudes, and practices when instructing students and their preparedness to initiate the activity has a significant impact on the learning outcomes of the students (Namunga & Otunga, 2012).

Table 4

Responses of Teachers Regarding the Influence of Their Teaching Methods

S.N	Items	N	M	SD
1	Teachers at this school have a sound knowledge to be effective in their teaching.	314	2.47	1.85
2	Teachers have adequate understanding of alternative ways of teaching to foster student learning.	314	2.29	0.92
3	Teachers increase students' knowledge and skills using Group discussion teaching methods	314	2.32	0.96
4	Teachers increase students' knowledge using Lecture teaching methods	314	3.51	1.90
5	Teachers increase students' knowledge and skills using Demonstration teaching methods	314	2.12	0.82
6	Teachers increase students' knowledge and skills using Problem solving teaching methods	314	2.69	3.81
7	You are engaging the remedial strategies to assist learners in class who are lacking behind.	314	1.88	0.96
8	Teachers use computer to increase the effectiveness of teaching and professional development.	314	2.15	3.27
	Average	314	2.43	1.81

Source: *Field Survey (2021)*

The low mean and standard deviation (mean = 2.47 and SD = 1.85) for item 1 in Table 4 show that the majority of secondary school teachers in the study lacked the fundamental knowledge necessary to instruct students successfully in secondary schools. This indicates that the teachers' knowledge of the curriculum, general pedagogy and its content, learners' characteristics, educational setting, and educational aims was insufficient. For item 2 in Table 4, the low mean value and standard deviation (mean = 2.29 and SD = 0.92) suggested that most secondary school teachers' instructional strategies were insufficient to support students' learning in the classroom. As can be seen from the low mean and standard deviation (mean = 2.32 and SD = 0.96) for item 3 in Table 4, the majority of teachers were not utilising group discussions to improve the teaching and learning processes or to foster student interactions. The high mean and standard deviation (mean = 3.51 and SD = 1.9) for item 4 in Table 4 indicated that the majority of teachers taught in the classroom using the lecture method, an antiquated style of instruction that prevented students from actively participating in the learning process and from freely expressing their opinions.

As can be seen in Table 4, many teachers did not employ the demonstration approach to make the teaching process more tangible and practical and to foster students' creativity. This is demonstrated by the low mean value and

standard deviation (mean = 2.12 and SD = 0.82) in Item 5. The moderate mean and standard deviation (mean = 2.69 and SD = 3.81) for item 6 in Table 4 showed that all teachers did not practise the problem-solving system teaching method enough, which increases students' cognitive ability and helps them solve difficult problems. Teachers' answers on this item also differed greatly from one another. It was corroborated by the low mean and standard deviation (mean = 1.88 and SD = 0.96) for item 7 in Table 4 that teachers lacked sufficient specialised tactics to support students with varying comprehensions. The low mean and standard deviation (mean = 2.15 and SD = 3.27) in item 8 of Table 5 demonstrate that the majority of teachers did not use technology to advance their careers or to enhance teaching and learning in the classroom. The low grand mean value and standard deviation (mean = 2.43 and SD = 1.81) generally supported the finding that the majority of instructors in the secondary schools under investigation did not employ alternative teaching strategies to promote learning and establish a supportive environment for curriculum implementation.

Eleven school directors who participated in the interview process (68.75%) said that the majority of instructors employed lecturing techniques in the classroom as opposed to alternative instructional tactics like discussion, role-playing, and problem-solving. As a result, most pupils had subpar academic performance and little to no creativity. These results provide credence to the notion that good teaching is an intentional, skillfully executed endeavour that aims to enhance the learner. Teachers are guided by certain concepts related to learning and teaching that have a significant impact on instruction. The teacher's engagement is necessary for the curriculum to be implemented effectively. In order to carry out their responsibilities effectively and efficiently, educators need to stay up to date on a number of subjects, including teaching concepts. Instructors evaluate their pupils in the areas of cognition, emotion, and psychomotor functioning.

The task is not complete until the teacher evaluates it to determine whether the objectives have been reached. "Method of teaching" describes the way a teacher presents material to students in a way that facilitates learning based on predetermined learning objectives. Before employing any teaching approach, a teacher must consider a few factors. The capacity to use a variety of teaching techniques is essential to any curriculum's successful implementation. Thus, teaching can be defined as the process of attempting to change a student's perspective and help them acquire new skills through a series of planned actions (Dorgu, 2015). The study of item 1's low mean value and standard deviation (mean = 1.55 and SD 0.72) in Table 5 shows that teachers were unable to apply the curriculum effectively due to a lack of facilities. Thus, the physical and mental well-being of pupils as well as their conduct, learning, and growth are influenced by school amenities. Teachers are also dependent on the resources provided by their schools.

Table 5

Responses of Teachers Regarding Their Preparation of Appropriate Instructional Planning

	Items	N	M	SD
1	Teachers at this school have enough facilities that enable them to implement curriculum.	314	1.55	0.72
2	There is enough time in the school to implement the curriculum as intended.	314	2.86	1.31
3	Teachers at this school have adequate access to laboratory equipment, materials and resources.	314	1.58	0.96
4	The teacher's educational planning is according to knowledge and information of students.	314	1.95	0.85
5	The teacher uses different lesson plan according to curriculum subjects to improve student learning.	314	2.16	0.97
6	Effectiveness of teaching and learning processes checked through regular students' assessments.	314	2.67	2.85
	Average	314	2.1	1.3

Source: *Field Survey (2021)*

The moderate mean value and standard deviation (mean = 2.86, SD = 1.31) for item 2 in Table 5 indicated that teachers had enough time in and out of the classroom to implement the programme as intended.The low mean and standard deviation (mean = 1.58, SD = 0.96) for item 3 in Table 5 indicated that most teachers lacked adequate access to supplies and lab equipment to complete the curriculum. The majority of education experts (9 out of 81.81%) who were interviewed confirmed that there are insufficient curriculum materials, policies, and guidelines to support raising the level of curriculum implementation to meet national educational objectives and address teacher-related practices and challenges influencing curriculum implementation in secondary schools in the North Shoa Zone.

The low mean and standard deviation (mean = 1.95 and SD = 0.85) for item 4 in Table 5 suggested that the majority of teachers did not create lesson plans based on the prior knowledge and learning objectives of their students. The low mean and standard deviation (mean = 2.16, SD = 0.97) for item 5 in Table 5 suggested that the teachers were ill-equipped to make regular plans based on the subjects covered in the curriculum and the aptitude of their students. The modest mean and standard deviation (mean = 2.67, SD = 2.85) for item 6 in Table 5 suggested that regular academic student assessments to verify the efficacy of instructional strategies and learning goals were absent.

Based on the low grand mean and standard deviation (mean = 2.1 and SD = 1.3) and the majority of school directors' interview responses, it can be concluded that, generally speaking, 13 (81.25%) of the teachers in secondary schools did not consistently and correctly prepare appropriate instructional plans based on students' prior knowledge and educational objectives to address issues that affect curriculum implementation.

Research demonstrates that educators desire to love what they do and witnessing their students grow as learners and professionals in their fields of interest. Since the teacher's job

is to apply the curriculum in order to meet the needs of the students, it may be necessary for the instructor to construct lesson plans and syllabi within the parameters of the provided curriculum (Carl, 2009). Curriculum materials should include an overview and brief explanations of every lesson, a list of necessary supplies and tools, and a description of the objectives of each lesson and how each activity fits into the larger picture to help teachers prepare their classes. Additionally, by providing ideas for exercises and exam questions, teachers should be assisted in evaluating the effects of learning (Knoef, 2017). A plan of instruction serves as a roadmap for action. The complete teaching process is projected, including the desired outcomes, the likely actions to achieve them, the materials needed to carry out the suggested actions, and the justification for acting on the recommendations. It is an ongoing process that takes place prior to, during, and following the classroom learning environment. It gives educators the chance to consider carefully how to support students in achieving their learning objectives (Robert, 2013).

Table 6

Responses of Teachers Regarding Their Academic Competence

S.N.	Items	N	M	SD
1	Teachers at this school have enough content knowledge of subject matter.	314	2.32	0.95
2	Teachers at this school have a good understanding of the knowledge, skills, and attitudes to improve teaching and student learning.	314	2.31	1.01
3	Teachers at this school are adequate to teach the curriculum.	314	2.38	1.05
4	Teachers at this school are secure in their relevant knowledge to the secondary school curriculum.	314	2.37	1.06
	Average	314	2.34	1.02

Source: *Field Survey (2021)*

Table 6 demonstrates that the majority of secondary school teachers had low content knowledge of their subject matter, as evidenced by the low mean value and standard deviation (mean =2.32, SD = 0.95) for Item 1. This implies that the majority of teachers did not effectively impart the ideas, concepts, theories, and principles that were thought and learned in particular academic courses. For item 2 in Table 6, the low mean value and standard deviation (mean =2.31 and SD = 1.01) indicated that teachers lacked sufficient knowledge, skills, and attitudes to enhance instruction and student learning. The low standard deviation and mean (mean = 2.38, SD = 1.05) for item 3 in Table 6 indicate that the majority of teachers were unable to fulfil the curriculum's intended purpose and teach it as intended. The low mean value and standard deviation (mean = 2.37, SD = 1.06) for item 4 in Table 6 above demonstrate that teachers lacked the necessary knowledge to implement the secondary school curriculum. It was confirmed at the 10% interview with education specialists in Zone 2 that the majority of secondary school teachers failed the national professional standard exam. For instance, just 189 (M = 159, F = 30) of the 637 (M = 485, F = 152) secondary school teachers who took the exam passed. Due to the

poor academic performance of the secondary schools under investigation, just 29.67% of students passed.

All of these findings supported the notion that a major barrier to providing high-quality instruction and learning was teacher competency. Together with the quantitative findings, the interview with education professionals (100%) verified that low academic competency led to low student accomplishment, which is the main issue with the current educational system and the improper use of the curriculum in secondary schools.

These are supported by the literature, which also emphasises that in order to effectively convey knowledge to students; teachers need to have a thorough mastery of the subject areas they teach (Handler, 2010). A sizable fraction of instructors lack the competent abilities necessary to fulfil their classroom tasks, such as dedication and commitment to their profession as teachers and other related responsibilities. This disregards the government's acceleration of integration (James, 2017).

Table 7

Responses of Teachers Regarding Their Knowledge of Curriculum and Its Implementation

	Items	N	M	SD
1	The government is capacitating teachers when a new curriculum has to be implemented.	314	1.92	0.95
2	Teachers have understanding of the goals and objectives of the secondary schools curriculum.	314	2.42	1.15
3	The teaching strategies encompassed in the curriculum enhance your teaching.	314	2.85	1.25
4	The teacher uses principles and strategies that encourage positive cooperation and goal oriented education.	314	3.00	1.17
5	The process of curriculum implementation is capacitating of secondary school teachers.	314	3.76	1.23
	Average	314	2.79	1.15

Source: *Field Survey (2021)*

The low mean value and standard deviation (mean = 1.92 and SD = 0.95) for item 1 in Table 7 above demonstrate that teachers were not given enough training by the government to help them understand the how, where, and why of the new curriculum. The survey conducted with 14 school directors (87.5%) and 8 experts from the zone and district education offices (72.72%) affirmed the need for uneven training and insufficient attention to raise the quality of curriculum implementation. For item 2 in Table 7, the low mean value and standard deviation (mean = 2.42 and SD = 1.15) indicate that most teachers were not aware of the aims and objectives of the secondary school curriculum. It appears from the moderate mean and standard deviation (mean = 2.85 and SD = 1.25) for item 3 in Table 7 that the curriculum's instructional techniques did not support teaching procedures in the way that was planned. The moderate standard deviation and mean value (SD = 1.17 and mean = 3) for item 4 in Table 7 showed that the teachers were unclear about how to use specific guidelines and tactics that promote cooperative learning and goal-oriented instruction. The high mean and standard

deviation (mean = 3.76 and SD = 1.23) for item 5 in Table 7 indicate that secondary school teachers acquired knowledge to support their profession provided the curriculum was implemented correctly.

Ultimately, the success of curriculum implementation in secondary schools was greatly influenced by the teachers' professional development as well as their skill and understanding of how the curriculum is used in the classroom. The literature supports these claims and shows that when teachers are mandated to follow the curriculum exactly, they take the fidelity approach to curriculum implementation. According to Kofi and Kwabena (2013), there are writers in the literature who claim that curriculum implementation happens when teachers use the curriculum's instructional tactics and content in the same manner that it was intended.

The teacher is the most significant individual in the curriculum implementation process. Teachers are essential to any endeavour to establish a curriculum because of their knowledge, experiences, and competencies. Since they are the most experienced in teaching and are in charge of implementing the curriculum in the classroom, better instructors facilitate better learning (Alsubaie, 2016).

Table 8

Responses Teachers Regarding Their Identification of Need of Students

S.N.	Items	N	Mean	SD
1	Teachers at this school have a good understanding of students' background knowledge.	314	2.12	1.02
2	The teachers introduce specialized knowledge to students enable students to solving problems and answering difficult questions.	314	1.87	0.98
3	The teacher uses different views in teaching to consider students' diversity.	314	2.61	1.16
4	Teachers are Supporting students according to their level of understanding.	314	2.12	0.98
5	The teacher creates interest in learners about the subjects that he/she teaches and relates them to everyday life of students.	314	2.09	1.04
	Average	314	2.16	1.04

Source: *Field Survey (2021)*

The low mean and standard deviation (mean = 2.12 and SD = 1.02) for Item 1 in Table 8 suggest that most teachers were not aware of their students' prior knowledge to support instruction in the classroom. Table 8's item 2 displays a low mean value and standard deviation (mean = 1.87 and SD = 0.98), indicating that teachers lack the necessary expertise to foster students' creativity and challenge them with challenging questions. The average teachers took into account the variety and integration of their pupils throughout classroom instruction, as indicated by the moderate mean value and standard deviation (mean = 2.61 and SD = 1.16) for item 3 in Table 8. According to Table 8, item 4's low mean and standard deviation (mean = 2.12 and SD = 0.98) suggest that teachers did not adjust their instruction to each student's level of understanding in the classroom. The

low mean and standard deviation (mean = 2.09 and SD = 1.04) for item 5 in Table 8 suggests that teachers were not paying more attention to how their students applied their academic knowledge to real-world situations. These findings generally showed that teachers' efforts were ineffective or unsuccessful. In the secondary schools under investigation, teachers' motivation, readiness, and understanding for the implementation of the subsequent curriculum were woefully inadequate, as revealed by the 11 school directors interviewed (68.75%).

The body of research affirmed that assisting students in gaining information or experience is a crucial part of the curriculum implementation process. It is crucial to remember that learners are necessary for the implementation of the curriculum. As a result, the learner plays a key role in the execution of the curriculum (Bediako, 2019). The low mean and standard deviation (mean = 1.83 and SD = 0.88) for item 1 in Table 9 suggested that teachers were not given enough information about their subject matter or how to apply it to understand students during in-class instruction. Although the curriculum was important for students' life progression and universality, the low mean value and standard deviation (mean = 1.95 and SD = 0.88) for item 2 in Table 9 indicate that the teachers did not implement it in a tangible way. According to Table 9, item 3's low mean and standard deviation (mean = 2.28 and SD = 0.99) indicate that most teachers do not take into account the fact that students' requirements vary depending on their ability and comprehension during the teaching and learning process. Table 9's item 4 demonstrated a high mean value and standard deviation (mean = 3.28 and SD = 2.52), suggesting that teachers were highly determined to implement the planned curriculum fully for students, nation-building, and technological transformation.

Table 9

Responses of Teachers' on How the Role of Them Influencing Curriculum Implementation

	Items	N	M	SD
1	Teachers encourage learning by delivering content in creative and impactful ways.	314	1.83	0.88
2	Teachers use a prescribed curriculum to prepare lesson that have global impact.	314	1.95	0.88
3	Teachers consider and incorporate students' choice into classroom learning.	314	2.28	0.99
4	Teachers can determine the speed of curriculum delivery.	314	3.28	2.52
	Average	314	2.34	1.32

Source: *Field Survey (2021)*

Ultimately, the interviews with education experts (9(81.81%)) and school directors (12(75%)) confirmed that, despite the fact that teachers were the majority of curriculum practitioners, the curriculum was not implemented as intended due to behavioural issues with teachers. These issues included motivation, self-readiness, methodology, content knowledge, and professional attitude and skills. The literature that supported these findings provided an explanation for why instructors see themselves as having an autonomous role in implementing the curriculum. They choose and determine what

to teach from the curriculum or specified syllabus. The teacher's participation and effect in the process are undeniable since implementation occurs through the learner's contact with the planned learning opportunities (Bediako, 2019).

Teachers and other stakeholders were not given a clear explanation of secondary schools' mission, vision, and aim, as evidenced by the low mean value and standard deviation (mean = 2.19 and SD = 0.87) for item 1. The interview with school directors (10, 62.50%) and education offices (8, 72.72%) acknowledged this issue, despite the fact that the majority of schools did not post it at their entrances. This interview greatly influenced the implementation of the curriculum as intended. The low mean and standard deviation (mean = 2.39 and SD = 1.08) for item 2 in Table 10 suggested that teachers did not adhere to the continuous professional development programme in schools and were not willing to share their experiences with one another, even in the presence of various opportunities.Furthermore, the education office interview (100.90%) also showed that staff training was not provided by the schools to help instructors become more academically proficient and self-read. For item 3 in Table 10, the low mean value and standard deviation (mean = 1.65 and SD = 0.75), respectively, suggested that most secondary schools lacked sufficient physical resources, leading to improper secondary school curriculum implementation.

Table 10

Response of Teachers Regarding the Extent of Curriculum Implementation

	Items	N	M	SD
1	Availability of a clear mission, vision and goal of secondary school.	314	2.19	0.87
2	Continuous professional development opportunities in the school are available.	314	2.39	1.08
3	Adequate physical resource and facilities are available in the school.	314	1.65	0.75
4	There is effective learning environment.	314	1.70	0.83
5	Presence of Teachers motivation.	314	2.06	0.92
6	There is adequate and effective supervision.	314	1.84	0.83
7	There is effective leadership in the school.	314	2.06	0.94
8	There are adequate trained Teachers.	314	2.11	0.78
	Average	314	2.00	0.88

Source: *Field Survey (2021)*

The results of the interviews with education experts (10,90.90%) and school principals (15, 93.75%) indicated that low academic attainment among children was caused by inadequate physical resources. For item 4 in Table 10, the low mean value and standard deviation (mean = 1.7, SD = 0.83) indicated that most secondary schools' learning environments were insufficient for providing adequate curriculum practice. In an interview, the education expert 8 (72.72%) revealed that the majority of secondary schools had subpar physical environments, were unattractive for teaching and learning, had subpar buildings, and in certain circumstances were overcrowded. For item 5 in Table 10, the low

mean value and standard deviation (mean = 2.06 and SD = 0.92) suggested that most instructors lacked the drive to carry out their professional duties. The interview conducted with all school directors and office specialists clarified why instructors were lacking in motivation: they were not self-readiness, they were not knowledgeable about the subject area, and they were not receiving enough in-service and pre-service training. Item 6 in Table 10's mean value and standard deviation (mean = 1.84 and SD = 0.83) showed that insufficient and inefficient supervision was routinely used in secondary schools.

The lack of adequate academic supervision provided by secondary school supervisors, according to all school directors, posed a major obstacle to the secondary school curriculum's execution. For item 7 in Table 10, the low mean and standard deviation (mean = 2.06 and SD = 0.94) suggested that many schools lacked school directors with training. Some school directors were found to be below standards in the interview with zonal expertise 7 (63.63%), and even those who met the requirements were not provided with in-service training about school management. For item 8 in Table 10, the low mean and standard deviation (mean = 2.11 and SD = 0.78) suggested that the majority of teachers lacked sufficient training. The results of the interviews with education specialists (87.22%) revealed that a number of individuals entered this field after all other options had been exhausted; most of them lacked the drive to advance their careers professionally and did not take part in ongoing professional development initiatives.

Based on the low grand mean value and standard deviation (mean = 2.00 and SD = 0.88), it can be concluded that the north Shoa zone's secondary school curriculum implementation practices were ineffective overall due to improper use of the quality indicators of curriculum implementation that were previously discussed. As a result, students in the majority of the zone's secondary schools achieved low academic standards. This indicates that the secondary schools in the zone did not meet their projected implementation of the national educational objectives.

According to some research that supported the findings, strategic planning is an essential part of an organization's management that aids in allocating resources, setting priorities, and making sure that everyone is working towards the same goals. A mission statement and a vision statement are two crucial instruments that are required for strategic planning to be successful. These provide as a roadmap that all members of the company must adhere to while setting objectives and goals. Regretfully, many organisations lack vision and purpose statements despite their significance. Despite their clear distinctions, the two assertions are sometimes treated as a single entity or used interchangeably. The organisation becomes confused as a result, making it more difficult to accomplish the stated aims and objectives (Kobola, 2007).

The study indicates that principals' contributions to curriculum implementation are restricted to building and resource provision, staff inspiration, creating a positive school climate, and visiting classrooms. The roles that educator’s play and this are

comparable. Inadequate training is the reason for the incomplete comprehension of the principals' role in curriculum implementation, as mentioned by the participants. This shows that principals are not doing their fair share of carrying out the curriculum. Conversely, in order to help principals and educators come to a consensus, district representatives from the Department of Education provided vital information on the principal's role in curriculum implementation (Kobola, 2007).

CONCLUSIONS

The main objective of this study was to get greater insight into the methods and challenges that secondary school teachers in the north Shoa zone encountered when putting the curriculum into reality. The congruence of visions was necessary for the achievement of every objective. The curriculum must be implemented in schools in an efficient manner. The instructors will not be able to accomplish this without the support of the federal government and the school administration. Thus, for the three to succeed in achieving the goal, cooperation is essential. Every person working at the school is conscious of their roles and how they contribute to achieving the school's goals. Even across our country, there will always be problems with curriculum implementation. Instructors are not given the attention they deserve to be included in curriculum creation; instead, they are viewed as curriculum implementers who should be taken into account while developing a curriculum that would benefit all secondary school students.

The implementation of the secondary school curriculum in the North Shoa has not received much attention, particularly from the teachers. The results of the study indicated that there are numerous issues with secondary school teachers' application of the curriculum. Teachers specifically failed to fulfil their responsibilities. They were ill-prepared, and their teachers' material expertise and instructional strategies were less proficient. The research also showed that most school principals and teachers are not very knowledgeable about how to apply curriculum implementation methodologies. To raise the comprehension of teachers and school principals, they also lacked adequate resources and uniform training. There weren't enough capable and dedicated school administrators to oversee the curriculum's implementation. Not to mention, the data indicated that the government's assistance is insufficient.

The national secondary school educational policy objectives specified in the curriculum were not implemented as planned, and these unsuiTable practices and significant problems are influencing curriculum implementation in secondary schools. At every level of school, the focus was on students' academic progress, which was greatly impacted by these subpar methods and the difficulties in implementing the curriculum. Both the government and educators ought to be able to carry out their mandates with efficiency. It would be difficult for the secondary schools at the study site to achieve the success that was anticipated if the issues that teachers were currently facing with curriculum implementation were not fixed.

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CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

DATA AVAILABILITY STATEMENTS

The data of this study are available from the corresponding author upon request.

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