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TEACHERS' ATTITUDES TOWARDS NEW CURRICULUM

ABSTRACT

With this research we aimed at obtaining and evaluating the attitude of teachers regarding the new curriculum, implementation challenges, and pre-implementation issues such as training for their preparation for implementation. The research was conducted through quantitative and qualitative approaches. Quantitative data we have collected through the questionnaire, which in the end had an open question in which the majority (about 83%) expressed their opinion on the curriculum, training and challenges during the curriculum implementation. On the meantime of the realization of this research we followed the debates of teachers in the social networks, such as 'Teaching in Kosovo', managed by GIZ mission in Kosovo. The attitude of teachers from different Kosovo schools both in social networks and in our research turns out to be in two extremes, such as: very positive, according to Likert scale 'I totally agree' and 'disagree', (N=178), (M=2.11, DS=.88) to a statement that Curriculum is a failed experiment (M=2.89, DS=1.19). Curriculum Approach based on achieving competencies is new, so the reluctance of teachers to this change is evident. This proves in our research, where the average level of compliance of agreements is revolved around the dilemma. The research methodology is mixed. The sample consisted of 178 teachers with different demographics. The sample was intentional. The research shows that schools and teachers who have had enough and accurate information, but also proper training, express more positive attitude towards curriculum, training and overall reform.

Keywords: Curriculum, Challenges, Educational Reform, Teachers' Attitude, Training

1. INTRODUCTION

Implementation of Curriculum, after the pilot phase and the start of implementation, has raised many dilemmas and discussions by direct enforcement as well as from parents and students. From numerous opinions expressed in the media and on social networks, we observed differences and numerous uncertainties expressed by teachers. This prompted us to deal in more depth, empirical matter. For the education system, it is important that, based on the attitude of different curriculum teachers, as part of change, identify the problems and challenges faced by teachers during its implementation, or these are just part of the teacher's resistance to the change that there is a different approach to implementing reform as an innovative matter in

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the system. Studying the attitude of teachers towards reform, change, focusing in the new curriculum, we hope to highlight some of its aspects, the good sides and the challenges of the process, but also the shortcomings of the process. From the results of this research, we expect clear recommendations regarding the continuation of the process, but also the introduction of good lessons for other processes in reforming or changing any of the links in the education system. The research is not intended only to take the 'for' or 'against' teachers' attitude, but based on them, or in specific aspects of the curricular content, we learn lessons to facilitate the process of extending the implementation of the reform as a whole. Part of this process was the preparation of teachers to implement curriculum-reform, what was the challenges dilemma, but also as resistance to any change. For the study it is important to have deficiencies during the process, in order to avoid them in other processes. Numerous debates were especially developed for the new approach in the implementation of the curriculum, but also to the process of capacity building to facilitate the implementation of school/practice. An important driver for more in-depth discussion of this topic was the debate in social media between teachers of different schools and levels, on the occasion of the beginning of implementation in all schools in classes I and VI (mainly in Facebook page Teaching in Kosovo). Also during the implementation of research associated with the practice of school performance evaluation, carried out by KPI in the questionnaire for students and teachers it has been an open question in which they have expressed their opinion for the curriculum, within the challenges school. We selected some of them to illustrate their argument more extensively to this important document.

2. RESEARCH SIGNIFICANCE

The attitude of teachers from different Kosovo schools both in social networks and in our research turns out to be in two extremes, such as: very positive, according to Likert scale 'I totally agree' and 'disagree', (N=178), (M=2.11, DS=.88) to a statement that Curriculum is a failed experiment (M=2.89, DS=1.19). Curriculum Approach based on achieving competencies is new, so the reluctance of teachers to this change is evident. This proves in our research, where the average level of compliance of agreements is revolved around the dilemma. The research methodology is mixed. The sample consisted of 178 teachers with different demographics. The sample was intentional. The research shows that schools and teachers who have had enough and accurate information, but also proper training, express more positive attitude towards curriculum, training and overall reform.

3. THEORETICAL CONTEXT

We will analyze the main concepts of research, such as the teachers' attitude, curriculum, innovation, change, education reform. There are a considerable number of studies on teachers' attitude in general. We are focused on their attitude toward reform or a major change in the education system, such as curriculum change. According to Karameta, attitudes are "preparation or willingness to cope with and address the challenges and tasks in a certain way. Attitudes are influenced by knowledge and values are usually the cause of behavior" (Karameta, 2014:18). Regarding the change issues and challenges will treat, and connect the M. Fullan, force of change, the teacher as an agent of change etc. Since the philosophy of building the current



Curriculum is based mainly on constructivism, we will therefore present the constructivist views of the curriculum. M. Priestley and G. Biesta, (2013) in their study of the new curriculum invention have made a valuable contribution to the study of this field, particularly with regard to the design and implementation of curricula, approximately the same with Kosovo, in Scotland. An approach and treatment of interest to this topic is also represented by D. Carr (2003) which, in the context of the treatment of philosophical aspects of education, makes a connection between education, teaching and curriculum. Further, Ornstein and Hunkins (2004) noted that the curriculum will only remain as a plan if it is not implemented by teachers with students. Planning a curriculum is definitely important, but it will be pointless if teachers are not aware of the product and do not know what they need to implement it. It is also important to look at when the relationship between plan and reality is not always in harmony. For example, Gorsuch (2000) study in Japan found that while politics approved the development of student communication skills with emphasis on four macro skills in teaching English, the teachers, on the other hand, emphasized the accuracy, memorization, and use of written way. In a similar way, Wang (2002) also found that there is a contradiction between the new texts ELT in Taiwan that offer the implementation of communicative language teaching (CLT) to EFL teachers holding teaching practices grammar. It has been long known in the literature that there are several factors that may affect the implementation of a change, and should be considered by anyone trying to introduce any innovation in the educational context. Teacher attitude is a factor (Ghaith and Yaghi, 1997; Kennedy and Kennedy, 1996; Markee, 1993). Changes need some changes in the attitudes of teachers. If teachers' their positions are incompatible with innovation, they are likely to be resistant to that innovation (Brown, 1980; Haney, Czerniak, and Lumpe, 1996; Levitt, 2001). Among other things, successful changes in the curriculum and its implementation require teachers' co-operation and heartfelt support. Therefore, the attitude of teachers is very important and respecting the implementation of a curriculum.

Teachers are not passive recipients of an innovation. They accept innovative ideas as they are judged and are convinced of their effectiveness in terms of their compatibility with their class. If an innovation is acceptable it will eventually be used in classrooms. Practice or Opportunity may refer to the time, resources, teacher perceptions for their pupils' needs and teaching style of teachers (Kennedy, 1988; Holliday, 1994). Snyder, Bolin and Zumwalt (1992) identified three perspectives on the implementation of the curriculum: the perspective of truth, the prospect of mutual adjustment, and the prospect of curriculum approval. The former two perspective view the curriculum as an entity produced by experts or specialists to be implemented by the teachers through guidance. The loyalty perspective, for example, is a highly structured approach in which teachers are given specific instructions on how to learn a unit or course, and that their role is simply a passive recipient who will be trained to transmit the package content of the curriculum in their students (Marsh, 1991; cited in Marsh & Morris, 1991).

The mutual perspective of adaptation sees that although teachers have been given instructions on how to apply innovations, adjustments can be made feasible for innovation itself. In other words, implementation should include a compromise between curriculum



developers and teachers as implementers (MacDonald and Walker, 1976). The last perspective, the perspective of curriculum adoption, thinks that the curriculum is formulated through "evolving constructs of teachers and students" (Snyder, Bolin and Zumwalt, 1992:440). Curricula and teaching materials provided by the government or other external institutions are considered tools that students and teachers use when engaging in approved classroom experience.

A number of studies have demonstrated the powerful influence of teachers who may have in implementing curriculum. Therefore, this shows that, in general, teachers do not apply curricula to their class in the same way. For example, Clark and Elmore (1981) reported that teachers adapted curricula to fit their knowledge, priorities and unity while Brophy and Good (1974) reported that teachers influenced the curriculum implementation by deciding which topics and activities suitable for their students. These studies suggest that perceptions and beliefs of teachers play a critical role in the curriculum implementation process. Teacher perceptions can lead to obstacles to the effectiveness of curriculum implementation. The studies reviewed above show that teacher attitudes contribute to implementing the change. According to Kennedy and Kennedy (1996:351), the implementation of change in the classroom requires changes both in the behavior of teachers and students. Teachers' attitudes play a role in this behavior. Young and Lee (1984) affirmed that "... teachers' attitudes are a crucial variable in a dynamic EFL curriculum innovation, without affecting the changing attitudes of teachers systematically can be no innovation in the curriculum ... and will not have a significant effect on what goes on elsewhere" (Young and Lee, 1984:184)

After all, teachers determine the fate of a curriculum innovation (Ball, 1994). Although other factors may contribute to the success or failure of its implementation, it is the teachers' teaching practices that will affect the learning that is happening. The curriculum's teacher's perspective regulates their practice and will affect how they decide on the content of the curriculum (Kable, 2001).

The new pre-university curriculum framework, adopted in 2011 and now fully implemented throughout Kosovo, is already presenting many challenges in implementation. Despite framework of learning based on competence, this comprehensive reform requires a structured training and intensive teacher in-service and numerous educational tools and supporting materials. While teacher training programs were so far distributed and supported projects, implementation of the new curriculum requires a new set of skills that require multiple sources of teaching and learning. Moreover, the new curriculum requires the harmonization of pre-service and in-service training. Currently, due to the lack of professional and financial capacity, delays in the preparation of supporting materials for curriculum implementation, lack of adequate textbooks, improving school conditions and classes, among others are restricting its application (EU Report, 2018:9).

Research Questions:

- What is the teachers' attitude towards the new curriculum reform in general?
- What are the biggest challenges for the implementation of the curriculum in school practice?

- What is the teachers' attitude towards curriculum according to their age and experience in teaching?
- What / what was the effect of preliminary training for teachers in their preparation for the implementation of the Curriculum?
- How much has the teacher training process helped in their approach to the curriculum?

4. METHOD

4.1. Research Model

The research is quantitative and with an open questions in which teachers have expressed their opinion on the majority of teachers. We defined the definition for a mixed research in order to identify the real attitudes, but also the differences between the teachers regarding the attitude and the challenges they face with the implementation of the CC. The qualitative part, their responses/opinions, serves us to take their free access to the curriculum, trainings, but also to the different challenges faced by the teachers implementing the new curriculum. The research model is descriptive and evaluative. Through the questionnaire we have gathered their views on the curriculum and their preparation for the implementation of the curriculum.

4.2. Population and Sample

The research population consists of pre-university education teachers in Kosovo who were part of the early implementation of the new curriculum. From this population will select a total of 178 teachers of sexes, curricular areas and ISCED 1, 2, seven regions with 25 schools per region, who have begun the implementation of the curriculum. The selected schools are rural-urban. Out of the selected schools we identified 5 teachers who are implementing the new curriculum.

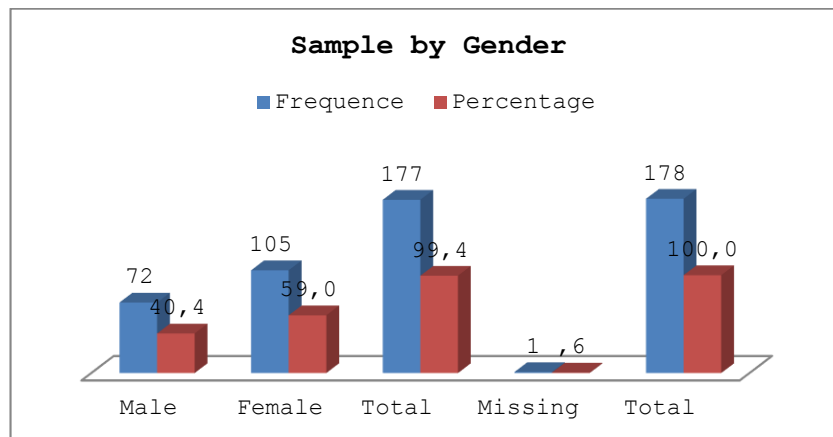


Figure 1. Structure of the sample by gender

The composition of the sample by gender corresponds to the structure of the teachers' school population. Especially feminine dominates in elementary school. Of the total number (N=178) only one did not declare gender. In the demographic questionnaire as well as the independent variable defined geographical terms come from the participants included in the sample. And this involvement is balanced depending on the number of rural-urban teachers.



Table 1. Sample by geographical scope of school-teachers included in the sample

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	City	105	59.0	59.3	59.3
	Village	72	40.4	40.7	100.0
	Total	177	99.4	100.0	
Missing	System	1	.6		
Total		178	100.0		

Another independent variable defined level of education of the participants in the sample. According to the data it shows that in involved in research schools dominate teachers with Bachelor's level education where the (N=178) have (n=79) or 44.4% of the sample.

Table 2. The degree of education of the participants in the sample

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	79	44.4	44.4	44.4
	Four Year Faculty	33	18.5	18.5	62.9
	Faculty plus MA	66	37.1	37.1	100.0
	Total	178	100.0	100.0	

Also as an independent variable in the sample we have also selected in the sample participants experience. It is important to know their attitude towards the curriculum depending on the experience as a teacher. The sample dominates 11-15 years' experience and at least were over 36 years of experience (N=178, n=31) or about 17.4% of the sample participants.

Table 3. Structure of the sample according to the teaching experience of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 Years	29	16.3	16.3	16.3
	6-10 Years	27	15.2	15.2	31.5
	11-15 Years	31	17.4	17.4	48.9
	16-20 Years	25	14.0	14.0	62.9
	21-25 Years	20	11.2	11.2	74.2
	26-30 Years	18	10.1	10.1	84.3
	30-35 Years	21	11.8	11.8	96.1
	More 36 Years	7	3.9	3.9	100.0
	Total	178	100.0	100.0	

With interest in research was first class as implementing the curriculum and teaching materials teachers. It is known that the first class is implementing the new curriculum, but also the second class of pilot schools. In the sample we have included mainly first grade teachers.

Based on the survey data shows that in the sample dominate primary teachers. This is normal because the school is in such condition compared with subject teachers. Also because of time allocation in the curriculum dominated by teachers of language and mathematics. In the demographic part of the research, as an independent variable we have also taken the participation of teachers



in curriculum trainings or not. Sample participants had only one alternative to assert the questionnaire, yes or no.

Table 4. Composition of the sample by class and subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I-grade	49	27.5	28.5	28.5
	Languages ¹	41	23.0	23.8	52.3
	Mathematic	26	14.6	15.1	67.4
	Biology	11	6.2	6.4	73.8
	Physics	12	6.7	7.0	80.8
	Chemistry	3	1.7	1.7	82.6
	Civic Education ²	25	14.0	14.5	97.1
	IT	5	2.8	2.9	100.0
	Total	172	96.6	100.0	
Missing	System	6	3.4		
Total		178	100.0		

1. Foreign language teachers are also involved

2. In the context of this case we have included teachers of history and geography

Table 5. Participation of teachers in Curriculum training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Po	162	91.0	91.0	91.0
	Jo	16	9.0	9.0	100.0
	Total	178	100.0	100.0	

From the data analysis it appears that the (N=178) 91% of them have attended training on the new curriculum. There are no known reasons for non-participation in 9% of sample training. In two or three cases they wrote in the questionnaire that they were on maternity leave, but it is unknown how they started implementing without adequate training.

5. METHOD AND INSTRUMENTS

For the realization of research we are determined to instruments such as the survey questionnaire, one structured for collecting quantitative data. The questionnaire consists of two main parts including demographics, such as gender, rural-urban schools, and the level of education, experience and teaching materials or classes. Then there are two questions about their position with regard to training, and 18 statements concerning the level of agreement/ disagreement with their advantages or disadvantages of the new curriculum. At the end is an open question that we asked to express their opinion about the curriculum based on past experience in its implementation. This part of the opinion will analyze how specific qualitative part.

We have collected the data directly from the sample selected at school. From the selected sample of schools we selected 5-6 teachers who implement the new curriculum. To ensure reliable answer questionnaires have given the envelope to meet at home. The completed questionnaire for teachers was sent in two ways: in envelopes or online. We have done the administration of the questionnaire. After collecting we have done coding and statistical processing with SPSS. In the open question they have not given all the personal opinion of Core Curriculum, so we have selected and processed the most important ones for research. Also some opinions on the curriculum have also



taken the survey for internal evaluation, in which teachers and students have expressed their opinion of the curriculum. They were well connected to our topic. Once the questionnaire contain an open question, and have received dozens of opinions from teachers, their processing have been separately recorded in a separate document and then have associated with quantitative analysis of the results. Not all opinions expressed by teachers have included in the report, since a number of them have been irrelevant to the topic. We maintain the maximum individual opinion of each participant included in the sample.

6. RESULTS AND DISCUSES

The survey results provide answers to research questions. Initially we get their opinion on the process of facilitating the implementation of the curriculum, such as teacher training, as a large enterprise before their implementation.

Table 6. Teachers' attitude to the assistance provided by the training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I really enjoyed it	87	48.9	49.7	49.7
	I took a little	79	44.4	45.1	94.9
	I did not learn	5	2.8	2.9	97.7
	The training was in vain	4	2.2	2.3	100.0
	Total	175	98.3	100.0	
Missing	System	3	1.7		
Total		178	100.0		

To the question 'How much has the training helped you to understand and implement the new curriculum?' We have a high content expressed in percentage (N=178), (M=1.58, DS=.66), or about 49% that they have benefited from training, but about 44% of them stated to have gained little from organized training for informing and preparing teachers to implement the new curriculum. So according to the Liker scale, the average mean of the benefit of the training ranged between I gained a lot and I gained a little, with a distribution (DS=.66) around the average.

Table 7. Expression of thought regarding changes in training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Content of training	26	14.6	14.9	14.9
	Form of training	43	24.2	24.6	39.4
	Trainers need to be curricular acquaintances	87	48.9	49.7	89.1
	Nothing	19	10.7	10.9	100.0
	Total	175	98.3	100.0	
Missing	System	3	1.7		
Total		178	100.0		

To the question 'What do you think it should be to changed according to your opinion on' training about 49% of them say they have to be changed coaches who should be familiar to curriculum (N=175), (M=2.47) and (d=.89) or about 49%. The results shows that the teacher to change the attitude in training is to change coaches as they should be fluent in the curriculum.



• **Teacher Attitude towards the Curriculum**

Table 8. Teachers' assessment of the curriculum and its applicability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I fully agree	40	22.5	22.6	22.6
	Partially agree	96	53.9	54.2	76.8
	I have a dilemma	29	16.3	16.4	93.2
	I do not agree	10	5.6	5.6	98.9
	I do not agree at all	2	1.1	1.1	100.0
	Total	177	99.4	100.0	
Missing	System	1	.6		
Total		178	100.0		

The data in Table 8 present assessment of participants on the sample of the actuality and applicability of the curriculum. It follows that the (N=177), (M=2:11), (SD=.88) of the Liker scale or about 54% agree with the statement "It is modern curriculum and applicable", 23% strongly agreed while about 16% of them have a dilemma for this.

Also in relation to the curriculum standpoint in the assertion that 'The new curriculum has motivated me to commit' research results show that from (N=170, (M=2.09), (DS=1.04) based on Liker scale, or about 43% partially agree, while about 30% fully agree and around 12% disagree with this statement.

Also important for this is the demand regarding teachers' attitudes to the statement that the curriculum 'Encourages me to analyze more the developmental level of students' where we have (N=173), (M=1.188) and (DS=.96), where according to Liker scale a high agreement with this claim is seen. The results show that about 56% of them fully agree with this statement and about 32% partially agree.

How do you view the curriculum in relation to the difficulties or loads for teachers? In the statement 'The curriculum has increased teachers' load', based on the Liker scale the results show that from (N=174), (M=2.34), (DS=1.02) or about 56% fully agree with the fact that the new curriculum has added workload for teachers. Also have about 32% partially agree with this statement. The results show that the vast majority of the participating teachers in the sample estimate that the curriculum has increased the workload for teachers.

Table 9. Teachers' attitude regarding the impact of the curriculum on student dismissal from unnecessary content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I fully agree	34	19.1	19.7	19.7
	Partially agree	75	42.1	43.4	63.0
	I have a dilemma	29	16.3	16.8	79.8
	I do not agree	31	17.4	17.9	97.7
	I do not agree at all	4	2.2	2.3	100.0
	Total	173	97.2	100.0	
Missing	System	5	2.8		
Total		178	100.0		

Regarding statement than the new curriculum 'relieves students from unnecessary content' research results show (N=173), (M=2.34),



(DS=1.02), based on Liker scale about 43% of them partially agree, about 20% fully agree and around 18% of them disagree.

Based on the Liker scale, five degrees of compliance or not (I totally agree and disagree with each other), the research results show that regarding the statements in the questionnaire 'Curriculum as such is only a failed experiment' from (N=175), (M=2.87) and (DS=1.20) we have a sample distribution of teachers participating in the sample. Expressed in percentage, about 29% disagree with this statement, but we have about 26% partially agreeing and about 15% fully agreeing with the statement. About 23% have a dilemma to this and about 29% of them disagree that the curriculum is a failed experiment.

- **Difficulties in implementing CC and mobilizing the school**

From the results of the research we see that we have differences in attitudes towards individual and peer difficulties during the implementation of the new curriculum. In the statement 'I have no difficulties in implementing the curriculum' answers have compliance by Liker scale, where (N=176), (M=2:16), (SD=.99) have shown that an average of those around 48% agree and 26% strongly agree. Therefore it is between these two levels of compliance. But also individual assessment regarding the peer difficulties according to research results is (N=176), (M=1.80) and (SD=.85) where compliance appears to be high, between fully and partially agree disagree.

The survey results show that there is a significant agreement on the impact of the new curriculum in school changes. So (N=176), (M=2:57) and (DS=1:07), but also an expression dilemmas regarding this assessment. Approximately similar statement was 'The implementation of the new curriculum has influenced the mobilization of the staff. 'Participants' data on the sample related to this were (N=172), (M=2.05) and (SD=.99) according to the Liker scale, the average teacher compliance with this statement is partial, but if we consider the percentage of about 32% who fully agree, then the issue of mobilization of school staff can be considered as important.

- **Attitudes related to the content of the curriculum**

Regarding the content of CC according to research results, teachers have different attitudes. In the statement that 'there is a dilemma in linking learning outcomes with the achievement of competences' on Liker scale, teachers have positions like (N=174), (M=2.46) and (DS=1.06), while expressed in percentage 48% partially agree and 13% fully agree. According to the data shows that the teachers thought tends toward neutrality or dilemmas regarding curriculum content.

Also the research results show that 'learning outcomes are not fully correlated with the content of the subject' where we have (N=176), (M=2.45) and (DS=1.40). Approximately we have an approximate attitude to the previous statement. So the teachers stay involved in the sample tends towards dilemmas associated with this statement.



Table 10. The opinion of teachers regarding the division of curriculum in curricular areas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I fully agree	23	12.9	13.1	13.1
	Partially agree	43	24.2	24.6	37.7
	I have a dilemma	21	11.8	12.0	49.7
	I do not agree	73	41.0	41.7	91.4
	I do not agree at all	15	8.4	8.6	100.0
	Total	175	98.3	100.0	
Missing	System	3	1.7		
Total		178	100.0		

Even on 'Sharing in curricular areas does not seem right' survey results show that (N=175), (M=3:09) and (SD=1:48). The opinion of the respondents ranges between dilemmas and disagreements.

- **Challenges and problems with the implementation of the curriculum**

In the questionnaire are given four statements that we have asked the teachers' opinion about the challenges and problems they encounter during their implementation. Regarding 'Having encountered difficulties in planning lessons under this curriculum', the research results show (N=74), (M=2.67) and (DS=1.28) tendency to dilemmas, but also disagreement with the statement (about 42%. While regarding the assessment challenges under the new curriculum the teachers express (N=172), (M=2.70) and (DS=1.36). Expressed in percentage, about 20%, respectively 34% totally or partially agree with the statement of the challenge regarding the evaluation process. As a separate problem asked in the questionnaire was 'We lack the help material without which the curriculum cannot be applied' for which problem the results show (N=177), (M=1.56) and (DS=.90). As can be seen from the research results, there is a high level of consensus among teachers on the lack of material resources needed to implement the new curriculum.

- **The teacher thought for Curriculum and its implementation based on personal experience**

At the end of the questionnaire, teachers had the opportunity to express their opinion on the curriculum and the process of its implementation based on the experience so far. The request was open and in which everyone had the opportunity to express their opinion.

Out of a total of 178 teachers who have accepted to complete the questionnaire, only 147 teachers have given their opinion in the open request. After their description and coding we have made the categorization based on the themes handled by them. The categories that emerged based on expressed opinions are: co-operation, preparations, interconnection as well as weaknesses and challenges. Also we have selected some thoughts / opinions of teachers for curriculum made on the social network FCB on Education in Kosovo. Their opinions are different, but also express the concerns and lack of information about it.



- **Cooperation**

In expressing the opinion on the curriculum, and for other important issues the teachers involved in the sample have raised several important topics. As a matter of their own they treat cooperation and lack of co-operation during the curriculum implementation / piloting process at school.

"Lack of intercollegial cooperation is emerging as the biggest obstacle in implementing the curriculum. Collective co-operation should be enhanced not only within the school, but also with the professional (field) and other schools. There is no lack of will and affinity for cooperation. Implementing the curriculum in the field makes the collaboration more accessible, not only within the school, but also with the professional assets of the other school fields."

Presenting the issue of co-operation as a positive aspect for successful implementation of the curriculum and the very present shortcomings in our schools is an important moment in improving this aspect of school management.

- **Preparations for implementing the curriculum**

Teachers included in the sample have expressed their opinion regarding the preparations for implementation in school practice. Mainly focused on the training process as:

'Teachers are not well prepared for it and they are more concentrated on the administrative side. Very short training. The 5 day training is insufficient and unsafe to apply it fairly. School management staff know little about the curriculum and this is a problem and is creating confusion.'

One important thing is to address the issue of the shortcomings of the school's staff and the information they have on the curriculum in general.

- **Positive curriculum quality in the opinion of teachers**

'Good and applicable'. It is based on competencies in the development of knowledge, skills, attitudes, values, emotions, and so on. The student assessment part is perfect. Well-structured document. Contributed to raising the quality.

Helps in free material research by expanding into various useful areas due to the independence of disruptions in the subjects of teaching that enters everyday life of students. The curriculum provides research opportunities for successful teaching and better results. Changes have begun, facilitated the way of assessment in the first grade, also encouraging critical thinking students. It is efficient, productive and concrete that makes learning attractive and curious for the student.

These are some of the very positive assessments of the curriculum by teachers included in the sample. From their attitudes it is seen that they have clearly understood the philosophy of the new curriculum.

- **Weaknesses in the implementation of the curriculum**

'There is no interconnection between the subjects. The assessment of the students according to the curriculum is not done fairly with the periods being the same that means the first period is



4 months the second less than 3 months and the third is 1 month. Weakness is the part of the preparation of the plans. Monthly plans overloaded. The texts are not new and in harmony with the curriculum. Lack of coaches specializing in the curriculum'.

'Training to last at least one year. Challenges the harmonization of teaching literature with the annual planning of the new curriculum. Insufficient training for only 5 days. Curriculum assessment scale is hardly feasible and unclear. Unnecessary administrative load, lack of resources, poor infrastructure and insufficient time. Insufficient funds of hours, very little teaching time. Draft of unnecessary plans. Failure rating is not stimulating the learner'.

These are some of the challenges and shortcomings expressed by the teachers. Challenges and shortcomings are different, depending on their preoccupations. Some of these approaches are presented in the quantitative part of the research.

- **Attitudes and debates developed at Facebook**

With the helping of GIZ has opened a page on social networks in order to exchange experiences between teachers. This site is sometimes transformed into an arena of debate, in addition to positive experiences, opinions and attitudes towards the curriculum and other aspects of teaching. We chose some of them to interconnect with research on the same subject. The views expressed in this social network were from negative to positive ones for curriculum. Within these opinions, we have a very negative impact on the curriculum, but also very affirmative to it. We are giving them as they are posted on the portal without language intervention.

We have maintained each of these opinions by name and surname as well as on the date of posting. Mostly, they were done during the months of September-November 2016.

"The new curricula in Kosovo, it really is what the old curriculum, but wrapped in thorns, prickly, grasses and other obstacles to reach where they had to go the normal path and paved with time. (Rr.S./m)¹

'Just, even those who are illiterate and they do not bring us closer to curriculum because themselves they do not know the Albanian language. (N.Ll/m).

What kind of curriculum implementation are we talking about when we do not have enough paper in our schools and I work only with a pen and paperboard? I'm not interested in the curriculum, but I care about how the students take the lesson. Means to understand good teachings (N.D.M/f)

YES, we are talking about a trainer that I know they have sold the foreign currency and now they even control their preparations and plans! (R.B/m)

They have mixed everything they even don't know what they are doing ...those who pay the bill exactly are pupils. (A.B./f). 'The reason why so many interpreted curriculums is giving us to understand that we do not want the change and want a bit of work. We learn to get served plans here and it hurts us mostly that the curriculum is the opposite, that we should be its researcher and its drafters. I fully

¹ Acronyms': Name & Surname and gender of persons (m/f).



understand that it is difficult for us to move from a traditional lesson to the modern one. We are a few of those who have use of the creativity and the ability to implement because we have difficulties to pass the rod violence and insults that we are used.

The reason why so many curricula are commenting is that we do not want the changes and we just love the job. We are taught that the plans we get served and here we are most at pain with the curriculum is the opposite, that we should be our own researcher and compiler. I fully understand that it is difficult for us to move from a traditional lesson to the modern one. On the other hand, the curriculum is being piloted and is only being implemented formally since we are not prepared because we were not interested in quality but for the more formalized businesses (paid for training) by non-professional people or personal interests were part of the curriculum. I'm not minding everyone but a part is that only benefits have been part of these trainings. Now I think from this same coach the curriculum is being transmitted as a "broken phone". Let us pray to those who have been truly committed to the curriculum to be part of the implementation and implementation in Kosovo. We like or are not part of the changes. So we must accept and contribute inevitably to the changes that occur in Education. (V.O/f)'

'The new curriculum requires a lot of work and commitment from teachers because it definitely separates traditional from modernity. Assessment is its most important part ... (B.P./m)'

'The new curriculum has made our work easier and everything is clear and understandable. (A.M./f)

'Realistically this new curriculum in teaching is only the preparatory work load for teachers and do not see any benefit for students. Teachers are need at least 10 or 15 minutes to deal with completion diary before class with those requirements in whole sections of the diaries to fulfill which are only "synonymous with the earlier work" with the past and diaries normally about 1 or 2 hours a day was pay attention to his daily preparations (compendiums plan). So this curriculum is not merely an experiment and the next of those who have created ... (B.R / f)'

'It is true that the curriculum is loaded with the administrative part, and all those papers are indicators of work done at school, that is, an evaluation evidence of the entire process. If that curriculum is not it useful, then what the curriculum model would suit us? A curriculum should apply. (A.H./m)

'It's true that changes in education are challenges but being smart we could accept easily. Just we need a right approach in front of all, pupils, colleagues, parents./...All of them in one way are participants in implementation of new curriculum in our schools!' (Sh.I.B./f).

'Implementation of new curriculum is satisfaction for pupils, avoiding memorable and reproductive learning. Achieve results with own work tools (we have tools when we want to have)'. (M.L.R./f).

I read and reread (in this portal) opinions of some teachers to prepare students to master competencies in language and communication. Some teachers who have completed university teaching programs, as reflected in their work, do not possess language skills that, according to the Curriculum and not according to me, should be taught by Grade 1-5'. (H.M./m)



'Curriculum Framework and Core Curricula are perfect documents and have worked harder! It is a fact that in the finalization to happen such concessions!' (E.G.P./f)

'The implementation of the curriculum is very positive, if we use the techniques properly in the stages of the teaching age, the lack of new technology books makes the implementation of the curriculum more difficult, its good is that the pupils keep it active all the time, with the implementation of curricula stimulates to some extent developing certain competencies.' (B.B/f)

7. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research it is seen that we have very heterogeneous attitudes towards the new curriculum. Regarding the teacher training process itself, we have controversial results. On the one hand, they claim to have benefited from the training to understand and implement the new curriculum (N=178), (M=1.58, DS=.66), or about 49% say they have benefited greatly from the training but about 44% of them say they have gained little. Here there is a high consensus among the participants in the research where (DS=.66) does not show any tendency of deviation from the mean (M=1.58). But in our questionnaire on what needs to be changed in the training, the results show that about 49% of them say that trainers need to be trained (N=175), (M=2.47) and (SD=.89). Compliance is high on the attitude of teachers regarding the trainers, but which raises the dilemma and questioning of how they have benefited from the training and the demand for change of coaches. The latter prove numerous reactions in FCB social network.

Opinions expressed in this social network show their concerns about the functioning of the training process and engaged trainers (see the opinions above). Like "Yep, we are talking about a trader that I know that they have sold foreign currency and now they control the preparations and plans! (R.B/m). Though some of the opinions were very extreme, they show that he really had problems with the coaches. But they also show the level and commitment of teachers to overall reform and curriculum as part of the reform in particular. Among them was self-criticism as "The reason why so many curricula are commented is that we do not want changes and we just love the job. We are taught that the plans we get served and here we are most at pain with the curriculum is the opposite, that we should be our own researcher and compiler. (V.O./f) is expressed by the teacher.

While in the open question at the end of the questionnaire, the sample participants expressed their opinion on both the training and the curriculum. There they have mostly expressed the problems they are faced with or faced. Here too, we have thoughts about training, where a certain number of teachers say that the time was insufficient, so many unresolved issues remained. But there are some important issues that they raise with their opinions: the need for co-operation between teachers and the school's staff; the need for leadership staff to better understand the process and content of the curriculum; the positive curricular qualities such as 'Curriculum Provides Research Opportunities for More Successful Teaching and Better Results'. Based on these and other attitudes of teachers participating in the sample, the problems and the normal challenges of any reform or change in the education system appear.



Regarding the attitude of the teachers involved in the sample regarding the content of the curriculum, dominance is that it is a good document. The requirement for compatibility with regard to the position that 'It is a modern and applicable curriculum' shows the degree of compliance with this assertion (N=177), (M=2.11), (DS=.88), between agree and be neutral or have a dilemma for this. While about 54% partially agree that the curriculum is modern and feasible. This shows that there is still a need to work with them in terms of training to facilitate understanding and implementation of the curriculum. High comprehensibility is seen in the assertion that the curriculum 'Has Encouraged Me to Analyze more the Student Development Level' where we have (N=173), (M=1.19) and (DS=.96), of the Likert scale where a high with this assertion. The results show that about 56% of them fully agree with this statement and about 32% partially agree. Such a high degree of compatibility with this indicates the importance of curricula and the structuring of its requirements. Therefore, if about 90% of them (SD=.96) are encouraged to analyze the level of student development to prepare materials and teaching techniques, it shows the quality of the curriculum in encouraging teachers to find new and different ways to achieve teaching.

Regarding the attitude of the participants involved in the related sample sharing in the curriculum areas, and then the correlation with the competencies and learning outcomes has many dilemmas among them. Here you might even see a deficiency of the document that has not described the reasoning and division in curriculum areas. Teachers are taught in the subject, so they do not see it within the field they belong to.

As the most challenging issues emerge to be the planning and evaluation of student outcomes. This is also evidenced by opinions in the social media, where this is seen as an overload of times as a challenge or as an administrative burden.

Based on the research results, the attitudes of the teachers included in the sample indicate that the curriculum training process and its implementation process at school did not go as intended. Therefore, based on these attitudes, we provide the following recommendations:

- **For the Ministry of Education**
 - Based on the data of this research, they should take into account teacher requirements for removing dilemmas and uncertainties regarding particular aspects in the curriculum and in the process of their training;
 - Teacher information before and during the process of change and reform is a significant demand of the research participants. Due to the lack of sufficient and accurate information, some aspects of training and curriculum implementation have caused confusion and dilemma.
- **For MEDs**
 - Raise human capacities to provide school assistance for implementing reforms and changes in the system or the nature of teaching.
 - To guide municipal policies towards the professional development of teachers as well as their leadership staff.
 - To increase the reliability of the implementation of state policies in schools covering.



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- Enhance human capabilities by creating inter-cooperation mechanisms among teachers in order to exchange good practices, such as learning community etc.
 - To promote a culture of cooperation, but also the distribution of accurate and timely information about all the changes that occur.
 - **For the School**
 - Promote a culture of accountability and cooperation both within the school and with other schools and institutions.
 - Lead staff be ready to distribute information and process them in time.
 - Continuously monitors and professional development of school teachers' performance.
 - Managing staff before teachers to study and better informed with documents and state policies dealing with their implementation in practice.
 - **For Teachers**
 - Insist on obtaining accurate information on educational changes and reforms. Also be seekers of receiving information, qualitative trainings.
 - Enhance cultural cooperation with colleagues within the school and straw.
 - You study well the documents and policies that you then have to apply with your students.

NOTICE

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