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EXAMINING THE FACTORS THAT IMPACT THE IMPLEMENTATION OF EDUCATIONAL REFORMS IN HIGH AND LOW PERFORMING SECONDARY SCHOOLS IN AL AIN

Abstract:

This is a qualitative case study of secondary school teachers' and administrators' perceptions of change implementation and the factors facilitating and hampering change implementation in these schools in Al Ain. It aimed at examining the factors impacting change implementation from the teachers' and administrators. The sample consisted of 25 teachers and administrators in four secondary schools who had experience changes recently.

English language curricula. The study was conceived within the interpretive paradigm. This research method was selected on the basis that people's perceptions and issues related to curriculum are more suited to an interpretive approach, which provides thick descriptions of the phenomenon under study and generates theory. Data collection methods included repeated recorded face-to-face semi-structured interviews, member-checking group interviews and document reviews. Interpretation of the data revealed that according to the research participants, curriculum was synonymous with the materials. Participants agreed that nothing else had changed other than the books. Teachers had contradictory affective reactions to curriculum change since they approved of some aspects of change but were disturbed by other aspects. Their feelings evolved with time to become more positive with familiarity.

Expressions that teachers used conveyed their low morale and their perceptions of their role in curriculum change as marginal, inferior and passive; and indicated that they were excluded from the process of curriculum development. Several curriculum development processes were found to be lacking. Teacher's voice was not active in the context of the study due to lack of job security, and issues of hierarchy and control. The study recommends giving voice to teachers in curriculum change by involving them in curriculum development processes. The study also recommends eliminating factors that lead to current defects in the English language curriculum such as the nature of student assessment; and the unimplemented elements in the curriculum, such as needs analysis, curriculum evaluation, teacher training and curricular support.

Keywords:

change, implementation, top administration, decision