

The Influence of Teacher's Academic Qualifications on the Implementation of English Language Curricula in Public Schools in Aqaba Governorate, Jordan

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Abstract: This study aimed to find out the influence of teacher's academic qualifications on the implementation of English language curricula in public schools in Aqaba governorate. A descriptive survey design was utilized to fulfill the purpose of the study. 167 male and female English language teachers were purposively chosen from the government schools affiliated to the Ministry of Education in Aqaba governorate where the study population reached 240 teachers. The researcher used the questionnaire to collect data and the questionnaire consisted of (36) items distributed over six domains. The validity of the study instrument was confirmed by following the recommendations of the arbitrators. In addition to the fact that the reliability of the instrument was confirmed by conducting test- retest on a sample from outside the study sample. To analyze data, descriptive statistics were utilized. The findings of study showed that there are statistically significant differences at ($\alpha \leq 0.05$) in the execution of English language curricula due to teachers' academic qualifications. The researcher recommends that the Ministry of Education should qualify teachers to pursue their post graduate studies to improve teachers' quality of teaching. In addition to that, teachers should be keen on self- development to improve their classroom practices and their ability to carry out English language curricula.

Keywords: Curriculum implementation, academic qualification.

أثر المؤهلات الأكاديمية للمعلم على تنفيذ مناهج اللغة الإنجليزية في المدارس الحكومية في محافظة العقبة - الأردن

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المستخلص: هدفت هذه الدراسة إلى معرفة أثر المؤهلات الأكاديمية للمعلم على تنفيذ مناهج اللغة الإنجليزية في المدارس الحكومية في محافظة العقبة. تم استخدام المسح الوصفي لتحقيق الهدف من الدراسة. تم اختيار 167 معلماً ومعلمة للغة الإنجليزية قصدياً من المدارس الحكومية التابعة لوزارة التربية والتعليم في محافظة العقبة حيث بلغ مجتمع الدراسة 240 معلماً. استخدمت الباحثة الاستبانة لجمع المعلومات وتألقت الاستبانة من (36) فقرة موزعة على ستة مجالات. تم التأكد من صدق أداة الدراسة باتباع توصيات المحكمين بالإضافة إلى حقيقة أن موثوقية الأداة تم تأكيدها بإجراء اختبار - إعادة الاختبار على عينة من خارج عينة الدراسة. لتحليل البيانات، تم استخدام الإحصاء الوصفي. أظهرت نتائج الدراسة أن هناك فروقا ذات دلالة إحصائية عند مستوى ($\alpha \leq 0.05$) في تنفيذ مناهج اللغة الإنجليزية لصالح مؤهلات المعلمين الأكاديمية. توصي الباحثة بضرورة قيام وزارة التربية والتعليم بتأهيل المعلمين لمتابعة دراساتهم العليا لتحسين جودة التدريس لدى المعلمين. بالإضافة إلى ذلك، يجب أن يحرص المعلمون على التطوير الذاتي لتحسين ممارساتهم الصفية وقدرتهم على تنفيذ مناهج اللغة الإنجليزية.

الكلمات المفتاحية: تنفيذ المنهج، المؤهلات الأكاديمية.

Introduction.

The main variable in the execution of a curriculum is the teacher because he/ she translates the objectives, concepts, and topics in the curriculum into meaningful activities for the students (Garba, 2004). It has been perceived for quite a while that the teachers have a significant role in deciding and executing the educational program. They interpret and offer life to the curriculum, and translate curriculum aims into classroom practices (Norris, 1998). Teachers have been perceived as essential human resource and the absolute most significant component in the educational system, more significant than the nature of hardware and materials and the degree. Various studies have shown on the powerful impact that teacher may have on curriculum execution process. For example, Clark and Elmore (1981) reported that teachers adopt curricula to fit their knowledge, skills, abilities, priorities and classroom settings while Brophy and Good (1974) reported that teachers affect curriculum execution by deciding which subjects and activities are proper for their students. Any curriculum is at helpless before the teacher who will translate it in the classroom, Shalem & Pendlebury (2010).

Teacher's effect on the curriculum relies upon the teacher education as Hawes (1979) contended that there was no possible way in which curriculum implementation could be separated from the process of teacher education. The teacher in school interpreted the objectives and content in the curriculum plan and managed the learning circumstances through which aims are translated in to actual practice. Wainaina (1984) carried out a study on the issues that impact teachers in executing the primary curriculum. The study found that there was insufficiency of in-service of training for teachers and deficiency of related material for teacher.

Teacher training and in-service education are regarded significant elements in facilitating the execution of an innovation. The teachers' immediate job as execution specialists show that they get proper training and educating. It typically readies the teachers to manage arising difficulties and subsequently makes them capable. Fullan (1982) verbalized that the quality of education and learning rely fundamentally upon the competence of the teacher, since teachers are the critical implementers of the curriculum set up. The manner in which they have prepared, the degree of their specialization and the level of their personal initiative can unequivocally affect the accomplishment of curriculum execution.

Rice (2003) indicated that NCIB (No Child Left Behind) emphasizes the significance of having high quality teachers in each classroom. The Bush administration's proposal (2004) identified high qualified teachers and is based on the belief that the quality of teachers is crucial to achieve improved student performance. The call for quality teachers to carry out higher student achievement has never been more suitable than in the shadow of NCLB enactment. This enactment assumes that long periods of teaching experience, teacher certification, commitment in specific sorts of training courses and performance on standardized assessment are pointers for teachers of high quality.

It is necessary to ensure teachers' quantity and quality since the duty of carrying out curricula lies mainly on them, as their supply and competence coupled with the quality of educational leadership have been related to educational quality (Oduro, Dachi&Fertig, 2008). Teacher quality is a crucial variable in the performance of students as research has shown that the outcome of student's achievement is dependent on the quality of teacher (Rivking, Hanushek& Kain, 1998, cited in Tom-Lawyer (2015).

Reevs (2004) confirmed that the most important factor influencing student's performance is the quality of teacher. He stated the quality of the teacher is twice pretty much as significant as each and every other factor. According to Mkumbo (2012), it has been proven that the quality of teaching relies upon the qualification and experience of teacher, their level of motivation and working conditions. Teachers are the determinants of education quality as they are answerable for executing intended educational plans (Coombs, 1970, cited in Asiyal, 2013). High quality in education enhances high quality in the improvement of a country (Ajelayemi, 2005). This view was supported by Obadare (2011), who said that the development of any country relies to a great extent upon the quality of its education, which in turn depends on the academic and professional qualifications and professionalism of the teachers.

Teacher quality is an indicator of the significance of teacher training, Garret (2001) claimed that it was known that a professionally trained teacher has obtained the communication skills, professional attitudes, capacities, qualities and values needed to the execution of a curriculum. He explained that what teacher taught and the sort of techniques they utilized rely vigorously upon past training. Moreover, Hawes (1991) added that the teacher in the school was required to translate the learning objectives and content with in the curriculum and control the learning environment efficiently.

Review of Theoretical literature.

Effect of Teaching Experience on Curriculum Implementation

Teachers' academic qualifications show a significant but complex relationship to student result. Students gain more knowledge from teachers with high academic skills than teachers with week academic skills. Researchers have made observations about the significance of teachers' academic and professional qualification. For instance, Mosesti (2007) found that the effectiveness of any curriculum relies up on the teachers' qualities that are there to interpret the curriculum to practical instructional material in the classroom. On the other hand, Farrant (1988) observed that teachers with little or no training tend to utilize authoritarian and ineffective methods that make student view school as a repressive spot with little to enjoy and appreciate. This view was supported by Fisher (2006).

In developing countries, the teaching profession comprises of under qualified and qualified teachers. Teachers in the first two classifications usually register in courses to promote their qualifications and determine skills needed in their area of work. The results of many research studies have shown that

the teachers' qualifications identify their competence in the classroom. In a research conducted by Penue angler, Yamaguichi & Gallagher, (2007), it came out that the educational attainment of teacher influences their classroom performance. Likewise, professional/ academic qualifications of the teachers impact their classroom competence. In that research, it was found that teacher with qualifications would in general partner and submit themselves more to curriculum execution prerequisites, similarly, Bishop (1986) revealed that for teachers to be able to educate others he should himself be educated. According to Penuel, Fishman, Yamaguichi & Gallagher (2007), the issues of professionalism and non-professionalism are firmly connected to teacher's qualification. The professional and unprofessional teacher also respond to curriculum execution in an assortment of ways. For Penuel et al. (2007) teachers disregard, deny, receive, and adjust the official curriculum. They contended that teacher qualification influence curriculum execution.

Prior studies had indicated the relation of students' performance with the teacher's academic qualifications for examples the studies of Ferguson & Gilpin (2001), Newstrom & Davis (2002) and Metzeler & Ludger (2010). This view was also reaffirmed by Akinfe, Olofinniyi & Fashiku (2012). They found that the role of professionally qualified- trained teachers was an important teacher quality which upgraded the academic achievement of the students. Without a doubt the success and quality of any educational system depend on the quality of teachers input into a system. Everything in the education system must start and end with students. Schools do not exist for teachers or administrators. They are also not there for parents, business or government. They are there for students. Numerous studies also showed that teacher quality is the focal in student performance. This is the most inquiry was explored by Darling-Hammond (2000), Milanouski (2004) and Rockoff (2004). All of these studies had the same findings that significantly affect the students' performance. Teacher characteristics such as education, and preparedness coursework are the variables that numerous researchers pay a lot of attention to.

Statement of the Problem:

The teacher plays a key role in the process of implementing the curricula so he/ she needs academic preparation before and during service so that qualifies him/ her to improve teaching practices and thus execute the curricula in an effective manner. The researcher noted through her personal experience in the field of teaching and administration and through her knowledge of the educational reality of English language the impact of many factors related to the teacher on the execution of the English language curricula such as the academic qualifications. The researcher personally noticed the impact of this factor on her ability to carry out the English language curricula in a better way. She also noticed through her work in the field of administration the effect of teachers' qualifications on improving the ability of teachers to implement English language curricula so this study came to try to find out the

influence of the academic qualifications variable on the implementation of English language curricula in public schools in Aqaba governorate.

Purpose of the Study

The study was to investigate the influence of teacher's academic qualifications on the implementation of English language curricula in public schools in Aqaba governorate, Jordan.

Question of the Study

The main question for this study was the influence of teacher's academic qualifications on the implementation of English language curricula in public school in Aqaba governorate, Jordan. The sub-question was as follows:

Does the implementation of English language curricula differ according to teachers' qualifications (bachelor or less, higher diploma or more)?

Significance of the Study

This important of the current study is summarized in the following:

- The current study may be a new addition to the scientific research and Arab studies related to the subject of teachers' academic qualifications and their impact on the process of implementing the curricula and improving their classroom practices.
- It may benefit those in charge of the educational process with new information that helps them to develop the implementation of English language curricula.
- It may help the decision makers to reconsider the qualifications of teachers to improve their performance and their ability to carry out the curricula.
- This study may open the way for many new studies that are concerned with the subject of this study.
- It may help teachers to develop themselves to be able to carry out the curricula effectively.

Limitations of the Study

- Spatial limits: governmental schools affiliated to the Ministry of Education in Aqaba governorate.
- Human Limitation: Male and female English language teachers in public schools in Aqaba governorate who were chosen purposively.
- Time Limitation: This study was carried out in the academic year (2020- 2021).

Study Hypothesis

The hypothesis of this study was

There is no significant relationship between teacher's academic qualification and the implementation of English language curricula.

Review of Empirical Literature

There are many studies related to the influence of teacher's academic qualifications on curriculum implementation. Following are the empirical studies:

Kinyua (2012) conducted a study aimed at investigating the effect of teacher's academic qualifications among other factors on the implementation of integrated Kiswahili curriculum in public secondary schools in Nkuene division. The sample of the study comprised of 68 respondents (34 teachers, 17 head teachers and 17 heads of department). The study adopted purposive sampling techniques. Questionnaires and interview schedule were used to collect data. The study adopted the descriptive survey design. The findings of the study showed that teacher's academic qualifications affect the execution of integrated Kiswahili curriculum. The researcher recommended that during the teachers' studying in colleges and university, Kiswahili curriculum should be taught to teachers as integrated course to prepare them to teach in secondary schools. He also recommended that the Ministry of Education and the schools administration should organize frequent in service course for teachers so as to the skills needed in the execution of the integrated Kiswahili curriculum schools whenever the curriculum is reviewed.

Owusu and Yiboe (2013) carried out a study aimed at exploring the teacher's qualification among other factors as predictor of the implementation of the senior high school (SHS) French curriculum in Ghana. The sample of this study comprised of (21) French teachers, representing 45% of entire French teacher population in the Western region of Ghana and they were purposively chosen and surveyed. The study utilized a simple descriptive survey design. Questionnaire was used to collect data. The findings revealed that teacher qualification was found to be the best predictor of curriculum implementation. The researcher recommended that the Ministry of Education should qualify teachers who are already in the teaching service but do not have the necessary qualifications to improve their ability to carry out curriculum effectively.

Linnet (2014) carried out a study to investigate the effect of teacher's academic qualification among other factors on the implementation of Integrated English Curriculum (IEC) in public secondary schools in Ekerengo Division. The study adopted a descriptive survey design. The sample of the study comprised of 49 respondents (10 head teachers, 10HoDs and 29 English language teachers) who were sort using purposive sampling for the study in EKerengo division. Questionnaire and interview schedule were utilized to collect data. Descriptive statistics was used to analyze data. The findings of the study revealed that teachers' academic qualifications influence the performance of the students in English and also influence the effective execution of Integrated English Curriculum. However, in-service training has

been organized despite the fact that majority of the teachers still find a trouble in carrying out IEC. The study therefore recommended that the Ministry of Education should organize more training together with involvement of teachers in development of new curriculum and set books to guarantee that there is no great difficulty for students and that there additionally relevant to curriculum. The Ministry of Education should also guarantee that English is only taught by qualified teachers so as to ensure that students are taught all pertinent curriculum concepts and effective execution.

Kigwilu and Githinji (2015) conducted a study to examine the influence of teacher's qualifications among other factors to effective implementation of Artisan and Craft courses in community colleges in Nairobi, Kenya. The study adopted the mixed methods research design. The sample comprised of twenty-four Artisan and Craft teachers and four directors of community colleges. The questionnaires and interviews guides were utilized in data collection. Quantitative data were analyzed using descriptive statistics while qualitative data were analyzed and presented in form of narratives and direct quotations. The findings of the study indicated that teacher's qualification had a high influence on the execution of Artisan and Craft curriculum. Based on the findings, the researcher recommended employment of more qualified teachers, and building the ability of teachers to guarantee that they can carry out the Artisan and Craft curriculum effectively.

Adikinyi (2017) conducted a study that aimed at investigating the influence of teacher's qualification among other factors on the implementation of (C.R.E) Christian Religious Education Curriculum in public secondary schools in Westland Sub Country. The study adopted a descriptive survey design. The sample size was comprised of a total of 417 respondents who were sort using both purposive and simple random sampling technique. Questionnaire and interview schedule were utilized to collect data. Descriptive statistics was used to analyze both quantitative and qualitative data. The findings of the study indicated that most of teachers had sound academic qualifications.

From the findings, the researcher recommended that for effective execution of Christian Religious Education Curriculum, the teachers' competence degree must be developed. In addition to that, the Ministry of Education and other educational stake holders should guarantee regular in- service training for every one of the teachers of C.R.E to promote the ongoing improvement of teachers.

Rahaman (2018) conducted a study focusing on the factors affecting teachers' implementation of the Communicative Language Teaching (CLT) curriculum in secondary schools in Bangladesh. The objective of the study was to investigate teacher characteristics such as qualifications among other factors that influence to carry out the curriculum. The sample of the study comprised of eight teachers and they were chosen based on a purposive sampling method. The study used mixed methods research design. Semi-structured interviews, classroom observation and document analysis of curriculum, assessment, and teaching materials were utilized to collect data. The findings of the study revealed that numerous factors like, needs of classroom teachers, complexities regarding the mismatch of teaching syllabus and material

with evaluation, unequipped classrooms, and quality of teacher have challenged teachers to execute CLT as it was expected in the curriculum of Bangladesh. The findings indicated that several factors were affecting the curriculum to be executed through the teachers' practice of CLT in the classroom. The study suggested some recommendations to guarantee the effective execution of CLT curriculum. The Ministry of Education should change the scenario of the classroom needs for example, reducing the huge class size to a smaller size, expanding class time to permit activities in the classrooms, and resourcing classroom with technologies to guarantee effective execution to the curriculum. In addition to that teachers should be qualified to empower them to carry out Communicative Language Teaching (CLT) curriculum.

The findings of the previous studies indicated the impact of teachers' academic qualifications on the implementation of the curricula. The researcher benefited from the previous studies in many aspects such as choosing the study design, building a study tool, questionnaire, and defining its areas and items, constructing the theoretical framework of the study, knowing the appropriate procedures for the study and identifying the suitable type of statistical treatments. What distinguishes this study from the previous studies is that the present study was carried in a completely different environment from the previous studies. In addition to that this study presented theoretical literature and an instrument that can be used to conduct other studies that deal with variables other than the one that dealt with the current study.

Design of the Study

Descriptive survey design was used in this study because of its suitability to achieve the purpose of the study.

Population of the Study

According to statistics that the researcher got from the Education Directorate of Aqaba which confirmed that the number of English language teachers in the governorate is 66 males and 174 females so the population of the current study included 240 English language teachers.

Sample of the Study

The researcher has selected 167 English language teachers purposively to take part in this study (119 females and 48 males).

Instrument of the Study

The researcher utilized questionnaire to fulfill the purpose of this study. The number of the questionnaire's items was (36) items. The questionnaire consisted of two sections: the first one is the demographic section which included information about teacher's gender, age, years of experience, training courses and qualification. The next section of the questionnaire was divided into six domains

(content, objectives, educational activities, educational aids, teaching methods and evaluation. The participants were asked to choose the suitable answer from five Likert scale.

Validity of the Instrument

The questionnaire was presented to twenty-one arbitrators with expertise and competence in different Jordanian universities in addition to a number of educational supervisors and teachers in the Directorate of Education in Aqaba to arbitrate it. All the opinions of the arbitrators were taken until the questionnaire appeared in its final form.

Reliability of the Instrument

The researcher used test- retest to ensure the reliability of the questionnaire. Twenty English language teachers were chosen from different public schools in Aqaba governorate to take part in the pilot study and they were not included in the main sample. The pilot study was conducted during the second semester of the year 2021 in of the English language teachers in Aqaba governorate. The questionnaires were distributed again on the same teachers after two weeks. Then the Pearson Correlation Coefficient was calculated between their estimates both times. The values in the table underneath were considered appropriate to guarantee the reliability of the study instrument.

Table (1) Test - Retest of the Scale of Curriculum Implementation

| Domains | Test-retest |
|---------------------------------|-------------|
| Content | .881 (**) |
| Outcomes | .946 (**) |
| Educational activities | .887 (**) |
| Educational aids | .824 (**) |
| Teaching methods | .936 (**) |
| Evaluation | .784 (**) |
| Curriculum implementation scale | .901 (**) |

** Correlation is significant at the 0.01 level (2-tailed).

The researcher utilized Cronbach alpha to guarantee the reliability of the scale. Cronbach's alpha was ranged between (0.81-0.95), which is an acceptable result as shown in the table (2) below.

Table (2) The Reliability Level for Curriculum Implementation Scale

| N | Domains | Cronbach alpha |
|---|------------------------|----------------|
| 1 | Content | 0.82 |
| 2 | Outcomes | 0.83 |
| 3 | Educational activities | 0.83 |
| 4 | Educational aids | 0.81 |

| N | Domains | Cronbach alpha |
|---|---------------------------------|----------------|
| 5 | Teaching methods | 0.82 |
| 6 | Evaluation | 0.82 |
| | Curriculum implementation scale | 0.95 |

Data Collection

Online questionnaires were distributed to all male and female English language teachers and the reminders were sent by the researcher to increase the number of respondents to the study instrument.

Data Analysis

Data were analyzed using the statistical analysis to guarantee the validity and the reliability of the information in the present study.

Findings

The findings of the study question which states that " Does the implementation of English language curricula differ according to teachers' qualifications (bachelor or less, higher diploma or more)?"

To find out whether there are statistically significant differences ($\alpha \leq 0.05$) in the means of the implementation of English language curricula due to teachers' qualifications, t-test analysis was conducted and the results are shown in table (3)

Table (3) T-test Results of the Implementation of English Language Curricula According to Teachers' Qualification Variable

| Domains | Academic Qualification | N | Mean | Std. Deviation | T | DF | Sig. (2-tailed) |
|---------------------------------|------------------------|-----|------|----------------|--------|-----|-----------------|
| Content | Bachelor or less | 140 | 4.11 | .482 | -2.011 | 165 | .046 |
| | Higher diploma or more | 27 | 4.31 | .389 | | | |
| Outcomes | Bachelor or less | 140 | 4.09 | .515 | -2.795 | 165 | .006 |
| | Higher diploma or more | 27 | 4.38 | .389 | | | |
| Educational activities | Bachelor or less | 140 | 4.00 | .492 | -2.288 | 165 | .023 |
| | Higher diploma or more | 27 | 4.24 | .515 | | | |
| Educational aids | Bachelor or less | 140 | 4.08 | .480 | -.956 | 165 | .340 |
| | Higher diploma or more | 27 | 4.17 | .488 | | | |
| Teaching methods | Bachelor or less | 140 | 4.00 | .497 | -1.801 | 165 | .074 |
| | Higher diploma or more | 27 | 4.18 | .421 | | | |
| Evaluation | Bachelor or less | 140 | 4.29 | .462 | -1.999 | 165 | .047 |
| | Higher diploma or more | 27 | 4.48 | .391 | | | |
| Curriculum implementation scale | Bachelor or less | 140 | 4.09 | .414 | -2.336 | 165 | .021 |
| | Higher diploma or more | 27 | 4.29 | .365 | | | |

The findings from table (3) indicate that there are statistically significant differences at ($\alpha \leq 0.05$) in the implementation of English language curricula due to teachers' qualifications in all variables except for educational aids and teaching methods, in favor of higher qualification. This implies that the execution of English language curricula is greatly influenced by the teacher's academic qualifications. The success of executing English language curricula depends on the preparedness of the teachers. This therefore means that there is need to ensure that the teachers are well prepared.

Conclusion.

The findings of the study indicated that there were significant differences between the implementation of English language curricula and teachers' academic qualifications in all the domains except educational aids and teaching methods. This implies that the academic qualification as a variable can be described as an effective factor in determining the degree of implementation English language curricula. Based on this result, it can be said that academic qualification of the teachers influences their effective classroom implementation of the curriculum and the teachers with higher qualification lead to associate and commit themselves more to curriculum execution and in turn influence the students achievement and this was asserted by Bishop (1986), Moseti (2007) and Penule angler, Yamaguichi & Gallagher (2007).

This result can be attributed that the teachers with higher academic qualifications are more knowledgeable, efficient and effective in carrying out curricula due to the additional knowledge and skills they received during their university studies and higher studies that helped them to improve their classroom practice. This result can be also attributed that the higher qualified teachers are exposed to discussions, seminars, university researches and conferences based on dialogue and discussion which help to understand things better which reflect on their classroom practices and their ability to implement curricula. This is also due to the fact that these teachers are able to harmonize the minds and emotions of their students in classroom and this produces better academic performance.

The findings also showed that there were no differences in the execution of English language curricula due to teachers' qualifications in the domains of educational aids and teaching methods. The reason of the absence of significant differences regarding the domain of teaching methods to the lack of educational supervisors providing teachers with expertise and modern methods for teaching English language curricula. In addition to that the teachers find it easy the use of traditional methods of teachings that do not require time and effort to prepare for them. In addition to that the teachers' fear of trying new educational methods because they believe that this will delay them from completing the curriculum on time or student don't comprehend it and so on. This result can be also attributed to the large number of students in the classroom with the limited space and class time, all of this constitutes a hindrance to the teachers and limits the possibility of applying modern teaching methods in teaching English language. In

addition to teachers' lack of knowledge of everything new in the field of teaching methods and their lack of awareness of the importance of using them and their positive impact on the process of carrying out the curriculum.

The reason for the absence of significant differences in the domain of educational aids can be explained in the light of the large teaching burden on the teacher and the many other tasks that prevent the preparation of educational aids that constitute a support for the educational curriculum implementation process, in addition to the teachers' lack of awareness of the effectiveness of using educational aids in executing English language curricula. The reason can be also due to the weak capabilities in preparing the educational aids and this is due to the lack of availability of material resources for the school and the lack of necessary experiences for teachers to use of educational aids or problems related to the classroom time and availability of places designated for the use of educational aids. The reason may also due to the lack of training of teachers during their university studies to design and produce educational aids and modern technologies.

The result of the first question is in line with the result of Owusu and Yiboe (2013) whose study revealed that teacher's qualification was found to be the best predictor of curriculum implementation. Moreover, studies of Kigwiln and Githinji (2015), Adikinyi (2017) and Rahaman (2018) also match the results of the current study.

The findings of the study indicate that there are statistically significant differences at ($\alpha \leq 0.05$) in the implementation of English language curricula according to teachers' academic qualifications in all the fields except for educational aids and teaching methods, in favor of higher qualification.

It is obvious that teachers' academic qualifications influence the execution of English language curricula. Thus, the successful implementation of the curricula requires qualified teachers and the good teachers are the most valuable of any educational system as confirmed by Shalem & Pendlebury (2010). It is also clear that the English language teachers at Aqaba governorate had the required academic qualifications to carry out the curricula.

Recommendations of the Study.

Through the findings of the study, the researcher recommends the following:

1. Concerted efforts should be made by the Ministry of Education in the appointment of qualified teachers who play a key role in the execution of English language curricula and in turn the students achievement.
2. The Ministry of Education should help teachers to sustain what they have learned from their training through regular supervisory activities.

3. Officials in the Ministry of Education should reduce the teaching burden on the teachers and give them sufficient time to enable them to innovate and develop their abilities to execute English language curricula.
4. The Ministry of Education should qualify teachers to pursue their post graduate studies such as Post Graduate Diploma in Education, Master's and Doctoral degrees in English/ Education. This will help to improve teachers' quality of teaching and consequently improve the performance of students.
5. The Ministry of Education should hold training courses for teachers to train them to use modern teaching methods and produce appropriate educational aids to benefit from them in carrying out English language curricula.
6. Teachers themselves should constantly seek to update their knowledge and skills throughout their teaching career to increase their ability to execute English language curricula.

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