The Analysis of High School Teachers' Readiness to Implement New Science Curriculum

Moh Khet Khet Oo [1] and Thant Thant Zin[2]

Abstract

The main purpose of this study is to investigate the readiness of high school teachers to implement new science curriculum. The research design used in this study was a descriptive research design and the required data were mainly collected through a quantitative method. The Readiness for Change Questionnaire (RCQ) of Bouckenooghe et al. (2009) was used to measure the readiness of high school teachers to implement new science curriculum. The sample schools for the study were selected by cluster sampling method from East District, Yangon Region. Means, standard deviations and percentages were used to investigate the level of readiness of high school teachers and Pearson-product moment correlation was used to examine the relationship among the three dimensions of readiness of high school teachers to implement new science curriculum. According to the results of the study, it was found that most teachers had moderate levels of readiness to implement new science curriculum. Therefore, it can be interpreted that most teachers are moderately ready to implement new science curriculum. Concerning the relationship, it was found that there was a strong positive relationship among the three dimensions of readiness of high school teachers to implement new science curriculum. Therefore, the implementation of new science curriculum is greatly influenced by the readiness of high school teachers in Myanmar.

Key words: Readiness, Science, Curriculum, Science Curriculum.

1. Lecturer, Dr., Department of Curriculum and Methodology, Yangon University of Education
2. Senior Assistant Teacher, BEHS, Mrauk U