



**Implementation of Cambridge Curriculum Challenge and Opportunities
at Hellenic Greek International School in Addis Ababa**

By

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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE STUDIES

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

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**Thesis Submitted to the Department of Educational Planning and
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Declaration

This is to certify that the thesis prepared by Meseret Mesele entitled as “**Implementation of Cambridge Curriculum Challenges and Opportunities at Hellenic Greek International School, Addis Ababa**’ and submitted to the department of educational planning and management presented in partial fulfillment of the requirements for the degree of master of arts in educational leadership and management complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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ACRONYMS/ABBREVIATIONS

ACSO	Authority for Civil Society Organizations
AS	Advanced Subsidiary
CBC	Competency –Based Curriculum
HGIS	Hellenic Greek International School
HR	Human Resource
IDS	Industrial Development Strategy
IGCSE	International General Certificate of Secondary Education
ILO	International Labor Organization
MOE	Ministry of Education
MUN	Model United Nation
PDQ	Professional Development Qualification
PTSF	Parent Teacher Student Forum
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
STISA	Science Technology and innovation Strategy for Africa
TVET	Technical and Vocational Education and Training
UCLES	University of Cambridge Local Examinations Syndicate
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

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Table of Contents

ACRONYMS/ABBREVIATIONS.....	iii
Acknowledgments.....	iv
List of Tables	viii
ABSTRACT.....	x
CHAPTER ONE.....	1
1. INTRODUCTION	1
1.1 Background of the Study	2
1.2 The statement of the problem	3
1.3 Basic Research questions	4
1.4. Objectives of the Study.....	4
1.4.1. General Objective	4
1.4.2 Specific Objectives	5
1.5 Significance of the Study	5
1.6 Scope/Delimitation of the Study.....	5
1.7 Limitations of the Study.....	6
1.8 Organization of the Study	6
1.9. Definitions of Key Terms	6
CHAPTER TWO	7
2. REVIEW OF THE RELATED LITERATURE	7
2.1 Concept of Curriculum	7
2.2. Competency-Based Curriculum (CBC)	9
2.3. The Cambridge Curriculum	10
2.4. Cambridge Curriculum and the Leadership Standard Domains	12
2.4.1. Leadership values and attributes.....	14
2.4.2. School culture and environment	14
2.4.3. Leadership skills and practices	15
2.4.4. Innovation and improvement through leadership.....	15
2.4.5. Community engagement.....	15
2.5. The structure and organization of the Cambridge School Leader Standards.....	16
2.6. Leadership styles that support the Cambridge Curriculum.....	17
2.6.1. Instructional Leadership	17
2.6.2. Transformational Leadership.....	18

2.6.3. Strategic Leadership	19
2.7. Cambridge Teacher Standards	19
2.7.1. Teaching Philosophy and Characteristics	20
2.7.2. Educational Setting and Dynamics	20
2.7.3. Educational Approaches and Practices	20
2.7.4. Educational Innovation and Advancement	21
2.7.5. Stakeholder Involvement	21
2.8. Curriculum Implementation	21
2.8.1. Cambridge curriculum subjects in different levels	22
2.8.2. Teacher Training:	27
2.8.3. Cultural Relevance	28
2.8.4. Classroom Overcrowding:	29
CHAPTER THREE	31
3. RESEARCH DESIGN AND METHODOLOGY	31
3.1. Introduction	31
3.2. Research Design and Methods	31
3.3. Source of Data	31
3.3.1. Primary Source of Data	31
3.3.2. Secondary Source of Data	32
3.4. Sampling	32
3.4.1. Target Population	32
3.5. Data Collection Instruments	35
3.5.1. Questionnaire	35
3.5.2. Interview	36
3.5.3. Observation	36
3.5.4. Document Analysis	36
3.6. Procedures of Data Collection	36
3.7. Techniques of Data Analysis	37
3.8. Ethical Consideration	38

CHAPTER FOUR	39
4.1. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	39
4.2. Demographic Characteristics of Respondents	39
CHAPTER FIVE	86
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	86
5.1 Summary	86
5.2. Conclusions	89
5.3 Recommendations	90
Reference	94
Appendix -1	97
Appendix -2	104
Appendix -3	108
Appendix -4	113
Appendix -5	115
Appendix -6	117
Appendix -7	119
Appendix -8	121

List of Tables

Table 1: Cambridge Curriculum Subject Offerings by Educational Level from Lower Secondary, IGCSE, AS & A Levels	27
Table 2. Sample population and size distribution and sapling technique	34
Table 3: Demographic information of teachers	39
Table 4. Items based on practices of the school leadership	42
Table.5. Items based on practices of professional development or training	52
Table-6. Items based on resource requirements.....	56
Table-7. Items based on classroom overcrowding	59
Table-8. Items based on school culture, language and environment.....	61
Table-9. Demographic information of students	65
Table-10. Items based on effectiveness of curriculum implementation	69
Table-11. Items based on opportunities for students	76
Table-12. Items based on challenges in curriculum implementation	80

Figures

Figure 1: The five domains of cambridge school leaders	13
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ABSTRACT

The purpose of this study was to assess the implementation of the Cambridge Curriculum—its challenges and opportunities—at Hellenic Greek International School, Addis Ababa, and to determine possible solutions for the challenges faced. Data was collected using questionnaires and interviews, and both qualitative and quantitative data analysis methods were employed. The statistical data were processed using the Statistical Package for Social Sciences (SPSS Version) (2025), with tools such as frequency, percentage, mean, and standard deviation used for analysis.

The findings revealed that the implementation of the Cambridge Curriculum at Hellenic Greek International School presents notable opportunities for academic growth globally and career readiness. However, challenges persist, including inclusivity issues, resource constraints, and gaps in professional development. While the teaching workforce is experienced and stable, strategies to attract younger professionals, promote gender diversity, and support advanced qualifications are crucial for sustainability. Leadership practices demonstrate moderate effectiveness but are hindered by gaps in clarity, monitoring, and feedback mechanisms. Classroom overcrowding, limited access to instructional resources, outdated facilities, and inadequate technology further hinder curriculum delivery and student engagement. To enhance implementation, it is recommended to promote professional development through tailored training programs, mentorship initiatives, and collaborative learning platforms. Improved resource allocation, including investments in technology, specialized facilities, and adaptable classroom environments, is critical. Addressing cultural and language barriers, fostering experiential learning opportunities, and incorporating student feedback into decision-making processes can create a more inclusive and engaging learning environment. Furthermore, leadership stability, enhanced teacher support, and innovative scheduling strategies are essential to ensuring the curriculum's long-term impact on students' academic success and holistic development.

Key words: Cambridge Curriculum Implementation, Academic Growth, Career Readiness, Inclusivity Issues, Resource Constraints, Professional Development, Leadership Practices, Student Engagement

CHAPTER ONE

1. INTRODUCTION

The Greek Community of Addis Ababa-Ethiopia was founded in 1910. At that time a Primary School was started with donations from the Community members. The Greek-speaking mixed semi-gymnasium of the Community (the first 3 classes of the sixth grade high school) was opened in 1944. Its recognition by the Greek State was granted in 1947 by the Decree 2, Government Gazette 152/24-07-1947, Vol. By the year 1950, all three upper grades were created and thus the semi-gymnasium became a full sixth-grade Gymnasium, which was recognized as equal to the Gymnasiums of the Greece by Decree 5, Government Gazette 177/17-08-1950, vol. The "old" school was built under the presidency of Mr. George Kalogeropoulos and was located in the center of the town around Bole Olompia. With a curriculum and teaching staff that came from the Ministry of Education of Greece. These schools were attended by Greeks and Cypriots from Ethiopia and the wider East African region. The New Greek Community Schools were built under the presidency of Athanasios Michos on a plot of 33,000 square meters.

Athanasios Mihos, Michael Zekos and Nicholas Diamantas, whose names the school community buildings bear, undertook their construction. In 1961, the Community completed the construction of three school buildings within the community's own land, the "Michio High School", the "Zekio Elementary School" and the "Diamanteio Kindergarten". Since 1985 an English section has been established and has been operating successfully alongside the Greek schools, with approximately 1,000-1,300 foreign students of about 52 nationalities (initially non-Ethiopians and children of diplomatic and administrative staff of African and other countries based in Addis Ababa), who are taught Greek from grade 1 to grade 6 .

Later, the Ethiopian Ministry of Education allowed Ethiopian students to enroll as well. The English School section is considered one of the best in the Ethiopian capital. In the English section, the English curricula of the University of Cambridge, which has recognized the Greek Community School as an official examination center for the IGCSE, A/S and A-levels international diplomas, are applied.

This chapter deals with the background of the study, statement of the problem, research questions, significance of the study, delimitation of the study, limitations of the study, definition of key terms and organization of the study.

1.1 Background of the Study

The Cambridge curriculum offers several advantages for African countries like Ethiopia, providing a robust framework for education that can help students thrive both locally and globally. Here are some key benefits. One of the major opportunities of the Cambridge curriculum is internationally recognized, meaning that qualifications earned through this curriculum are valued by universities and employers worldwide. This can open up more opportunities for students in the global job market. The other one is the curriculum is known for its rigorous academic standards, which ensure that students receive a high-quality education. This can help bridge educational gaps and elevate the overall quality of education in the country.

Most importantly the Cambridge curriculum promotes a curiosity-driven approach to education, instilling a passion for lifelong learning in students. This mindset is crucial for continuous personal and professional development. It also provides educators with a range of resources and support materials, helping them deliver high-quality education regardless of their background or location.

The Cambridge curriculum has grown out of a British system of education, which divides the system into four parts – Cambridge Primary, Cambridge lower secondary, Cambridge upper secondary, and Cambridge advanced. Together, they are called the Cambridge pathway – for a child to grow into a responsible, skillful, world-worthy worker and citizen. (IJECA (International Journal of Education & Curriculum Application) Journal homepage: <http://journal.ummat.ac.id/index.php/IJECA> ISSN 2614-3380 | Vol. 8, No. 1, April 2025 <https://doi.org/10.31764/ijeca.v8i1.28205>)

A highly flexible and adaptive system, the Cambridge curriculum lets you pursue your local boards of education but also implement the Cambridge pathway. Both inspiring and challenging, it rewards students with an inquisitive mind and helps the more challenged ones to grow personally and think on their own.

The implementation of the Cambridge curriculum at Hellenic Greek International School (HGIS) presents both challenges and opportunities in the scope of international education. The Cambridge Curriculum is renowned for its rigorous standards and comprehensive approach to learning, designed to prepare students for higher education and global citizenship. However, its successful implementation requires effective leadership, adequate resources, and well-prepared teachers.

1.2 The statement of the problem

For my research title on "The implementation of Cambridge curriculum challenges and opportunities in the case of Hellenic Greek International School," the problem statement focus on the implementation of the Cambridge curriculum at Hellenic Greek International School (HGIS) presents numerous challenges and opportunities that impact the quality of education provided. Despite the recognized benefits of the Cambridge curriculum, such as its global recognition and rigorous academic standards, its successful adoption at HGIS faces obstacles related to resource allocation, infrastructure, and teacher preparedness. Limited financial resources, inadequate infrastructure, and insufficient professional development for teachers that hinder the effective execution of the curriculum. Implementing a curriculum that is heavily based on English can be difficult for students who are not fluent in English. This can affect their comprehension and performance. The book is written for native speakers, thus when students from non-native or other schools join HGIS, they encounter difficulties. Adapting to new assessment methods and standards can be difficult for both teachers and students. Ensuring that assessments are fair and accurately reflect student learning is crucial. Maintaining student motivation and engagement can be challenging, especially if students find the curriculum content unreliable or too challenging.

These challenges, if not addressed, could compromise the educational outcomes and overall student experience at HGIS. This study aims to explore these challenges and opportunities, providing insights and recommendations to enhance the implementation process and ensure the curriculum's success. Ultimately, the problem statement sets the foundation for the research by clearly articulating the issues at hand and the importance of the study in finding solutions and making improvements.

Mkandawire, (2010), identified in his study that one of the major problems faced in the implementation of curriculum is inadequate teaching and learning materials. Likewise, Kabiru (2024) found out in his study that the misalignment between intended and implemented curricula was a challenge in the implementation of the Cambridge curriculum.

To the knowledge of the researcher, there isn't any study conducted on the implementation of Cambridge Curriculum in the context of Hellenic Greek International School in Addis Ababa. Therefore, the researcher believes that this study can contribute to closing the existing research gap.

1.3 Basic Research questions

The study attempted to answer the following basic questions:

1. What leadership practices contribute to the successful implementation of the Cambridge Curriculum?
2. What does the implementation of Cambridge curriculum at Hellenic Greek International School look like?
3. What are the prevailing opportunities for students attending Cambridge Curriculum at Hellenic Greek International School?
4. What are the challenges faced by Hellenic Greek International School in the implementation of Cambridge curriculum?
- 5 How do professional development programs influence teachers' ability to effectively implement the Cambridge Curriculum at Hellenic Greek International School?

1.4. Objectives of the Study

1.4.1. General Objective

The overall objective of this study is to explore the challenges and opportunities associated with the implementation of the Cambridge curriculum at Hellenic Greek International School.

1.4.2 Specific Objectives

The specific objectives of this study are:

- To explore the implementation of the Cambridge Curriculum at Hellenic Greek International School, examining its alignment with established standards and practices.
- To examine the opportunities available to students attending the Cambridge curriculum at Hellenic Greek International School.
- To identify the key challenges encountered in the implementation of the Cambridge curriculum at Hellenic Greek International School.

1.5 Significance of the Study

The study aims to offer valuable awareness into the implementation of the Cambridge Curriculum at Hellenic Greek International School (HGIS). It holds particular significance for several reasons. By identifying the challenges and opportunities, the study can help improve the overall quality of education at HGIS, leading to better academic outcomes for students. Observation into effective resource allocation can guide school administrators to maximize the utilization of available resources. Understanding infrastructure challenges can inform future development plans, ensuring that facilities meet the needs of the Cambridge Curriculum. Evaluating professional development programs can highlight areas for improvement, leading to better-prepare teachers who can deliver the curriculum effectively. These findings can support informed decision-making for different areas at HGIS, while providing insights that could serve as a reference for other institutions looking to implement the Cambridge curriculum.

1.6 Scope/Delimitation of the Study

This study focuses specifically on the challenges and opportunities encountered in the implementation of the Cambridge Curriculum at Hellenic Greek International School (HGIS). It delimits itself to only HGIS. In other words, other international schools will not be included in this study. Finally, it delimits itself only to the following dimensions: implementation of the Cambridge curriculum, opportunities of students, and challenges faced during the implementation.

1.7 Limitations of the Study

The study is limited to Hellenic Greek International School (HGIS), which may not represent the diversity of all schools implementing the Cambridge Curriculum. Findings might not be applicable to other contexts or educational settings due to unique characteristics of HGIS. Reliance on self-reported data (this data relies on the participants' personal accounts, thoughts, feelings, or experiences) from interviews and surveys may introduce bias or inaccuracies. Limited access to detail financial and comprehensive infrastructural data may affect the depth of the analysis.

1.8 Organization of the Study

This research paper is organized into five chapters. The first chapter holds the introductory part of the study which consists of background of the research, statement of the problem, significance scope and limitation of the study. The second chapter deals with review of literature pertinent to the research. The third chapter discusses about research methodology. The collected data from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter is concerned with summary of major findings, conclusions and recommendations.

1.9. Definitions of Key Terms

Assessment Practices: The methods and approaches used to evaluate student learning and performance. These can include formative assessments (ongoing assessments during the learning process) and summative assessments (final evaluations at the end of a learning period).

Cambridge Curriculum: A globally recognized educational program developed by Cambridge Assessment International Education. It is divided into four stages: Cambridge Primary, Cambridge Lower Secondary, Cambridge Upper Secondary (IGCSE), and Cambridge Advanced (AS and A Levels). It aims to develop learners who are confident, responsible, reflective, innovative, and engaged.

Cambridge Pathway: The progression of education stages offered by the Cambridge curriculum, from primary through to advanced level. It provides a flexible framework within which schools

can deliver the curriculum, catering to the needs of students from different cultural and educational backgrounds

Cultural Adaptation: The process of modifying and aligning the Cambridge Curriculum to fit the local cultural context, ensuring that it is relevant and sensitive to the values, traditions, and learning styles of the students.

Holistic Education: An approach to education that considers the development of the whole person, including academic, social, emotional, and physical aspects.

Student Engagement: The level of interest, enthusiasm, and motivation that students exhibit towards their learning activities. It includes their participation in class, commitment to schoolwork, and overall attitude towards education.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1 Concept of Curriculum

Across the world, the term curriculum is used in several different ways. In some countries, ‘curriculum’ has a holistic meaning encompassing not only subjects, but also the connections between subjects, teaching methods and all aspects of schooling that define the learner’s experience. Curriculum, or course design is largely a “how-to-do-it” activity that involves the integration of knowledge from many of the areas in the field. The main function of curriculum in educational program is as a guidance in implementing the learning process (Macalister, 2010)

In other countries like UK, a narrower interpretation is used, referring either to a prescribed range of courses (the curriculum in year 6 contains eight different subjects) or a specific learning program

across different years (the chemistry curriculum at secondary level). A school curriculum refers to the combination of subjects studied within school year and in sequential years as the learner moves through the educational system provided by the school.(national curriculum: Overview - GOV.UK)<http://www.legislation.gov.uk/ukpga/2002/32/section/78>)

Different scholars define the term “curriculum” differently. In the context of this study, it is defined as the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of an academic institution (HEC, 2012 cited in Moges, 2015). According to this definition, curriculum is not only the content selected and delivered, but also the planned and unplanned activities in which individuals participate as students.

The curriculum is defined as a series of purposefully planned learning activities (Mkandawire, 2010), to mean to create learning opportunities for students in a qualified structure (Mojkowski, 2000), involving all activities, experiences, materials and methods, knowledge, values, attitudes and skills that are consciously designed to achieve well-defined goals with a specific group of students (Cobbold, 1999). Moreover, it is the most fundamental element of whole education since it acts as a guide to reach targeted education which connotes curriculum is an element that determines the quality and impact of the education system (Apsari, 2018). As a substantial element, it includes knowledge and skills students must know in that specific field. To fully achieve these, it is necessary to prepare a curriculum that fits students perfectly (Muskin, 2015)

As part of the wider effort to improve the quality of teaching and learning and to equip future generations of Africa with competences necessary to work and innovate for today’s job market, competence-based curricula are being introduced across a wide range of countries in sub-Saharan Africa including Rwanda, Tanzania, Kenya, Cameroon, Mozambique, Zambia, Zimbabwe, Ethiopia, Ghana, and South Africa. However, several challenges have been encountered during the process of adapting and implementing this new curricula, including time constraints, insufficient teaching and learning resources, lack of stakeholder clarity and training about the new curriculum innovation, and overcrowded classrooms, among others (Komba and Mwandaji 2015; Makunja 2016; Nyoni 2018; Cheptoo and Ramadas 2019; Mutale and Malambo

2019; Amunga, Were, and Ashioya 2020). Similar challenges are likely to hinder effective implementation of the same in Uganda despite well-intentioned efforts of the innovation.

2.2. Competency-Based Curriculum (CBC)

CBC is a curriculum reform that recently has gained popularity in African countries. CBC emphasizes on the paradigm shift of pedagogical practices from teacher-centered approaches to learner-centered approaches. Ideally, regarding objectives one should think of competency, instead of content, more emphasis is on the outcome while employing entirely formative evaluation instead of summative. This demands teachers to change from the traditional way of instruction to the use of the CBC approaches. Hence, the teaching methodology, assessment approaches, instructional materials, classroom organization, etc. majorly shift. Thereof, this raises questions like, are the teachers competent to meet the demands of implementation of the CBC? Do they get the appropriate training on the CBC? Are there proper structures to support teachers in the implementation of the CBC? The crucial Centre point in CBC is the acquisition and application of learned knowledge, skills, attitudes, competencies, and values in real-life situations. Learners are meant to construct knowledge while actively involved in the learning process. The progression of learners is based on the acquisition.

Introduction of CBC in Cameroon was created by the need to produce school leavers with capabilities in phrases of knowledge, skills, and attitudes useful for solving social and economic challenges of the contemporary society. CBC helps align the education provided to the dynamic social and economic demands of the community. This curriculum enhances mastery of skills, knowledge, and developing self-confidence in problem-solving, which is a significant fit in the job market.

The reforms and core competencies in primary education are expected to transcend into both Technical and Vocational Education and Training (TVET) and university education levels. Following the Science Technology and Innovation Strategy for Africa (STISA) 2024, whose mission is to “Accelerate Africa’s transition to an innovation led, competence-based economy,”

Kenya and other countries in Africa, will need to find a nexus between primary education and TVET which would be achieved through appropriate adoption and implementation of CBC into

African context. These will help achieve continental Agenda goals 2063, which aims to address youth employment through quality and relevant education that will result in skills revolution.(<https://files.eric.ed.gov/fulltext/EJ1245141.pdf>)

Technical and vocational and training (TVET) was the most neglected area in the history of the Ethiopian education system. However, since 2000/01 a massive expansion of this sub-sector has been operational. The strategic thinking behind the expansion of TVET sub-sector is to meet the middle-level human power demand of the industry, service sector and commercial agriculture, which have become very essential to the overall development of the country. TVET is an instrument for producing technician's equipment with practical knowledge, who unlike in the past, would be job creators rather than expecting jobs to be provided by the government (MoE, 2005:10).

Even in modern times, the majority of the community understands the training institutions as the dumping ground of the damp, low achieving secondary school completers. Therefore, parents hardly think of blue-collar jobs for their children and hence most have been shying away from taking part in TVET for decades. As a result, young candidates have been joining and graduating from the TVET system with low self-efficacy and hence the misconceptions for TVET has been no strong that it enrollees graduates themselves cannot shake and crack for ages old. Under this circumstance, those who were enrolled used to graduate and joined the unemployed social group with all the skills they acquired, utilized, irrespective of the status of their competence (MoE,2006;2010; Teklehaimanot,2002; UNIVOC, 2000).

In consequence, reliable information shows that Ethiopia's TVET enrollment rate has been among the lowest ranking of the world. When compared with that of the sub-Saharan Africa itself TVET enrollment rate is still at the bottom rank which further reflects the seriousness of the problem of access for TVET in Ethiopia (Kitaev,1999).

2.3. The Cambridge Curriculum

The Cambridge curriculum is part of the University of Cambridge Local Examination Syndicate (UCLES) which has been used in more than 150 countries (Cambridge Assessment International Education, 2021). While focusing on building knowledge, this curriculum also shapes students'

mindsets to be independent and prepares them for social life. The Cambridge learning direction is intended so that students are able to have knowledge, understanding and skills, are able to think critically and involve personality qualities (Christiana et al., 2022). In the Cambridge curriculum, there are five character developments or called as Cambridge Learner Attributes which consist of confident, reflective, responsible, engaged and innovative (Cambridge Assessment International Education, 2021).

The Cambridge curriculum is a globally recognized educational framework developed by the University of Cambridge. It offers a wide range of programs for learners of all ages, from early childhood to adults. It is carefully organized into four stages, each designed to cater to the developmental and academic needs of students of different ages. This structured approach ensures a coherent and comprehensive education that prepares students for future success (www.cambridgeinternational.org).

Cambridge primary (5-11) focuses on building a strong foundation for a child's education. It emphasizes core subjects like English, Mathematics and science while nurturing essential skills like creativity, inquiry and problem-solving. Cambridge Lower Secondary (ages 11-14) the curriculum becomes more structured and challenging expands on the knowledge and skills acquired in the primary years and introduces checkpoint assessment to gauge student progress. (www.cambridgeinternational.org)

Cambridge Upper Secondary (ages 14-16) stage prepares students for university and beyond. Students work towards internationally recognized qualifications like IGCSEs or O levels, exploring a wide range of independent study skills. Students can follow the Cambridge time table and prepare well for the Cambridge curriculum on time. Cambridge Advanced (ages 16-19), focuses on preparing students for higher education and careers. It offers AS & A level qualifications, highly valued by universities and employers. Students can specialize in subjects of interest and delve deeper into their chosen fields. (www.cambridgeinternational.org)

Throughout all stages, the Cambridge curriculum priorities a learner-centered approach, promoting active engagement and the development of critical thinking, problem-solving, and creativity. This structure ensures that students not only achieve academic excellence but also become confident,

responsible, and well-rounded individuals ready to make a positive impact on the world. In addition, the Cambridge curriculum emphasizes the development of critical thinking, problem-solving, and analytical skills. These skills are essential for success in a rapidly changing world and can help students adapt to various challenges. The curriculum offers a well-rounded education that includes a wide range of subjects, from sciences and mathematics to humanities and arts. This diversity helps prepare students for various career paths and fosters a holistic understanding of the world. The curriculum is designed to be flexible, allowing educators to tailor it to meet the specific needs of their students. This adaptability ensures that the education provided is relevant and meaningful for each learner.

(www.cambridgeinternational.org)

2.4. Cambridge Curriculum and the Leadership Standard Domains

Research on the leadership role in Cambridge Curriculum schools highlights the critical importance of effective leadership in achieving high-quality educational outcomes. (Implementing the curriculum with Cambridge)

The Cambridge school leader standards define the key professional characteristics and practices that leaders should develop to enable effective teaching and student learning in Cambridge schools. Teachers cannot achieve and sustain high quality outcomes for all students without effective leadership and so the Cambridge school leader standards identify and support the challenges of achieving such leadership. They confirm what successful leadership practice looks like and help leaders to determine areas and priorities for their own professional development. The standards are divided into five headings which are detailed and concrete. These enable users to understand how to demonstrate achievement in individual standards.

(cambridgeinternational.org)

There are 25 standard statements, organized under five domains. The individual standard statements are detailed and concrete. This should allow heads of schools and other users to clearly understand how to show they have met individual Standards. Together, these five domains of

Standards make up definition of the range of characteristics and practices that are needed to lead a Cambridge school, founded on contemporary international educational research.

It is also recognized that school leadership is contextual. Cambridge schools are found in 150 countries, in a range of different political, social, cultural, economic and educational-historical settings. This variety means that detailed recommendations will not be relevant or helpful. Effective school leaders will take lessons from educational research and their own experience, adapt them intelligently and apply them reflectively to their current context. It is designed the Standards to be as open as possible so school leaders can apply them to their own contexts. They are based on the principle that effective school leadership has many common practices, so they are relevant to all leaders in Cambridge schools. What will vary is the way that the leadership practices are applied, depending on each school's context and the capabilities of the individual, the senior team and the school staff. (Implementing the curriculum with Cambridge)

Figure 1: The Five Domains of Cambridge School Leaders



2.4.1. Leadership values and attributes

Cambridge school leaders provide a strong sense of direction and a clear vision for the school. Priorities the physical, emotional, and psychological wellbeing of students and staff, ensuring a safe and healthy environment. Model the highest standards of ethical conduct in their interactions with the school community. It empowers staff by distributing professional responsibilities and establishing shared accountability as well as model a commitment to reflective practice and lifelong learning. (cambridgeinternational.org)

2.4.2. School culture and environment

Cambridge school leaders establish a culture of high expectations for all, in regard to learning outcomes, behaviors and attitudes. Demonstrate emotional intelligence and empathy in leadership to foster a fair and inclusive environment. Establish professional relationships with all members of the school community. Motivate and encourage teachers to take responsibility for the development of effective learning and teaching. Enrich the learning culture of their school by establishing partnerships with other institutions, professional bodies and educational organizations. (cambridgeinternational.org)

2.4.3. Leadership skills and practices

Cambridge school leaders demonstrate knowledge and understanding of current research into educational leadership and the practices of effective leaders, and use it to support the reflective evaluation of their own practice. Keep up to date with the latest research and evidence into effective curriculum, pedagogy and assessment. Make sure that the school has appropriate policies and procedures in place, as well as written roles and responsibilities, which are reflected in operational practice. Demonstrate a consistent commitment to the professional learning and development of all staff, including the development of their leadership potential. Plan and budget for the annual cycle informed by evidence, data and curriculum requirements. Develop a leadership team that meets the school's operational and developmental needs. (cambridgeinternational.org)

2.4.4. Innovation and improvement through leadership

Cambridge school leaders understand the principles and practices of school improvement, leadership and management of change to enable the school to grow and flourish. Create a professional culture in which innovation and collaboration for the improvement of learning and teaching practice are encouraged. Allocate time and resources for the evaluation and improvement planning process that is based on data and stakeholder input. Establish and review documented procedures that evaluate staff performance and inform professional development needs. Promote and model collaboration among all staff to evaluate and share effective practice and to develop content knowledge and pedagogy. Establish whole-school responsibility for the implementation, monitoring and evaluation of the improvement plan. (cambridgeinternational.org)

2.4.5. Community engagement

Cambridge school leaders actively engage with the wider community to build strong partnerships and collaborative relationships that support and reflect the purpose and values of the school. Promote and facilitate the involvement of parents and careers in the life of the school. Inspire student participation in the wider community, contributing to their development as responsible, active citizens. (cambridgeinternational.org)

2.5. The structure and organization of the Cambridge School Leader Standards

These Standards assume that in each Cambridge school there is one individual who has overall responsibility for implementing the school's vision. This person is ultimately accountable for the learning outcomes of all students. We see this as a unique and vital position and role within the school. Cambridge schools use a variety of titles for this leadership position. In many cases, this person is also the chief executive, accountable directly to the governing body of the school. In other cases, the school's senior educational leader may be accountable to a chief executive or director who does not have an educational leadership role. In the context of the Cambridge school leader standards, we define the principal school leader as the individual who has the responsibility as well as the professional training, knowledge, skills and experience to be the senior educational leader. Of course, leadership is not only a function of one particular senior and experienced individual in a school. It is also a collective process that includes a wider group of people. We are committed to the principle of distributed leadership. This is where both the responsibility and delegated authority for leading specific aspects of the school's work are distributed among the staff. (cambridgeinternational.org)

In contemporary educational research, leadership is typically seen as focusing on bringing about change and improvement to achieve the school's vision and mission. Management, however, is seen as making sure the school is stable, coherent and sustainable. Typically, effective school leaders will also have specific management responsibilities requiring particular knowledge, skills and practices. These Standards include school leaders' responsibilities for effective management systems. However, there are senior management responsibilities that do not come within the scope of the Standards. These include managing school facilities, human resources, fund- raising and development, and others. Where appropriate, these management responsibilities are addressed within the Cambridge Standards for Schools. (cambridgeinternational.org)

2.6. Leadership styles that support the Cambridge Curriculum

2.6.1. Instructional Leadership

It ensures high-quality teaching and learning. Leaders work closely with teachers to develop effective instructional practices, provide feedback, and support professional development. (Cambridgeinternational.org)

It is good to point out that the term curriculum-instructional leadership and instructional leadership are used interchangeably. Literature indicates varied definitions of curriculum-instructional leadership; these different definitions may affect how principals perceive curriculum-instructional leadership. Some of these definitions are broad as such confusing principals on what is expected from them as curriculum-instructional leaders (Dematthews, 2014). Curriculum-instructional leadership can be defined as the process where principals provide a conducive environment for teachers, students and the curriculum to interact directly to improve teaching and learning (Bendikson, Robinson, & Hattie, 2012; Neumerski, 2013). Similarly, It can also be defined as the process by which principals provide direction, resources, and support for the improvement of teaching and learning schools (Blase & Blase, 2000; Gaziel, 2007). Curriculum- instructional leadership can also be referred to as activities undertaken by the principal to develop a productive and satisfying working environment for teachers and desirable learning conditions and outcomes for students' (Dufour, 2002; Gronn, 2000; Rigby, 2014). Moreover, Curriculum-instructional leadership can also be defined as learning-centered leadership (Goldring, Porter, Murphy, Elliott, & Cravens, 2009). Furthermore, Wanzare and Dacosta (2001) define curriculum-instructional leadership as the process by which the principal tries to improve school programs, teaching, learning, and students' achievement by providing adequate resources, involving teachers in decision making and providing support. Instructional leadership refers to the process of planning, evaluating, coordinating and improving teaching and learning

(Robinson, 2010). Curriculum-instructional leadership refers to the leadership functions of the principal which are associated with teaching and learning that is, the various ways in which principals coordinate teaching and learning activities (Dematthews, 2014). Similar to Dematthews' definition, in this paper, curriculum-instructional leadership refers to activities and strategies principals employ to ensure the effective implementation of the curriculum to enhance students'

learning. This reveals that instructional leadership focuses on activities and strategies aimed at improving teaching and learning for the benefit of students.

2.6.2. Transformational Leadership

It focuses on inspiring and motivating staff and students. Leaders create a shared vision, foster a positive school culture, and encourage innovation and continuous improvement. Bennis and Nanus (1985) presented the perception that transformative authority was a man's ability to raise someone else's cognizance, construct implications, and rouse human expectation. Bennis & Nanus (1985) pronounced that transformational initiative was the prior of self-enthusiasm by the leader and the followers to bring about a specific objective or result that will advantage all (Burns, 1978). A leader's ability to raise another's cognizance assembles implications and motivates human purpose (Bennis & Nanus, 1985). A type of transformational leadership that moves people toward a level of responsibility to accomplish school objectives by setting progress, creating personalities, updating the association, and dealing with the instructional system (Leithwood & Jantzi, 2006).

Transformational leadership has been found to focus on building connections and encouraging cooperation loaded with two-way correspondence and choice making (Bass & Riggio, 2006). These practices move well beyond desires by making a shared vision and empowering new, out-of-the-container methods for considering (Engelbrecht & Murray, 1995). Transformational leaders are good examples who don't just give an unmistakable vision and mission, but additionally commonly share power and show others how to discover achievement (Bass, 1990). Transformational leadership presumes the person's group's intellectual, applied, and furthermore, interpersonal aptitudes (Gillet & Vendenberghe, 2014). There is attention on discovering shared opinion to assemble vision, shared qualities, and thoughts with a specific end goal to encourage the change process (Daft, 2008).

Therefore, transformational leadership is a mix of good proclivities and activities fixated on accomplishing transformational changes in the public arena (Owen, 2007). In particular, the transformational leader can imagine a future, inspire the general population included, and impart that working toward the regular object is worth the considerable measure of exertion included (Daft, 2008).

2.6.3. Strategic Leadership

Focuses on long-term planning and goal setting. Leaders develop strategic plans, set clear goals, and allocate resources effectively to achieve educational objectives. Specifically, Hitt and Ireland (2002) describe strategic leadership as the core of critical practice which includes: setting long-term goals of the organization; explore and leverage the organization's core capabilities; managing human and social assets; instilling a sustainable organizational culture; emphasize ethical values and formulate and implement a balanced control system that will not hinder sustainable transformation but at the same time ensure organizational stability.

According to Pearce and Robinson (2007), strategic leadership is about coping, changing; and more change always demands more leadership. Hitt, and Hoskisson (2007) define strategic leadership as the leader's ability to anticipate, envision, and maintain the flexibility to empower others to create strategic change as needed; it involves managing through other people. It is the process of allocating resources to support the chosen strategy. This process includes various management activities needed to drive strategy, institutionalize control strategies that monitor progress, and ultimately achieve organizational goals (Barnat, 2007). Capon (2008) defines strategic leadership as the ability to influence a group towards the achievement of goals. He further stated that good leadership has a strategic vision and is persuasive in implementing strategies to achieve tangible results. Lynch (2018) is of the view that strategic leadership typically involves communicating with and listening to people within the organization with the aim of disseminating knowledge creating and innovating new areas and solutions to problems.

Indeed strategic leadership has been described as one of the main drivers of effective strategy implementation. Thompson et al. (2007) in Rivai (2020) emphasize that there is no doubt that effective organizational leadership and strong consistency of organizational culture are the two main ingredients in enabling the successful implementation of organizational strategies and goals.

2.7. Cambridge Teacher Standards

The primary purpose of the Cambridge teacher standard is to define the range of teacher characteristics and practices needed to deliver Cambridge programs effectively. They derive from and are consistent with contemporary international research into effective teaching. Teachers who

use the standards to evaluate their own practice and guide their continuing professional development should be in a strong position to achieve the desired student outcomes from Cambridge programs. The standards provide a benchmark of what we consider to be teacher quality. (cambridgeinternational.org)

They can be used by teachers to confirm successful teaching practice and help determine areas and priorities for their own professional development. This might include participating in an appropriate Cambridge Professional Development Qualification (PDQ) Program. Teachers aspiring to develop their career prospects will find the standards a helpful guide to the scope of the teaching role and aspects they want to develop. (cambridgeinternational.org)

2.7.1. Teaching Philosophy and Characteristics

Demonstrate a shared understanding of the school's vision, mission and objectives. Model the highest standards of ethical conduct in their interactions with the school community. Make a positive contribution to the wider life and ethos of the school. Demonstrate a commitment to lifelong learning by engaging in reflective practice. Demonstrate a consistent commitment to well-being for the whole community. (cambridgeinternational.org)

2.7.2. Educational Setting and Dynamics

Create a classroom culture and environment where all students are supported in their learning. Establish positive and productive relationships with all students to support their learning and achievement. Have high expectations of themselves in their professional practice. Have high expectations of all students. Work effectively with colleagues to develop the curriculum and enhance student learning. (cambridgeinternational.org)

2.7.3. Educational Approaches and Practices

Demonstrate knowledge and understanding of how students learn and how this impacts on teaching. Demonstrate secure content knowledge and pedagogy to plan coherent, authentic and engaging learning programs and lessons. Have a deep understanding of the diverse needs of students and adapt their practice accordingly. Orientate their students and ensure they are ready to learn. Use effective teaching strategies to motivate, challenge and extend student learning. Use a

range of assessment strategies to inform next steps in the teaching and learning process and to provide timely, accurate and constructive feedback. Use summative assessment to understand student progress and attainment. Manage time effectively and ensure the classroom is free from disruption. (cambridgeinternational.org)

2.7.4. Educational Innovation and Advancement

Engage in reflective practice to improve the teaching and learning process. Use a variety of teaching and learning strategies that encourage the development of students' problem-solving, metacognitive, critical and creative thinking skills. Demonstrate effective use of digital technologies to extend learning to enhance student knowledge, skills and conceptual understanding. Share key information on progress, attainment and areas for development with colleagues, and collaboratively work towards improving student learning. Critically engage with research and evidence in learning and teaching, and apply new ideas and approaches to improve the quality of their practice. (cambridgeinternational.org)

2.7.5. Stakeholder Involvement

Involve parents and careers in school life to support student learning. Engage with the wider community to contribute to the school's life, vision and mission. Encourage student participation in the wider community, contributing to their development as responsible, active citizens. Establish professional relationships with colleagues in other institutions, professional bodies and educational organizations to develop professional practice. (cambridgeinternational.org)

2.8. Curriculum Implementation

In implementing the curriculum, teacher need to develop a lesson plan that refers to the curriculum syllabus used (Diocolano & Nafiah,2019). Application of the curriculum in structured classroom learning requires control by the teacher through the concept of lifelong learning (Boyle & Charles, 2016). This is in line with the concept of the teacher's role in the Cambridge curriculum, where the teacher has a role more than being a facilitator, but also a leader in carrying out discussions and problem solving together with students (Cambridge Assessment International Education, 2017b). Thus it is important for every teacher to understand and prepare for learning starting from the

process of planning, implementing and evaluating according to the curriculum guidelines used by the school (Islam & Fajaria, 2022).

The development of the world in the 21st century has led to many developments and advances, especially in terms of technology (Khumairoh, 2022). Facing the challenges of the 21st century requires efforts to grow the personality and abilities of students so they are able to fulfill social responsibilities (Bialik et al., 2015). In this case, the role of the school as an educational institution, besides evaluating goals, it is also necessary to develop a curriculum that clearly includes character education (Matsutono, 2020). This is because learning practices in schools include various pedagogical activities such as playing, investigating, debating, designing, sports and so on which can be integrated with character education (Bialik et al., 2015). Character education aims to improve the quality of implementation and teaching results in schools which lead to the formation of holistic, integrated and balanced character and noble character of students (Darmawati et al., 2013). Learners who apply a good attitude culture tend to also apply cognitive skills and socio-emotional skills, including personality qualities, such as self-resilience, self-motivation, and self-management to their learning process effectively (Cambridge Assessment International Education, 2021)

2.8.1. Cambridge curriculum subjects in different levels

Many schools in Africa face a lack of teaching materials, textbooks, and other resources necessary for effective implementation of the Cambridge Curriculum.

Cambridge Primary (Ages 5-11)

2.8.1.1. Cambridge Primary Art & Design

It is taught through a broad range of investigative, art-making and reflective activities. These include a number of study areas, for example painting, print making, model making or digital art. Art & Design gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Students explore and push boundaries to become reflective, critical and decisive thinkers. They learn how to articulate personal responses to their experiences. (Hickman, R. (2004, 2nd Ed.) 2.8.1.2. Digital literacy)

It is an essential skill for learners of all ages, including the youngest primary students. The digital world allows us to connect, collaborate, innovate and discover new information on an ever-broadening scale, and learners must be able to effectively use technology from the very beginning of their educational journey. The emphasis of this course is for teachers to give learners formative feedback on the skills they want students to develop. This can be through discussion, observation and lesson outputs where teachers discuss with students ‘what went well’ and how they can improve further, so that students can reflect on, and improve, their performance. (<https://education.theiet.org/primary/themed-primary-resources/digital-literacy/>)

2.8.1.3. Cambridge Primary English

Encourages a life-long enthusiasm for reading, writing and spoken communication. Learners develop English skills for different purposes and audiences.

This curriculum is for learners who have English as a first language, and can be used in any cultural context. Learners develop skills and understanding in four areas: reading, writing, speaking and listening. They will learn how to communicate effectively and respond to a range of information, media and texts too.

This curriculum supports an integrated approach to teaching the four skills. With the support available, you can deliver Cambridge Primary English using a broad range of activities that promote experience, reflection and improvement. It is recommend a range of fiction genres, poetry, play scripts and non-fiction texts to provide authentic contexts for skills development.

(<https://www.cambridgeenglish.org/teaching-english/resources-for-teachers/>)

2.8.1.4. Cambridge Primary Mathematics

Math helps us to think analytically and have better reasoning abilities. Our primary mathematics curriculum encourages life-long enthusiasm for analytical and rational thinking.

Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions and relationships. They will become mathematically competent and fluent in computation, which they can apply to everyday situations.

‘Thinking and working mathematically’, a unique feature of our curriculum, encourages learners to talk with others, challenge ideas and to provide evidence that validates conjectures and solutions. When learners are thinking and working mathematically, they actively seek to make sense of ideas and build connections between different facts, procedures and concepts. This supports higher order thinking that helps them to view the world in a mathematical way.

([cambridge.org/gb/education/subject/mathematics/cambridge-primary-mathematics-series](https://www.cambridge.org/gb/education/subject/mathematics/cambridge-primary-mathematics-series))

2.8.1.5. Cambridge Global Perspectives

The program develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It strengthens the links across English as a first or second language, mathematics, science and ICT Starters.

Research says that the earlier students start to develop and practice their skills, the greater the impact on their learning. Making Cambridge Global Perspectives available to younger students will develop and embed cross-curricular skills at an earlier age, supporting them in their studies as they progress to and beyond.

(<https://www.cambridge.org/ax/education/subject/humanities/global-perspectives>)

2.8.1.6. Cambridge Primary Science

Primary science curriculum helps learners develop a life-long curiosity about the natural world and enables them to seek scientific explanations to the phenomena around them.

Students will think scientifically and develop practical skills alongside knowledge and understanding, which is vital for explaining the world around us. Improving learners’ awareness of science in the world around them develops their sense that ‘science is for me’, helping to connect themselves to the subject.

This approach provides them with the knowledge and skills they require to excel at science in later stages of education and to make informed choices, including considering sustainability issues and meeting the challenges facing our environment.

(<https://www.cambridgeinternational.org>.)

2.8.1.7. Cambridge Primary Physical Education

Physical education is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health and there is growing evidence that it improves academic performance across the curriculum. Establishing good patterns of exercise in primary school provides learners with the foundation for an active and healthy lifestyle.

This subject is about learning to move and moving to learn. Learners develop skills through a wide variety of age-appropriate physical activities, including games, gymnastics and dance. As individuals and team members, they will:

- increase confidence, moving with increasing control, fluency and variety
- improve their understanding of concepts, rules, tactics, strategies and compositional ideas
- participate in respectful and responsible ways, engaging appropriately and safely
- improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- develop transferable skills promoting physical, cognitive and social development and become independent, critical and reflective movers and thinkers.

Students develop creative skills that will help with many aspects of their future learning and development. This subject is taught through a broad range of tasks, challenges and physical activities. It includes cooperative, competitive, athletic, adventurous and health-based contexts that are appropriate for each learning stage.

Learners will move for as much of each lesson as possible, with activities designed promote learners' confidence, self-esteem, cognitive abilities and social skills.

The program is designed to complement, rather than replace, coaching in individual sports or physical activities. (<https://www.cambridgeinternational.org>.)

2.8.1.8. Cambridge Primary Music

Music fosters creativity and builds confidence. It helps learners to express themselves and shows them the importance of communication as they learn to connect with other musicians and with audiences.

Learners explore music as performers, composers and informed listeners. They make, understand and appreciate music from different cultures, times and places, helping them to develop leadership and collaboration skills as well as self-confidence.

Cambridge Primary Music learners:

- cultivate a joy of music through participating in meaningful and enjoyable experiences
- develop the knowledge, skills and attitudes necessary to contribute as musicians
- collaborate with others in purposeful and expressive ways through singing and playing instruments
- nurture their individual and collective creativity
- use their growing knowledge to explore and generate music that is unique, relevant and valuable.

Students develop creative skills that will help with many aspects of their future learning and development. Cambridge Primary Music is designed to be flexible so learners can perform through singing and recommend that learners experience music from their own culture as well as exploring music from other times and places. (<https://studylib.net/doc/27162914/0068-primary-music-teacher-guide-2019-tcm142-552580>)

Table 1: Cambridge Curriculum Subject Offerings by Educational Level from Lower Secondary, IGCSE , AS & A Levels.

Cambridge Level	Subjects Offered
Cambridge Lower Secondary (Ages 11-14)	English, Mathematics, Science (Biology, Chemistry, Physics), Global Perspectives, ICT (Computing & Digital Literacy), History & Geography, Physical Education, Art & Design, Music, Modern Foreign Languages (Optional)
Cambridge IGCSE (Ages 14-16)	English Language & Literature, Mathematics, Biology, Chemistry, Physics, ICT (Information & Communication Technology), Global Perspectives, History & Geography, Business Studies & Economics, Art & Design, Computer Science, Foreign Languages (French, Spanish, German, etc.), Environmental Management, Physical Education
Cambridge AS & A Levels (Ages 16-19)	Mathematics & Further Mathematics, English Language & Literature, Biology, Chemistry, Physics, Computer Science & Information Technology, Economics & Business Studies, History, Geography & Global Perspectives, Psychology & Sociology, Law & Political Science, Media Studies & Art & Design, Environmental Management & Marine Science, Foreign Languages (French, Spanish, German, Arabic, etc.), Music & Drama, Physical Education & Sports Science

2.8.2. Teacher Training:

Teacher training is a crucial aspect of implementing the Cambridge Curriculum effectively. The Cambridge Curriculum requires teachers to have a deep understanding of its content, pedagogy, and assessment methods. Here are key components of teacher training in the context of the Cambridge Curriculum:

The Cambridge Curriculum provides comprehensive training and support to ensure teachers are well-equipped to deliver high-quality education and foster student success. Teachers undergo curriculum familiarization, where they are trained to understand the content, objectives, and learning outcomes for each subject and grade level. A detailed review of Cambridge syllabuses ensures alignment with teaching practices. Pedagogical skills training focuses on strategies that promote active learning and student engagement, techniques for tailoring instruction to meet diverse student needs, and fostering critical thinking and problem-solving through inquiry-based approaches. Assessment techniques are also emphasized, with strategies for ongoing assessment

to monitor student progress and provide feedback, as well as training on administering and grading Cambridge examinations and other summative assessments. Regular professional development workshops keep teachers updated with the latest educational practices and innovations, offering opportunities for collaboration and sharing best practices. Additionally, teachers receive training on integrating technology into the classroom to enhance teaching and learning, including familiarization with Cambridge online resources and digital platforms.

By providing comprehensive training and support, the Cambridge Curriculum ensures that teachers are well-equipped to deliver high-quality education and foster student success. (<https://www.cambridgeinternational.org/support-and-training-for-schools/professional-development/>) © Cambridge University Press & Assessment 2025.

2.8.3. Cultural Relevance

Adapting the curriculum to fit the local cultural context can be challenging, as the curriculum is designed with a global perspective. The Cambridge Curriculum, known for its global applicability, places a significant emphasis on cultural relevance to ensure it meets the diverse needs of students around the world. Here are some key aspects of how cultural relevance is incorporated into the Cambridge Curriculum.

The Cambridge Global Perspectives curriculum fosters a well-rounded, inclusive approach to education by integrating diverse cultural content, histories, and perspectives. This enables students to develop a broader understanding of the world and appreciate cultural diversity. Subjects such as history, geography, and literature encourage comparative studies, promoting critical thinking and cultural awareness. The curriculum is designed for adaptability, allowing teachers to contextualize lessons by incorporating relevant examples, case studies, and references that align with students' cultural backgrounds. Its flexible syllabus ensures that schools can integrate local and national content alongside Cambridge standards. Culturally responsive teaching is emphasized, with training and support provided to educators to create inclusive classroom environments where all students feel valued and respected. A student-centered approach ensures that teaching methods consider students' cultural identities, learning styles, and experiences. Language and communication play a crucial role, with Cambridge offering multilingual resources and supporting bilingual education to recognize the importance of language in cultural identity.

The curriculum also emphasizes effective communication, encouraging students to understand and respect different cultural norms and practices. Global citizenship is a key focus, with students developing intercultural competence through subjects like Global Perspectives and international AS/A Levels, equipping them with the skills needed to navigate and contribute to an interconnected world. Ethical understanding is instilled, teaching students to approach cultural differences with empathy and respect. Community engagement is encouraged through local partnerships with cultural organizations and experts, enriching the curriculum and making learning more relevant. Extracurricular activities such as cultural events, festivals, and clubs are integrated into the school experience to celebrate and explore different traditions.

By incorporating these elements, the Cambridge curriculum ensures that it is culturally relevant and responsive to the needs of students from diverse backgrounds, preparing them to become global citizens who appreciate and respect cultural diversity.

(<https://www.cambridgeinternational.org/support-and-training-for-schools/professional-development/>) 2025 Cambridge University Press & Assessment.

2.8.4. Classroom Overcrowding:

Overcrowded classrooms make it difficult for teachers to provide individualized attention to students and implement the curriculum effectively.

- a. **Reduced Individualized Attention:** Overcrowded classrooms make it difficult for teachers to provide personalized attention to each student. This is particularly detrimental to students who need extra help, as they are less likely to receive the support they need to succeed. (Walden University, 2021). www.thoughtco.com/teaching-in-an-overcrowded-classroom-3194352
- b. **Increased Noise and Distractions:** With more students in a classroom, the noise level tends to rise, making it harder for students to concentrate and for teachers to maintain control. This can lead to a chaotic learning environment and decreased learning outcomes. (Walden University, 2021). www.thoughtco.com/teaching-in-an-overcrowded-classroom-3194352

- c. Higher Incidence of Behavioral Issues: Overcrowded classrooms often lead to more disciplinary problems, as teachers struggle to manage larger groups of students. This can result in more time spent on managing behavior rather than teaching. (Walden University, 2021). www.thoughtco.com/teaching-in-an-overcrowded-classroom-3194352
- d. Teacher Stress and Burnout: The added pressure of managing a large class can lead to increased stress and burnout among teachers. This can negatively impact their teaching effectiveness and overall job satisfaction. (ThoughtCo, 2019)
- e. Poor Learning Conditions: Overcrowded classrooms can also lead to poor building conditions, such as inadequate ventilation, lighting, and seating arrangements, which further hinder the learning process. (ThoughtCo, 2019)

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

The major purpose of the study was to examine the challenges and opportunities in the implementation of Cambridge Curriculum in the Case of Hellenic Greek International School, Addis Ababa. This chapter includes discussion of the research design, data sources, sample size and sample technique, data gathering tools, data collection procedures, and data analysis. In order to accomplish the general and specific objectives of this study, the following system of principles, practices, and procedures were applied.

3.2. Research Design and Methods

A mixed-methods approach was used in this study, combining both qualitative and quantitative components. Accordingly, concurrent mixed research design was employed in this study. That means, both the quantitative and qualitative data were collected and analyzed simultaneously. Mixed research design enables the researcher to triangulate the quantitative and qualitative data where necessary and appropriate (Cresswell, 2009).

3.3. Source of Data

In order to realize the objective of the study and adequately answer the research questions, data were gathered from both primary and secondary sources of information.

3.3.1. Primary Source of Data

The researcher has used six groups of respondents as primary sources of data. These include the school principals, academic coordinators, vice principals, department heads, teachers and students were chosen as primary sources of data by expecting that they have better exposure, experience and first-hand information regarding the issue under the study.

3.3.2. Secondary Source of Data

In addition to primary source of data, the secondary source of data were collected from various documents like school strategic plan, school improvement plan, administration manuals, students' assessment result, records and minutes concerning issues discussed and decided by leadership in the school in relation to students' academic achievements.

3.4. Sampling

3.4.1. Target Population

Although it is very important to include all international schools of Addis Ababa, the research was delimited to only Hellenic Greek International School, this is because the school has been requested from different parents about the betterment of the implementation of the Cambridge curriculum in this school in addition there were no research made so far about how the school is implementing the curriculum. Therefore the researcher believes that this selected school can represent the rest of international schools which follow the Cambridge Curriculum because of their homogeneity characteristics.

The target population for the current study was school principal, directors, academic coordinator, department heads, subject teachers and students.

Sampling techniques

In this study, the researcher employed the following sampling techniques as indicated here under.

Sample size determination

To ensure a representative selection of respondents, a stratified random sampling technique was utilized. This method helps accurately distribute participants across different educational levels while maintaining statistical integrity. (Krejcie, R. V., & Morgan, D. W. (1970)

Total student population: 282

Total student sample size: 162

Grade-wise Sample Calculation

$$n_i = (N_i/N) \times n$$

Where:

N_i = Population of a specific grade or category,

N = Total student population,

n = Sample size,

The stratified sample sizes for each grade were calculated as follows:

Grade 9:

$$n_9 = (82/280) \times 162 = 47.4 \approx 47 \text{ students}$$

Grade 10:

$$n_{10} = (79/280) \times 162 = 45.7 \approx 46 \text{ students}$$

Grade 11:

$$n_{11} = (66/280) \times 162 = 38.2 \approx 38 \text{ students}$$

AS Level:

$$n_{AS} = (46/280) \times 162 = 26.6 \approx 27 \text{ students}$$

A Level:

$$n_A = (9/280) \times 162 = 5.2 \approx 5 \text{ students}$$

Stratified random sampling was chosen to ensure proportional representation across grades, making the findings more generalizable and reflective of varied academic experiences. This approach allows insights into student performance at different levels while maintaining fairness in selection.

Additionally, teachers were sampled using purposive sampling method, ensuring that perspectives from direct implementers of the Cambridge curriculum were adequately represented. This structured sampling approach enhances the reliability and validity of the study while ensuring that conclusions drawn are based on a well-distributed dataset.

Table 2: Sample Population and Size Distribution and sampling techniques

Source: primary sources data

	Respondent category	Population	Sample size	Sampling technique	Remark
1	Students	282	162	Stratified random sampling	Current users of the Cambridge curriculum
2	Teachers	46	46	Purposive	Direct implementers of the Cambridge curriculum
3	School Principal	1	1	Purposive	Key decision-maker in curriculum implementation"
4	School Directors	2	2	Purposive	Key decision-maker in curriculum implementation"
5	Academic coordinator	1	1	Purposive	Key decision-maker in curriculum implementation"
6	PTSF	3	3	Purposive	
7	Administrative staff (HR manager and librarian)	3	3	Purposive	Support roles influencing curriculum implementation

As indicated above, the researcher employed both probability and non-probability sampling techniques in line with the mixed research design.

More specifically, purposive sampling is used to select teachers who are directly involved in teaching the Cambridge curriculum, administrators who oversee its implementation, and students who are currently enrolled in the curriculum. This allows for a deeper understanding of the issue

to be studied, efficient in targeting specific populations and can provide richer data for qualitative research.

On the other hand, stratified sampling technique is used to select samples from students that involves dividing the population into distinct subgroups or strata based on certain characteristics (e.g., age, gender, grade level). After forming these strata, random samples are drawn from each subgroup.

This ensures that each subgroup is represented proportionately in the final sample. In this research, the population is divided into strata based on grade levels. Then, randomly select participants from each stratum to ensure that all grade levels are represented in the sample. This helps to increase the representativeness of the sample. Reduces sampling bias by ensuring that all subgroups are included and allows for more precise and reliable estimates of population parameters.

3.5. Data Collection Instruments

The intended information for the study was obtained by using questionnaires, Semi-structured interview, observation and document analysis.

3.5.1. Questionnaire

Questionnaire as a data collection instrument was chosen to produce quick result, offer greater assurance of anonymity and gives considered and objective view of issue (Sarantakos, 2005). Basically, the questionnaire is preferred for this study because it is the most appropriate means to collect adequate information from the respondent within the limited time given. The questionnaires included many close-ended questions which are suitable for short responses that allow responding precisely, and a few open-ended questions that aimed to let respondents express their ideas freely in details and respond in their own words and self-expressions. The questionnaires first part consists of personal background information; and the second part contains the major in school factor related to the Cambridge curriculum implementation. The questionnaires are distributed for the school teachers and students.

3.5.2. Interview

The researcher employed semi-structured interview to support the data collected through the questionnaires and to obtain more information from respondents.

The interview was conducted with a school principal, directors, Cambridge curriculum coordinator, senior teachers, students and school administrators (HR) in spending for 30-45 minutes.

3.5.3. Observation

Observation is way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. The benefit of observation is that people are more likely to behave naturally if they do not know they are being observed. Observation was used to record information on the availability of comfortable classrooms, libraries, instructional materials, playgrounds, and other facilities. The researcher carried out the observation in person by using observation checklist.

3.5.4. Document Analysis

The school major documents like strategic planning, school improvement program and school reports were analyzed.

3.6. Procedures of Data Collection

To prevent possible misunderstanding and misinterpretation on the parts of the respondents the researcher got the English version of the data collection tools to clarity to respondent during data collection. In addition to this the researcher clarified some items to the participants while administering the questionnaire.

In order to assess the challenges and opportunities in the implementation of Cambridge curriculum in the case of Hellenic Greek International School, Addis Ababa, first, relevant literatures were reviewed to see what is going on in relation to the problem. Second, data gathering tools were prepared. After preparing the questionnaires, it was administered to the respondents with the necessary explanations on how to complete it by the researcher herself.

Finally, the questionnaires were collected and the data analysis made using appropriate statistical tools. Semi-structured interviews were prepared and that also conducted well after all the ethical consideration is done.

The questionnaire consists of different items designed to measure the challenges and opportunities of implementing Cambridge curriculum in the school. The Likert scale is a variation of the summated rating scale and consists of statements that indicate either a favorable or an unfavorable attitude to the research subject (Donald R. Cooper and Pamela S. Schindler (2001). Each response is given a numerical score reflecting its degree of intensity (1 = low, 2 = moderate, 3 = high). In this case, it represents levels of intensity, ranging from " Low" to " High." The scores of the respondents from a well-defined sample or population can be compared.

The interview is developed based on the research question and on the available literature. The items are prepared in accordance with the designed objectives and basic questions to be answered in the study concerning to contribution of Cambridge curriculum implementation opportunities and challenges in HGIS. Students' achievement records students' academic achievement is measured by parentage of students on different grade from record offices of the respective divisions.

3.7. Techniques of Data Analysis

The raw data is collected from the field were organized and systematically framed in tables based on the similarities of issues raised in the questionnaires. Data analysis and interpretation were carried out using SPSS.

To analyze the quantitative data, techniques such as frequency distribution, percentage, and mean were employed. Percentage was utilized to explain the characteristics of respondents. Means, percentage, and standard deviation were used to determine the significance of the relationship between respondents on the challenges of implementing the Cambridge curriculum and the factors influencing leadership practices.

The qualitative data was triangulated with the quantitative results using written descriptions accordingly. Based on both qualitative and quantitative data analysis interpretations were made to reach certain findings. Finally, conclusions and possible recommendations were made.

3.8. Ethical Consideration

Respondents were interviewed after getting respondent's verbal consent. The respondents were informed that, they have the right to withdraw from participating at any time. The respondent's privacy was respected and the information provided by each respondent was kept confidential.

CHAPTER FOUR

4.1. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals the study analyzes and presents with the characteristics of sample population, analysis, and interpretation of data collected through questionnaire from teachers and students as supplementary information to the data obtained through interview from school principals, academic coordinator, directors and PTSF were analyzed, and interpreted qualitatively and included in the analysis of the findings.

4 .2.Demographic Characteristics of Respondents

In the first part of the teachers' questionnaire, the respondents were asked about their general background information. This information includes gender, age, level of educational qualification, total work experience of service year, service year in current position

Table. 3. Demographic Information of Teachers

Variable	Respondents	Freq.	Percentage
Gender	Male	30	66.7
	Female	16	33.3
	Total	46	100.0
Age	26-30	3	7.0
	31-35	4	9.3
	36-40	18	37.2
	41 and above	21	46.5
	Total	46	100.0
Level of Educational Qualification	Diploma	4	8.7
	BA/BSc Degree	28	60.9
	MA/MSc Degree	14	30.4
	Total	46	100.0
Total work experience of service year	Under 5 years	1	2.2
	6-10 years	5	8.9
	11- 15 Years	10	22.2
	16- 20 Years	21	46.7
	21 years and above	9	20.0
	Total	46	100.0
Service year in current position	Under 5 years	12	25.6
	6- 10 years	13	27.9
	11 years and above	21	46.5
	Total	46	100.0

All the responses through this study are distributed across three levels *Low, Moderate, and High*. The gender distribution shows that males are 30 (66.7%) and females are 16 (33.3%). The data reveals a significant gender imbalance, with males making up nearly two-thirds (66.7%) of the respondents. This could indicate potential gender disparities in participation or roles within the education sector related to the Cambridge curriculum. Efforts to ensure gender inclusivity, particularly for female teachers, could be prioritized to create a more balanced representation.

Age distribution 26-30 (7.0%), 31-35 (9.3%), 36-40 (37.2%), 41 and above (46.5%) the majority of respondents fall within the age brackets of 36-40 (37.2%) and 41 and above (46.5%). This suggests that a significant proportion of the teaching workforce consists of experienced and mature teachers. However, the relatively low representation of younger teachers under 35 (16.3%) could point to challenges in attracting and retaining younger talent in the field. Institutions may need to implement strategies, such as career development programs or incentives, to engage younger professionals.

Level of educational qualification diploma: 4 (8.7%) BA/BSc degree: 28 (60.9%) MA/MSc degree: 14 (30.4%). The data indicate that the majority of respondents (60.9%) hold a BA/BSc degree, while 30.4% have an MA/MSc degree. Only a small percentage (8.7%) hold a diploma. This suggests a relatively well-educated teaching workforce, with a significant portion possessing advanced degrees. However, institutions might benefit from encouraging professional development opportunities to further increase the proportion of teachers with postgraduate qualifications.

Total work experience under 5 years (2.2%), 6-10 years: (8.9%), 11-15 years: (22.2%), 16-20 years: (46.7%) 21 years and above: (20.0%). A large proportion of respondents (46.7%) have between 16-20 years of experience, and 20.0% have over 21 years. This indicates a predominantly experienced workforce. However, there is limited representation of individuals with under 10 years of experience (11.1%), highlighting a potential generational gap. Planning for leadership changes and mentorship programs can help experienced teachers share their knowledge with new teachers.

Service years in current position under 5 years (25.6%), 6-10 years (27.9%) and 11 years and above (46.5%) Nearly half of the respondents (46.5%) have held their current position for 11 years or more, indicating stability and experience in their roles. However, a significant portion (25.6%) have been in their current roles for under 5 years. This could reflect a mix of new appointments or

transitions within the workforce. Offering targeted training for less experienced staff in their roles could ensure continuity in high-quality teaching.

Overall the data implies male-dominated workforce presents an opportunity to promote gender balance by creating programs that support and encourage the participation of female teachers. Age and experience the predominance of experienced teachers suggests stability but raises concerns about the lack of younger professionals entering the field. This could affect long-term workforce sustainability.

In terms of educational qualifications, the high percentage of degree holders indicate strong academic foundations, but further professional development could aim at increasing the proportion of postgraduate-qualified educators. Workforce stability the high levels of experience and long tenure in current roles suggest a stable teaching workforce. However, targeted support for less experienced professionals is crucial to maintain high standards. This analysis highlights strengths in stability and qualifications but also draws attention to areas like gender diversity, attracting younger talent, and professional growth opportunities.

Table 4: Items based on practices of the school leadership

Item	Low	Moderate	High	Total	Mean	Std. Dev
Communication of Cambridge Curriculum goals	15 (32.6%)	24 (52.2%)	7 (15.2%)	46	2.69	1.029
Clear vision and mission setting	14 (30.5%)	24 (52.2%)	8 (17.3%)	46	2.80	0.957
Communication of vision and mission	17 (37.0%)	21 (45.7%)	8 (17.4%)	46	2.78	0.986
Cambridge Curriculum implementation	9 (19.6%)	17 (37.8%)	20 (42.2%)	46	3.26	0.986
Clear and functional organizational structure	19 (40.0%)	14 (31.1%)	13 (28.9%)	45	2.93	1.116
Delegation and responsibility sharing	17 (37.0%)	19 (41.3%)	10 (21.7%)	46	2.80	0.980
Leadership style application	24 (52.2%)	17 (37.0%)	5 (10.9%)	46	3.28	6.209
Consideration of feedback for curriculum improvements	27 (58.7%)	7 (15.2%)	12 (26.1%)	46	2.47	1.260
Monitoring and evaluation of curriculum implementation	19 (41.3%)	19 (41.3%)	8 (17.3%)	46	2.65	1.037
Support for professional development	15 (32.6%)	13 (28.3%)	18 (39.1%)	46	3.13	1.203
Creation of a safe school environment	7 (15.5%)	20 (44.4%)	19 (40.0%)	46	3.26	1.116
School leadership turnover	12 (27.3%)	17 (38.6%)	17 (34.1%)	46	3.02	1.210

Analysis of School Leadership Practices in Implementing the Cambridge Curriculum

The impact of school leadership in communicating the goals and objectives of the Cambridge Curriculum received a moderate rating (mean = 2.69, std. deviation = 1.029). Over half of the respondents (52.2%) rated communication as moderate, but a significant portion (32.6%) rated it low. Many teachers feel that while leadership attempts to communicate curriculum goals, there may be gaps in clarity or consistency. The lack of strong communication can lead to confusion in implementation strategies and misalignment among staff. Leadership should enhance transparency and provide structured discussions, such as scheduled teacher meetings, to ensure effective curriculum implementation. A few responses suggested that school leadership plays a crucial role in curriculum implementation. Some teachers expressed concerns about the need for knowledgeable and resourceful school leaders who understand Cambridge's philosophy and

academic requirements. Collaboration between teachers and other international schools was also mentioned, indicating a desire for knowledge-sharing opportunities. Strong institutional leadership and collaborative networks can significantly enhance Cambridge curriculum implementation.

How the Cambridge curriculum is implemented at Hellenic Greek International School, based on the school principal's response and aligned with Cambridge curriculum guidelines.

Early years implementation; the Cambridge Pathway has been assessed and successfully integrated across all levels. This ensures a structured approach to learning from early years through secondary education, promoting continuity in academic development.

Delivery of Cambridge subjects previously, Cambridge-recommended subjects were not fully offered. However, this has now changed, and the school delivers the prescribed courses, ensuring students receive a curriculum that meets international standards.

Assessment and evaluation, Cambridge assessments, such as checkpoint tests and progression tests, were not conducted before. The school has now started implementing these standardized evaluations, providing students with globally recognized assessments that help track academic progress effectively.

Stage differences and adjustments certain curriculum stages were structured differently at the school compared to global standards. For example, the transition point for advanced studies used to occur in Grade 11, while internationally, it typically happens in grade 10. Although the previous structure allowed students to practice past papers extensively, it also led to an extra academic year. To align with international norms, the school has adjusted the system to match global practices, ensuring students follow the standard Cambridge progression framework.

Teacher training and qualification to sustain curriculum improvements, teacher qualification and training have been prioritized. The school ensures that teachers receive sufficient training to deliver the Cambridge curriculum effectively. By addressing skill gaps, the institution is working towards delivering the two-year courses within the designated time frame while maintaining academic quality.

The degree to which school leaders set a clear vision and mission (mean = 2.80, std. deviation = 0.957) is rated mostly moderate by 52.2% of respondents, but 30.5% expressed low confidence in

leadership clarity. The findings suggest teachers and staff may not fully grasp the long-term objectives of the curriculum.

A lack of vision alignment could impact effective curriculum implementation and classroom strategies. Leadership should actively involve teachers in setting school objectives and offer professional development workshops to ensure alignment.

According to the interview of the school principal the organization vision, mission and major objectives are well prepared. The vision is to ensure the holistic development of every child.

“We strive to be a forward-thinking 21st-century institution, preparing students to be globally competent in an ever-changing world. Education should not only focus on academic excellence but also on ethical development. It is equally important that leadership within the school fosters a culture of integrity and inclusivity to guide students in becoming responsible global citizens.”

“We have created a strategic plan through a collaborative process, clearly defining our school's mission and vision. However, sharing these ideas effectively has been challenging due to other urgent tasks. Moving forward, we will improve communication to make sure our mission and vision are well understood and embraced by everyone in the school community

The school strategic plan shows the vision and mission as well as the core value as follows

1. Vision Statement “To be a premier international school of holistic education for global citizenship.”

2. Mission Statement “To provide world-class education that nurtures academic achievement, personal

growth, and intercultural competence for all students to make a positive global impact.”

3. Core Value “We nurture well-rounded individuals by fostering academic excellence, personal integrity, cultural appreciation, and a commitment to innovation. Our students develop the courage to overcome challenges, the compassion to uplift others, and the teamwork to achieve collective success.”(School strategic plan, page 5)

In addition to this the school improvement plan is designed to enhance overall institutional effectiveness and student success. The plan focuses on several key areas to ensure continuous progress and development.

a. Professional Development Program

- Establish a well-organized and structured professional development program.
- Provide regular training and workshops for teachers to improve instructional quality.
- Encourage collaborative learning among educators through peer mentoring and knowledge-sharing initiatives. (School Improvement Plan)

b. Innovative Leadership Training

- Implement leadership training programs to foster innovation and strategic thinking.
- Develop a leadership framework that empowers administrators and teachers to drive positive change.
- Cultivate a culture of continuous learning and adaptability among school leaders. (School Improvement Plan)

c. Organizational Structure Development

- Strengthen the school's organizational framework for improved efficiency and communication.
- Define clear roles and responsibilities for staff to enhance workflow management.
- Introduce systematic processes to ensure smooth administrative operations. (School Improvement Plan)

d. Student Holistic Development

- Enhance academic, social, and emotional support systems for students.
- Introduce extracurricular programs that promote creativity, leadership, and personal growth.

- Foster a nurturing school environment that prioritizes student well-being. (School Improvement Plan)

e. Community Service & Resource Mobilization

- Encourage student participation in community service projects to build civic responsibility.
- Develop partnerships with local organizations to mobilize resources for school initiatives.
- Expand outreach programs that strengthen the school's connection with the broader community. (School Improvement Plan)

f. Digital Transformation

- Foster the integration of digital tools and technology within academic and administrative processes.
- Upgrade digital infrastructure to improve access to e-learning resources.
- Train students and staff in digital literacy to prepare them for modern technological advancements. (School Improvement Plan)

g. Talent Attraction & Employee Benefits

- Establish competitive benefit packages to attract and retain highly skilled professionals.
- Promote a positive work environment that supports career growth and job satisfaction.
- Provide incentives for educators and staff to encourage long-term commitment to the institution. (School Improvement Plan)

h. Website Development & Alumni Community Engagement

- Develop a dynamic and informative school website that reflects current achievements and activities.
- Establish an alumni network to strengthen ties between former students and the school.

- Utilize digital platforms to showcase the institution's progress and foster community engagement. (School Improvement Plan)

The strategic plan and school improvement plan aims to create a sustainable and thriving learning environment while ensuring that Hellenic Greek International School remains a center of excellence in education.

Regarding the extent to which the Cambridge Curriculum is being implemented according to Cambridge International guidelines, the mean score is 3.26, showing moderate to high implementation. While a majority feel implementation is somewhat aligned, a notable portion (20%) rated it low indicating inconsistencies.

From my observation using my checklist the lesson structure and delivery do not consistently adhere to Cambridge guidelines, leading to discrepancies in educational standards. Improvements are needed to ensure alignment with global academic benchmarks and to meet Cambridge's expected level of quality.

According to the interview made with the academic coordinator to ensure the curriculum is effectively implemented and aligned with educational standards,

"The Cambridge educational objectives and learning outcomes serve as our standards for effective curriculum implementation. Successful delivery of the planned curriculum requires teachers to have a strong understanding of its content, objectives, assessment strategies, and teaching approaches. To support this, we started providing professional development programs that equip teachers with the necessary skills to deliver lessons effectively. Additionally, continuous student performance evaluations are conducted to gather information and make any necessary intervention. This will help ensuring that teaching methods and curriculum implementation remain aligned with educational standards."(Academic coordinator)

Challenges may arise from resource limitations, professional training gaps, or inconsistent monitoring. Stronger oversight and regular performance evaluations can ensure full compliance with Cambridge standards. Teachers also expressed concerns about administrative clarity and leadership engagement and this analysis is done thematically from teachers response.

- Lack of clear guidelines on how to implement Cambridge strategies efficiently.
- Need for mentorship programs to help students understand IGCSE pathways.
- Limited motivation from school leaders in fostering learning enthusiasm among students.
- Guidance on accessing Cambridge resources from school hubs
- Strengthening institutional leadership, mentorship programs, and providing clearer guidelines could enhance overall curriculum delivery were some of the points mentioned.

The degree to which leadership shares and delegates responsibility had a mean score of 2.80, with 28.3% rating delegation as low. Many teachers feel decisions are centralized, reducing collaboration and shared ownership. The leadership approach appears restrictive, which may limit teacher autonomy in curriculum decisions. Implementing collaborative leadership models and structured mentorship programs could enhance engagement. Teachers expressed the need for better collaboration between teachers and administration clear communication and gap-resolution strategies were highlighted by 10.9%. Monthly meetings for teacher engagement (2.2%) suggest that regular discussions between educators and administrators could enhance consistency. Peer discussion meetings (2.2%) point to the importance of shared learning experiences among teachers.

Additionally, compliance and accreditation were mentioned, indicating that some teachers seek administrative guidance on maintaining Cambridge standards. A teacher-administration collaboration system with open discussions can improve implementation effectiveness.

The active monitoring of Cambridge curriculum implementation (mean = 2.65) and consideration of teacher feedback (mean = 2.47) are rated low to moderate, indicating concerns about leadership oversight. Teachers feel that monitoring efforts are insufficient, leading to inconsistent curriculum practices. Many respondents indicated that feedback mechanisms were weak, preventing meaningful dialogue for improvement. Leadership should introduce clear evaluation systems, regular feedback loops, and structured performance assessments.

The school principal mentioned also about the school condition and continuity. The school is expected to continue functioning regardless of its location. This implies a well-established academic system where the institution's identity remains intact despite geographical changes. The

name and subjects remain unchanged, ensuring educational stability for current and incoming students. The strategic plan has been developed, and stakeholders were engaged in the process. However, due to pressing priorities, the mission and vision haven't been fully communicated. Strengthening internal communication can enhance alignment and shared goals among staff and students. Whatever is being talked about has not been altered, broken, new website has been created and is awaiting feedback before its official launch. This could improve accessibility and communication between stakeholders.

The extent to which school leadership supports professional development had a mean of 3.13, showing moderate engagement, but 32.6% still rate it low. Teachers' desire more structured professional development programs, suggesting gaps in workshop availability, mentorship, or subject-specific training. Cambridge curriculum requires ongoing professional development, and current efforts may not meet teacher needs. Investing in Cambridge-specific training, mentorship initiatives, and global teaching exchanges could improve staff preparedness. The responses reveal several key thematic areas where teachers believe school administration can enhance support for delivering the Cambridge curriculum effectively.

These themes include training and resources, working environment, student dynamics, and "Student dynamics" refers to the way students interact, behave, and engage within a group or learning environment. It includes their social relationships, communication patterns, teamwork, diversity, and how they adapt to or influence the learning atmosphere. These dynamics often impact the overall classroom experience, collaboration, and academic outcomes, collaboration, and leadership strategies.

According to the school principal for the first time, 1.5 million birr was invested in professional development, allowing almost all teachers to receive training. From now on, additional training sessions will be conducted based on the school's specific needs. The teachers have already noticed a positive impact from the training, recognizing its value in improving their skills and effectiveness.

The extent to which school leaders create a safe school environment was moderately rated at 3.26, meaning most respondents feel conditions are acceptable, but some perceive gaps in safety enforcement. While the school environment is generally secure, leadership may need to address

specific concerns from staff and students. Some teachers may feel disciplinary policies, infrastructure, or student support services need improvement. Schools should focus on policy refinement, conflict resolution. Many respondents emphasized the importance of creating a positive work atmosphere, with 17.4% identifying this as a critical support mechanism. Concerns included Classroom conditions – ensuring smaller class sizes for better student engagement (4.3% requested this). Appropriate classroom setup – including better seating arrangements and well-equipped teaching spaces. Motivation through incentives – salary improvements and benefit packages were mentioned (2.2%), suggesting morale and retention could improve with financial recognition. Enhancing teacher well-being through fair working conditions and incentives may boost performance. Some department head teachers expressed concerns about the time allotted to cover course content (4.4%). The Cambridge curriculum’s demanding structure may require better pacing strategies to ensure thorough content delivery without overwhelming students and teachers. Additionally, a few responses indicated that the implementation of the curriculum is “less playful” (2.2%), meaning learning could be made more engaging through interactive teaching techniques. Schools may need better scheduling and curriculum adjustments to optimize the learning experience.

According to the school principal and director

“To build a positive school culture and environment, effective communication is key. Listening to all stakeholders—both inside and outside the school—ensures their voices are heard and valued. When people feel included, they take ownership of the school's growth and success. Additionally, conflict is a natural and necessary part of any organization. Functional conflict, when managed well, can lead to improvement and innovation. It should be recognized and addressed constructively to strengthen collaboration and problem-solving within the school community. By fostering open communication and embracing positive conflict, we create an engaging and supportive atmosphere for students, teachers, and families alike.”

Leadership turnover had a mean score of 3.02, showing moderate concerns about leadership stability. A frequent turnover of leaders could create uncertainty in curriculum direction and school

policies. High turnover rates hinder long-term strategic development and reduce institutional consistency. Leadership should maintain continuity through structured planning, succession strategies, and teacher involvement in decision-making.

The school principal mentioned that the major challenges of the school leadership is handling the different interests of stakeholders, including the government, the Greek community, parents, and employees. Every decision affects one group more than the others, leading to disagreements.

For example, when the school wants to increase fees, parents may oppose it, employees may support it for better wages, and the community may ask how it benefits them. Meanwhile, the government focuses on following legal rules. Balancing these different needs makes decision-making complicated.

Additionally, when the board changed its rules to match ACSO regulations, the reasoning was logical. However, the community disagreed with giving the board full control over property ownership and financial decisions, leading to resistance.

Many employees were unsure about their responsibilities and school procedures. Even though manuals existed, they were not used properly. Over time, improvements were made, and now the right people are giving proper instructions. However, some gaps remain, and making sure everyone understands their roles is still a challenge.

Authority and conflict resolution leaders sometimes struggle with decision-making, especially when handling disputes. In the past, employees often went straight to labor unions instead of resolving issues internally. While unions help with workers' rights, relying on them too much can slow down problem-solving within the school.

Managing formal and informal groups; informal groups within the school created challenges, influencing decisions in unhelpful ways. This was solved through structured discussions (collective bargaining). Detailed studies on salaries and benefits were conducted, leading to a well-organized document outlining rights and responsibilities. In addition soon, procurement processes will be fully digital for better transparency.

Table 5: Items based on practices of professional Development or Training

Item	Low	Moderate	High	Total	Mean	Std. Dev
Teachers adequately trained for curriculum	13 (28.2%)	15 (32.6%)	18 (39.1%)	46	3.15	1.032
Regular professional development sessions	16 (34.7%)	18 (39.1%)	12 (26.1%)	46	2.86	1.127
Updated with latest teaching strategies	18 (39.2%)	14 (30.4%)	14 (30.4%)	46	2.86	1.107
Training improves student performance	15 (32.6%)	18 (39.1%)	13 (28.2%)	46	2.89	1.037
Training promotes sharing & collaboration	13 (28.9%)	16 (35.6%)	17 (36.7%)	46	3.15	1.147
Induction training for new teachers	30 (65.2%)	9 (19.6%)	7 (15.2%)	46	2.21	1.209
Subject-specific training delivered	24 (53.4%)	8 (17.8%)	14 (30.0%)	46	2.57	1.322
Pedagogical skills training delivered	27 (60.0%)	9 (20.0%)	10 (20.0%)	46	2.35	1.246
Technology integration training delivered	30 (65.2%)	11 (23.9%)	5 (10.9%)	46	2.13	1.002

Analysis of Professional Development and Training for Cambridge Curriculum Implementation

Teachers' perceptions regarding their preparedness to deliver the curriculum reflect a moderately favorable outlook (mean = 3.15), with 39.1% indicating a high level of readiness. However, 28.2% reported low confidence, pointing to uneven training practices. While many educators feel adequately supported, a notable portion view the quality or consistency of training as insufficient. The variation in feedback implies that professional development opportunities may be inconsistently provided or not fully aligned with Cambridge standards. Enhancing structured, curriculum-focused training programs is recommended to ensure consistent understanding and instructional approaches among all teaching staff.

The regularity of professional development received a mean of 2.86, with 34.7% rating it low. This shows concerns about the frequency and accessibility of training sessions. Some teachers feel that professional development sessions are either insufficient or not tailored to their specific needs. The school may not be providing ongoing learning opportunities consistently, leaving gaps in

Cambridge-specific methodologies. Implement structured and frequent professional development programs, ensuring all teachers receive the same level of access and benefit. One of the most frequently mentioned areas of support is the need for more training and facilities. Many teachers expressed that professional development workshops and pedagogic assemblies would enhance their ability to deliver Cambridge content more effectively. This highlights concerns that some teachers feel underprepared for the curriculum's expectations and would benefit from continuous learning.

Additionally, 10.9% of teachers requested timely provision of necessary materials, reinforcing the importance of textbooks, lab equipment, and digital tools in Cambridge teaching. A structured training program and resource provision strategy can significantly improve curriculum implementation. One of the most frequently mentioned concerns (35.6%) is the lack of essential resources, particularly laboratory equipment, digital tools, and learning materials. Teachers struggle to effectively engage students due to limited technological integration and insufficient classroom materials. Additionally, classroom setup issues were highlighted, with 4.4% of respondents mentioning poor seating arrangements and the need for proper learning spaces. To improve curriculum delivery, investment in digital infrastructure, updated lab materials, and better classroom design is needed.

Based on the observation using the checklist, the learning outcomes are effectively aligned with Cambridge standards, providing a well-structured framework for knowledge acquisition. However, clarity in communication and student engagement strategies could enhance effectiveness. Student-Centered teaching methods instruction seems partially adapted to student needs but does not fully embrace active participation or personalized learning strategies. Cambridge promotes inquiry-driven learning, which should be emphasized more.

The lack of engagement in learning activities suggests a traditional, teacher-led approach. Encouraging interactive discussions and hands-on activities can boost student motivation and understanding. Inquiry-based & project-based learning some elements of these methods are present, but they should be further embedded in daily lessons. These techniques foster independent thinking and problem-solving skills, which are essential in Cambridge pedagogy.

The degree to which teachers stay updated on curriculum changes received a moderate mean of 2.86, but 39.2% rated it low, indicating limited access to new pedagogical approaches. Some

teachers may feel disconnected from Cambridge's latest curriculum adjustments. A lack of regular updates and exposure to evolving teaching strategies could impact lesson effectiveness. Schools should provide regular curriculum review workshops and access to digital resources for Cambridge educators.

When considering the impact of teacher training on student performance, the mean score was slightly higher at 2.89. Positive ratings include 28.2% as high, but 32.6% rated it as low, demonstrating skepticism from some respondents about the effectiveness of training. The standard deviation of 1.037 suggests consistent differences across perceptions. Some teachers see positive effects from professional training on student success, while others struggle to implement best practices. Lack of advanced skill-building training may hinder teachers from fully optimizing student performance. Introduce hands-on teacher coaching, direct classroom evaluations, and training assessments to measure effectiveness.

Training sessions fostering collaboration and sharing of best practices received the highest overall mean at 3.15, showing a moderately positive perception. About 36.7% rated these opportunities as high. On the other hand, 28.9% rated this aspect as low. The standard deviation of 1.147 reflects moderate variability in experiences. Teachers benefit from peer learning, but structured mentorship or teacher networks may further enhance collaboration. Leadership should encourage knowledge-sharing platforms where teachers can exchange effective teaching strategies. Introduce teacher discussion forums, Cambridge study groups, and cross-department collaboration sessions.

Induction training for new teachers emerged as a concern, with a mean score of 2.21. Alarming, 65.2% of respondents rated it as low, indicating widespread dissatisfaction. Only 15.2% rated it as high. The high standard deviation of 1.209 underscores significant variation in the perceptions of this type of training. New teachers may struggle to adjust, lacking guidance on Cambridge methodology. A lack of structured induction training could negatively affect curriculum execution and consistency across classrooms. Schools must prioritize comprehensive induction programs, pairing new teachers with experienced mentors.

Subject-specific training scored a mean of 2.57, with 53.4% of respondents rating it as low. Positive ratings include 30.0% as high. However, the high standard deviation of 1.322 reveals notable disparities in the perceived effectiveness of these sessions. Teachers need subject-specific workshops to master Cambridge-specific assessments and teaching techniques. Several

respondents (6.7%) raised concerns regarding students' learning pace and interest levels in Cambridge courses. Some students find it difficult to adapt to the structured nature of the curriculum, while others struggle due to a lack of foundational knowledge (2.2%). Additionally, disruptive classroom behavior (6.7%) affects lesson delivery, suggesting a need for better discipline management strategies. More individualized student support, interactive teaching methods, and classroom discipline strategies could enhance engagement. Generalized training programs may not sufficiently equip teachers to handle subject-specific challenges. Schools should offer detailed, subject-focused training led by curriculum experts, ensuring deep learning and specialized development.

Pedagogical skills training had a mean score of 2.35, with a significant 60% of respondents rating it as low. Only 20% rated it as high, suggesting dissatisfaction among the majority. The standard deviation of 1.246 reflects varied experiences in the quality of this type of training. Some teachers lack confidence in applying innovative teaching methodologies. Without effective pedagogical training, teachers might struggle with classroom engagement and assessment approaches. Implement structured pedagogical training programs focused on Cambridge's evidence-based teaching practices.

Finally, technology integration training received the lowest mean score of 2.13, with 65.2% of respondents rating it as low. Only 10.9% rated it as high. The standard deviation of 1.002 highlights consistent dissatisfaction with this area of training. Teachers struggle with technology-driven instruction, limiting their ability to use digital tools for Cambridge coursework. A lack of hands-on tech training affects the school's ability to modernize learning environments. Schools should prioritize ongoing tech training, ensuring teachers gain fluency in digital tools like interactive boards, online Cambridge platforms, and e-learning strategies.

The responses indicate that many teachers feel underprepared for the curriculum's expectations and require more training. A considerable number of respondents mentioned regular training workshops, professional development programs, and webinars as essential support structures. This highlights that while teachers may have experience, they require targeted training in Cambridge-specific teaching methodologies and assessment strategies. Concerns about consistent evaluation and feedback mechanisms were raised, suggesting that some teachers feel unclear about whether their teaching approach aligns with Cambridge standards. While teachers are highly qualified, they

need continuous development and training tailored to the unique demands of Cambridge curriculum delivery.

Table 6. Items based on resource requirements

Item	Low	Moderate	High	Total	Mean	Std. Dev
Access to instructional materials	17 (37.8%)	15 (33.3%)	14 (28.9%)	46	2.84	1.186
Availability of textbooks and learning materials	4 (8.9%)	15 (33.3%)	27 (58.9%)	46	3.73	1.009
Quality and quantity of teaching materials	14 (30.5%)	14 (30.4%)	18 (39.1%)	46	3.19	1.067
Technology use in daily lessons	23 (50.0%)	14 (30.4%)	8 (17.4%)	45	2.57	0.965
Access to digital and online resources	16 (34.8%)	15 (32.6%)	15 (32.6%)	46	3.08	1.189
Availability of teaching aids (e.g., projectors, boards)	15 (32.6%)	16 (34.8%)	15 (32.6%)	46	3.04	1.094
Audio-visual materials for language classes	21 (45.7%)	10 (21.7%)	12 (26.1%)	43	2.62	1.363
Access to reference books and journals	16 (34.8%)	16 (34.8%)	13 (28.3%)	45	2.95	1.065
Science lab equipment & facilities	14 (30.5%)	14 (30.4%)	14 (30.5%)	42	3.00	1.189
PE facilities (e.g., sports fields, gear)	16 (34.8%)	14 (30.4%)	13 (28.3%)	43	3.02	1.299
Art class facilities	16 (34.8%)	14 (30.4%)	12 (26.1%)	42	2.83	1.267
ICT equipment and software	16 (34.7%)	13 (28.3%)	14 (30.4%)	43	2.88	1.159
Music class facilities	9 (19.6%)	17 (37.0%)	17 (37.0%)	43	3.30	1.263

Analysis of Resource Requirements for Cambridge Curriculum Implementation

Instructional materials received a mean score of 2.84, with 37.8% rating availability as low, indicating insufficient resources for teaching. In contrast, the availability of textbooks and learning materials scored higher (3.73), with 58.9% rating it high, suggesting better access to textbooks compared to other instructional materials. While textbooks are relatively available, broader teaching materials like lesson aids and supplementary resources need improvement. The responses

to the open-ended questions highlight several key themes regarding the resources and support required to effectively implement the Cambridge Curriculum at Hellenic Greek International School. Through thematic analysis, the following categories emerge. Many respondents highlighted the lack of smart boards and interactive learning tools as a barrier to effective instruction. The demand for updated software and technology-equipped classrooms reflects the need for schools to modernize their facilities to align with Cambridge's digital-based learning approaches. Some teachers also pointed out the importance of a functional IT support system, including dedicated rooms with computers and projectors for departmental use. Technology plays a vital role in Cambridge Curriculum implementation, but current limitations in digital infrastructure could hinder engagement and efficiency.

The integration of technology into lessons had a low mean score of 2.57, with 50% rating it low. Teachers' access to up-to-date digital resources and online materials scored moderately (3.08), but 34.8% rated access as low. The school is underutilizing technology, limiting opportunities for interactive and digital-based learning.

The availability of classroom supplies like whiteboards and projectors scored moderately (3.04), but 32.6% rated it low. Audio-visual materials for language classes received a lower score of 2.62, with 45.7% indicating insufficient availability. Basic teaching aids are available but inconsistent across classrooms, affecting lesson delivery quality.

Teachers' access to a well-stocked library was rated moderately (2.95), with 34.8% rating it low. This highlights gaps in access to journals, reference books, and updated educational materials. A better-equipped library would provide teachers with necessary academic and reference materials.

Science laboratory equipment scored 3.00, with 30.5% rating it high, but 30.5% indicated moderate access, showing room for improvement in science facilities. Facilities for PE classes and music classes scored 3.02 and 3.30 respectively, with music facilities rated relatively higher (37% indicating high). However, art facilities scored lower (2.83), with 34.8% rating them low, suggesting gaps in creative arts resources. Facilities for science and music are satisfactory, but art classes and PE infrastructure need investment.

The adequacy of ICT equipment and software scored 2.88, with 34.7% rating it low, suggesting outdated resources or limited access. Expanding and updating ICT infrastructure is critical for

modernizing curriculum delivery. The responses to the open-ended questions highlight several key themes regarding the resources and support required to effectively implement the Cambridge Curriculum at Hellenic Greek International School. Through thematic analysis, the following categories emerge: Teachers noted concerns regarding specialized spaces and subject-related materials:

The demand for art rooms, math labs, and updated laboratory equipment indicates gaps in specialized facilities that support hands-on learning.

Some responses highlighted sports facilities and gyms, suggesting that physical education and extracurricular activities require improvement.

Additionally, requests for modern, resourceful libraries reinforce the importance of access to updated textbooks and reference materials. The absence of subject-specific facilities and updated resources may limit the effectiveness of Cambridge curriculum delivery, particularly in practical subjects.

According to the school principle resources are very basic for the implementation of the curriculum and we are working hard for the following areas. Effective teaching methods require both strong human resources (qualified teachers) and adequate material resources. The school recognizes that a successful teaching-learning process depends on meaningful student engagement, rather than passive instruction. This means focusing on interactive and student-centered learning, where technology and modern pedagogical methods play a critical role.

The school has made significant investments in ICT resources, purchasing 40 computers exclusively for laboratory use. This supports the integration of technology into the curriculum, ensuring students develop digital literacy skills necessary for 21st-century learning.

To improve the safety and security of the campus, the school has allocated 3,000,000 birr for protective measures. These investments aim to create a secure learning environment for students, ensuring their well-being while at school.

The school is actively working toward ensuring that smart boards are available in all classrooms, rather than just a few as samples. The goal is to make digital learning accessible to all students, enhancing interactive lessons across all subjects. Additionally, the school is planning to acquire

tax-free educational materials, including smart boards and other electronic learning tools, to facilitate modern teaching methods

Table 7: Items based on classroom overcrowding

Item	Low	Moderate	High	Mean	Std. Dev.
How manageable is the number of students in your classroom?	13 (28.3%)	17 (37.0%)	16 (34.7%)	3.08	0.914
Impact of student number on teaching quality	6 (13.1%)	9 (19.6%)	30 (65.2%)	3.66	0.953
Crowding affects HGIS student participation	9 (19.5%)	12 (26.1%)	25 (54.4%)	3.50	1.110
Crowding affects the learning environment	11 (23.9%)	8 (17.4%)	27 (58.7%)	3.56	1.147

Analysis of Classroom Overcrowding

Manageability of student numbers mean score 3.08. responses show that 34.7% of teachers rated student numbers as manageable or high, but 28.3% rated them low. While some teachers find class sizes manageable, others face challenges that may hinder effective lesson delivery. Larger class sizes likely lead to compromised individual attention, reducing teaching efficiency. Schools should aim for smaller class sizes to allow teachers to provide personalized support for students.

Impact on teaching quality mean score 3.66. While 65.2% rated overcrowding as highly impactful, showing that large class sizes negatively affect teaching quality. Overcrowding forces teachers to adapt their strategies, often resulting in less effective instruction and reduced classroom management. Teachers struggle to address individual student needs, affecting learning outcomes. Implement strategies like teacher assistants or split classrooms to alleviate overcrowding pressure. Some responses suggested that school leadership plays a crucial role in ensuring proper implementation follow-up on Cambridge syllabus implementation (8.7%) suggests some educators feel the administration needs to monitor curriculum progress more effectively. Access to Cambridge’s official support platforms like *Save My Exam* (2.2%) indicates that teachers feel restricted in accessing curriculum resources.

Additionally, regular inspections were mentioned (2.2%), suggesting that evaluations and structured supervision could enhance quality assurance. Strong institutional leadership, curriculum oversight, and access to academic platforms will support effective curriculum adoption.

Effects on student participation and engagement mean score 3.50. Over half of respondents (54.4%) rated classroom crowding as having a significant impact on student participation. Overcrowded classrooms reduce opportunities for active learning, with quieter students less likely to participate. Teachers may struggle to foster engaging activities or discussions due to limited time and space. Schools should focus on interactive teaching techniques that encourage group work and peer-to-peer engagement even in crowded settings. A small but notable percentage (2.2%) of teachers mentioned the need for stronger discipline correction strategies for students. This indicates a challenge in maintaining classroom order, which may affect curriculum delivery.

Additionally, 10.9% of respondents requested smaller class sizes, reinforcing concerns that overcrowding affects individualized student attention and engagement. Improved student behavior policies and class size management could enhance classroom effectiveness. Another recurring theme in the responses relates to class size and learning spaces:

- Some teachers expressed the need for smaller class sizes with improved seating arrangements to facilitate better classroom interactions.
- There were suggestions for student engagement through clubs and extracurricular activities with an international focus, reinforcing the idea that holistic development is a key factor in Cambridge education. The school needs structural improvements to create an engaging learning environment that aligns with Cambridge's student-centered approach

Overall learning environment mean score 3.56 While 58.7% believe overcrowding significantly affects the learning environment, leading to reduced focus and lower productivity. Larger classes likely cause distractions, decreased focus, and less effective classroom organization, creating a challenging atmosphere for learning. Crowded environments impact both student morale and teacher stress levels. Schools should evaluate facility expansion or optimize existing spaces to create a more conducive learning atmosphere.

Table 8: Items based on school culture, language and Environment

Item	Low	Moderate	High	Mean	Std. Dev.
Cultural/contextual factors impacted curriculum implementation	21 (45.7%)	16 (34.8%)	9 (19.5%)	2.58	1.107
Language differences caused difficulties in implementation	23 (50.0%)	11 (23.9%)	12 (26.1%)	2.58	1.184
Students struggle with language in Cambridge materials	28 (60.9%)	6 (13.0%)	11 (23.9%)	2.53	1.272
Students' cultural background affects understanding and engagement	30 (65.2%)	8 (17.4%)	8 (17.4%)	2.43	1.147
Physical classroom is conducive to curriculum	19 (41.3%)	14 (30.4%)	12 (26.1%)	2.77	1.184
Environmental factors affect learning	15 (32.6%)	12 (26.1%)	18 (39.1%)	3.06	1.355

Analysis of School Culture, Language, and Environment

This analysis explores the cultural, linguistic, and environmental factors affecting the implementation of the Cambridge Curriculum. Based on the quantitative data, the findings and their implications are summarized as follows:

Impact of cultural and contextual factors mean score 2.58. While 45.7% rated the impact of cultural or contextual factors as low, while 34.8% rated it moderate. Only 19.5% rated it high, indicating minimal but existing influence. Cultural differences may occasionally create barriers to curriculum alignment, especially if local teaching approaches differ from Cambridge's methodologies. Teachers might face challenges in bridging cultural gaps, especially when introducing new concepts or content. Integrate cultural sensitivity training for educators and include examples relatable to students' local experiences to enhance curriculum delivery.

Language as a barrier mean score 2.58. Although 50% rated language as low in difficulty, 21.7% rated it high, suggesting that language differences still create challenges for some teachers and

students. Teachers may encounter language-related difficulties, particularly with students transitioning from non-English curricula. Students may struggle to understand complex terminology or instructions in textbooks and materials. Provide language support programs, such as intensive English workshops, to ensure students can fully engage with Cambridge content.

Student struggles with language in textbooks mean score 2.53. While 60.9% rated the difficulty as low, but 23.9% rated it moderate or, showing that some students experience language challenges. While many students adapt well, those with limited English proficiency may struggle to grasp concepts, affecting their academic performance. Offer glossaries, bilingual resources, or visual aids to simplify language comprehension. From the observation I got all the English teachers are second language speakers but the book is presented for first language speaker so this and the majority of the students are second language speaker so the lesson delivery faces different problems in students results of the exam like checkpoints, progression test and IGCSE results.

Physical classroom environment mean score 2.77. While 26.1% rated the environment as low or very low, 26.1% rated it high or very high, indicating mixed perceptions of classroom conditions. Physical environments like space, lighting, and furniture layout may occasionally fall short of creating a fully conducive learning atmosphere. The school should invest in well-structured classrooms with adequate space, proper lighting, and comfortable, efficient, and safe furniture.

Environmental factors (Noise and Layout) mean score 3.06. While 39.1% rated environmental factors as high or very high, indicating that noise levels and classroom layout significantly impact learning. High noise levels and poorly organized layouts caused disruptions to focus and engagement. Implement noise reduction strategies and optimize classroom designs to promote a productive learning environment.

Feedback from Students and Parents on the Cambridge Curriculum

The responses from students and parents provide valuable insights into their perceptions, concerns, and expectations regarding the implementation of the Cambridge Curriculum at Hellenic Greek International School. The feedback highlights both positive aspects and areas that require improvement.

Positive Feedback on the Curriculum Approach

Several students and parents appreciate key strengths of the curriculum:

- Many students enjoy hands-on learning experiences and the focus on real-world applications (4.4%).
- Parents commend the emphasis on critical thinking and problem-solving skills (11.1%), reinforcing the curriculum's ability to develop higher-order thinking.
- The global recognition of Cambridge qualifications is appreciated (11.1%), indicating parents value the international credibility of the curriculum.
- Some respondents feel that the Cambridge system is highly efficient when properly monitored by curriculum developers (6.7%).

The practical, globally accredited, and critical-thinking-centered approach of the Cambridge Curriculum is well-regarded.

2. Concerns about curriculum standards and implementation

While many are happy with the curriculum's structure, some concerns emerge:

- 15.6% of respondents feel the curriculum is challenging, especially in terms of academic expectations and standards.
- Parents express concerns about the pressure to perform during exam periods (2.2%), indicating a potential need for stress-management strategies in assessments.
- Some respondents state that the school is not implementing the curriculum fully (2.2%), suggesting gaps in delivery or compliance with Cambridge standards.
- A lack of alignment among the school community (2.2%) indicates that not all stakeholders fully understand or support the Cambridge approach.

While many appreciate the curriculum, concerns about high academic demands, incomplete implementation, and exam stress need attention.

3. Challenges faced by lower grade students

Several responses highlight difficulties specific to younger students:

- 13.3% find Cambridge challenging for lower grade learners, suggesting the curriculum's structure might be too advanced or not sufficiently adapted for early learners.
- 4.4% note that younger students struggle with heavy workloads, indicating adjustments in lesson pacing and engagement methods may be required.

The curriculum might need modifications to make learning more accessible and manageable for younger students.

4. Requests for improved delivery and engagement

Some feedback focuses on how the curriculum should be implemented:

- 15.6% of respondents want the curriculum delivered in a consistent, engaging, and structured manner to maximize its effectiveness.
- Parents demand a better updated situation, management, more extracurricular activities, and resources (33.3%), highlighting the importance of holistic educational development.
- Some respondents request additional support mechanisms (2.2%), indicating teachers and students may need more instructional assistance.

Strengthening curriculum consistency, extracurricular activities, and teacher support could improve overall satisfaction.

5. Leadership and institutional challenges

Concerns about school leadership and institutional support appear in several responses:

- Some feel leaders lack the necessary knowledge and leadership qualities to implement Cambridge effectively (33.3%).
- There are requests for clearer communication and better curriculum follow-up, which suggests gaps in leadership involvement.

Strengthening administrative oversight, leadership training, and school-wide curriculum alignment could improve implementation.

A noteworthy challenge (6.7%) relates to parents' understanding of the Cambridge Curriculum's benefits and structure. Some educators find it challenging to explain how the system works, which may lead to resistance or disengagement from families.

Additionally, sustaining parental engagement in primary education (2.2%) was mentioned, showing that active parent involvement is crucial for student success. Schools could introduce parental workshops or communication strategies to ensure families understand and support the curriculum.

Table. 9. Demographic Information of students

Variable	Respondents	Frequency	Percentage
Gender	Male	83	52.5
	Female	75	47.5
	Total	158	100.0
Age	13-15	74	46.8
	16-18	79	50.0
	19 and above	5	3.2
	Total	158	100.0
Current Grade	Nine	51	32.3
	Ten	44	27.8
	Eleven and above	63	39.9
	Total	158	100.0
Duration of Enrollment	1-2 years	20	12.7
	3-4 years	45	28.5
	5+ Years	93	58.9
	Total	158	100.0
Participation in Extracurricular activities	Sports	54	34.2
	Clubs	37	23.4
	Other extracurricular Activities	25	15.8
	All	42	26.6
	Total	158	100.0
Learning Preference	Visual	109	69
	Auditory	27	17.1
	Kinesthetic	8	5.1
	All	14	8.2
	Total	158	100.0

As outlined in the table two the proportion of males slightly exceeds that of females, with a difference of 5%. This suggests that the gender distribution is relatively balanced, though there is a minor male majority. The near-even distribution of gender might suggest an attempt to represent both genders fairly in the class room.

The age distribution of the respondents spans three categories: 13-15 years, 16-18 years, and 19 years and above. The majority of the participants fall within the 13-18 years range, collectively accounting for over 96% of the total sample. Among these, the 16-18 years group forms the largest segment, comprising exactly 50% of the respondents, followed closely by the 13-15 years group, which represents 46.8%. In contrast, individuals aged 19 and above are minimally represented, making up only 3.2% of the sample population. This distribution highlights a focus on younger age groups, with a significant emphasis on adolescents. The small proportion of respondents aged 19 and above suggests limited engagement from older participants, which could reflect the research scope or recruitment challenges.

The data outlines the distribution of respondents across three academic levels: grade nine, grade ten, and grade eleven and above, with a total of 158 participants. Grade nine this group comprises 51 respondents, representing 32.3% of the total. This indicates that nearly one-third of the participants are at this academic level. Grade ten a total of 44 respondents fall into this category, accounting for 27.8% of the sample. This slightly smaller proportion reflects the middle structure of the distribution. Grade eleven and above with 63 respondents, this group forms the largest segment, constituting 39.9% of the sample, which highlights a stronger representation of students in higher grades.

The data reveals a progressive increase in representation as grade levels advance, with grade eleven and above emerging as the most represented category. Together, the grade nine and grade ten groups contribute to nearly 60% of the respondents, showcasing a diverse yet balanced distribution across the academic spectrum. This alignment suggests an intentional effort to include students at various stages of their educational journey, with a slight emphasis on those in senior grades.

1-2 years this group consists of 20 respondents, accounting for 12.7% of the sample. It represents the smallest segment, indicating limited participation from individuals with shorter enrollment durations. 3-4 years a total of 45 respondents fall into this category, constituting 28.5% of the sample. This is nearly one-third of the population, reflecting moderate enrollment periods. 5+

years. The majority of respondents 93 individuals, or 58.9%—belong to this category. This significant representation highlights a predominant focus on individuals with longer enrollment duration

The data reveals a clear dominance of respondents who have been enrolled for 5 or more years, as they form the largest group, making up over half of the total sample. This suggests that participants with extended durations of enrollment are highly represented. The 3-4 years group shows moderate representation, while the 1-2 years group has minimal presence, indicating a lower likelihood of new or recent enrollments in the study population.

The distribution emphasizes a strong focus on respondents with prolonged enrollment periods, which might reflect the study's scope or the population characteristics. The underrepresentation of shorter durations, such as 1-2 years, suggests limited engagement from individuals at earlier stages.

The data illustrates the distribution of respondents' participation in extracurricular activities across four categories sports, clubs, other extracurricular activities, and all activities, with a total sample size of 158 respondents. Sports has the highest participation, with 54 respondents, accounting for 34.2% of the sample. It reflects strong engagement in athletic activities. A total of 37 respondents, or 23.4%, are involved in clubs. This indicates a moderate level of participation, 6 with clubs attracting a smaller proportion of respondents than sports. Other extracurricular activities this category includes 25 respondents, making up 15.8% of the sample. It represents the least participation among the individual categories, suggesting lower involvement in activities outside sports and clubs. All activities 42 respondents, constituting 26.6%, reported participation in all categories. This notable proportion highlights a segment of respondents who are actively engaged in a wide range of extracurricular activities.

Participation in sports is the most prominent, indicating a high level of interest or emphasis on athletic activities among the respondents. Clubs and other extracurricular activities show lower levels of involvement, with other activities having the smallest share. This may suggest limited opportunities or interest in these areas compared to sports. The all activities group reflects a significant portion of respondents who are broadly active across various extracurricular domains, showcasing their diverse interests and engagement.

The majority of respondents, 109 individuals (accounting for 69.0%), prefer visual learning. This highlights a strong inclination towards processing information through visual aids such as charts, diagrams, and written materials.

A total of 27 respondents prefer auditory learning, making up 17.1% of the sample. This reflects a moderate preference for learning through listening, such as lectures or discussions. Kinesthetic learners this category has the smallest representation, with only 8 individuals (5.1%) indicating a preference for hands-on, movement-based learning. All preferences a notable 14 respondents (8.2%) reported flexibility, showing a balanced preference for all learning styles.

The data reveals a clear preference for visual learning, emphasizing the importance of incorporating visual elements into teaching strategies for this sample population. While auditory learners are less represented, their presence highlights the need for diverse instructional methods to cater to varied learning styles. The inclusion of all preferences suggests that flexibility in teaching methods could further enhance engagement and learning outcomes for this group.

Table 10. Items based on Curriculum Implementation

Item	Low	Moderate	High	Mean	Std. Dev.
Implementation of Cambridge Curriculum	53 (33.5%)	62 (39.2%)	43 (27.2%)	2.81	1.053
Teaching methods in HGIS	66 (41.8%)	70 (44.3%)	22 (13.9%)	2.55	0.974
Helpfulness of textbooks & materials	31 (19.6%)	43 (27.2%)	84 (53.1%)	3.45	1.056
Clarity and support from teachers	50 (31.6%)	67 (42.4%)	41 (25.9%)	2.84	1.043
Access to learning resources	51 (32.3%)	55 (34.8%)	52 (32.9%)	2.98	1.159
Performance improvement since curriculum	50 (31.6%)	68 (43.0%)	40 (25.3%)	2.82	1.118
Teacher lesson delivery & support	47 (29.8%)	65 (41.1%)	46 (29.1%)	2.93	0.994
Preparation for exams & assessments	54 (34.2%)	65 (41.1%)	39 (24.7%)	2.86	1.061
Curriculum relevance to future goals	67 (42.4%)	48 (30.4%)	43 (27.2%)	2.72	1.203
Curriculum's up-to-dateness	35 (22.3%)	65 (41.1%)	57 (36.3%)	3.16	0.992
Student feedback considered	113 (72.0%)	29 (18.5%)	15 (9.6%)	1.92	1.098
Language teaching materials	64 (40.5%)	65 (41.1%)	27 (17.1%)	2.64	0.989
Laboratory facilities adequacy	102 (64.6%)	33 (20.9%)	21 (13.5%)	2.08	1.141
Structure of lab sessions	95 (60.1%)	43 (27.2%)	19 (12.0%)	2.07	1.163
Parent satisfaction	62 (39.5%)	59 (37.3%)	36 (22.9%)	2.70	1.117

Curriculum implementation is most commonly perceived as moderate, accounting for 39.2% of total responses, which suggests a general consensus that the implementation is average or satisfactory. A high rating, reflected in 43 responses (27.2%), indicates that a notable portion of respondents view the implementation positively. Meanwhile, 53 responses (33.5%) rate it as low, showing that about one-third perceive the implementation as lacking. Although the overall effectiveness is moderate—with a mean score of 2.81 a substantial number of responses point to dissatisfaction. This highlights the need for improvements to achieve more consistent and effective curriculum implementation across the school.

The total sample size is 158, providing a broad range of perspectives on the curriculum's implementation. The mean score is 2.81, suggesting opinions lean slightly towards the lower end of "Moderate." The standard deviation of 1.053 indicates there is variability in perceptions, though it is not extremely dispersed. The low mean points to challenges in making teaching methods more engaging and effective. A need for innovative approaches or additional training for educators to enhance teaching quality.

The data suggests that while many participants perceive the Cambridge Curriculum's implementation as moderately effective, there is a notable portion of dissatisfaction, and very few express strong approval. This highlights potential areas for improvement to elevate the quality of implementation.

Based on the observation check list teachers possess knowledge of Cambridge standards but may require additional training to refine instructional delivery and confidence. Confidence in curriculum delivery shows a lack of confidence that is from inadequate professional development or unclear expectations. Strengthening teaching skills through workshops would help. Ineffective classroom control can hinder learning experiences. Structured strategies such as clear rules and engagement techniques would improve the environment.

The teaching methods how engaging and effective employed in HGIS for the Cambridge Curriculum received a mixed assessment. A significant portion of respondents (44.3%) rated the methods as "Moderate," resulting in a mean score of 2.55, which skews slightly towards the lower end of the engagement and effectiveness scale. Dissatisfaction was notable, with 41% of participants rating the methods as "Low," together comprising nearly half of the responses. The standard deviation of 0.974 indicates that opinions among respondents were relatively stable.

Based on the observation formative assessment techniques are utilized, preventing continuous student progress tracking. Regular questioning, peer assessments, and interactive feedback sessions are not that much incorporated. Without structured feedback aligned with Cambridge standards, students lack direction for improvement. Establishing clear evaluation criteria and individualized guidance can enhance learning outcomes. Tests and quizzes do not sufficiently reflect Cambridge learning objectives, potentially causing gaps in academic progression. Stronger alignment with curriculum outcomes is necessary.

The textbooks and learning materials provided for the Cambridge Curriculum for this students rated "High" (53.1%) and "Moderate" (27.2%) ratings dominated, showing positive views of the textbooks and learning materials.

A significant portion rated them " High", resulting in a mean score of 3.45, the highest among all items analyzed. The standard deviation of 1.056 indicates some variability in responses. The high score of 3.45 for textbooks and learning materials suggests that these are one of the curriculum's stronger aspects. This implies that existing resources are largely sufficient but could still benefit from updates to cater to diverse learning needs.

Teacher clarity and supportiveness in explaining Cambridge Curriculum content received mixed feedback. Most respondents rated it as "Moderate" (42.4%) or "High" (25.9%), resulting in an average mean score of 2.84. However, 31.6% provided lower ratings emphasizing areas where improvement is needed. The standard deviation of 1.043 suggests a moderate level of variability in opinions. Overall, while many found the teachers somewhat clear and supportive, there is room for enhancing their effectiveness. A moderate mean of 2.84 indicates that while teachers provide some level of support, there are gaps in communication and clarity. This implies the need for greater efforts in teacher-student engagement and explanation.

Access to necessary resources for studies appears to be evenly distributed across different levels. The majority rated their access as "Moderate" (34.8%), with a mean score of 2.98, suggesting an average level of resource availability. Positive feedback was notable, with 32.9% selecting "High". However, the standard deviation of 1.159 highlights significant variability in respondents' experiences, indicating disparities in access to resources among students. Overall, while some students have sufficient resources, others face challenges in accessing what they need. The mean of 2.98 suggests that resource access is moderately sufficient. However, the dissatisfaction levels imply that better resource distribution or infrastructure may be required.

The improvement in student performance following the implementation of the current curriculum is perceived as moderate overall. Most respondents (43.0%) rated their improvement as "Moderate," resulting in a mean score of 2.82. However, a significant proportion (31.6%) rated their progress as "Low," indicating concerns regarding the curriculum's effectiveness in driving substantial performance gains. The standard deviation of 1.118 suggests moderate variability in perceptions, reflecting differing experiences among students. This implies while the curriculum

appears to provide a baseline for moderate improvement, there are notable concerns about its ability to cater to all students effectively. Targeted interventions, such as tailored teaching strategies or supplementary resources, may be necessary to support those who report lower levels of improvement and to optimize the curriculum's overall impact on student performance. This implies that while the curriculum has contributed to improvement, it may not be meeting its full potential in driving significant academic success.

Teacher effectiveness in lesson delivery and support is perceived as fair overall, with "Moderate" ratings being the most common (41.1%), followed by "High" (29.1%). However, 29.8% expressed lower levels of satisfaction. Similarly, the curriculum and teachers' preparation for assessments and examinations received mixed reviews, with "Moderate" ratings dominating (41.1%) and a mean score of 2.86. This suggests an urgent need for facility upgrades and better alignment with curriculum objectives.

Both areas highlight room for improvement in teacher effectiveness and preparation practices. Addressing the concerns of those with lower satisfaction could lead to enhanced student engagement and better preparedness for assessments. Focused efforts on refining teaching methods and aligning preparation with assessment standards may help bridge the gap in effectiveness.

The relevance of the curriculum to students' future education and career goals has drawn mixed opinions. While "Moderate" ratings dominated (30.4%), a significant proportion (42.4%) rated it as "Low," indicating concerns about its alignment with future aspirations. Higher accounted for 27.2%, but the mean score of 2.72 reflects generally lower agreement on its relevance. The standard deviation of 1.203 indicates varied perspectives among respondents. Implying that adjustments may be needed to align it more closely with students' aspirations and the evolving educational landscape.

The Cambridge Curriculum content's alignment with current educational standards and practices received relatively favorable feedback. Most respondents rated it as "Moderate" (41.1%) or "High" (36.3%), with a mean score of 3.16 reflecting positive perceptions overall. Lower ratings totaled 22.3%, while the standard deviation of 0.992 suggests fairly consistent opinions across respondents.

Addressing concerns about the curriculum's relevance to future career and education goals should be prioritized to better align with students' aspirations. Additionally, efforts to maintain and continuously update curriculum content can reinforce positive perceptions and improve alignment with current educational standards.

Student feedback integration into curriculum improvement is widely perceived as inadequate. A significant majority rated this aspect as 72%, showcasing dissatisfaction. Only 18.5% provided "Moderate" ratings, and the mean score of 1.92 is notably the lowest among all evaluated items. The standard deviation of 1.098 suggests moderate variability in responses. These findings highlight an urgent need to prioritize and improve the incorporation of student feedback into curriculum implementation processes. Doing so could enhance the curriculum's effectiveness and foster greater alignment with students' needs and expectations.

The teaching materials used in language classes received mixed feedback. Most respondents rated them as "Moderate" (41.1%), with lower ratings at 40.5%) indicating some dissatisfaction. Only 17.1% rated them, resulting in a mean score of 2.64. The standard deviation of 0.989 reflects consistent perceptions overall.

The laboratory facilities for experiments and practical activities were rated poorly, with "Very Low" (64.6%) ratings dominating, highlighting significant dissatisfaction. The mean score of 2.08 reflects inadequacy, with "High" accounting for only 13.5%. The standard deviation of 1.141 indicates some variability in opinions. Improvements in both teaching materials and laboratory facilities are necessary to enhance learning experiences. Upgrading laboratory resources and refining language teaching materials can better meet student needs and address current dissatisfaction levels.

Parental satisfaction with the curriculum and its implementation at HGIS is mixed. The majority rated their satisfaction as "Moderate" (37.3%), while 39.5% chose "Low." Positive ratings accounted for 22.9%, resulting in a mean score of 2.70, which suggests average satisfaction. The standard deviation of 1.117 indicates variability in parental opinions. This implies that there is room for improving communication with parents and demonstrating curriculum benefits more clearly. Efforts to better address parental concerns and improve curriculum implementation could enhance satisfaction levels. Open communication channels and parent engagement initiatives may help align the curriculum with their expectations.

The data reveals a range of perceptions, with most items leaning toward "Moderate" ratings, indicating average effectiveness or adequacy. However, there are notable areas of concern, such as student feedback integration, laboratory facilities, and teaching methods, where dissatisfaction is prevalent. Opportunities for improvement lie in enhancing curriculum relevance, teaching quality, and resource availability.

According to the secondary resource data the combined analysis of Grade 9 academic performance highlights diverse levels of achievement as follows:

Above 80%: 15 students (28.3%) – High performers with strong mastery across subjects.

Between 60% - 79%: 21 students (39.6%) – Consistent performers requiring targeted support in specific areas.

Between 40% - 59%: 23 students (43.4%) – Moderate performers needing reinforcement in core subjects.

Below 40%: 18 students (34%) – Students requiring structured intervention and academic support.

This analysis provides a percentage-based breakdown of Grade 10 academic performance, offering a more data-driven perspective on student achievement and areas for improvement.

- Above 80% - 22 students (37.9%) – High performers with excellent problem-solving and analytical skills.
- Between 60% - 79%: 28 students (48.3%) – Consistent performers requiring targeted improvement in select areas.
- Between 40% - 59%: 18 students (31%) – Moderate performers needing reinforcement in core subjects.
- Below 40% - 13 students (22.4%) – Students requiring structured intervention and academic support.

The combined analysis of Grade 11 academic performance highlights diverse levels of achievement as follows:

- Above 80% - 19 students (35.8%) – High performers with strong mastery across subjects.

- Between 60% - 79%: 23 students (43.4%) – Consistent performers requiring targeted support in specific areas.
- Between 40% - 59%: 8 students (15.1%) – Moderate performers needing reinforcement in core subjects.
- Below 40% - 3 students (5.7%) – Students requiring structured intervention and academic support.

Here's a consolidated percentage breakdown for all AS-level students:

- Above 80%: 17% – High performers demonstrating strong mastery across subjects. Advanced coursework and leadership opportunities can help them excel further.
- Between 60% - 79%: 58% – Consistent performers who may benefit from targeted study strategies and additional academic support to reach higher levels.
- Between 40% - 59%: 22% – Moderate performers needing reinforcement in core subjects. Structured study plans and tutoring can improve their grasp of difficult concepts.
- Below 40%: 3% – Require structured intervention and focused academic assistance, including mentoring and personalized learning plans.

This categorization highlights performance levels across all A level students and helps shape effective academic interventions.

- Above 80%: 22% – High performers demonstrating strong mastery across subjects. Advanced coursework, leadership roles, and enrichment opportunities could be beneficial.
- Between 60% - 79%: 56% – Consistent performers who may benefit from focused study strategies and additional academic support to push performance higher. Strengthening foundational knowledge will be key.
- Between 40% - 59%: 19% – Moderate performers needing reinforcement in core subjects. Encouraging structured study routines and targeted tutoring could enhance understanding.
- Below 40%: 3% – Requires structured intervention and academic assistance. A tailored approach with mentoring, tutoring, and strategic learning plans would be essential for improvement.

Table 11: Items based on Opportunities for Students

Item	Low	Moderate	High	Mean	Std. Dev.
Accessibility of advanced learning opportunities	105 (66.4%)	39 (24.7%)	12 (7.6%)	2.04	1.018
Encouragement for extracurricular participation	90 (57.0%)	38 (24.1%)	28 (17.7%)	2.39	1.172
Effectiveness of career guidance	100 (63.3%)	38 (24.1%)	17 (10.7%)	2.01	1.087
Engagement in critical thinking/problem-solving	58 (36.7%)	57 (36.1%)	44 (28.2%)	2.83	1.177
Opportunities for hands-on/experiential learning	100 (63.2%)	38 (24.1%)	18 (11.4%)	2.19	1.035
Development of leadership skills	91 (57.6%)	45 (28.5%)	20 (12.7%)	2.32	1.077
Relevance of curriculum skills to future goals	72 (45.6%)	52 (32.9%)	32 (20.3%)	2.62	1.090
Relevance of skills to future careers	72 (45.6%)	52 (32.9%)	32 (20.3%)	2.62	1.090
Support to develop interests and passions	108 (68.4%)	35 (22.2%)	13 (8.3%)	2.00	1.012
Community service & outreach opportunities	100 (63.2%)	38 (24.1%)	18 (11.4%)	2.19	1.035
Willingness to recommend the curriculum	65 (41.1%)	55 (34.8%)	36 (22.8%)	2.67	1.096

The data indicates that a significant proportion of respondents perceive advanced learning opportunities as very limited, with 66.4% rating accessibility as "low". Only a small fraction find such opportunities "high", implying that specialized programs and courses within the Cambridge Curriculum may not be sufficiently available or widely promoted. The mean score of 2.04 reinforces this perception, suggesting a need for improvement in access to advanced learning opportunities.

Responses show that a considerable number of students feel encouraged to participate in extracurricular activities to a moderate extent, with the majority rating their experience as "low" 57%. Some positive sentiment is visible in the 17.7% who rated encouragement as "high". Overall, the mean score of 2.39 suggests that while opportunities exist, efforts to actively encourage participation might need enhancement.

The data highlights that career guidance is perceived as inadequate, with 63.3% of respondents rating effectiveness as "low." Only 10.7% find career guidance "high." A mean score of 2.01 suggests that career support within the Cambridge Curriculum requires significant improvement to meet students' expectations and needs.

Critical thinking and problem-solving receive a more balanced evaluation. While 36.1% rated engagement as "moderate," a notable percentage rated it as "high" (28.2%) and. However, 36.7% felt engagement was " low" and 21.5% felt it was "low." The mean score of 2.83 reflects relatively stronger performance compared to other dimensions, although further expansion of such activities could be beneficial.

A majority of students perceive opportunities for hands-on learning as insufficient, with 63.2% rated low." Only 11.4% rated opportunities as "high". The mean score of 2.19 suggests that experiential learning opportunities within the curriculum may be underdeveloped or underutilized.

While 28.5% rated opportunities for leadership development as "moderate," a significant number still rated them as low 57.6%. Positive sentiment was observed among the smaller groups who rated these opportunities as high 12.7. The mean score of 2.32 shows room for improvement in fostering leadership skills.

The data shows that the skills developed through the Cambridge Curriculum are moderately relevant, with 32.9% rating their experience as "moderate," while 45.6% felt the relevance was "low" .On the positive side, 20.3% rated the relevance as "high". A mean score of 2.62 indicates that skills alignment with future education and careers may need to be enhanced further.

Students largely perceive opportunities to explore personal interests and passions as lacking, with 68% rating the effectiveness of these opportunities as "low." Only 13% rated these opportunities as "high" A mean score of 2.00 suggests that the curriculum may not sufficiently support individual exploration and passion development.

Based on the observation collaborative learning atmosphere or there the lack of interactive space may restrict peer engagement. Organizing group activities and teamwork exercises which can enhance collaboration. Classroom materials do not fully reflect Cambridge content, reducing reinforcement outside direct instruction. Using displays, student work showcases, and resource hubs would help. Use of ICT for Learning, digital tools are not sufficiently incorporated, which

limits interactive learning. Cambridge encourages technology integration to support subject comprehension and innovation. Inclusive practices the absence of strategies for diverse student needs may affect academic success. Providing accommodations and adapting lessons to varied abilities would ensure inclusivity.

Community service opportunities are seen as similarly insufficient, with 63.2% rating them "low" Only 11.4% rated participation opportunities as "high". The mean score of 2.19 suggests that this dimension of the curriculum could benefit from more robust offerings.

Ratings for recommending the Cambridge Curriculum are mixed, with 34.8% giving a "moderate" rating, while 41.1% rated it "low." On the positive end, 22.8% rated their recommendation as "high." The mean score of 2.67 indicates moderate interest from respondents.

According to the school principal academic benefits, strong foundation for higher education. The Cambridge AS and A Levels serve as a passport to prestigious universities worldwide. This structured, internationally recognized qualification ensures students develop critical thinking and problem-solving skills, preparing them for advanced studies.

Opportunities for recognition is the other one, some of our model students have achieved global recognition, winning prestigious awards across different subjects. Their success highlights the rigorous nature of the curriculum, which fosters excellence and deep subject knowledge.

21st-century skills such as analytical thinking, research abilities, and communication—are embedded within the curriculum. This makes our students well-equipped to handle university-level challenges and professional demands.

The structured learning environment encourages self-discipline and intellectual independence. Thorough engagement with the curriculum strengthens students' confidence, allowing them to participate in global forums like Model United Nations (MUN). Leadership and global competence is achieved by participating in MUN and other academic competitions, students enhance their leadership abilities. Exposure to international perspectives through the Cambridge curriculum fosters adaptability, making them future-ready leaders.

Preparation for life beyond education the curriculum not only prepares students academically but also hones skills crucial for career success. The ability to analyze, articulate ideas, and approach problems methodically gives them an advantage in the professional world.

Overall the Cambridge Curriculum at HGIS demonstrates strengths in encouraging critical thinking and providing skills moderately relevant to future education and careers. However, most aspects—including career guidance, leadership development, hands-on learning, and extracurricular encouragement—show notable areas for improvement. There is an opportunity to better align the curriculum's offerings with students' needs and expectations to enhance their educational experience and long-term outcomes.

Table 12: Items based on Challenges in Curriculum Implementation

Item	Low	Moderate	High	Mean	Std. Dev.
Challenges understanding curriculum content	53 (33.6%)	62 (39.2%)	42 (26.6%)	3.22	4.283
Language barriers impacting understanding	107 (67.7%)	26 (16.5%)	25 (15.8%)	2.10	1.216
Teacher support for curriculum difficulties	59 (37.4%)	55 (34.8%)	40 (25.4%)	2.79	1.08
Cultural differences affect implementation	108 (68.3%)	31 (19.6%)	14 (8.8%)	1.98	1.117
Manageability of curriculum workload	50 (31.7%)	73 (46.2%)	33 (21.1%)	2.81	1.021
Classroom environment conducive to implementation	59 (37.3%)	75 (47.5%)	22 (14.0%)	2.61	1.062

The data reveals that a significant portion of respondents encounter moderate challenges in understanding the Cambridge curriculum content, with 39.2% rating their experience as "moderate." A further 26.6% rated their challenges as "high" indicating that over a quarter of the respondents experience significant difficulties. On the other hand, 33.6% rated their challenges as "low." The mean score of 3.22 suggests that understanding the curriculum can be moderately challenging for a notable group, perhaps pointing to areas where support mechanisms or curriculum clarity could be enhanced. A moderate to significant challenge exists for many students, as indicated by the mean score of 3.22. This can be the underlying factors like complexity of topics within the Cambridge Curriculum. Possible mismatch between teaching styles and student learning preferences. For improvement conduct feedback sessions with students to identify specific content areas that are problematic. Develop supplemental resources such as simplified explanations, tutorials, or interactive materials.

Language barriers appear to have a relatively low impact on understanding the curriculum, as 67.7% of respondents rated as "low." Only 15.8% and 5.1% rated the difficulty caused by language barriers as "high". The mean score of 2.10 aligns with the observation that language is not a significant obstacle for most respondents, though a small subset still faces challenges that may warrant targeted interventions. While language barriers are minimal for most students, they do

affect a small subset. Non-native English speakers may face challenges with specialized academic language. To improve this provide language enrichment workshops focused on academic vocabulary. Encourage peer support systems or mentoring programs for students struggling with language.

Teacher support is seen as moderately sufficient, with 34.8% rating it as "moderate," and 20.3% and 25.4% rating it as "high". However, a combined 37.4% rated teacher support as "low", suggesting room for improvement in addressing student difficulties effectively. The mean score of 2.79 reflects overall moderate satisfaction with teacher support, highlighting the importance of enhancing teacher-student interactions to better meet learners' needs. Organize professional development programs for teachers focusing on personalized learning techniques.

Cultural differences are generally perceived to have a minimal effect on curriculum implementation. A substantial 68.3% rated the impact as "low." Only 8.8% rated the impact as "high". The mean score of 1.98 supports the view that cultural differences are not a major barrier in most cases. However, for the small group that does feel affected, further exploration of culturally inclusive practices might be beneficial. Cultural differences have limited impact for most respondents, but a small group perceives notable challenges. For improvement integrate multicultural elements into lesson plans and activities. Promote a culturally inclusive classroom environment through group discussions and events.

Respondents generally find the workload manageable, with 46.2% rating it as "moderate" and an additional 21.1% rating it as "high". However, 31.7% felt the workload was "low", indicating that workload levels may still need balancing to better suit individual preferences and capacities. The mean score of 2.81 shows that while the workload is considered manageable by a majority, adjustments could further optimize student experiences.

The physical classroom environment is perceived as moderately conducive to effective curriculum implementation, with 47.5% rating it as "moderate." A smaller but noteworthy 14.0% rated it as "high". On the other hand, 37.3% rated the environment as "low," suggesting variability in experiences across different settings. The mean score of 2.61 indicates an average level of satisfaction, with potential for improvement in creating more supportive and engaging learning environments. While the classroom environment is moderately conducive for most, some respondents find it lacking. Some of the factors are differences in facilities, resources, and

classroom layouts. To improve this invest in upgrading facilities, ensuring well-designed seating and adequate lighting. Foster an engaging atmosphere through interactive classroom designs and tech integration.

Overall the data suggests that while language barriers and cultural differences are not significant challenges for most respondents, other dimensions like teacher support, workload manageability, and classroom environments exhibit moderate satisfaction levels with room for improvement. Challenges in understanding curriculum content highlight a key area requiring attention, particularly for students who report "high" difficulty levels. Addressing these areas could lead to a more inclusive and effective educational experience for all learners.

Perceptions of memorable learning experiences among respondents, offering qualitative insights into the aspects of the Cambridge Curriculum that student's value, as well as areas needing improvement. Below is a summary based on the provided frequencies and descriptive statistics. A significant 38.6% of respondents stated they had no memorable learning experience in the classroom. This points to either dissatisfaction with teaching methods or a lack of engaging activities.

The dominant response, "I don't have one," highlights a potential gap in engaging students effectively. This suggests many students may not feel connected to or stimulated by their educational experiences within the curriculum.

Positive responses emphasize the value of experiential and practical learning methods, such as laboratory experiments, outdoor teaching, and group activities. These approaches engage students and help them find meaning in their education.

Responses like "some teachers give us good experiences & enjoyable learning classes" underscore the critical role of individual teacher efforts in shaping positive learning experiences. However, contrasting responses like "most teachers can't teach or explain properly" suggest inconsistency in teaching quality.

Students appreciate a variety of activities, from playing games to practical experiments. This diversity appeals to different learning styles and fosters enthusiasm. In general the integration of quantitative and qualitative data highlights a dual challenge of improving overall classroom engagement while maintaining consistency in teaching quality. By addressing these areas, the

Cambridge Curriculum can create a more memorable and impactful learning environment for students.

The open-ended responses regarding how the curriculum prepares students for future education and career goals reveal a broad spectrum of opinions, reflecting varying levels of satisfaction and perceived relevance. A significant portion of respondents (33.3%) expressed dissatisfaction, stating that the curriculum "doesn't help me at all," while 11.1% noted a disconnect between the curriculum's potential and its implementation in schools. Some students (16.3%) acknowledged moderate preparation, finding the curriculum somewhat helpful but limited in effectiveness. On the positive side, 19.6% believed the curriculum plays a meaningful role in preparation, and 3.3% highlighted its support for college applications. However, 6.5% of respondents criticized its narrow focus, stating it fails to accommodate diverse passions and unconventional career paths. Others (7.2%) suggested its relevance depends on individual goals, making it more effective for certain career or educational trajectories. A very small fraction emphasized specific benefits such as research skills, teamwork, leadership, and scholarship opportunities (each at 0.7%), while another 0.7% felt the curriculum was overly geared toward academic pursuits. Overall, the data, with a mean score of 3.21 and a standard deviation of 2.386, reflects the variability in student perceptions and highlights areas for improvement to bridge gaps in addressing diverse aspirations.

Interview made with the director and vice director

Addressing School Needs: We haven't yet implemented many innovative approaches due to the demands of daily routines. Long-term planning is either lacking or not clearly communicated, which limits our capacity to try new strategies. However, recognizing this gap is an important first step, and we are gradually working toward developing more forward-looking practices.

Inspiring and Motivating Staff: To support our educators, we've introduced semester-based induction trainings focused on pedagogy. Regular classroom observations and constructive feedback play a central role. This helps improve lesson delivery and boosts teacher morale, as many feel encouraged by the support and recognition they receive.

Building a Sense of Belonging: The sense of community among stakeholders varies. Some individuals show deep devotion to the school, while others remain disengaged or unclear about

their responsibilities. A few even feel isolated in their efforts. We're striving to bridge these gaps through clearer roles, inclusive dialogue, and shared responsibility to strengthen school unity.

Turning Challenges into Opportunities: Student discipline was once a major challenge, but sustained supervision brought about visible change. We also tackled issues like teacher absenteeism, dress code non-compliance, and classroom skipping by integrating these concerns into observation protocols. Substance use, once a rising concern, has now been significantly reduced through awareness and follow-up.

Student and Parent Feedback: We've taken steps to involve parents more meaningfully in addressing student behavior. Disruptions are followed by calls home, and unusual behaviors like bringing money to school are discussed directly. While many parents prioritize academic results alone, we're working to shift the focus toward understanding how those results are achieved—through accountability and collaboration.

Interview made with HR manager.

The HR Director shared that their motivation to pursue a career in human resources within the educational sector stems from their background in Educational Planning and Management (EDPM) and prior experience as a school director, where managing human resources became a clear area of interest and strength. When it comes to fostering a positive work environment and school culture, the Director emphasized the use of both intrinsic and extrinsic motivational strategies. These strategies vary depending on individual staff characteristics and the management style adopted, but commonly include providing a comfortable working environment, offering medical insurance, and paying dependency allowances—all aimed at promoting the mental stability and peace required for effective teaching. For recruitment and retention, the school follows a rigorous process, starting with vacancy announcements that often attract hundreds of applicants per position. Careful screening ensures only the most suitable candidates proceed, while retention efforts focus on valuing experienced teachers to minimize turnover.

To ensure compliance with labor laws and school policies, the HR office works in close coordination with the labor union. Agreements are drafted after thorough consideration of both the management's and employees' perspectives, in alignment with current labor laws. Once finalized, these agreements safeguard employee rights while also defining their responsibilities. Looking

forward, the primary goal of HR at the school is to enhance the effectiveness and efficiency of all staff members, ultimately contributing to student success. This is pursued through strategic hiring, staff organization, regular evaluations, and constructive feedback—each playing a critical role in the overall academic achievement of the school community.

Interview made with PTSF.

The Parent-Teacher-Student Forum (PTSF) is primarily focused on creating a better and smoother school environment aimed at developing a visionary and well-rounded generation. Its key objective is to bring together all stakeholders parents, teachers, students, and administrators—to collaboratively work toward improving the overall quality of education and the school experience. To support the school’s educational goals and mission, the PTSF operates through various task forces, with one of the most active being the academic task force.

This group includes parent representatives and works closely with the Cambridge coordinator to ensure the curriculum is implemented effectively and aligns with the school’s vision and mission. In terms of promoting parental involvement, the PTSF has faced mixed engagement. While some parents become active when specific problems arise that require urgent solutions, consistent involvement remains a challenge due to current perceptions and the overall school situation. However, tools like a Telegram communication channel have been used to bridge this gap, ensuring that all necessary information—except confidential matters is shared transparently to keep parents informed and engaged.

The main challenges the PTSF currently faces include a lack of timely updates, inconsistent communication, and difficulties in maintaining a clear and organized action plan. Despite these obstacles, the PTSF continues to work towards creating a more constructive and inclusive environment through improved communication and collaboration efforts.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter aims to summarize the major findings of the study, row conclusion arising from the findings, and indicate whether or not the research problem has been solved, and present alternative recommendations informed by the research findings and literature review contained in this research paper.

5.1 Summary

Summary the main purpose of the study was to explore Challenge and opportunities in the implementation of Cambridge Curriculum the Case of Hellenic Greek International School, Addis Ababa. To achieve this purpose, the following basic questions were raised.

1. What leadership practices contribute to the successful implementation of the Cambridge Curriculum?
2. What does the implementation of Cambridge curriculum at Hellenic Greek International School look like?
3. What are the prevailing opportunities for students attending Cambridge Curriculum at Hellenic Greek International School?
4. What are the challenges faced by Hellenic Greek International School in the implementation of Cambridge curriculum?
- 5 How do professional development programs influence teachers' ability to effectively implement the Cambridge Curriculum at Hellenic Greek International School?

To these end, mixed design was employed for the detailed analysis of the data and the findings for the basic questions. To deal with basic questions, related literature was conducted; questionnaire, interviews and document analysis were implemented to study. The research was analyzed by using frequency, percentage, mean and standard deviation.

The study reveals that the implementation of the Cambridge Curriculum at Hellenic Greek International School faces both opportunities and challenges. While it supports academic growth and career readiness, it also offers a holistic approach to education, ensuring students are not only

academically proficient but also confident, capable, and ready to thrive in competitive environments. Given its global recognition, students completing this pathway have a distinct advantage in higher education and career prospects.

Gender disparities among educators indicate the need for inclusivity initiatives. The teaching workforce is experienced and stable, yet efforts to attract younger professionals and encourage advanced qualifications are essential for long-term sustainability. Targeted training and mentorship programs could further enhance the effectiveness of educators and improve the curriculum's impact on students' futures. Overall, the curriculum shows promise but requires strategic improvements to address diversity, generational gaps, and professional development.

The analysis highlights both strengths and challenges in school leadership practices related to implementing the Cambridge Curriculum. While efforts to communicate goals, set a vision, and ensure compliance with guidelines show moderate effectiveness, gaps in clarity, delegation, and leadership stability hinder full implementation. Inconsistent monitoring, limited teacher feedback, and insufficient professional development further impact performance. Additionally, fostering a positive work environment and addressing classroom conditions, pacing strategies, and teacher motivation are critical areas needing improvement.

Leading a school with many different groups is difficult. Balancing interests, improving procedures, and handling conflicts require strong communication and leadership. Although progress has been made, continued efforts are needed to make decision-making smoother and school management more efficient.

The analysis highlights gaps in professional development and training for Cambridge curriculum implementation, with concerns over inconsistent training quality, insufficient resources, limited subject-specific workshops, and inadequate technology integration. While some teachers feel moderately equipped, many require more structured and consistent opportunities to enhance their skills and knowledge.

The analysis highlights significant gaps in resources required for effective Cambridge Curriculum implementation. While textbooks are relatively accessible, other instructional materials, digital tools, and specialized facilities such as art rooms, science labs, and IT equipment are insufficient.

Limited access to modern technology and teaching aids hinders interactive and digital-based learning, while outdated or inadequate libraries, classroom setups, and PE infrastructure further impact curriculum delivery.

Classroom overcrowding significantly impacts teaching quality, student engagement, and overall learning environments. Larger class sizes compromise individual attention, reduce classroom participation, and create organizational challenges for teachers. Overcrowding also affects student morale and teacher stress, diminishing productivity and focus. Additionally, limitations in seating arrangements and the absence of engaging extracurricular activities hinder effective curriculum delivery.

Cultural and language barriers, as well as environmental factors, pose challenges to the effective implementation of the Cambridge Curriculum. Difficulties include occasional misalignment with local teaching methods, language struggles among students, and less-than-optimal classroom environments. Additionally, feedback highlights concerns over leadership, curriculum delivery, and parental understanding of the system.

The data reflects a well-balanced gender distribution and a strong focus on younger age groups, particularly adolescents. Senior grade students and those with extended enrollment durations are notably prominent, suggesting intentional representation of experienced students. Extracurricular activities show strong engagement in sports, with comparatively lower participation in clubs and other activities. Visual learning emerges as the dominant preference, indicating the need to incorporate visual aids into teaching strategies while still catering to auditory and kinesthetic learners.

The analysis highlights critical areas requiring improvement in Cambridge curriculum implementation. While teaching methods and curriculum delivery are moderately effective, insufficient alignment with students' aspirations and limited use of innovative practices hinder engagement and effectiveness. Resource disparities, inadequate incorporation of student feedback, and gaps in teacher preparation for assessments also contribute to mixed perceptions. Minimal integration of student perspectives in curriculum improvements further emphasizes the need for participatory approaches.

The data identifies significant gaps in advanced learning opportunities, career guidance, and student engagement in personal interests, hands-on learning, and community service, underscoring unmet expectations within the Cambridge Curriculum at HGIS. Leadership development and extracurricular encouragement also remain underdeveloped, limiting well-rounded growth. Conversely, strengths lie in fostering critical thinking and moderately relevant skill development for future education and careers.

The analysis uncovers several areas needing attention, particularly the lack of memorable learning experiences for many students and inconsistencies in teaching quality. Experiential and practical learning methods, such as lab experiments and outdoor activities, show promise but need broader integration to ensure meaningful engagement. Addressing challenges in understanding curriculum content and aligning it better with diverse passions and future goals is critical. The gap between the curriculum's potential and its implementation at school further highlights the need for better execution strategies.

Overall, student performance across both AS and A Level programs reflects a solid academic foundation, with a majority demonstrating steady progress and mastery in key subjects. While a significant portion of students perform at high levels, maintaining consistent engagement and excelling in their studies, there remains a group requiring targeted support to bridge gaps in understanding. To further enhance academic outcomes, a strategic approach focusing on differentiated learning methods, mentorship programs, and personalized study plans would be beneficial. Strengthening support systems such as tutoring, peer collaboration, and structured revision sessions can help students reinforce their comprehension and boost confidence. Additionally, encouraging extracurricular enrichment—such as research projects, leadership roles, and subject-specific competitions—can further inspire intellectual curiosity and critical thinking. By fostering an environment that balances academic rigor with personalized guidance, students across all levels can maximize their potential and achieve long-term academic success.

5.2. Conclusion

The implementation of the Cambridge Curriculum at Hellenic Greek International School reveals a dynamic interplay of strengths and areas for development. While the curriculum fosters academic rigor, global readiness, and holistic student growth, its full potential is tempered by critical challenges in leadership, teacher preparedness, resource allocation, and inclusivity.

Effective delivery is supported by a committed and stable teaching workforce, yet greater investment in professional development, particularly for younger and less experienced educators, is essential for sustaining quality. Leadership structures require clearer communication, stronger delegation, and consistent monitoring to drive meaningful change and build a more collaborative school culture.

Infrastructure limitations such as insufficient instructional resources, outdated facilities, and lack of technology integration hinder interactive and experiential learning, while overcrowded classrooms strain both students and educators. Addressing these issues is vital for promoting individualized attention and deeper engagement.

Students demonstrate strong academic performance and enthusiasm for critical thinking and sports, though gaps remain in extracurricular variety, advanced learning opportunities, career guidance, and experiential enrichment. Incorporating student perspectives, expanding visual and hands-on learning strategies, and boosting leadership and community service options can further enhance engagement and success.

Cultural and linguistic mismatches, along with limited parental understanding, also underscore the need for localized support systems and inclusive communication. A more participatory, responsive approach to curriculum refinement one that values teacher input and student aspirations—will enable the school to bridge implementation gaps and fully realize the benefits of the Cambridge educational model.

In sum, while the foundation is solid and the outlook promising, strategic reforms in training, leadership, infrastructure, and student-centered practices are imperative for optimizing the Cambridge Curriculum and unlocking the full potential of every learner at HGIS.

5.3. Recommendations

To enhance the implementation of the Cambridge Curriculum at Hellenic Greek International School, it is recommended to promote gender diversity by encouraging female educators to participate more actively, creating a more inclusive workforce. Strategies to attract and retain younger professionals through mentorship, career development programs, and incentives are essential for long-term sustainability. Supporting advanced qualifications among educators by fostering professional development initiatives can further improve teaching quality. Additionally, leveraging the expertise of experienced educators through mentorship programs and addressing generational gaps by preparing younger teachers for leadership roles are critical steps. Finally, providing robust support for curriculum implementation, including adequate resources and training, will ensure its full potential is realized, contributing to students' academic and career success.

Leadership should strengthen communication and clarity, establish collaborative and transparent decision-making processes, and actively involve teachers in setting objectives. Structured professional development, mentorship programs, and better resource allocation are vital for teacher support. Strengthening monitoring systems, feedback mechanisms, and leadership stability, alongside efforts to create smaller class sizes, interactive learning methods, and fair incentives, can significantly improve curriculum implementation and outcomes.

The school should prioritize comprehensive and frequent training programs tailored to the Cambridge Curriculum, including subject-specific workshops and technology integration sessions. Structured induction programs and mentorship for new teachers can ensure smooth transitions and alignment with curriculum standards. Investment in resources such as lab equipment, digital tools, and better classroom setups is essential. Additionally, fostering collaboration through peer networks and knowledge-sharing platforms will enhance teacher engagement and curriculum delivery. Regular evaluations and feedback loops can ensure continuous improvement and alignment with Cambridge standards.

The school should explore innovative solutions such as flexible scheduling to optimize space use or introducing hybrid learning models that combine in-class and digital instruction to reduce classroom pressure. Establishing dedicated spaces for small group work and providing mobile teaching aids can also create adaptable learning environments. Moreover, offering targeted

professional development for teachers on managing large classrooms and promoting active learning strategies will improve student engagement and curriculum effectiveness. Structural renovations or expansions may be necessary to support long-term goals of a balanced and conducive learning atmosphere.

The school should integrate cultural sensitivity and language support programs, ensure well-equipped and structured classrooms, and adopt noise-reduction strategies. Clearer communication, enhanced leadership training, and consistent curriculum alignment are needed. Introducing workshops for parents and creating engaging extracurricular activities will further support a student-centered learning environment.

To enhance educational experiences, schools should offer more diverse extracurricular opportunities, improve access for newer enrollees, and design flexible teaching approaches that integrate multiple learning styles. Emphasizing engagement across all student groups and promoting balanced involvement in activities will ensure a holistic and inclusive learning environment.

The school should prioritize incorporating student feedback into decision-making processes, ensuring the curriculum aligns with evolving aspirations. Enhancing teacher training with innovative methodologies and tailored assessment preparation can elevate effectiveness. Investments in equitable resource distribution and continuous curriculum updates are vital to maintaining relevance and inclusivity. These steps will optimize curriculum delivery and create a more engaging and supportive educational environment.

To address some gaps, the school should introduce more specialized programs, robust career guidance initiatives, and increased opportunities for experiential learning and community involvement. Leadership training workshops and enhanced extracurricular options could further enrich the student experience. Tailored strategies that prioritize personal interest exploration and align curriculum content with student aspirations will maximize both engagement and long-term success.

To improve, school should expand hands-on learning opportunities, enhance teacher training to ensure consistent teaching quality, and integrate student feedback to align the curriculum with their aspirations and goals. Efforts should be made to implement cultural inclusivity and ensure

engaging classroom experiences, fostering a more meaningful and impactful education for all students.

Grade 9 and 10 students are recommended, reinforcing core concepts in Mathematics and Sciences through structured tutorials and practice exercises will strengthen foundational skills. Expanding hands-on engagement in ICT can improve digital literacy and problem-solving abilities. In English and Humanities, guided reading, discussions and essay exercises will enhance comprehension and analytical reasoning. Targeted tutoring and structured revision programs can support struggling students, while active parental and teachers' collaboration will ensure consistent academic growth. Finally, incorporating effective study habits, time management techniques, and structured exam preparation strategies will help students maximize their potential and achieve academic success.

To enhance student outcomes based on Cambridge IGCSE standards, a skills-focused approach should be prioritized. Mathematics should emphasize critical thinking, problem-solving, and real-world applications, reinforcing algebraic fluency and logical reasoning. English requires structured reading comprehension, analytical writing, and exposure to diverse literature to sharpen communication skills. ICT should integrate hands-on digital projects, coding exercises, and software proficiency for improved technological literacy. In Sciences, lab-based experimentation, conceptual reinforcement, and interdisciplinary connections will strengthen retention and application. History and Geography benefit from debate-based learning, research projects, and case study analysis, helping students develop critical perspectives. Encouraging independent learning, effective study habits, and collaboration will promote academic excellence while ensuring Cambridge-standard proficiency.

In general students should actively engage in self-directed learning, applying Cambridge IGCSE standards through critical thinking, problem-solving, and practical application of concepts. Consistent revision and mastery of subject-specific skills are essential, alongside developing analytical writing, comprehension strategies, and interdisciplinary connections. Participation in discussions, research projects, and hands-on experimentation will enhance conceptual understanding. Effective study habits, time management, and independent learning should be prioritized, alongside utilizing real-world case studies, structured exercises, and collaborative activities to refine knowledge and academic performance. Balancing coursework with reflective learning ensures long-term success and skill development.

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Appendix -1

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Program: MS In school Leader Ship

Questionnaire On

**The implementation of Cambridge Curriculum Challenge and opportunities in
the Case of Hellenic Greek International School, Addis Ababa.**

Prepared by

Meseret Mesele

Advisor: - Dr. Demoze Degefa (PhD)

Questionnaire to be filled by School Teachers.

Introduction

Thank you for participating in this research study conducted by Meseret Mesele from Addis Ababa University. The aim of this study is to explore the challenges and opportunities associated with the implementation of the Cambridge Curriculum in African countries, with a specific focus on Ethiopia Hellenic Greek International School, Addis Ababa. Your insights and experiences are worthy and will contribute to a better understanding of the factors influencing the successful adoption of this curriculum.

Please take a moment to complete this questionnaire. Your responses will be kept confidential and used exclusively for research purposes. For any questions or assistance, please contact me at meiseyob02@gmail.com or (0911895326)

.Direction. I

- No need to write your name in any part of the questionnaires.
- Give your own candid response without consulting others.
- Write your brief response in the blank spaces.
- Give only a single answer to each item unless you are requested to do so.

Thank you very much for your cooperatio

Background Information

Direction. II

Give response by putting (□) mark and choosing appropriate letter against each closed ended

items and by giving brief descriptions of your opinion for open ended questions. Every response has to be based on your school contents.

Personal

Information

1. Name of the School
2. Sex: A. Male B. Female
3. Age: A. 20-25 B. 26-30 C. 31-35 D. 36-40 E. 41 and above
4. Level of Educational Qualification.
 - A. Diploma B. B.A/BAD/BS Degree C. M.A/MSc Degree. D. PhD
5. Field of specialization -----Major-----
6. Total work experience or service year:
 - A. under 5years B. 6-10 C. 11-15 D. 16-20 E. 21years above
7. Service year in current position:
 - A. under 5years B. 6-10years C. 11years and above

Direction. III

Below are tables that consist of questions that focus on leadership practices of your school. Each Table contains five responses. Please indicate the extent, degree or levels to which each statement represents your school practice by putting tick mark (√) in one of the boxes against each item. Every response has to be based on your school context.

The numbers show:

1=Low (L), 2=Moderate (M), 3=High (H),

Table 1: Items based on Practices of the school leader ship

S.No	Item			
		L	M	H

		1	2	3
1	How effectively does the school leadership communicate the goals and objectives of the Cambridge Curriculum to the staff?			
2	The degree to which the school leaders setting clear vision and mission			
3	The level to which school leaders communicate this vision and mission			
4	To what extent is the Cambridge Curriculum being implemented according to the guidelines provided by Cambridge International?			
5	The degree to which organizational setting structure clear and functional.			
6	The degree to which school leader's share and delegate responsibility among staff member.			
7	The degree to which school leader apply different style of leadership.			
8	Feedback from teachers and students is considered by the school leaders about the curriculum implementation improvements.			
9	How actively does the leadership team monitor and evaluate the progress of the Cambridge Curriculum implementation?			
10	The school leadership supports and prioritizes professional development for teachers.			
11	The extent to which the school leaders create safe school environment.			
12	The degree to which school leader turn over in your school.			

Table 2: Items based on Practices of professional Development or Training.

S.No	Item			
		L	M	H
1	Teachers are adequately trained to deliver the Cambridge Curriculum effectively.	1	2	3
2	Regular professional development sessions are delivered for the Cambridge Curriculum implementation.			
3	The degree of updated with the latest teaching strategies and curriculum changes.			
4	Student performance improvement because of teachers undergo regular training on the Cambridge Curriculum.			
5	Training sessions provide valuable opportunities for teachers to share best practices and collaborate.			
6	Induction training for new teachers, are delivered.			

7	Subject-specific training for teachers, are delivered.			
8	Pedagogical skills training for teachers, are delivered.			
9	Technology integration training are delivered.			

Table 3: Items based on resource requirements

S.No	Item	L	M	H
		1	2	3
1	Access to sufficient instructional materials for teaching the Cambridge Curriculum.			
2	To what extent are textbooks and learning materials available for teaching the Cambridge Curriculum?			
3	How would you rate the quality and quantity of materials provided for teaching?			
4	To what extent is technology integrated into daily Cambridge Curriculum lessons?			
5	How would you rate teachers' access to up-to-date digital resources and online materials?			
6	To what extent are classroom supplies and teaching aids (e.g., whiteboards, projectors) available?			
7	To what extent are audio-visual materials available for language classes?			
8	How would you rate teachers' access to a well-stocked library with relevant reference books and journals?			
9	To what extent does the school provide adequate laboratory equipment and facilities for science subjects?			
10	How would you rate the adequacy of facilities provided for PE classes (e.g., gym, sports fields, cones, balls, hoops, skipping ropes, balance beams)?			
11	How sufficient and well-maintained is the equipment used in PE classes?			
12	To what extent does the school provide adequate facilities for art classes (e.g., art studio, materials like graphite pencils, erasers, scissors, clay, brushes, and paints)?			
13	How sufficient and up-to-date are the equipment and software used in ICT classes?			
14	To what extent does the school provide adequate facilities for music classes (e.g., music rooms, instruments)?			

Table 5: Items based on classroom overcrowding

S.NO.	Item	L	M	H
		1	2	3
		1	How manageable is the number of students in your classroom?	
2	To what extent does the number of students in your class impact the quality of your teaching?			
3	Classroom crowding affects student participation and engagement in HGIS			
4	Classroom crowding affects the overall learning environment.			

Table 6: Items based on School Culture, language and Environment

S.No.	Item	L	M	H
		2	3	4
		1	Cultural or contextual factors have impacted the implementation of the curriculum.	
2	Differences in language have created difficulties when implementing the Cambridge Curriculum.			
3	Students often struggle with the language used in the Cambridge Curriculum textbooks and materials			
4	Students' cultural backgrounds affect their understanding and engagement with the Cambridge Curriculum in HGIS.			
5	The physical classroom environment is conducive to implementing the Cambridge Curriculum.			
6	Environmental factors such as noise levels and classroom layout affect student learning.			

Open-Ended Questions

1. What additional resources or support would you need to effectively implement the Cambridge Curriculum?

2. How can the school administration better support you in delivering the Cambridge Curriculum?

3. What specific challenges do you face in implementing the Cambridge Curriculum at the Primary/secondary level?

4. What feedback have you received from students and parents regarding the Cambridge Curriculum?

Appendix -2
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management
Program: MS In school Leader Ship
Questionnaire On
The implementation of Cambridge Curriculum Challenge and opportunities in
The Case of Hellenic Greek International School, Addis Ababa.
Prepared by
Meseret Mesele
Advisor: - Dr. Demoze Degefa (PhD)

Questionnaire to be filled by Students.

Introduction

Thank you for participating in this research study conducted by Meseret Mesele from Addis Ababa University. The aim of this study is to explore the challenges and opportunities associated with the implementation of the Cambridge Curriculum in African countries, with a specific focus on Ethiopia Hellenic Greek International School, Addis Ababa. Your insights and experiences are worthy and will contribute to a better understanding of the factors influencing the successful adoption of this curriculum.

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- Please try all questions and do not leave a question not answered.

Thank you very much for your cooperation

Background Information

Direction. II

Give response by putting (□) mark and choosing appropriate letter against each closed ended items and by giving briefed descriptions of your opinion for open ended questions. Every response has to be based on your school contents.

Personal

Information

1. Name of the School
2. Sex: A. Male B. Female
3. Age: A. 10-12 B. 13-15 C. 16 -18 D. 19 and above
4. Current grade: A. 6 B. 7 C. 8 D. 9 E. 10 F. 11 and above
5. Duration of Enrollment
A. Less than 1 year B. 1-2 years C. 3-4 years D. 5+ years
5. Participation in Extracurricular Activities
A. sports B. clubs C. Other extracurricular activities.
6. Learning Preferences
A. visual B. auditory C. kinesthetic

Direction. II

Below are tables that consist of questions that focus on General practices of your school. Each Table contains five responses. Please indicate the extent, degree or levels to which each statement represents your school practice by putting tick mark (√) in one of the boxes against each item. Every response has to be based on your school context

The numbers show:

1=Low (L), 2=Moderate (M), 3=High (H),

Table 1: Items based on Effectiveness of Curriculum Implementation

S.No	Item	L	M	H
		1	2	3
1	How effectively is the Cambridge Curriculum being implemented at your school?			
2	How engaging and effective are the teaching methods used in HGIS for the Cambridge Curriculum?			
3	How helpful are the textbooks and learning materials provided for the Cambridge Curriculum in your studies?			
4	How clear and supportive are your teachers in explaining Cambridge Curriculum content?			
5	To what extent do you have access to all the necessary resources (e.g., textbooks, online materials) for your studies?			
6	How much has your performance improved since the implementation of the current curriculum?			
7	How effectively do your teachers deliver lessons and support your learning based on the curriculum?			
8	How effectively do the curriculum and teachers' preparation equip students for assessments and examinations?			
9	To what extent is the curriculum and its implementation relevant to students' future education and career goals?			
10	How up-to-date is the Cambridge Curriculum content in HGIS with current educational standards and practices?			
11	To what extent is feedback from students considered and used to improve curriculum implementation?			
12	How helpful and engaging are the teaching materials used in language classes?			
13	How adequate are the laboratory facilities available for conducting experiments and practical activities?			
14	How well-structured are the laboratory sessions, and how well do they align with curriculum objectives?			
15	To what extent your parents are satisfied with the curriculum and its implementation in HGIS?			

Table 2: Items based on Challenges in Curriculum Implementation

S.No	Item	L	M	H
		1	2	3
		1	To what extent have you experienced challenges in understanding the content of the Cambridge Curriculum?	
2	How much do language barriers make it difficult for you to understand the curriculum?			
3	How sufficient is the support you receive from teachers when you face difficulties with the curriculum?			
4	To what extent do cultural differences affect the implementation of the curriculum?			
5	How manageable do you find the workload of the Cambridge Curriculum?			
6	How conducive is the physical classroom environment to effective curriculum implementation?			

Table 3: Items based on Opportunities for Students

S.No	Item	L	M	H
		1	2	3
		1	How accessible are advanced learning opportunities (e.g., advanced courses, specialized programs) through the Cambridge Curriculum?	
2	To what extent are you encouraged to participate in extracurricular activities that complement the Cambridge Curriculum?			
3	How effectively do you receive career guidance and advice as part of the Cambridge Curriculum?			
4	How much do you engage in critical thinking and problem-solving activities within the Cambridge Curriculum?			
5	How sufficient are opportunities for students to participate in hands-on and experiential learning activities?			
6	To what extent does the curriculum offer opportunities for students to develop leadership skills through its activities?			
7	How relevant are the skills developed through the Cambridge Curriculum at HGIS to higher education and future careers?			
8	How effectively does the school provide opportunities for students to explore and develop their interests and passions according to the curriculum?			

9	How sufficient are the opportunities for students to participate in community service and outreach programs?			
10	How strongly would you recommend learning the Cambridge Curriculum at HGIS?			

Open ended question

1. Can you describe a memorable learning experience you've had in the classroom?

2. What challenges do you face in understanding or keeping up with the curriculum?

3. How do you feel the curriculum prepares you for your future education and career goals?

4. What suggestions do you have for improving the curriculum implementation in HGIS or the way it is taught?

College of Education and Behavioral Study

Department of Educational Planning and management

Interview Guide for The school Principal

Dear Respondents

This questionnaire is prepared to assess challenges and opportunities of the implementation of Cambridge curriculum in the case of HGIS. The information gathered through this questionnaire will be used for academic purpose. Your careful and honest response determines the success of the study and the research as well. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential. Please read the instructions to each part and items in the questionnaires before respond to it, if you want to change any of your response, make sure that you have cancelled unwanted ones.

Directions

- No need to write your name in any part of the questionnaires.
- Give your own candid response without consulting others.
- write your brief response in the blank spaces.
- Give only a single answer to each item unless you are requested to do so.
- Please try all questions and do not leave a question not answered.

Thank you very much for your cooperation

Section -1: Personal information.

Give response by putting thick (☑) mark and choosing appropriate letter against each closed ended items and by giving brief descriptions of your opinion for open ended questions. Every response has to be based on your school contents.

1. Name of school
2. Sex: A. Male B. Female
3. Age: A. 20-25 B. 26-30 C. 31-35 D. 36-40 E. 41 and above
4. Level of educational qualification:
 A. Diploma B. BA/BED/BSc Degree C. M.A/MSc Degree. D. PhD

5. Area of specialization or field of study

- A. Subject B. EDPM C. Other specify it _____

6. From your total experience, a. by teaching.....

b. a unit leader.....

c. a department head.....

d. school principal.....

e. supervisor.....

f. another

7. Total work experience or service year:

- A. under 5years B. 6-10 C. 11-15 D. 16-20 E. 21years above

8. Service year in current position:

- A. under 5years B. 6-10years C. 11years and above

Section 2: Interview guide questions for the school principal.

1. Can you describe your vision for this school and its community?

2. What strategies do you use to foster a positive school culture and environment?

3. What are the major challenges of school leadership in the context of your school?

4. What possible solution you suggest to solve these challenges?

5 How is the Cambridge Curriculum implemented at Hellenic Greek International School?

6.What teaching methods and resources are used in its implementation?

7. How does the curriculum benefit students academically and personally?

8. What opportunities does the curriculum provide for global readiness and international qualifications?

9. What challenges does the school face in adapting and implementing the curriculum?

10. How does the school address training needs for staff involved in the curriculum delivery?

11. What feedback or perspectives do students teachers and parents have about the curriculum?

Appendix -4
ADDIS ABABA UNIVERISTY
College of Education and Behavioral Study

Department of Educational Planning and management

Interview Guide for the school directors

Dear Respondents

This questionnaire is prepared to assess challenges and opportunities of the implementation of Cambridge curriculum in the case of HGIS. The information gathered through this questionnaire will be used for academic purpose. Your careful and honest response determines the success of the study and the research as well. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential. Please read the instructions to each part and items in the questionnaires before respond to it, if you want to change any of your response, make sure that you have cancelled unwanted ones.

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1. Name of school
2. Sex: A. Male ☐ B. Female ☐
3. Age: A. 20-25 B.26-30 C. 31-35 D.36-40 E. 41 and above
4. Level of educational qualification:
 A. Diploma B. B.A/BED/BSc Degree C.M.A/MSc Degree.
5. Field of specialization-----

Major-----

6. Total work experience or service year:

- A. under 5years B.6-10 C.11-15 D.16-20 E.21years above

7. Service year in current position:

- A. under 5years B.6-10years C.11years and above

Section 2: Interview guide questions for the school directors

1. What innovative approaches have you implemented to address the specific needs of your school community?

2. What strategies do you use to inspire and motivate your staff to achieve their best potential?

3. How do you cultivate a sense of community and belonging among students, staff, and parents?

4. Can you describe a situation where you successfully turned a challenge into an opportunity for the school?

5. How do you incorporate student and parent feedback into your decision-making process?

Appendix -5
ADDIS ABABA UNIVERISTY
College of Education and Behavioral Study

Department of Educational Planning and management

Interview Guide for the school Academic coordinator

Dear Respondents

This questionnaire is prepared to assess challenges and opportunities of the implementation of Cambridge curriculum in the case of HGIS. The information gathered through this questionnaire will be used for academic purpose. Your careful and honest response determines the success of the study and the research as well. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential. Please read the instructions to each part and items in the questionnaires before respond to it, if you want to change any of your response, make sure that you have cancelled unwanted ones.

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3. Age: A. 20-25 B. 26-30 C. 31-35 D. 36-40 E. 41 and above
4. Level of educational qualification:

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5. Field of specialization-----

Major-----

6. Total work experience or service year:

- A. under 5years B. 6-10 C. 11-15 D. 16-20 E. 21years above

7. Service year in current position:

- A. under 5years B. 6-10years C. 11years and above

Section 2: Interview guide questions for the school Academic coordinator

1. How do you ensure the curriculum is effectively implemented and aligned with educational standards?

2. What strategies do you use to support and mentor teachers?

3. Can you share an example of a successful academic program or initiative you have led?

4. What role do you play in professional development for teachers and staff?

5. What are your goals for the academic year, and how do you plan to achieve them?

Appendix -6
ADDIS ABABA UNIVERISTY
College of Education and Behavioral Study

Department of Educational Planning and management

Interview Guide for the school HR

Dear Respondents

This questionnaire is prepared to assess challenges and opportunities of the implementation of Cambridge curriculum in the case of HGIS. The information gathered through this questionnaire will be used for academic purpose. Your careful and honest response determines the success of the study and the research as well. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential. Please read the instructions to each part and items in the questionnaires before respond to it, if you want to change any of your response, make sure that you have cancelled unwanted ones.

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4. Level of educational qualification:

A. Diploma B. B.A/BED/BSc Degree C. M.A/MSc Degree.

5. Field of specialization-----

Major-----

6. Total work experience or service year:

A. under 5years B. 6-10 C. 11-15 D. 16-20 E. 21years above

7. Service year in current position:

A. under 5years B. 6-10years C. 11years and above

Section 2: Interview guide questions for the school HR

1. What motivated you to pursue a career in HR within the educational sector?

2. What strategies do you use to foster a positive work environment and school culture?

3. How do you ensure effective recruitment and retention of high-quality staff?

4. How do you ensure compliance with labor laws and school policies?

5. What are your goals for HR at this school, and how do you plan to achieve them?

Appendix -7
ADDIS ABABA UNIVERISTY
College of Education and Behavioral Study

Department of Educational Planning and management

Interview Guide for the school PTSF

Dear Respondents

This questionnaire is prepared to assess challenges and opportunities of the implementation of Cambridge curriculum in the case of HGIS. The information gathered through this questionnaire will be used for academic purpose. Your careful and honest response determines the success of the study and the research as well. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential. Please read the instructions to each part and items in the questionnaires before respond to it, if you want to change any of your response, make sure that you have cancelled unwanted ones.

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2. Sex: A. Male ☐ B. Female ☐
3. Age: A. 20-25 B. 26-30 C. 31-35 D. 36-40 E. 41 and above

4. Level of educational qualification:
A. Diploma B. B.A/BED/BSc Degree C. M.A/MSc Degree.
5. Field of specialization-----
Major-----
6. Total work experience or service year:
A. under 5years B. 6-10 C. 11-15 D. 16-20 E. 21years above
7. Service year in current position:
A. under 5years B. 6-10years C. 11years and above

Section 2: Interview guide questions for the school PTSF

1. Can you describe the key objectives and initiatives of the PTSF?

2. How does the PTSF support the school’s educational goals and mission?

3. What strategies do you use to encourage parental involvement and participation in PTSF activities?

4. What challenges does the PTSF face, and how do you work to overcome them?

Appendix -8

Observation Checklist Cambridge Curriculum Implementation

I. Curriculum Delivery

Criteria	Yes	No	Partial	Comments
Lesson follows Cambridge curriculum framework				
Learning objectives are clearly aligned with Cambridge standards				
Use of Cambridge resources/materials (textbooks, handouts, etc.)				
Integration of global themes and 21st-century skills				

II. Teaching and Learning Strategies

Criteria	Yes	No	Partial	Comments
Student-centered teaching methods are used				
Active participation of students in learning activities				
Use of inquiry-based or project-based learning				
Differentiated instruction to meet varied learning needs				
Opportunities for critical thinking and problem solving				
Misalignment between teaching style and Cambridge expectations				

III. Assessment Practices

Criteria	Yes	No	Partial	Comments
Use of formative assessment techniques (e.g., questioning, peer assessment)				
Students are given feedback aligned with Cambridge standards				
Evidence of summative assessments (tests, quizzes, etc.) matching curriculum outcomes				

IV. Teacher Competency and Engagement

Criteria	Yes	No	Partial	Comments
Teacher demonstrates familiarity with Cambridge curriculum				
Teacher reflects confidence in curriculum delivery				
Teacher encourages student inquiry and interaction				
Effective classroom management is maintained				
Effective use of modern teaching strategies				

V. Learning Environment

Criteria	Yes	No	Partial	Comments
Classroom is conducive to collaborative learning				
Resources and displays reflect Cambridge curriculum content				
ICT/tools are used to support learning				
Inclusive practices are observed				