

TABLE OF CONTENTS

	Page
ABSTRACT	iii
ABSTRAK	iv
ACKNOWLEDGEMENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xii
Chapter	
I INTRODUCTION	1
Background to the Study	1
Need for the Study	3
The Statement of the Problem	4
Purpose of Study	4
Research Questions	5
Significance of Study	6
Definition of Terms	7
II REVIEW OF RELATED LITERATURE	9
Introduction	9
Educational Change	9
Models and strategies for educational change	10
Implementation studies	13
Evaluation of implementation change	13
The teacher and curriculum implementation.....	15

Identifying teachers' concerns and resistance to change	18
Intervention effects	18
The effect of Demographic Variables on Implementation	20
Implementation Studies in Malaysia	21
Conceptual Framework: The CBAM	24
Stages of Concerns	28
Levels of Use	31
III METHODOLOGY	36
Introduction	36
Research Design	36
Population and Sample	38
Instrumentation	39
Stages of Concern Questionnaire	39
The LoU Interview Protocol	42
Reliability and Validity of Instrument	45
Pilot Study	46
Collection of Data	47
Data Analysis	47
Limitations of Study	48
IV RESULTS OF THE STUDY	50
Introduction	50
Teachers' SoC about the Curriculum Innovation	50
SoC for the sample	51

SoC and gender	54
SoC and levels of teaching experience	58
SoC and location of school	61
Teachers' LoU about the Curriculum Innovation	64
LoU for the sample	64
LoU and gender	66
LoU and teaching experience	67
LoU and location of school	69
V CONCLUSION	71
Introduction	71
Summary of Findings	72
Teachers' concerns about the Geography curriculum Innovation	72
Teachers' use of the curriculum innovation	74
Implications	76
Recommendations	76
Intervention activities	77
Organizational arrangements	78
CBAM as a model for curriculum change	79
Suggestions for further research	80
REFERENCES	81

APPENDIXES	88
A Stages of Concern about the Innovation	88
B Levels of Use of the Innovation	89
C Statements on the Stages of Concern Questionnaire arranged According to stage	90
D Categories of Levels of Use	93
E1 Teacher Questionnaire in English	95
E2 Teacher Questionnaire in the Malay Language	100
F1 Levels of Use Interview Schedule in English	106
F2 Levels of Use Interview Schedule in the Malay Language	112
G Stages of Concern Raw Score-Percentile Conversion Chart for Stages of Concern Questionnaire	118