

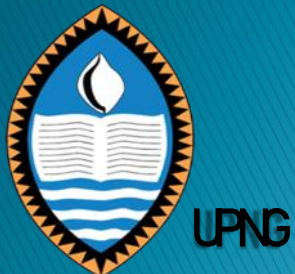
# PNGUPDATES-2023

## RESEARCH TOPIC

### **TEACHERS' PERCEPTION OF FACTORS AFFECTING THE IMPLEMENTATION OF STANDARD BASED CURRICULUM IN PAPUA NEW GUINEA**

### **A CASE STUDY OF THREE SELECTED PRIMARY SCHOOLS IN THE JIWAKA PROVINCE**

**BY. SAMUEL VUE**

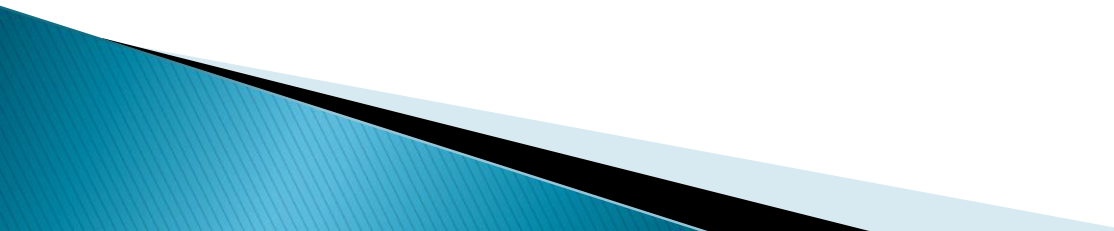


# **PRESENTATION OUTLINE**

- ✓ **INTRODUCTION**
- ✓ **RESEARCH BACKGROUND**
- ✓ **RESEARCH PROBLEM**
- ✓ **RESEARCH OBJECTIVE**
- ✓ **RESEARCH QUESTION**
- ✓ **RESEARCH GAP**
- ✓ **SIGNIFICANCE OF THE RESEARCH**

- ✓ **LITERATURE REVIEW**
  - ✓ **METHODOLOGY**
  - ✓ **DATA ANALYSIS**
  - ✓ **CONCLUSION**
  - ✓ **RECOMMIDATION**
  - ✓ **STUDY LIMITATIONS**
  - ✓ **ACKNOWLEDGMENT**
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# **Why do this study?**

- ❖ **As a classroom teacher, I have seen and experienced the challenges of implementing Standard Based Curriculum in Jiwaka schools which motivated me to do this research.**
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# WHY CURRICULUM CHANGES IN PNG?

- **Curriculum changes in PNG is to contextualize our social perspective in understanding curriculum in PNG Concept (Grundy, 1987).**
- **The influence of Matanes Report(1986) and PNG Vision 2020-2050 on Integral Human Development.**
- **Curriculum also changes when there is dissatisfaction in a curriculum outcome and the pressure on global work demand and emphasizes on STEAM (Volante et al., 2021).**

# **Context of Curriculum Implementation in PNG**

- ▶ **The National Department of Education (NDoE) is now embarking on teachers and schools to implement the Standard Based Curriculum (SBC) and to abolish Outcome Based Curriculum (OBC)(NDoE 2015).**
- ▶ **However, curriculum implementation is still a challenge in PNG (Goro, 2021).**

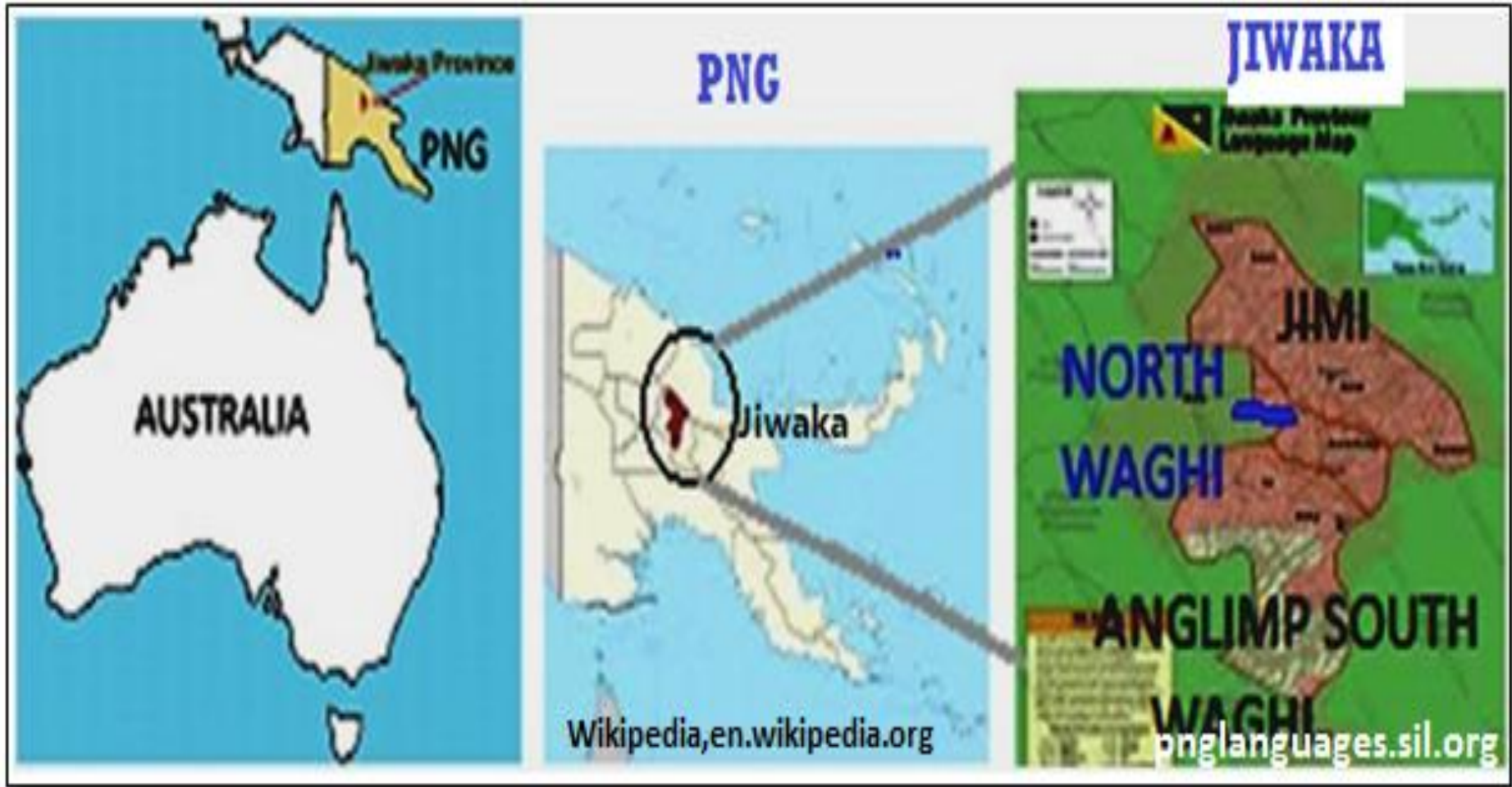
# **Context of Curriculum Implementation in Jiwaka**

- **Jiwaka is a Newly Created Province in PNG and its Education Standard has Gradually Dropped when separated from Western Highlands Province (Wapi, 2018).**
- **The Implementation of the New SBC curriculum is now an additional challenge to the schools in the province (Palme, 2022).**

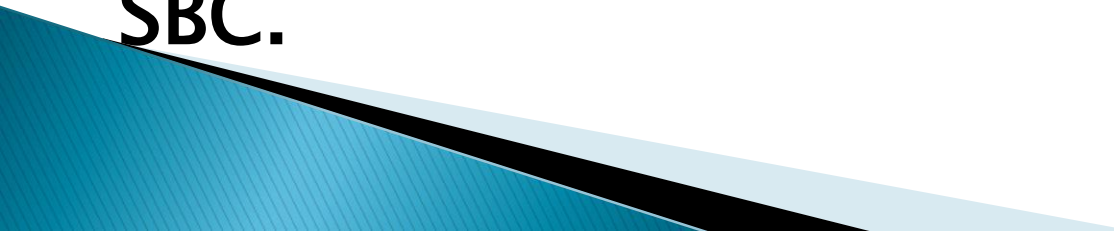


# RESEARCH SITE

## Jiwaka Province in the PNG MAP




# Research Problem

- It has been argued that failure in the PNG Education system is due to OBC (Dame, 2011).
  - However, the implementation of SBC by the NDoE and National Government introduced in 2015 has brought many challenges and confusions to Schools in PNG (Alone, 2019).
  - It has been observed and experienced that Jiwaka as a new province has been going through many challenge to implement the SBC.
- 



# **PURPOSE OF THE RESEARCH**

- **The purpose of the research is to identify the Internal and External Factors affecting the implementation of SBC and was scaled down to three (3) selected Primary Schools in the three Districts of Jiwaka Province.**
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# RESEARCH QUESTION

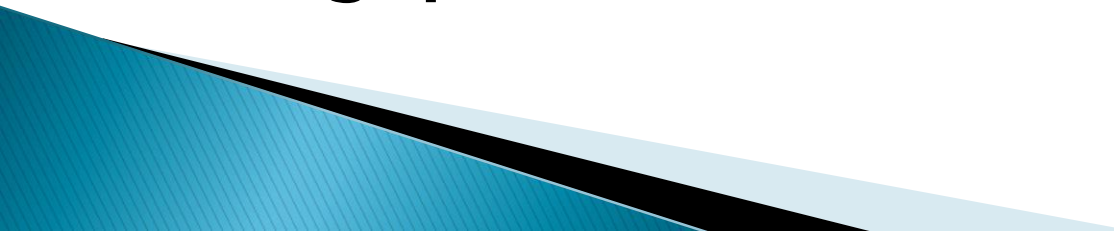
- What are the teachers' perception of factors affecting the implementation of SBC in three (3) selected primary schools in the Jiwaka Province?

## THE TWO SUB-QUESTIONS FROM THE KEY QUESTION

What are the;

- 1. internal factors of SBC implementation in schools?
- 2. external factors of SBC implementation in schools?

# RESEARCH GAP

- ❖ Goro (2021) has done a similar research on SBC but his study was generalized and covered secondary/high schools which they are not implementing SBC at the moment.
  - ❖ It has also been identified that no one has done a research on SBC implementation in Jiwaka schools. Therefore, this research fills this gap.
- 

# SIGNIFICANCE OF THE RESEARCH

*The research findings will help:*

- **Jiwaka PEB, School Administrators, Teachers, BOGs, Parents and the Stakeholders regarding issues surrounding the implementation of SBC in the province and how they can improve it.**
- **The schools to adjust to curriculum changes by amending policies and practices.**
- **The OBE trained teachers to up-skill their knowledge to SBC.**
- **The researcher to have broader knowledge on SBC factors in schools.**

# LITERATURE REVIEW

## Other Countries Using SBC

- There are many countries currently using SBC to meet the global work demand and the emphasize on STEAM of the 21<sup>st</sup> Century (Volante et al., 2021).
- Developed countries like USA and Canada
- Developing countries like Ghana and Philippines
- Pacific neighbouring countries like Australia and Fiji

# The reform curriculum models /structures used in PNG

THE OLD  
STRUCTURE  
(1970s)

Non- Formal Tokples Skul	
Community School	Grade 1
	2
	3
	4
	5
	6
Provincial High School	7
	8
	9
	10
National High School	11
	12

THE OBE  
STRUCTURE  
(1990s)


Universal Excess to Elementary School		Prep
Primary School	Lower	1
		2
		3
		4
	Upper	5
		6
		7
		8
High School Secondary School	Lower Sec	9
		10
	Upper Sec	11
		12

THE CURRENT  
SBC STRUCTURE  
(2020s)

Early childhood & Elementary	
Primary School	Grade 1
	2
	3
	4
	5
	6
Junior High School Senior High School	7
	8
	9
	10
	11
	12

Source: Adapted from NDoE, CCD, 1994 by Quartermain (2001) and NDoE (2018).

# Design and Methodology

- The methodology used in the study was mixed method consisting of both qualitative and quantitative approaches for the validity of the findings.
  - For Quantitative Method ,questionnaire was designed and distributed to the base level Teachers.
  - For Qualitative Method, personal–interview guide was done for the head–teachers.
  - A comparative analysis was done to capture the validity of the findings.
- 



# 1. SELECTED SCHOOLS

No.	School Label	District	Setting
1	A	North Waghi	Urban
2	B	Anglimp –South Waghi	Semi–Urban
3	C	Jimi	Rural

## 2. PARTICIPANTS

- 45 Based-level Teachers *(questionnaire)*
- 3 Head Teachers *(were interviewed)*

**TOTAL: 48 Participants**

# DATA ANALYSIS

Comparative Analysis of the Major Findings  
adapted from (Creswell and Plano Clark (2017))

**Qualitative**

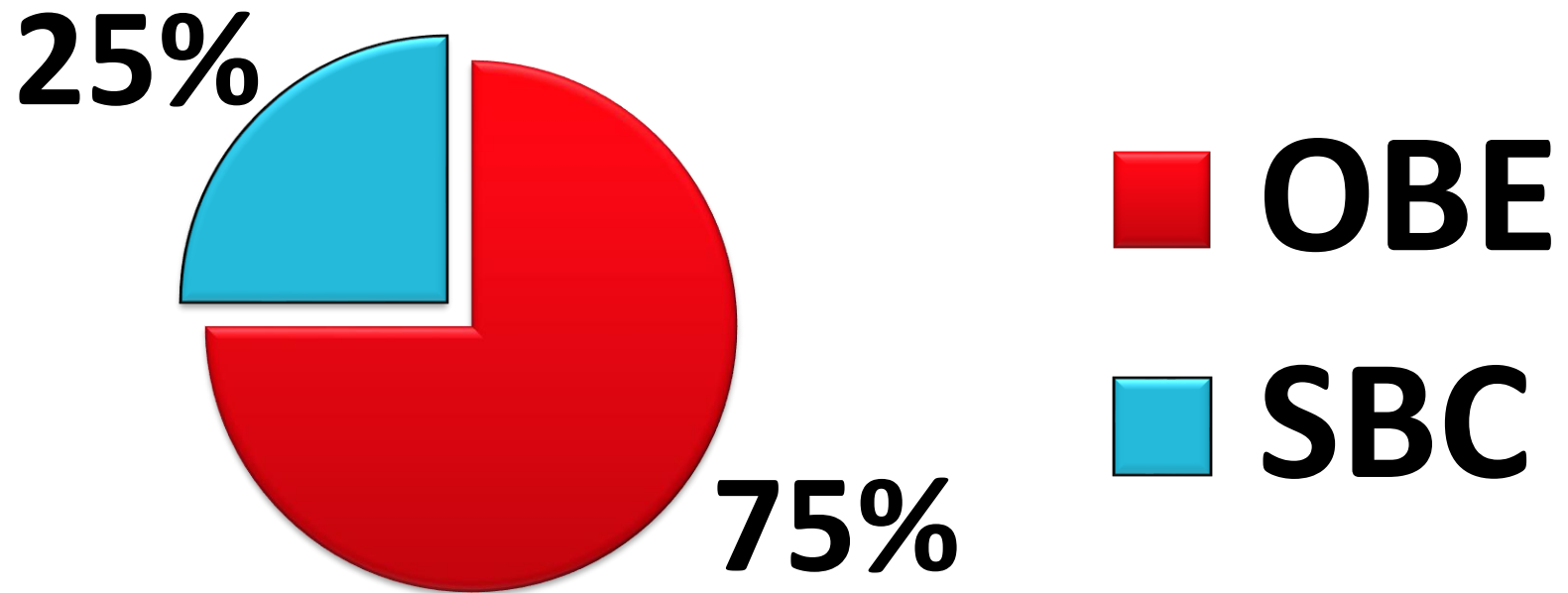
**Quantitative**



# DATA PRESENTATION

## A: Four (4) INTERNAL FACTORS

Types of Curriculum trained by teachers



# VIEW FROM A HEAD TEACHER

- *‘The current graduands and the old teachers who taught during Objective-Based have content knowledge about SBC but most of us are OBE trained.’*

# 1:SBC IN-SERVICES & AWARENESSES

## Teachers Responses

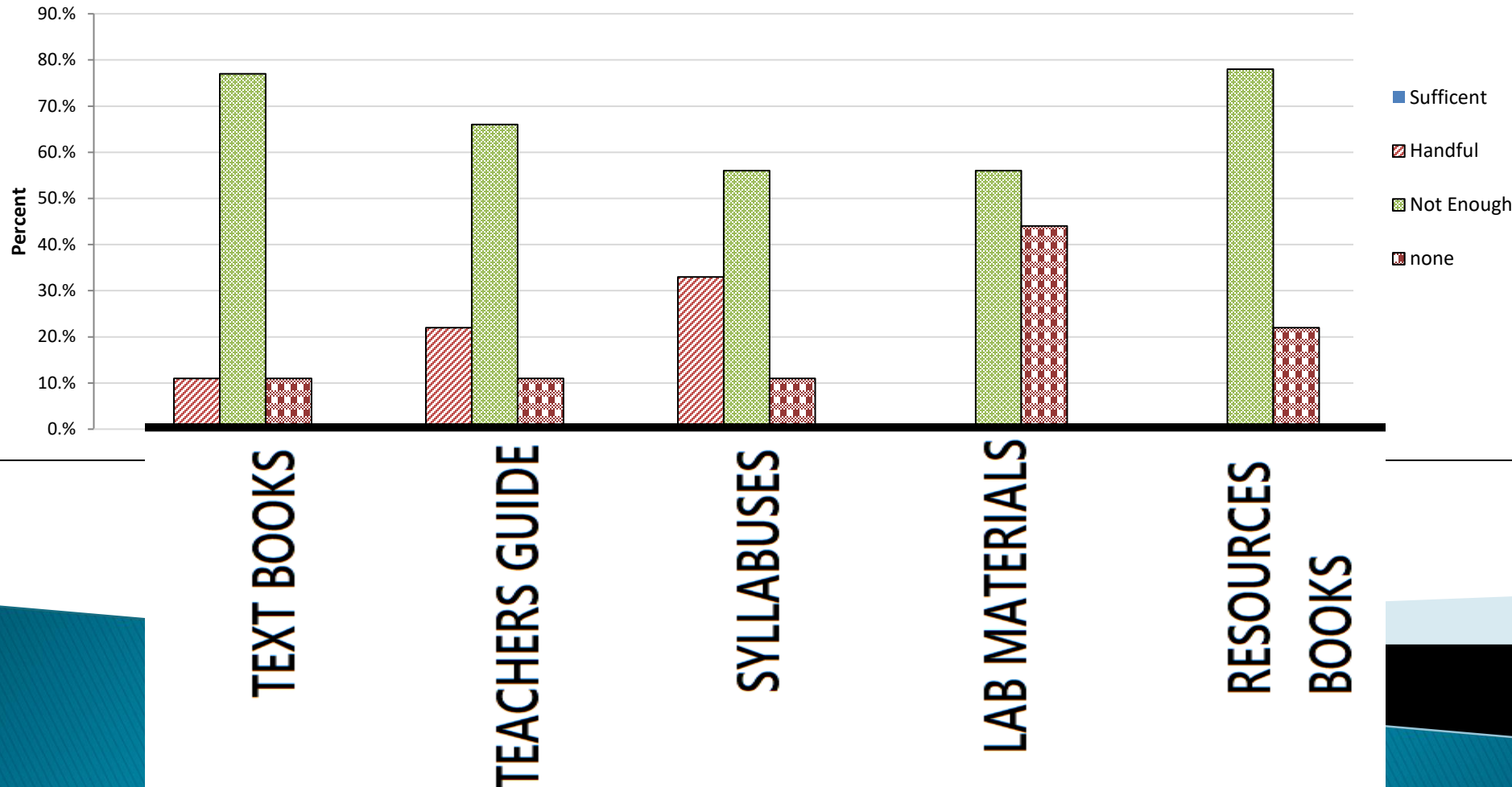
RESPONSES	Most often	Often	Seldom	None
<b>NDoE</b>	3%	6%	18%	<b>73%</b>
<b>PEB</b>	-	12%	30%	<b>58%</b>
<b>Head-teachers</b>	3%	6%	<b>61%</b>	30%

## ▶ ***HEAD-TEACHERS VIEW***

- ▶ *‘The government needs to fund more on SBC awareness and in-service training for teachers to cope with the curriculum changes’.*

# 2.SBC CURRICULUM MATERIALS

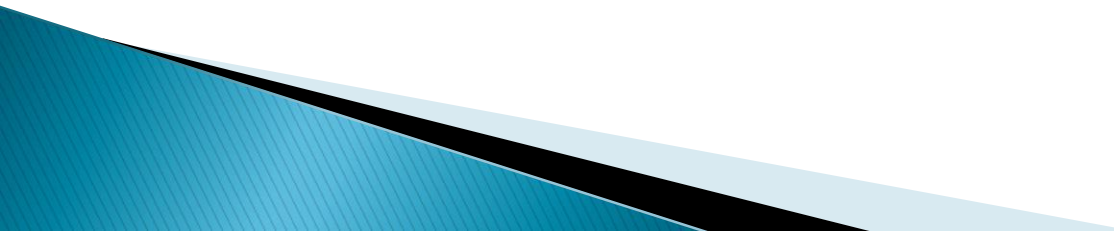
## TEACHERS RESPONSES





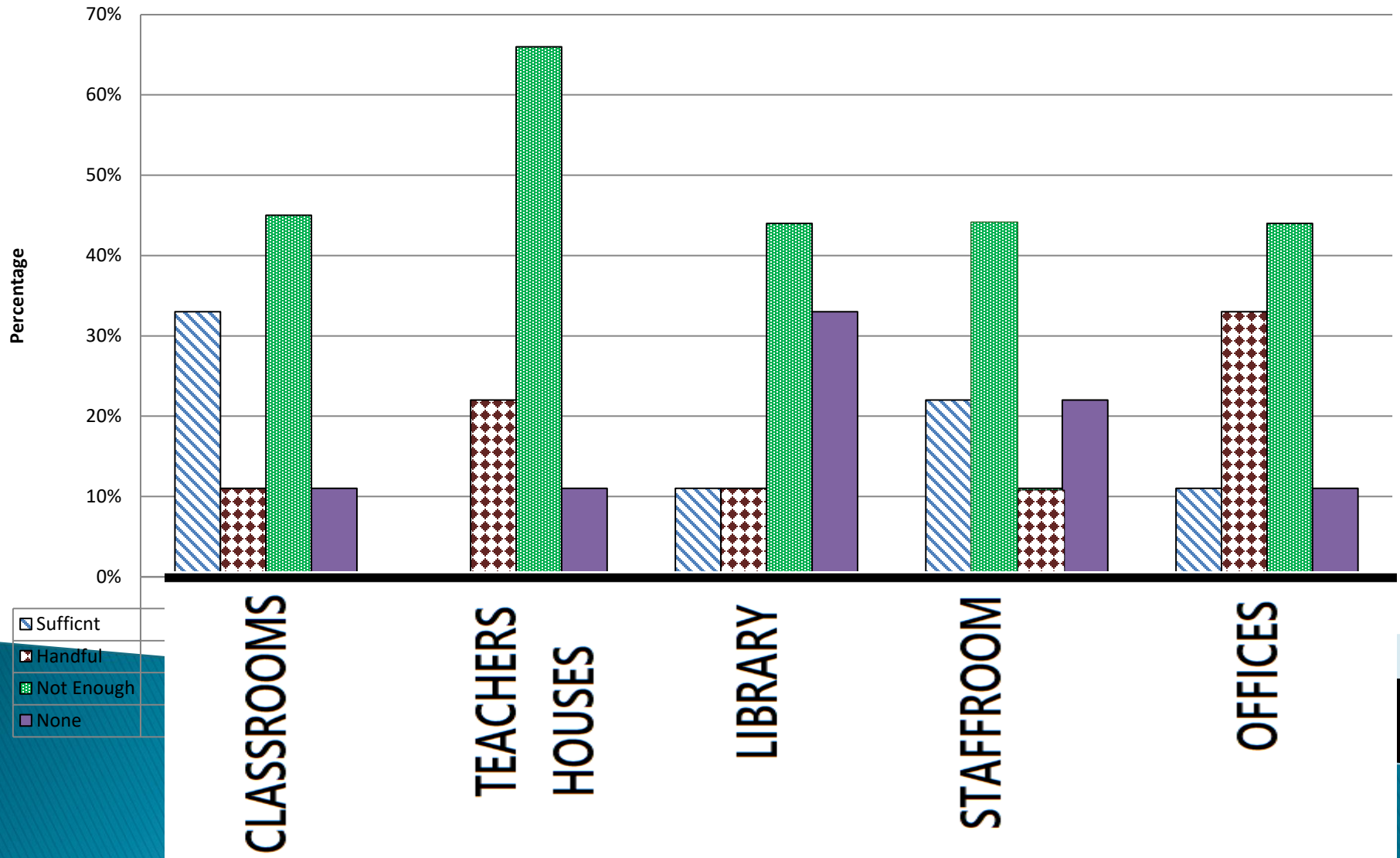
## **HEAD-TEACHERS' VIEW**

*‘We only have curriculum materials for grade three and grade four, the other grades not yet. Therefore, we are still using OBE materials in the upper primary grades’.*



# 3. SBC INFRASTRUCTURE

## TEACHERS RESPOSES

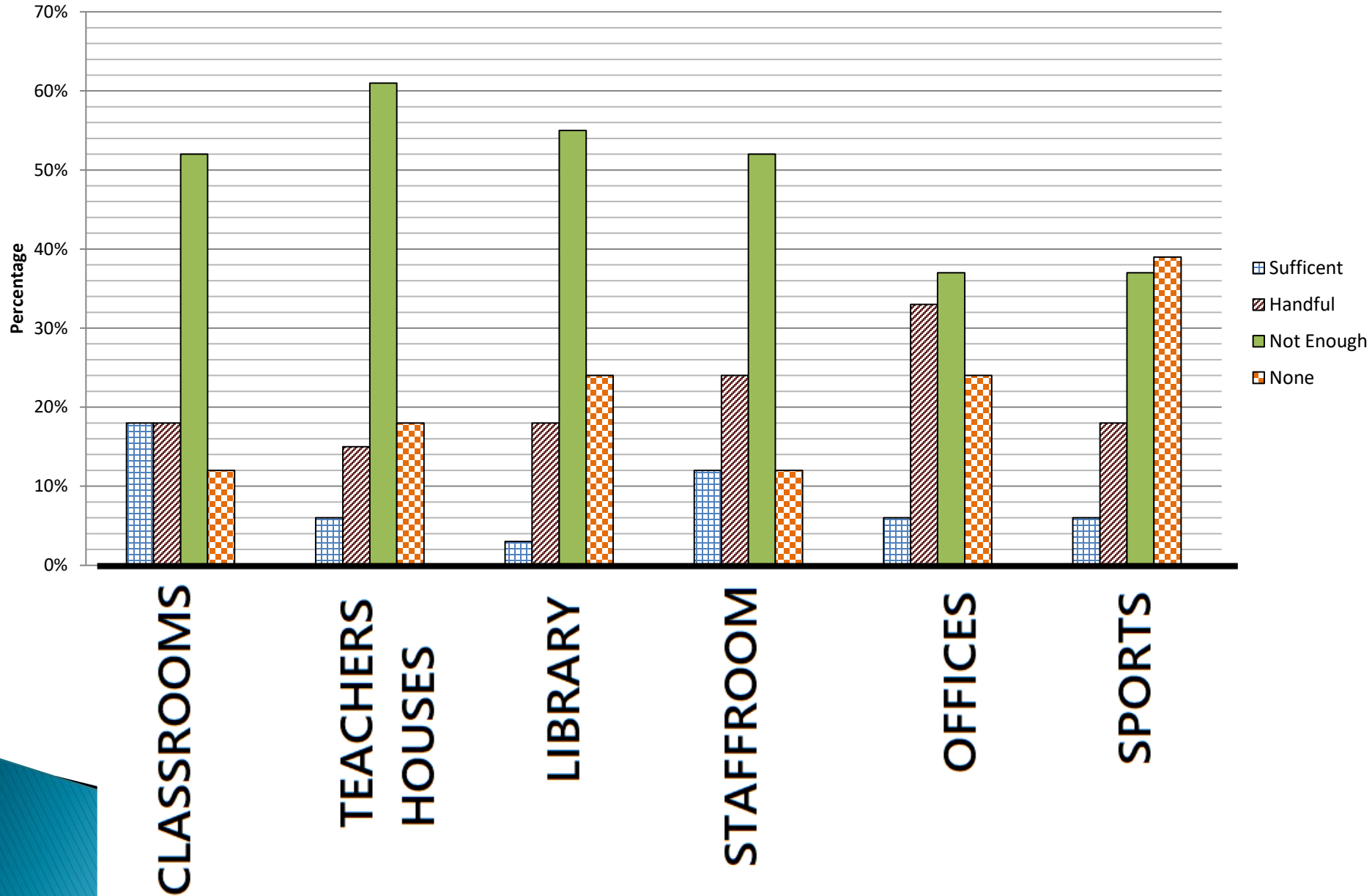


## ▶ ***HEAD-TEACHERS' VIEW***

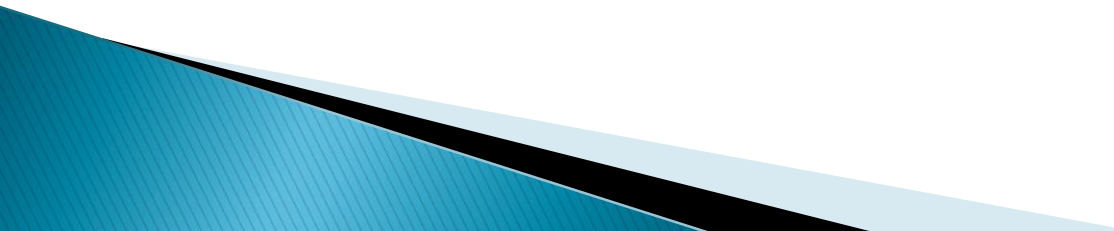
- ❖ ***'We have school buildings but we need more to cater for the increasing number of students every year.'***
- ❖ ***We will also face capacity problems with the new curriculum structure if we get grade ones and twos from the elementary schools in'.***

# 4. SBC FACILITIES

## TEACHERS RESPONSES



## ▶ **A HEAD TEACHERS' VIEW**

- ▶ *'We have insufficient facilities like tables, chairs and desks to cater for the SBC structure.'*
  - ▶ *Only if we get enough TFF and funds from local MPs we would buy more of those.'*
- 

# B: EXTERNAL FACTORS

## 1. Political Factors

Question	Teachers Responses			
	Strongly Agree	Agree	Not Sure	Disagree
	Per	Per	Per	Per
Government has been Politizing the PNG curriculum changes	42%	15%	6%	37%
Government is not strict with the SBC implementation	55%	18%	12%	15%
Provincial & Local MPs and are bias in funding some schools	9%	64%	21%	6%

# **A Head-teacher's view**


- ***‘Our Provincial and Local MPs do not help develop schools. Services are delivered only to the political supporters’.***



## 2. ECONOMIC FACTORS

QUESTION	Teachers Response			
	Strongly Agree	Agree	Not Sure	Disagree
	Per	Per	Per	Per
PNG is a developing country with insufficient funds from the national government	37%	30%	15%	18%
Local governments do not fund the curriculum implementation	58%	24%	12%	6%


# A Head-teachers views

- *'The government TFF is insufficient and there are no other available funds apart from that.'*
  - *Parents are also reluctant to pay project fees.'*
- 

# CONCLUSION

- ❖ It is concluded that most teachers are OBE trained teachers teaching.
- ❖ There were no training and awareness on SBC conducted in schools by NDoE, PEB & the Head-teachers due to lack of funds.
- ❖ Most schools lack availability of SBC curriculum materials, text books and facilities.
- ❖ Schools also lack sufficient infrastructure like classrooms, teachers houses, libraries and staffrooms.

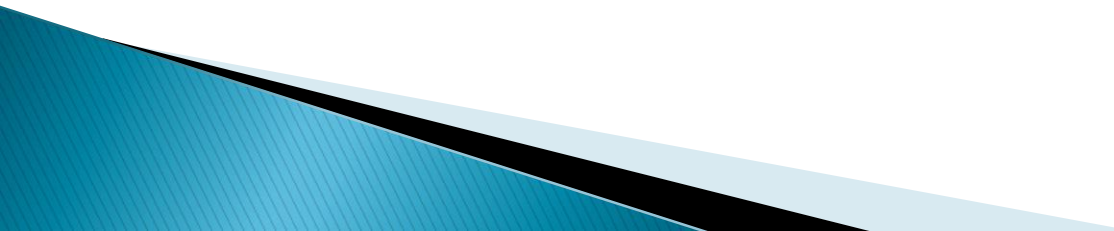
# RECOMMENDATIONS

- The National Government must increase budget on SBC implementation. It Should increase teachers pay (incentives), increase TFF, other Education grants and provide/develop appropriate curriculum materials.
  - The NDoE, PEB, BOG and school administrators should clearly understand their respective roles and responsibilities in implementing the SBC. They should provide SBC in-services and awareness and provide necessary curriculum materials to schools on timely basis.
  - Teachers as implementers must upgrade their teaching skills to SBC.
- 

# Limitations

- ▶ Due to time, finance and resources constraint, the study was limited to only three primary schools in Jiwaka Province.

## **Recommendation for Further Studies**

- ❖ **A similar research on SBC challenges can be conducted in Secondary/High Schools or in the Elementary schools. Even a cross country research on SBC implementation factors can be conducted.**
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# ACKNOWLEDGMENT

- PNG Update 2023 Organizing Team
- Australia National University
- University of Papua New Guinea
- University of Goroka– School of Education Research Centre
- Sponsors
- Supervisor Ms. Joy Asiure (UOG)
- My Immediate families for support



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**End of  
Presentation**

**Thank You**

# COMMENTS & QUESTIONS

