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Investigating Difficulties Encountered by Sudanese Secondary Schools in Implementing National Curriculum Policy

تقصى الصعوبات التي تواجه المدارس الثانوية في تنفيذ سياسة المنهج القومي بالسودان

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Abstract:

This study aimed at Investigating Difficulties Encountered by Sudanese Secondary Schools in Implementing National Curriculum Policy. The researchers have adopted descriptive analytical method. A questionnaire has been used as primary tool for collecting the data of the study. The sample of the questionnaire is consisted of (70) English language teachers. The researcher applied a chi-square test to analyze and verify the hypotheses. The results of the questionnaire have shown that lack of adequate facilities such as classroom halls, libraries, laboratories, physical and material resources and poor learning environment, negatively affect the implementation of National curriculum policy. The study recommends that schools should be provided with adequate facilities needed to implement the National Curriculum policy successfully.

مستخلص

هدفت هذه الدراسة الى تقصى الصعوبات التي تواجه المدارس الثانوية بالسودان في تنفيذ سياسة المنهج القومي. تبنى الباحثون المنهج الوصفي التحليلي. تم استخدام الاستبانة كوسيلة اساسية لجمع بيانات الدراسة. تتكون عينة الاستبانة من عدد (70) من معلمي اللغة الانجليزية. طبق الباحثون اختبار كاي لتحليل وتحقيق الفرضيات. اوضحت

نتائج الاستبانة بان افتقار المدارس للتسهيلات مثل المكتبات والمعامل والبنية التعليمية الضعيفة تؤثر سلبا على تنقذ سياسة المنهج القومي. اوصت الدراسة بضرورة تزويد المدارس بالتسهيلات المناسبة لتنفيذ سياسة المنهج القومي.

Key word: National Curriculum Policy, school environment, adequate facilities,

Introduction

Curriculum implementation entails putting into practice the officially prescribed courses of the study, syllabuses and subjects the process involves helping the learners to acquire knowledge or experience. It is vital to note that curriculum implementation cannot take place as the learner acquires the planned or intended experience, knowledge, skills, ideas and attitudes that are aimed to enabling the learner to function effectively in society.

Curriculum is the way content is designed and developed. The process includes the structures, organization, and balance of the materials. Curriculum implementation therefore, refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to learners.

The implementation of the curriculum did not merely involve the direct and straight forward application of plans. It was a dynamic organizational process that was shaped over time by interaction between projects, goals and method and the institutional setting. However, my observation as an educator is that teachers are still using the traditional method of teaching, where a teacher is regarded as the only source of information and the learners as the vessels that need to be filled with knowledge or learning materials. Teachers must be willing to apply new approaches and make materials contribution to the new curriculum implementation.

For educators to be self-motivated and committed to their objectives, the mutual relationship between teachers should be promoted, all stake holders should be involved in planning the curriculum, and there should be opportunities for growth and more innovative and effective teaching methods. What becomes clear is the need for teacher education and for educators to grasp the challenges and opportunities to assert their power over shaping the curriculum process that will produce competent, confident teachers

Aims and scope of the study:

This study aims to investigate difficulties of implementing NCS at Sudanese secondary schools in Khartoum state. The scope of the study is limited to secondary school students in, Sudan, Khartoum state. The study was carried out in Sudanese secondary school, Khartoum state, in the academic year 2021 – 2023. The sample of the questionnaire is composed of 70teachers

Statement of the study problem

Due to challenges experienced by educators such as inadequate resources, financial constraints and lack of training, curriculum implantation has proved problematic to the culture of teaching

and learning in various Sudanese secondary schools. If left unaddressed, these matters will have far-reaching consequences not only for our education system but also for the type of skills learners be produced and for the economic growth of the country. Currently, some of the educators in our schools were not trained or oriented in terms of the NCS. In addition, some of the educators who are currently employed were not oriented on the implementation of the NCS.

Significance of the Study

The researcher expects that this study will give some contribution in English language teaching and learning. There are several significance contributions gained from this study. They are as follows:

- 1.The findings of this study will help reviewing curriculum implementation in schools.
- 2.The recommendations made in this study would add knowledge and provide a basis for other researchers, conferences and debates on National Curriculum implementation.
- 3.The study provides an understanding of the NCS.
- 4.The study explores teachers' experience of curriculum implementation and the problem that face them in the process.
- 5.The study increases knowledge with regard to National Curriculum implementation.

Objectives of the research

This study tries to achieve the following objectives

- 1.To identify how the implementation of National Curriculum Statement (NCS) is hampered by poor resources at the secondary schools.
- 2.To discover how much teachers at secondary schools are capacitated and trained in order to make implementation of the National Curriculum Statement successful.
- 3.To find out how far the school is supported socially, economically, and politically in the implementation of the NCS.

Research Questions

The present study will provide answers to the following questions.

1. To what extent is the implementation of NCS hampered by poor resources of the school?
2. To what extent are EFL teachers capacitated and trained in order to make the implementation of NCS successful?
3. To what extent is the school supported socially, economically, and politically in the implementation of the NCS?

Research Hypotheses

The study has the followings as its hypotheses

1. The implementation of NCS at secondary schools is hampered by poor resources of the school.
2. EFL teachers at secondary schools are capacitated and trained enough in order to make the implementation of NCS successful.
3. Secondary school is not adequately supported socially, economically, and politically in the implementation of the NCS.

Design of the Study

This study adopted both quantitative and qualitative research method. The aim of such mixed method is to provide qualitative and quantitative interpretive data obtained from questionnaire and interview administered to both students and teachers.

The Tool of the Study

This study employs two tools for collecting data. Interview and questionnaire.. The interview is well prepared to examine the experts' view about implementing the national curriculum statement. In analyzing the experts' interview, the researcher uses statistical package of social science program (SPSS). The questionnaire was designed for English language teachers. The researcher also uses statistical package for social sciences program (SPSS).

Teachers' Questionnaire

The questionnaire is designed to English language teachers at secondary schools level. The sample has been randomly chosen. The questionnaire consists of 30 closed-ended statements. The questionnaire is divided into three main domains, each domain has ten statements.

Population of the questionnaire

The population of the questionnaire is English language teachers teaching at secondary schools in Khartoum state. They were chosen randomly. Their qualifications ranged from bachelor degree holders to PhD holders.

Sample of the questionnaire

The sample of the questionnaire consists of (70) English language teachers. They were selected randomly, thirty-five of them are male and other thirty-five are female.

Validity of the questionnaire

To assess the validity of the questionnaire, the researcher first designed the questionnaire, showed it to the main supervisor then passed it English language specialists as judges. The judges of the questionnaire were three teachers with different years of experiences. All of them have PhD degrees. They were asked to check the questionnaire in terms of face, content and construct validity. They all suggested and recommended changes by adding, editing and

omitting some items. Finally the researcher designed the final draft after making the necessary changes.

Reliability of the questionnaire

In order to assess the reliability of the teachers' questionnaire, the researcher administers attest retest on a sample of 10 teachers who are taken from the population. The interval between the two tests was two weeks. Their tests were corrected and the researcher calculates the reliability of test through person's product moment formula. The correlation between the two tests was which is very high internal contingency coefficient. This is a very appropriate for the reliability of the questionnaire for the purpose of the study.

Background of the National Curriculum Statement (NCS)

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner to acquire knowledge or experience. It is vital to note that curriculum implementation cannot take place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society (University of Zimbabwe 1995:8).

Curriculum is the way content is designed and developed. The process includes the structure, organization, and balance of the materials. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to learners (University of Zimbabwe 1995:9). Curriculum 2005, which was S's version of outcomes-based education (OBE), was introduced in 1997. It was appropriately accused of being jargon-ridden and inaccessible in its discourse. Its procedures for designing learning programs were complex and sophisticated. This was partly due to poorly and over-hasty introduction of the new curriculum into schools, without teachers being sufficiently prepared for outcomes-based pedagogy, including continuous assessment. Teachers went through in-service training to equip them but even this was inadequate. Because of the lack of capacity in the provinces in most schools to implement major changes as proposed, the government scaled down its plans to implement the new curriculum to Grade 1 from the outset. Because of these flaws and inadequacies, a review committee was established to look at possibilities of refining Curriculum 2005 and this led to the introduction of the National Curriculum Statement (NCS), which was a refined version of outcomes-based education (Christie 1999:279). The implementation of the new curriculum did not merely involve the direct and straight-forward application of plans. It was a dynamic

organizational process that was shaped over time by interactions between projects, goals and methods and the institutional setting (Gultig et al 2002:183). However, my observation as an educator is that teachers are still using the traditional method of teaching, where a teacher is regarded as the only source of information and the learners as the vessels that need to be filled with knowledge or learning material. Teachers must be willing to apply the new approach and must be able to articulate their ideas so as to make a meaningful contribution to the new curriculum implementation. Morris (2002:15) indicates that for educators to be self-motivated and committed to their objectives, the mutual relationship between teachers should be promoted, all stakeholders should be involved in planning the curriculum, and there should be opportunities for growth and more innovative and effective teaching methods. What becomes clear is the need for teacher education and for educators to grasp the challenges and opportunities to assert their power over shaping the curriculum process that will produce competent, confident teachers (Kruss 2009:22). The NCS for Grades 10-12 (General) represented a policy statement for learning and teaching in schools located in the Further Education and Training (FET) band. The document.

10-12 (General) represented a policy statement for learning and teaching in schools located in the Further Education and Training (FET) band. The document stipulated policy on curriculum and qualifications in Grades 10-12. The NCS for Grades 10-12 (General) was comprised of several documents which were to be read together: an Overview document, the Qualifications and Assessment Policy Framework Grades 10-12, and the Subject Statement. The Overview described the philosophical underpinning of the curriculum and explained why it was necessary to replace Curriculum 2005. The Qualification and Assessment Policy Framework (DoE, 2003) aimed at providing a mechanism through which learner achievement of the Further Education and Training exit-level Learning Outcomes and Assessment Standards were recognized at schools, provincial and national levels and found acceptance globally in Higher Education and the world of work. This document outlined the requirements and rules for the award of the Further Education and Training Certificate (FETC).

a. The Principles of the NCS

The NCS Grades 10-12 (General) stipulated Learning Outcomes and Assessment Standards and also spelt out the values that underpin the constitution of the Republic of South Africa (Act 108 of 1996). The NCS Grades 10-12 was developed with the aim of giving expression to the values of democracy, human rights, social justice, equity, non-racism, non-sexism and ubuntu. According to the Department of Education Policy Framework (DoE 2003;2) the NCS was based on the following principles:

- Social transformation
- Outcomes-based education
- Integration and applied competence
- Progression
- Articulation and portability
- Human rights, inclusivity, environmental and social justice
- Valuing indigenous knowledge systems
- Credibility, equality and efficiency.

The NCS built its Learning Outcomes for Grades 10-12 on the Critical and Developmental Outcomes that were inspired by the constitution and developed through a democratic process (DoE 2003:3). The **Critical Outcomes** required learners to be able to

- identify and solve problems and make decisions using critical and creative thinking;
- Work effectively with others as members of a team, group, organization and community;
- organize and manage themselves and their activities responsibly and effectively;
- collect, analyze, organize and critically evaluate information;
- communicate effectively using visual, symbolic and or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation.

The **Developmental Outcomes** required learners to be able to

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

According to the NCS document (DoE, 2003:6), learners who emerged from the Further Education and Training band were expected to demonstrate achievement of the Critical and Developmental Outcomes listed earlier in this document. Subjects in the Fundamental Learning component collectively promoted the achievement of the critical and developmental outcomes, while specific subjects in the Core and Elective Components individually promoted the achievement of particular Critical and Developmental Outcomes. In addition to the above, learners emerging from the Further Education and Training band must have access to, and

succeed in, lifelong education and training of good quality; demonstrate an ability to think logically and analytically as well as holistically and laterally; and be able to transfer skills from familiar to unfamiliar situations. Furthermore, the Department of Education (2003:6) indicated that all teachers and other educators were key contributors to the transformation of education in South Africa. The NCS Grades 10-12 (General) visualized teachers who were qualified, competent, dedicated and caring. They fulfilled the various roles outlined in the Norms and Standards for the Educators (DoE 1996). As stated above, these included mediators of learning; interpreters and designers of learning programs and materials; leaders, administrators and managers; scholars, researchers and lifelong learners; Community members, citizens and pastors; and subject

b. Structure and Features of the NCS Grades 10-12 (School)

The NCS Grades 10-12 (Schools) consisted of an overview document as well as subject statements. These subject statements provided a guide to requirements and expectations for each grade, as well as the key features of the subject and the learning outcomes and assessment standards. According to the NCS (DoE 2003:6), the curriculum provided the following subject groupings demarcated into Learning fields to help with learner subject combinations: Languages (fundamentals); Arts and Culture; Business, Commerce, Management and Services Studies; Manufacturing, Engineering and subject combinations: Languages (fundamentals); Arts and Culture; Business, Commerce, Management and Services Studies; Manufacturing, Engineering and Technology; Human and Social Sciences and Languages; and Physical, Mathematical, Computer, Life and Agricultural Sciences

2.5 Challenges

The NCS came into being as a way of improving the quality of the Curriculum (C2005). The Ministerial Review Committee chaired by Linda Chisholm confirmed that C2005 had weaknesses that made it difficult for educators to implement it. According to Chisholm (2000:18-21), the weaknesses ranged from a skewed curriculum structure, lack of alignment between curriculum and assessment, low quality of learning and teaching support materials, time frames that were unmanageable and unrealistic, inadequate teacher orientation and training to limited transfer of learning into classroom practice. It seems that the ANC government was too hasty in its implementation of the curriculum policy to eradicate racism and sexism from the syllabus (*Sunday Times*, 4 June 2000: 22). It was hoped that those weaknesses were being identified and removed through the production of the NCS documents for Grades 10-12. De Clercq (1997:140-144) argues that educators with a poor teaching and professional background, limited resources and working in difficult environments find it

virtually impossible to improve their professional performance through this form of outcomes-based curriculum. The argument is appropriate, given the fact that the RNCS (Revised National Curriculum Statement) was more complicated than the previous content-based curriculum. However, the problem of limited resources and poor professional background remained a challenge to be explored. Jansen (1998:323) maintained that the language of innovation associated with outcomes-based education was too complex, confusing and at times contradictory. On the contrary, the language in the NCS had been simplified and its design features reduced so that educators could understand it better and give it meaning through their classroom practice. Although the RNCS had been simplified, its paper-work was likely to multiply the administrative burdens placed on educators. Jansen (1998:328) was of the opinion that outcomes-based education trivialized curriculum content. Learners did not learn outcomes in a vacuum. Thus, curriculum content was regarded as a critical vehicle for giving meaning to a particular set of outcomes. The implementation of the NCS took place on an unequal basis between the previously advantaged schools and previously disadvantaged schools: the previously disadvantaged schools have poorly qualified educators, a lack of parental support and little, if any, access to the private sector, which made it difficult to implement OBE. In addition, Kraak (1998:49) criticizes OBE for its disregard for the centrality of the curriculum and the need for professionally trained and motivated teachers. The previously disadvantaged schools need more financial support and well-trained educators to implement the NCS successfully

Nurturing the new patriotism or affirming a common citizenship was one of the strategies expressed in the NCS to familiarize young South Africans with the values of the Constitution (DoE 2004:3). The question arises: to what extent does the NCS address the issue of common citizenship at the primary school level? The concept does not appear as a learning area or in one of the learning outcomes in the policy document. However, it was understood that a curriculum embodying citizenship principles could also be compatible with principles of non-racism, non-sexism and democracy which were among the entitlements of common citizenship. Common citizenship, democracy and civic responsibility should be taught as part of an attempt to build a citizenship ideal which incorporates different communities as equal citizens with equal rights. Another challenging factor of the NCS is that educators were expected to select appropriate learning content and develop a curriculum. The reality was ignored that some teachers did not have the skills, the resources or the time to develop learning content. Curriculum development is a specialized activity and there is a need to inform educators about

what they should be teaching in each learning program in each grade (*Educare*, 2008:86). The question was: to what extent did the learning outcomes in the NCS specify the sequence of core concepts, content and skills to be taught and learnt in each learning program at each grade level? Minister of Education, Angie Motshekga, presenting the national budget speech in Parliament in 2009, identified these challenges and also outlined strategies to reduce teacher frustration and eliminate constraints of curriculum implementation by teachers and emphasized the benefit of curriculum implementation. The Minister appointed a task team to review the implementation of the NCS — the NCS Implementation Task Team (ITT). There were five areas under investigation: curriculum policy and guideline documents; transition between grades and phases; assessment, particularly continuous assessment; LTSM, particularly textbooks; and teacher support and training (for curriculum implementation). Research has consistently shown that South African learners lack substantial problem-solving and creative abilities (Kruss 2009:22). The new curriculum was chosen to improve the quality of South African Education. It was LTSM, particularly textbooks; and teacher support and training (for curriculum implementation). Research has consistently shown that South African learners lack substantial problem-solving and creative abilities (Kruss 2009:22). The new curriculum was chosen to improve the quality of South African Education. It was knowledge no longer matched the new demands of the changed curriculum. The NCS represented a paradigm shift from content-based teaching and learning to an outcomes-based one for which they were not adequately prepared. The reality was that there were some major problems with the implementation process of the new curriculum in Sudan, of which the inadequate training of teachers to teach in an outcomes-based manner and the lack of financial resources to train these teachers efficiently and effectively were the most important (Chisholm, 2000:4-12)

Challenges Facing other Countries

Curriculum as a set of education plans should be prepared and adapted based on the learning situation and future demand. In Indonesia, the government took a careful step by implementing the concept of a school-based curriculum in order to deal with the main educational problems, such as the demand for teachers and schools to be skilled and trained. (Mulyasa 2006:52). Amongst others, the step gave authority for schools to arrange, improve or develop and evaluate their curriculum by considering social, cultural, financial, and local potentials; as well as society's needs, results and other aspects that affect the education process in the school or in the area where the curriculum was applied. Tadesse et al (2007:63) indicate the following challenges of the school-based curriculum: inadequate supervision, time mismatch with school calendar, lack of financial and material support, and negative attitudes of teachers towards the

new curriculum. The problems Tadesse highlights are similar to those experienced in Limpopo Province (Vhembe District), where the procedures for developing a learning program were complex; hence the need for better prepared educators, many of whom, especially in the previously disadvantaged groups, were inadequately prepared for basic teaching, let alone comprehending the new curriculum process. NCS implementation favors well-resourced schools with well-qualified teachers. In South Africa, the NCS was implemented without considering the contextual changes needed to make the strategy effective.

Materials and methods:

This study was carried out at Sudan University of science and Technology with English language teachers at different Sudanese secondary schools in Khartoum state. A purposive sample used for this study includes (70) teachers. This is a quantitative research method.

The researcher bases inquiry on the assumption that collecting data form questionnaire best provides an understanding of research problem. This study used a quantitative research design comprising quantitative method and technique during data collection analysis because the researcher wanted to come up with rich information which would improve the validity and reliability of the overall finding. Quantitatively, the study used questionnaire with secondary school teachers, a questionnaire was administered to English language teachers at different Sudanese Universities.

Results and discussion:

The researcher used the questionnaire as the main tool for collecting the data related to this study. The researcher has designed a questionnaire to English language teachers at different Sudanese universities to find out their opinion towards the impact of morphological aware on developing students' vocabulary. The tables and the percentages below illustrate what has been stated above.

The analysis of the questionnaire in relation to the hypothesis

Table (1) adequate facilities such as classroom hall, libraries, laboratories and playing fields are prerequisite for successful implementation of NCS at secondary schools

Answer	Number	Percent
Strongly Agree	40	57.1%
Agree	25	35.7%
Not sure	0	0.0%
Disagree	3	4.3%
Strongly Disagree	2	2.9%
Total	70	100%

It is clear from the above table (1) that there are (40) respondents in the study's sample with percentage (57.1%) strongly agree with “adequate facilities such as classroom hall, libraries, laboratories and playing fields are prerequisite for successful implementation of NCS at secondary schools” There are (25) respondents with percentage (35.7%) agree with that and (0) respondents with percentage (0.0 %) are not sure. and (3) respondents with percentage (4.3%) disagree, while (2) persons with percentage (2.9%) strongly disagree.

Table No (4.2) The availability of resources, funds, training and positive school climate are equally important for the success of NCS implementation at secondary schools

Answer	Number	Percent
Strongly Agree	35	50.0%
Agree	30	42.9%
Not sure	0	0.0%
Disagree	2	2.9%
Strongly Disagree	3	4.3%
Total	70	100%

It is clear from the above table (2) that there are (35) respondents in the study's sample with percentage (50.0%) strongly agree with “**The availability of resources, funds, training and positive school climate are equally important for the success of NCS implementation at secondary schools** ”. There are (30) respondents with percentage (42.9%) agree, and (0) respondents with percentage (0.0%) are not sure and (2) persons with percentage (2.9%) disagree, while (3) respondent with percentage (4.3%) strongly disagree.

Table No (4.3) lack of necessary physical and material resources, negatively affects the implementation of NCS at secondary schools

Answer	Number	Percent
Strongly Agree	28	40.0%
Agree	27	38.6%
Not sure	5	7.1%
Disagree	3	2.3%
Strongly Disagree	7	10.0%
Total	70	100%

It is clear from the above table. (3) That there are (28) respondents in the study's sample with percentage (40.0%) strongly agree with “**Maintaining lack of necessary physical and material resources, negatively affects the implementation of NCS at secondary schools.** “. There are (27) respondents with percentage (38.6%) agreed with that and (5) respondents with percentage (7.1 %) are not sure. and (3) respondents with percentage (2.3%) disagreed, while (7) respondents with percentage (10.0%) strongly disagree..

Table No (4.4) financial constraints and lack of training hinder the implementation of NCS at secondary schools

Answer	Number	Percent
Strongly Agree	40	57.1%
Agree	25	35.7%
Not sure	0	0.0%
Disagree	2	2.9%
Strongly Disagree	3	4.3%
Total	70	100%

It is clear from the above table. (.4) that there are (40) respondents in the study's sample with percentage (57.1%) strongly agree with “**financial constraints and lack of training hinder the implementation of NCS at secondary schools students’ vocabulary** “. There are (25) persons with percentage (35.7%) agree with that and (0) respondents with percentage (0.0 %) were not sure. and (2) respondents with percentage (2.9%) disagree, while (3) respondents with percentage (4.3%) strongly disagree.

Table No (4.5) physical structure of school building and interaction between the students and the teacher, affects the implementation of NCS at secondary schools

Answer	Number	Percent
Strongly Agree	20	28.6%
Agree	40	57.2%
Not sure	0	0.0%
Disagree	5	7.1%
Strongly Disagree	5	7.1%
Total	70	100%

It is clear from the above table (5) that there are (20) respondents in the study's sample with percentage (28.6%) strongly agree with “**physical structure of school building and interaction between the students and the teacher, affects the implementation pf NCS at secondary schools**“. There are (40) respondents with percentage (57.2%) agree with that, and (0) respondents with percentage (0.0 %) are not sure. and (5) respondents with percentage (7.1%) disagreed, while (5) respondents with percentage (7.1%) strongly disagree.

Table No (4.6) poor school learning environment, negatively affects the implementation of NCS at secondary schools

Answer	Number	Percent
Strongly Agree	40	57.1%
Agree	25	35.7%
Not sure	0	0.0%
Disagree	2	2.9%
Strongly Disagree	3	4.3%
Total	70	100%

It is clear from the above table (6) that there are (40) respondents in the study's sample with percentage (57.1%) strongly agree with “**poor school learning environment, negatively affects the implementation of NCS at secondary schools** There are (25) respondents with percentage (35.7%) agreed with that and (0) respondents with percentage (0.0 %) were not sure. and (2) respondents with percentage (2.9%) disagree, while (3) respondents with percentage (4.3%) strongly disagree.

Table No (4.7) source of school funds affect the implementation of NCS at secondary school

Answer	Number	Percent
Strongly Agree	27	38.6%
Agree	32	45.7%
Not sure	7	10.0%
Disagree	3	4.3%

Strongly Disagree	1	2.9%
Total	70	100%

It is clear from the above table (7) and that there are (27) respondents in the study's sample with percentage (38.6%) strongly agree with **“source of school funds affect the implementation of NCS at secondary school”** There are (32) respondents with percentage (45.7) agree with that and (7) respondents with percentage (10.0 %) are not sure.and (3) respondents with percentage (4.3%) disagree, while (1) respondents with percentage (2.9) strongly disagree.

Table No (4.8) cognitive and met-cognitive skills are essential in ensuring the implementation of NCS at secondary schools

Answer	Number	Percent
Strongly Agree	20	28.6%
Agree	40	57.2%
Not sure	0	0.0%
Disagree	5	7.1%
Strongly Disagree	5	7.1%
Total	70	100%

It is clear from the above table (8) that there are (20) respondents in the study's sample with percentage (28.6%) strongly agree with **“cognitive and met-cognitive skills are essential in ensuring the implementation of NCS at secondary schools”**. There are (40) respondents with percentage (57.2%) agree with that and (0) respondents with percentage (0.0 %) are not sure. and (5) respondents with percentage (7.1%) disagree, while (5) respondents with percentage (7.1%) strongly disagree.

Table No (4.9) lack of teaching materials at secondary schools, hamper the implementation of NCS.

Answer	Number	Percent
Strongly Agree	40	57.1%
Agree	25	35.7%
Not sure	2	2.9%
Disagree	3	4.3%
Strongly Disagree	0	0.0%
Total	104	100%

It is clear from the above table (9) that there are (40) respondents in the study's sample with percentage (57.1%) strongly agree with” **lack of teaching materials at secondary schools, hamper the implementation of NCS** ". There are (25) respondents with percentage (35.7%) agree with that and (2) respondents with percentage (2.9 %) were not sure. and (3) respondents with percentage (4.3%) disagree, while (0) respondents with percentage (0.0%) strongly disagree.

Discussion:

The results of present study concluded that implementing national curriculum statement helps student master English as a foreign language. So , implementing the policy of national curriculum statement has positive effect on students performance in English language

The data collected was analyzed in relation to the hypothesis of the study. The data was collected via questionnaire which had been administered to English language teachers at Sudanese secondary schools in Khartoum State.

Having analyzed and compare the results with the main hypothesis, the results have shown that factors such as school environment, school buildings, materials available, affects the implementation of the NCS at secondary schools .

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