Exploring Challenges and Opportunities in Effective Curriculum Implementation Process at Ethiopian Defense University

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Abstract

This study explores the challenges and opportunities of curriculum implementation at Ethiopian Defense University (EDU). To this end, the article uses a qualitative case study design, collecting the primary data using semi-structured interviews from 4 commandants, 3 college deans, 1 education quality assurance director, and 6 participants in focus group discussions from department heads and quality assurance experts. We analyzed the data using both thematic and narrative approaches. We extracted three themes from the data. The themes were challenges, opportunities, and strategies of curriculum implementation. The findings showed that there were substantial challenges in the curriculum implementation, including a lack of continuous professional development, lack of resource, constraints on technology, lack of adequate and resistance to pedagogical change. Despite these primary challenges, the research identified substantial opportunity for EDU to implement the curriculum successfully. These prospects include practical training, military alliances that provide access to contemporary technology, advancements in areas such as drone technology, and focused education in leadership, military healthcare, and professional ethics. Using these opportunities, EDU can get a better chance to align its curriculum with the demands of the defense sector and enhance learners' keenness for military duties. Thus, it was possible to conclude that the EDU was doing a respectable job of implementing the curriculum at the time of this study. However, this study concludes that there is still room for improvement provided the challenges impeding the successful implementation of the curriculum in the EDU addressed. The study recommended individualized training programs, a conducive work environment, and staff engagement in the decision-making process to inspire the implementation of innovative teaching methods as strategies to solve these challenges. In addition, focusing on the importance of continuous professional development and upholding a culture of collaborating, especially in the field of military education, thus, this study reinforces strategies for changing how educational institutions operate. Therefore, it suggests that EDU needs to invest in new technologies, set explicit ICT policies, and involve military stakeholders to establish strategic partnerships.. By doing this, the institution can enhance the quality of education and ensure that its curriculum meets its needs.

Keywords: Challenges, curriculum, implementation, opportunities, defense

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1.Introduction

Globally Higher education Institutions (HEIs) face challenges in relation to curriculum implementation due to the dynamic educational paradigm and the highly increasing demands of work force relevant skills (Gryson et al., 2019). To overcome these challenges, HEIs are reforming their curriculum to place skill based learning and digital literacy first, particularly in North America and Europe (Illahibaccus- Sona & Abdullah, 2024). The changes provide flexible curriculum frame work that include real world scenario enhancing students capabilities in critical thinking and problem solving.

Grayson et al. (2019) report that higher education institutions in Africa face significant challenges, such as inadequate professional training, severe resource limitations, and a failure to integrate indigenous systems of knowledge.

Scholars aim to address global challenges by integrating indigenous knowledge and developing contextually relevant curriculum (Lin et al., 2022). Inadequate funding and lack of technological infrastructure still hinder the effective implementation of curricula (Grayson et al., 2019).

The fastest growth of higher education in Ethiopia has impeded the implementation of curricula to address the requirements of increasing enrollments and national development objectives (Tadesse & Melese, 2016). Armed Forces curricula must align with national security objectives, necessitating a balance between theoretical education and practical training (Fekade, 2012; Haile & Mekonnen, 2024). To confirm curricula remain aligned with evolving defense needs, it is essential to engage important stakeholders, including military leaders, educators, legislators, and industry experts (Haile & Mekonnen, 2024).

Even with constant changes, problems like institutional resistance and lack of resources make it difficult to go forward. To resolve these issues, we need to put funds into things like working together in business, building up technological facilities, and educating teachers (Mirzakhmadovna, 2023). Ultimately, improving the curriculum at military institutions will enhance education and equip personnel with the tools necessary to achieve national security objectives.

A major concern in HEIs is students' academic preparedness, as many lack the foundational competencies required for advanced coursework (Tadesse & Melese, 2016).The decline of academic readiness, demonstrated through regular assessment, puts faculty members who want to try innovative teaching techniques at a disadvantage, and it is often worsened by a lack of professional development opportunities and thick workloads (Fasinro, 2024; Haque & David, 2022; Riad, 2022). A lack of instructional resources means programs do not develop spaces where curriculum can be experienced (Onyango & Rupia, 2022).

From a policy perspective, there is still concern about relevance and the gap between curriculum and implementation (MoE, 2018). Too often, programs are designed without regard for industry needs, resulting in an incongruence between what students are taught and the employment opportunities available. Among other constraints, institutions face financial constraints and a lack of infrastructure that hinder curriculum development and implementation (Tortola, 2024). Job-embedded professional development and technology can be used to enhance curriculum delivery and help make it relevant to students (Langrafe et al., 2020; Solikhah et al., 2021).

Curriculum implementation is important for officer training, leadership development, and readiness for national security (Haile and Mekonnen, 2024). If properly structured, a

curriculum will ensure soldiers possess the skills and proficiency to respond to modern security scenarios (Barreiros dos Santos et al., 2019). Further, military education develops tactical understanding and enables analytical decision-making, which drives operational effectiveness to address new defense challenges (Tortola, 2024). Hence, it is paramount that curricula reflect changing security challenges and how the military responds through operational concepts. To improve curriculum implementation at EDU, it is necessary to identify the challenges and opportunities that surround military education, in the hopes of enhancing both the academic program and the military training element as well (MoND, 2024). Effective curriculum reform hinges on faculty training, adequate resources, and institutional support. Without sufficient preparation and professional development, curriculum changes may be implemented inconsistently, reducing their effectiveness (Barreiros dos Santos et al., 2019; Haque & David, 2022; Ibeh, 2022). Implementing practical strategies to address these challenges is vital for strengthening educational competency.

Active engagement of stakeholders is crucial for military higher education institutions, like EDU, to ensure that curricula meet military demands and offer students the skills they need. (Bishaw & Melesse, 2019; Haile & Mekonnen, 2024). To achieve this goal, the Ministry of National Defense (MoND) provided training sessions as part of the recent changes to the curriculum at EDU (MoE, 2018; MoND, 2024). But instructors said they were not ready because of a lack of resources and unclear curricular objectives (Haile and Mekonnen 2024).

Lack of continuous professional development restricts instructors' capacity to implement innovative teaching methods in military higher education (Haile and Mekonnen 2024). According to Darling-Hammond et al. (2017), effective curriculum changes require

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up-to- date resources and intensive training to equip instructors with the necessary skills. Staff getting ready and understanding how to teach are essential for effective implementation of military curriculum (Ibeh, 2022; Rudhumbu, 2018). Correcting the gaps in current training is vital for keeping the quality of education high and making sure that instructors can adapt to new pedagogical trends.

Many challenges hinder effective curriculum implementation at EDU, such as inadequate training for professionals, limited funding, and resistance toward change (Barreiros dos Santos et al., 2019; EDU, 2021; Haile & Mekonnen, 2024). Resistance to change among stakeholders frequently arises from their views, convictions, and apprehensions regarding potential increases in workload or decreases in efficiency (Ibeh, 2022). According to Yılmaz and Kılıçoğlu (2013), resistance to curriculum change may arise from insufficient support, uncertainty, or resistance to accepting established practices.

Limited funding, lack of infrastructure, and insufficient teaching materials significantly affect the implementation of the curriculum. Budget constraints and access to teaching materials minimize the quality of education (Fasinro, 2024; Haque & David, 2022).

Rudhumbu (2015). Rudhumbu (2015) A focused, effective curriculum requires adequate time, resources, and administrative support. Instructors must access up-to-date information and receive proper training to effectively teach in an engaging manner. Addressing these gaps is essential for strengthening curriculum implementation and optimizing educational outcomes at EDU.

EDU's antiquated facilities often obstruct effective teaching and learning by failing to meet curricular standards. Trianziani (2020) cited inadequate training for educators, insufficient funding, and ineffective institutional support as the main impediments to

curriculum implementation. Siregar and Aziza (2021) suggest that infrastructure is crucial for establishing an ideal learning environment. EDU (2021) indicates that deficiencies in infrastructure and resources exacerbate the challenges of curriculum implementation. Insufficient financing and a lack of necessary equipment restrict possibilities for practical training and actual learning.

To adequately equip instructors for curricular modifications, educational institutions should offer peer support, mentoring, and ongoing professional development. Research indicates that educators are vital in implementing new curriculum, and continuous training is essential (Chapman, 2019; Karakuş, 2021). Competent educators are more prepared to address curriculum-related difficulties. EDU (2021) indicates that insufficient professional development significantly hinders curriculum implementation. Although faculty experience enhances instructional quality, obsolete teaching methodologies and insufficient understanding of advancements in military education may stem from poor training. Ongoing professional development strengthens instructional abilities and cultivates a culture of creativity and adaptation (Solikhah et al., 2022). By emphasizing faculty development, EDU can enhance the quality of its educational programs and provide more advantages to both teachers and students.

The challenges in implementing curricula in nonmilitary higher education have been the subject of numerous studies. Key challenges were noted by Shilling (2013), including the lack of necessary supplies, lab equipment, and instructional materials. Haque and David (2022) looked at obstacles in educational environments and offered administrators and teachers solutions. These studies highlighted how effective curriculum delivery requires well-resourced learning environments.

Previous studies, such as Fekede's (2012), have highlighted issues in Ethiopian military

education, including a lack of qualified faculty and minimal stakeholder involvement. Fekade's research does not, however, fully address more significant systemic issues at EDU. This study expands on the findings of Fekade (2012) and Haile and Mekonnen (2024) by looking at curriculum implementation from the viewpoints of several stakeholders, such as quality assurance specialists and university leadership. In contrast to earlier studies, it also highlighted how crucial industry collaborations and technology integration are to military education (Olamo et al., 2019; Tadese & Melese, 2016). To improve curriculum implementation and maximize educational outcomes at EDU, these gaps must be filled.

However, to the best of the researchers' knowledge, no studies have examined these challenges, like lack of professional development training, inadequate funding and resource constraints, excessive workload for administrative leaders, and resistance to change among educators in the context of EDU. The present study aims to fill the gap that hinders effective curriculum reform and alignment with contemporary military and academic standards by examining the challenges in curriculum implementation at EDU, seeking to answer the following questions:

1. What are the primary challenges encountered during the curriculum implementation process at EDU?

2. What opportunities exist within EDU's curriculum implementation framework?

3. How does EDU implement strategies to enhance the effectiveness of its curriculum delivery?

2. Theoretical Framework and Literature Review

The implementation of a curriculum is a multifaceted and dynamic process shaped by various internal and external factors. Effective curriculum implementation in military

higher education requires a balance among institutional demands, resource allocation, leadership engagement, and resistance to change (Fekade, 2012; Haile & Mekonnen, 2024). The study utilizes Kurt Lewin's (1947) Force- Field Theory as a theoretical framework to examine the driving and restraining factors affecting curricular execution. This theory asserted that organizational and human behavior is influenced by the interplay of driving and restraining factors, which can encourage or hinder change (Fasinro, 2024; Yılmaz & Kılıcoğlu, 2013). Driving factors enhance motivation and promote change, whereas restraining forces create opposition and hinder progress. Effective curriculum implementation requires an intricate approach that balances these conflicting factors, ultimately promoting lasting changes in education (Good, 2015). A structural diagram (Figure 1) illustrates the equilibrium between driving and restraining forces in the application of Lewin's Force-Field Theory within military higher education curriculum implementation. This visual tool elucidates how these conflicting components influence the curriculum change process and eventual transformation.
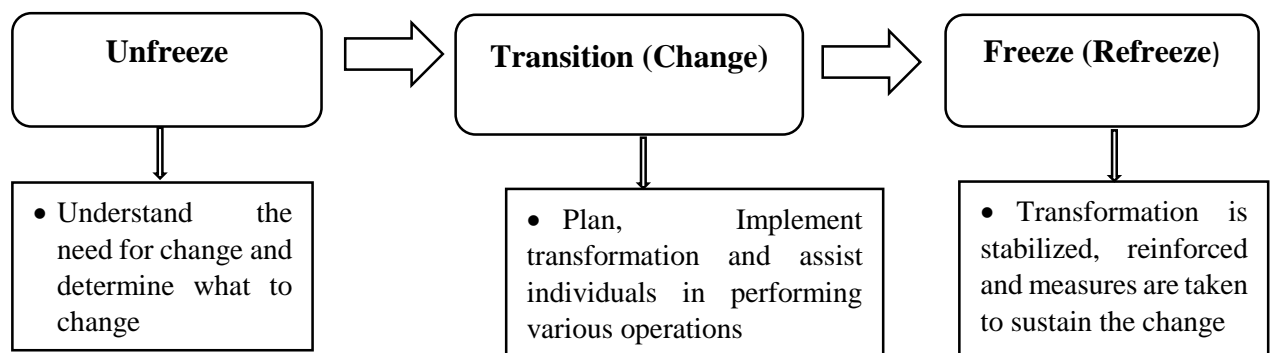
Figure 1.

Forces driving and opposing change (Riley, 2015, pp. 1-3)
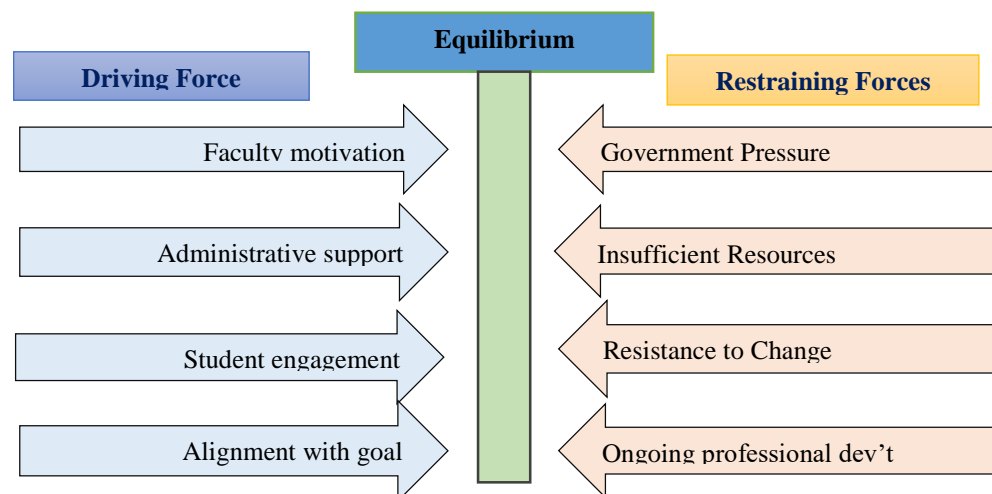
The Force-field theory of change demonstrates how crucial it is to have both motivating and limiting factors to get schools to implement better curricula; the Force-field theory of change demonstrates how crucial it is to have both motivating and limiting factors (Lewin, 1947; Tadesse & Melese, 2016). Student involvement, administrative support, teacher zeal, and alignment with learning objectives are motivating factors. Financial incentives, competition, and government pressure are examples of restraining forces. Implementing change or an effective curriculum can be hampered by restraining pressures like resistance to change, a lack of resources, and the need for continual professional development (Loveline, 2020). The Force-field theory (Cummings et al., 2016) drove home the importance of recognizing and resolving these pressures throughout the curriculum implementation process. Teachers and institutions may successfully manage challenges associated with change by taking into account both the motivating factors that promote it and the impediments that prevent it (Haile & Mekonnen, 2024). This strategy raises the likelihood that a new curriculum will be implemented and maintained successfully. Three distinct phases comprise the multi-stage process of change execution: unfreezing, change, and refreezing (Fullan, 2007; Lewin, 1947). The phases of transformation make it clear how to implement curriculum changes successfully at the EDU. Stakeholders can establish an environment that encourages adaptation and continuous development for teachers and students by methodically moving through these phases. Consequently, this methodical approach enhances the educational process and ensures that learning outcomes align with the evolving needs of the military industry.

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Figure 2.

The 3-stage process of Lewin's Change Model Unfreezing Stage

Unfreeze		Transition (Change)		Freeze (Refreeze)
• Understand the need for change and determine what to change		• Plan, Implement transformation and assist individuals in performing various operations		• Transformation is stabilized, reinforced and measures are taken to sustain the change

Unfreezing Stage

This stage entails cultivating a willingness and readiness to embrace change to prepare the social structure for it (Cummings et al., 2016). At this stage, the organization and its members recognize the need for change and are willing to depart from long-standing customs, viewpoints, or procedures. To change these behaviors, people must first acknowledge that they need to change. This is only practical, according to Deborah (2018), if they comprehend the change (or curriculum implementation) and its operation completely. Dismantling preexisting mindsets, getting past resistance to change, and encouraging psychological safety and receptivity to novel approaches are all necessary for unfreezing. To make sure that everyone feels prepared and supported during the transition, this process frequently entails training and efficient communication. By encouraging innovation and adaptability, the organization can cultivate a culture of continuous improvement as people start adopting new practices.

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Changing stage

According to Lewin (1947), unfreezing by itself is insufficient to bring about change and regulate its growth. A thorough evaluation of all the contributing elements and an iterative evaluation of all the options are necessary for the successful implementation and management of change (Esa et al., 2017). As implementers assess and pick up new techniques for the change process, this phase is marked by challenges. It frequently involves conducting experiments, gathering data, and making the necessary adjustments. Effective communication, in-depth training, and robust support networks are crucial during this time to enable and empower employees, according to Saleem et al. (2019). This stage deals with putting change into action after the status quo has been upset.

Refreezing Stage

Following the adoption of new strategies and the execution of modifications, the "refreezing" phase takes place (Saleem et al., 2019). At this point, both people and organizations create new routines, embrace an entirely different perspective, and start to revert to their prior comfort levels (Rudhumbu, 2015). To achieve a stable equilibrium and control motivating and restraining forces, the refreezing stage entails incorporating new behaviors, attitudes, knowledge, skills, and norms into daily routines (Loveline, 2020).

Based on this theory, we propose that the educational leaders involved in this study can identify challenges that impede the successful implementation of the curriculum, specifically resistance to change and resource constraints (Chuene & Teane, 2024). If educational leaders and their leadership teams lack a comprehensive grasp of the curriculum, they will be unable to successfully assist instructors in reaching the same objectives. Educational leaders serving as curriculum implementers may articulate the rationale for their successes or failures (NIET, 2020). This understanding is crucial for

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fostering an environment that not only embraces change but also allocates the necessary resources for effective curriculum delivery. By recognizing and addressing these barriers, educational leaders can better support teachers in achieving their goals and ultimately enhance student outcomes. Employing this theoretical framework, the literature review examines significant barriers, challenges, and methodologies that influence curriculum implementation in military and non-military educational settings.

Curriculum Implementation Challenges in Military Higher Education

Curriculum implementation in higher education poses significant challenges for both military and non-military higher educations, as each seeks to provide high-quality education in order to enhance the results of students within their own contexts. Regardless of their distinctions, both categories of institutions strive to convey basic knowledge and skills. The literature review analyzes the current challenges, opportunities, and strategies in curriculum implementation, particularly within military higher education. Several challenges hamper the successful implementation of curriculum at military higher education institutions. The challenges include limitations in physical and human resources, an excessive workload, and resistance to change (Ibeh, 2022; Ng, 2018; Rudhumbu, 2015; Shilling, 2013).

i. Challenges Regarding Physical Resources

The implementation of curricula is often hindered by a lack of resources, such as inadequate funding, infrastructure, equipment, and instructional materials (Haque & David, 2022). Limited resources may negatively impact educational quality, impeding students' intellectual growth. To address this, institutions should ensure suitable resource allocation, pursue external financing, and prioritize resource distribution (Fasinro, 2024).

Furthermore, problems with higher education institutions' buildings and equipment, like not having enough classrooms, administrative offices, laboratories, libraries, and tech tools, pose significant challenges (Haque & David, 2022). The lack of modern facilities obstructs experiential learning, restricts the use of innovative teaching methods, and adversely affects educational results.

Budget limitations at the faculty and departmental tiers further impede academic leaders from acquiring vital educational resources and facilitating professional development initiatives. These limitations hinder faculty development, research endeavors, and the implementation of modern curricula (Karakuş, 2021).

ii. Challenges Relating to Human Resources

Challenges encountered by senior and mid-level managers

Insufficient professional training in curriculum creation and implementation often constrains the capacity of upper and middle management to effectively manage changes to the curriculum (Rudhumbu, 2015; Shilling, 2013). The leadership style of senior management and their interaction with intermediate managers significantly impact the effectiveness of curriculum implementation. Certain managerial leadership styles may obstruct communication across various hierarchical levels, thereby hindering the implementation of curricular changes (Fasinro, 2024; Ng, 2018).

Middle managers serve as intermediaries between administration and faculty, navigating through the technical and political dimensions of curriculum implementation (Ruto, 2022). Nonetheless, these responsibilities often lack clear authority, adequate training, and institutional support, hindering the effective implementation of curricular changes (Ng, 2018; Shilling, 2013).

Challenges regarding instructors

Instructor competence is essential for effective curriculum implementation (Fasinro, 2024). Studies show that inadequately qualified educators with limited subject expertise find it challenging to understand and implement curricular changes (Rudhumbu, 2015). The philosophical viewpoints of instructors profoundly influence curriculum implementation (Ibeh, 2022; Shilling, 2013). Resistance to curriculum reform is likely to endure without adequate investments in training, financing, and qualified staff (Ng, 2018).

Challenges Related to Workload

Administrative staff in higher education face considerable workload that could impede their capacity to efficiently execute curricula changes (Chuene & Teane, 2024). Middle managers often encounter overwhelming administrative duties, restricting their focus on instructional leadership (Rudhumbu, 2015; Ruto, 2022). This disparity reduces the time allocated for addressing curriculum-related challenges and driving for crucial changes with senior leadership (Ng, 2018).

Resistance to Change

Resistance to curriculum implementation arises from personal attitudes, organizational culture, and worries around higher workload and reduced effectiveness (Ibeh, 2022). Insufficient engagement of stakeholders and limited understanding of the proposed changes foster resistance (Karakuş, 2021; Yılmaz & Kılıçoğlu, 2013). Moreover, when schools exhibit favorable results with the current curriculum, staff members and instructors might resist changes perceived as unnecessary.

Opportunities of Curriculum Implementation in Military Higher Education

Military higher education plays a vital role in transforming armed service personnel into competent and disciplined professionals by integrating theoretical academic knowledge with practical military training. These educational institutions seek to enhance technical and operational skills while also fostering strategic, ethical, and leadership qualities essential for navigating through contemporary military landscapes. As military operations become more complex, the incorporation of modern educational frameworks and new curriculum is essential for sustaining preparedness and relevance (Barreiros dos Santos et al., 2019).

According to Barreiros dos Santos et al. (2019) the present trends in military higher education indicate a transition toward more multidisciplinary and internationally oriented programs. Contemporary military commanders must have expertise in several areas, including cyber security, international law, diplomacy, and logistics. This extensive intellectual basis is crucial for addressing the changing landscape of military concerns. Consequently, military institutions are integrating courses such as international relations, artificial intelligence, and crisis management with fundamental military training. These changes have been driven by overarching global educational transformations and the increasing need for military education to align with civilian academic standards (Mirzakhmadovna, 2023). Working together with civilian universities and getting approval from civilian organizations ensures that military degrees are recognized beyond the defense field, which helps veterans find jobs and gain academic credibility.

A significant opportunity for contemporary curriculum implementation in military higher education is the integration of new educational technologies. Simulation-based training, virtual reality, and artificial intelligence provide immersive educational

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settings that emulate authentic military situations, allowing students to refine decision-making abilities without operational risks (Powell &Townley, 2025). These advancements are especially beneficial for leadership development, enabling cadets to engage with complex combat dynamics and strategic planning simulations.

Ethical leadership and strategic thinking have become essential elements of the military curriculum. Modern combat presents numerous ethical complexities, including the implementation of autonomous weaponry and the challenges presented by hybrid conflicts. Consequently, including ethics in leadership training is vital for equipping military leaders to address these difficulties. Incorporating ethical reasoning and strategic foresight into the curriculum enables military personnel to operate with integrity in high- pressure situations, whether during combat or peacekeeping operations (Dyer & Tucker, 2016). These abilities are essential not just in combat scenarios but also in humanitarian operations and collaborative international initiatives.

Collaborations with civilian academic institutions provide a significant potential to enhance military higher education. Joint degree programs, academic exchanges, and joint research initiatives facilitate the interchange of ideas between military and civilian academic domains. These interactions enhance the academic exposure of military students and enable civilian academics and students to have a greater understanding of defense and security issues, resulting in a more comprehensive educational system (Powell & Townley, 2025). Programs that integrate military studies with business administration or foreign politics could prepare military personnel for positions both inside and beyond the armed services.

In general, the changing dynamics of military higher education provide many opportunities for curricular advancement. The amalgamation of technological innovation, multidisciplinary methodologies, ethical leadership development, and civil-military

academic collaboration is transforming military education into a progressive and dynamic field. These innovations not only augment the proficiency and adaptability of military commanders but also ensure that military education remains relevant in an increasingly complex global security landscape.

Strategies to Improve the Implementation of the Curriculum in Military Higher Education

i. Professional Development

Effective teacher training is crucial for successful implementation of any curriculum. Fekade (2012) emphasized the importance of teachers in the learning process and the necessity of continual professional growth. Training sessions, seminars, and workshops support instructional strategies and guarantee alignment with curriculum objectives. Losing these opportunities could jeopardize the effectiveness of curriculum implementation.

Continuous professional development, peer collaboration, and mentoring are essential for addressing issues related to curriculum implementation. Research highlights that effective teacher training plays a vital role in the successful implementation of curriculum changes (Chapman, 2019; Karakuş, 2021). Teachers' subject-matter expertise and pedagogical abilities improve student learning outcomes. Comprehensive training fosters a stimulating learning atmosphere for students (Fasinro, 2024).

Loveline (2020) talks about the need to keep supporting instructors. Workshops on developing curriculums, working together across subjects, and allowing instructors to evaluate each other really help. These activities boost teachers' ability to adapt and solve problems, which in turn makes the way they implement curriculum better (Mabusela, 2018;

Rahman et al., 2018).

Furthermore, it's also key to tackle the training gaps for military leaders (Fasinro, 2024; Rudhumb, 2015). Studies show that this lack of training stops curriculum changes from happening smoothly. If administrators don't fully understand curriculum concepts, they struggle to make effective changes (Karakuş, 2021). Putting fund into training programs for military leaders could really help develop their leadership skills and make it easier for educational institutions to adapt to curriculum changes (Gouëdard et al., 2020; Moses et al., 2024).

ii. Enhancing Educators' Motivation

Boosting instructor motivation plays a crucial role in effectively implementing new curriculum across various educational institutions. Karakuş (2021) asserts that boosting educators' intrinsic motivation through skill improvement and conviction cultivation fosters remarkably effective teaching staff. Enthusiastic instructors play quite a crucial role in student achievement according to various studies conducted recently by (Sharma and Srivastava 2020)

Workload induced stress can result in exhaustion and lower effectiveness, requiring solutions to equilibrate duties and safeguard faculty well-being (Mabusela, 2018). Institutions need to incentivize educators to dedicate time to personal development and professional advancement, hence fostering sustained commitment to curriculum execution (Ibeh, 2022).

The study is fundamentally based on Kurt Lewin's Force-Field Theory of Change (1947). According to this theory, the way a curriculum is implemented in military higher education represents a dynamic balance between forces that support advancement and

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those resist it. Committed leaders and well-coordinated policies (Fasinro, 2024); motivated teachers who receive recognition and professional development (Karakuş, 2021); and engaged students who employ interactive teaching techniques are the catalysts for change. Additionally, curricular reform cannot be implemented without adequate funding and access to necessary resources, including technology (Macchiarella & Mirot, 2018). On the other hand, several barriers prevent the program from being implemented   successfully. Resistance to change remains a major problem, frequently stemming from stakeholder reluctance and institutional bureaucracy (Yılmaz & Kılıcoğlu, 2013).

Teachers cannot fully participate in changes to the curriculum since they have a lot of administrative and teaching work to do (Chuene & Teane, 2024). Lewin's Three-Step Change Model establishes an organized process to execute transformation which resolves obstacles in the system. During the first step of unfreezing stakeholders require educational efforts that help them understand the change and prepare for its implementation through the adoption of new teaching methods and faculty training and institutional support (Cummings et al., 2016). The final stage called refreezing enables the implementation of proven changes which organizations can maintain over extended periods (Loveline, 2020). Multiple strategies may improve curriculum implementation. According to Fekade (2012) and Haile and Mekonnen (2024), ongoing professional development, including training, seminars, and mentorship, enhances instructors' preparedness for change (Chapman, 2019). Institutional support through leadership involvement and policy modifications guarantees coherence with overarching educational goals (Ng, 2018). Efficient resource allocation, especially in financing and infrastructure, alleviates material limitations (Fasinro, 2024). Moreover, promoting cooperation among educators, administrators, and students leads to an overall commitment to improvement (Ibeh, 2022).

iii. Adopting Low-Cost Assessment Strategies

Inexpensive assessment techniques, like peer evaluations and project-based assessments, provide an efficient approach for educational institutions to monitor student advancement without incurring substantial financial burden (Karakuş, 2021). In contrast to the conventional assessments that need considerable resources for evaluation and management, these alternative methods provide cost-effective options that continue to provide significant insights into student development. Peer evaluations enable students to evaluate each other's work, fostering constructive criticism, self-reflection, and enhanced understanding, while reducing reliance on external evaluators.

Project-based evaluations demand that students use their expertise and skills to complete lengthy projects that address real-world issues (Moses et al., 2024). These assessments foster critical thinking, creativity, and a more thorough comprehension of students' abilities. By using readily available resources and digital tools, they also provide flexibility. These evaluation techniques preserve assessment quality even in environments with limited resources, claim Moses et al. (2024) and Karakuş (2021). While fostering critical abilities like teamwork and problem-solving, they lessen the financial burden on institutions. Particularly in settings with limited resources, these tactics maintain the efficacy and significance of student assessments without straining institutional budgets.

iv. Using Technology

Digital platforms and open-source educational materials are examples of cost-effective ways that institutions can improve the educational experience in resource-constrained environments (Arwen et al., 2024). Research articles, interactive videos, open-

access textbooks, and digital lectures are examples of free resources that educators can use in place of pricey textbooks and proprietary software (Bazzanella & Sandro, 2022). These resources offer excellent instructional content at no cost and are readily customizable to accommodate a range of student needs.

According to Bazzanella and Sandro (2022), Technology-driven resources, such as online learning modules and virtual simulations, give students dynamic, engaging learning experiences. Because they let students learn at their pace, these modules are particularly helpful when class time is limited. Without using expensive physical resources, students can investigate difficult subjects like historical events or scientific experiments through virtual simulations. These tools help get around physical constraints and provide flexible, scalable learning. By implementing these digital tools, universities can provide individualized and enhanced instruction without incurring significant costs.

3. Method

Research Design

To address research questions regarding the curriculum's implementation at EDU We used a qualitative case study method. This method allows for a thorough analysis of how academic and military training interact in this special educational environment (Quintão et al., 2020). This approach makes it easier to fully understand the unique challenges and opportunities present in this environment (Creswell, 2014). Three colleges within EDU were chosen using purposive sampling to gather significant and pertinent data. Creswell claims that this approach is particularly effective at gathering in-depth information from individuals or organizations that are most likely to supply significant, relevant data, such as the College of Engineering, the College of

Resource Management, and the College of Health Sciences. The colleges were selected due to their thorough alignment with EDU's core educational and training objectives, which include leadership development, health services, and technological proficiency. Focusing on these crucial facets of military education allows for a thorough examination of EDU's curriculum implementation procedures.

Study Participants

The study was carried out at the College of Engineering (CE), College of Health Science (CHS), and College of Resource Management (CRM) at Ethiopian Defense University. Interviews with participants were used to gather data. Four commandants, three college deans, one director of educational quality, three department heads, and three education quality assurance specialists participated in a focus group. We selected these 14 participants using a purposive sampling technique (Creswell, 2014). We selected these participants because we believed they could provide us with valuable insights into the opportunities, difficulties, and tactics of curriculum implementation at EDU. Priority was given to those whose roles were directly related to their academic responsibilities.

Table 1

Participant Demographics and Roles

Characteristic	Categories	Counts (n = 14)
Gender	Male	13
	Female	1
Age	45 - 55 years	6
	35 - 44 years	4
	Below 35 years	4
Qualification	PhD	2
	MA	6
	MSc	6
Leadership Experience	20 - 30 years	6
	10 - 15 years	4
	5 - 10 years	4
Institutional Representation	University Head Office	2
	Engineering College	4
	Human Resource College	4
	Health Science College	4
Institutional roles	Commandant	4
	Quality Assurance	4
	College Dean	3
	Department Head	3

Instruments and Procedure of Data Collection

We used mi-structured interviews and a focus group discussion, each directed by four basic questions, to collect data efficiently. The main concerns in the focus group

encouraged meaningful discussions, prompting participants to openly address the problems encountered in curriculum implementation. The individual interviews used a flexible, semi-structured methodology that included predetermined questions, while also allowing for the organic emergence of unforeseen themes. This combination was especially effective for qualitative research, as it provided stability yet still encouraged participants to introduce new ideas. Moreover, the interviews' versatility facilitated the posing of specific follow-up questions, which resulted in deeper and more thorough replies than expected. As the discussions progressed, individuals not only conveyed their personal experiences but also developed a deeper understanding of the diverse viewpoints of others. Consequently, we posed further targeted inquiries to explore the salient themes that had emerged.

How did you find the Ethiopian Defense University's program implementation?

- What are the primary obstacles Ethiopian Defense University faces while implementing its curriculum?

- What opportunities exist within the process of curriculum implementation at Ethiopian Defense University?

Before starting the fieldwork, we received ethical permission from the Ethics Committee of the College of Education at Addis Ababa University. We secured authorization from the EDU to conduct research at three designated colleges, and participants completed and signed consent forms. We adhered to the ethical norms of informed consent, voluntary participation, privacy, confidentiality, and anonymity (Creswell, 2014). We respected the participants' right to information and confidentiality by using pseudonyms to protect their identities (Creswell & Clark,

2017). We strengthened the study's credibility by using participants' actual quotations to mitigate researcher bias. Additionally, we ensured transparency in our data collection methods and informed participants about the study's objectives and potential impacts. This approach not only fostered trust but also encouraged open and honest dialogue, enriching the overall quality of the research findings.

Data Analysis Procedure

This study followed a thematic analysis approach to make sense of the data. As Nowell et al. (2017) explain, this kind of analysis involves organizing the data, breaking it down into manageable pieces, developing codes, and identifying recurring patterns. This process helped us uncover the key themes within the collected data and allowed us to confirm and expand on them (Stranges et al., 2014). First, we reviewed the data line by line, being sure to understand what each word, phrase, and concept meant (Creswell, 20). We wrote down every word of all the interviews and group discussions so that we could keep the whole meaning and subtleties of what people said. After that, we coded the transcripts in a methodical way. We first utilized open coding to find important parts of the text and to spot early trends. After that, we used axial coding to improve these codes, look at how they relate to each other, and put the data into larger, more cohesive groups. This systematic approach revealed three main themes: the problems that came up during the implementation of EDU's curriculum, the chances that came up throughout the process, and the methods employed to deal with these problems and make sure the implementation went well.

We used a number of methods to make sure our results were reliable, such as source triangulation, member verification, and peer debriefing. These strict methods

helped make sure that our results are true to what it was like to study and learn at EDU. (Creswell, 2014).

4. Results and Discussion

Discussions in this section centered on key issues related to process, and three main themes emerged from data guided by research questions. Primary challenges encountered during curriculum implementation include several obstacles, and opportunities available within the current framework suggest various strategies for overcoming them successfully. Responses from each participant are presented in relation to these themes quite thoroughly alongside other relevant factors.

Theme 1: Challenges Faced

Many participants emphasized that a lack of sufficient professional development training significantly hinders the proper implementation of the curriculum at EDU, despite various influencing factors. The College Commandant CC1 and College Dean CD1 emphasize that inadequate training for administrative personnel impedes their ability to assist lecturers and students at EDU effectively. This deficiency impedes their support role and generates a substantial gap in the knowledge and abilities necessary for successful curriculum implementation (Shilling, 2013). The College Dean (CD1) said that:

> In my experience, one of the biggest challenges we face in implementing the curriculum is the lack of professional development for our administrative staff. They need continuous training to stay informed and effectively support the process. Without ongoing training and skill

enhancement programs, I may struggle to effectively support teachers and

students in implementing the curriculum.

The department heads (DH1, DH2, and DH3) believed that the university administration's inadequate professional development training reveals a broader institutional challenge. They stated that:

Our college's educators need professional development training to enhance

their pedagogical skills, stay updated on current educational issues, and

consistently improve the quality of their teaching. The limited emphasis on

ongoing professional development training hinders our ability to integrate

new teaching methodologies into our curriculum and adapt to changing

educational practices.

The interview replies from administrative officials and department heads at EDU indicated a major barrier to curriculum implementation is insufficient professional development training. This issue corresponds directly with the "unfreezing" phase of Lewin's Change Management Model, whereby an organization must first ready its staff to acknowledge the need of change. Lewin believes that unfreezing requires confronting the status quo, mitigating uncertainties, and empowering people with the requisite information and desire to adopt new habits.

However, as emphasized by CC1 and CD1, the absence of regular training and skill improvement for administrative staff makes it difficult for them to support changes in teaching, leaving them unprepared for updates to the curriculum. Department heads (DH1, DH2, and DH3) noted that the lack of professional development opportunities

for educators inhibits pedagogical creativity and adaptability to contemporary educational trends. The shortcomings in training and institutional support indicate failure to fully dismantle outdated systems and mentalities. In the absence of this fundamental step, the institution faces challenges in progressing to the 'change' phase, during which new pedagogical tactics and curricular models are intended to be actively implemented. Therefore, strengthening professional development is not only a technical responsibility but a strategic need for overcoming institutional rigidity and advancing through Lewin's transformation model.

Other participants in this study said that insufficient financing for equipment and technology, along with the lack of policy guidelines for ICT usage, might hinder the incorporation of modern technologies into the curriculum. Haque and David (2022) examined the influence of budgetary limitations on the use of educational technology, while Karakuş (2021) underscored the need for explicit policy guidelines for effective ICT integration in education. This constraint adversely affects the accessibility of practical training opportunities for students and undermines the institution's capacity to be relevant and competitive in the educational sector.

CC1 emphasized the lack of access to current academic papers and the very deficient classroom facilities and laboratory equipment, considerably exacerbating obstacles in curriculum implementation. Deficiencies may significantly compromise educational quality and impede students' preparedness for the demands of the military sector, which often requires sophisticated, state-of-the-art technology. CC1 asserted that:

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In my view, the major challenge in curriculum implementation stems from inadequate funding for tech and equipment and absence of policy guidelines for ICT utilization successfully. Practical training opportunities for students are hindered by this constraint and incorporation of innovative tech into curriculum suffers greatly.

Adequate funding is crucial to solve the challenges related to curriculum implementation, particularly in technology-driven military sectors. According to Fasinro et al. (2024), insufficient financial resources hinder the procurement of vital equipment and technology, and this limitation restricts students' hands-on training opportunities. Consequently, it hampers the integration of modern technology into the curriculum and limits learners' experiences with real-world applications that are necessary for their future jobs. Therefore, investing in resources, technology, and infrastructure is essential for delivering a high-quality educational experience that meets industry requirements. In fact, to provide a quality education that aligns with industry demands, it is necessary to invest in both technology and infrastructure. According to Ibeh (2022), these elements are essential for equipping students with the skills they need to succeed in their field of study. In military education, such investment involves equipping learners with proficiency in the latest technology and methodologies pertinent to modern defense strategy. The deficiency of resources and institutional backing presents significant obstacles for educational institutions striving to provide curriculum that correspond with the changing requirements of the military sector. Moreover, insufficient funding could render educational programs outdated, thereby preventing the integration of new technologies and methodologies. This gap, in turn, could result in a workforce that is inadequately qualified to manage the complex

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nature of modern military operations. As a result, both national security and operational effectiveness could be adversely affected. Consequently, it is crucial for educational institutions, politicians, and stakeholders to prioritize funding for military education programs to ensure that students receive comprehensive training, master advanced technologies, and are well-equipped to face future challenges in the military industry. Inadequate funding could make educational programs outdated, preventing the integration of developing technology and methodologies. This gap may result in a workforce inadequately qualified to cope with the complex nature of contemporary military operations, therefore impacting national security and operational efficacy. Consequently, it is essential for educational institutions, politicians, and stakeholders to prioritize financing that facilitate the ongoing improvement of military education programs. This dedication guarantees that students have thorough training, are proficient with contemporary technology, and are fully equipped to confront the difficulties of their future professions in the military sector.

According to Chuene and Teane (2024), administrative leaders in military higher education institutions often face challenges in implementation the curriculum, with workload being the main obstacle. The main impediment to implement curriculum effectively, as directed by most participants, is workload. For instance, department Heads (DH1, DH2, and DH3) and Educational Quality Assurance Experts (EQAE1, EQAE2, and EQAE3) stated their heavy workload frequently leads to time restraints, hindering their capacity to provide services punctually, address issues efficiently, and implement new projects successfully during their focus group discussion. Moreover, The University Commandant (UC) uttered a similar viewpoint, focusing on the challenges related with workload in curriculum the implementation as follows:

I encountered challenges that stemmed from worries about the workload during the implementation of the curriculum, as resource and manpower limitations often result in an overwhelming allocation of responsibilities beyond my capacity. This, in turn, can lead to increased stress and potential difficulties in successfully managing curricular activities. Furthermore, managing regular administrative duties alongside strict time constraints for curriculum implementation drains my energy.

This shows that a heavy workload influences the general attitude and level of satisfaction among university administrative leaders, as it often affects their capacity to perform effectively. According to Ruto (2022), an extreme workload can lead to employee dissatisfaction, exhaustion, and anxiety, all of which could negatively impact their overall effectiveness at work.

Moreover, the participants asserted that resistance to change is the critical challenge for effective curriculum implementation. In support of this, Ibeh (2022) noted that staff members' views and plans for changes are crucial elements affecting how well the curriculum is implemented. For instance, CD3 explained that instructors show resistance to implementing new ideas when following established procedures. This unwillingness may be influenced by a perceived lack of learning outcomes for students as well as a general lack of interest in investing time and energy into implementing new curricula.

Furthermore, according to Cummings et al. (2016), lack of resource may exacerbate educators' feelings of insufficiency and dissatisfaction, thereby reducing

their willingness to accept change. During the focus group, department heads (EQAE1, QAE3, DH2, and DH3) along with experts in educational quality assurance brought up concerns about the new curriculum's implementation. One participant stated, "Changing them is not easy," pointing out that many teachers are used to the usual teaching methods and find it challenging to change them because they are comfortable with their existing knowledge (EQAE1). "Unless we see some clear improvement in student results, it is hard to convince teachers to try something new," explained another participant, who highlighted the absence of visible results as a barrier to change. "What is the benefit?" they inquire (QAE3).

In addition to resistance, participants indicated gaps in support and readiness. A few of the educators lack sufficient training, and as a result, they express frustration and uncertainty regarding the implementation of the new curriculum, as stated by (DH2). The issue of scarce resources was also raised; one person remarked, "Even resources are a challenge." Consequently, they become disinterested and unenthusiastic if they do not have the right resources (DH3).

The participants, during their focus group discussion, revealed several interrelated elements that influence teachers' readiness and ability to effectively implement curriculum changes. They acknowledged both psychological and institutional barriers to change, which aligns with Cummings et al. (2016), who argued that insufficient training and resources may worsen educators' feelings of inadequacy and dissatisfaction.

One of the main theme that emerged was resistance to change rooted from established teaching methods. EQAE1 indicated that teachers frequently grow weary of using new approaches because they have become familiar with their current ones. Such type of resistance, which is often driven by familiarity and a sense of self-efficacy, is consistent with earlier studies showing that resistance to change increases when it disrupts fixed patterns (Karakuş, 2021).

Additionally, (QAE3) highlighted that the new curriculum's perceived lack of immediate, tangible benefits discourages participation. Instructors may view the innovation as unnecessary or burdensome if they do not observe immediate improvements in student performance. This supports Ibeh's (2022) diffusion theory claim regarding the importance of apparent advantages in encouraging the acceptance of new activities.

Overall, the findings highlight significant challenges with training and resource distribution, alongside motivational barriers, all of which hinder effective curriculum implementation.DH2's conclusion that teachers experience frustration and a lack of preparedness owing to insufficient training highlights a substantial capacity deficiency. In the absence of focused professional development, instructors may be deficient in the confidence and competencies required for implementing curricular changes (Haque & David, 2022). Ultimately, DH3 emphasized that resource constraints serve as a demotivating element, indicating that inadequate resources and institutional support result in disengagement. This supports Rudhumbu's (2015) assertion that sustained curriculum change in poor countries often fails because of logistical and infrastructural limitations.

Theme 2: Opportunities in the Curriculum Implementation Process

Regarding opportunities in curriculum implementation, the majority of participants emphasized that it offers students actual tasks and enriches their educational experiences through practical learning and new study projects.

The department heads (DH 1, 2, 3), who participated in the focus group discussion, emphasized that the alliance with the military sector providers as an opportunity to give students access for advanced technology and training scenario in engineering challenges. These alliance augment students' educational experiences by introducing them to industry-relevant technology and situations, consistent with best practices in experiential learning (Main et al., 2019).
The head of the Aerospace Engineering Department explained this.

> We promote innovation in military aviation technology by implementing curriculum. For instance, students might explore the latest developments in unmanned aerial systems and their use in military operations via a research project on drone technological improvements.

In support of this, one participant (DH1) noted that program exposes students to latest advancements in unmanned aerial systems and offers them platform for exploring practical military applications. This program promotes a wildly innovative culture within department walls and boosts students' hands-on experience developing aviation tech pretty significantly. Students gain profound insight into modern military aviation opportunities and thorny challenges by interacting with drone tech and its various military operations (Cooper et al., 2016).

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As a result, they are able to contribute significantly to the eventual development of military strategies and technologies.

Additionally, Education Quality Assurance Expert (EQAE1), another participant, also mentioned the university's commitment to giving students the abilities and knowledge needed to succeed in the military sector. He underlined this point by saying:

> As an education standards coordinator for the College of Engineering, I believe implementing curricula is crucial for providing students with practical experience. Through agreements with military suppliers, we offer students advanced equipment and training scenarios that simulate engineering issues in a professional setting. Hence, this enriches their education and develops critical thinking and problem-solving skills, preparing graduates for future industry needs and military contributions. This approach ensures mission-ready graduates.

According to the participant (EQAE1), the College of Engineering enhances hands-on learning through partnerships with military organizations, giving students access to advanced tools and real-world scenarios (Macchiarella & Mirot, 2018). These partnerships provide practical experience and enhance critical thinking abilities, equipping students for various industry issues. By conforming to industry norms, the institution guarantees that graduates are adequately prepared for contemporary engineering positions.

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The University Commandant (UC) and Educational Quality Assurance Director (EQAD) emphasize substantial prospects for student advancement and preparedness for military positions via the execution of the curriculum at EDU.

The College of Human Resources customizes a leadership training program for military contexts, providing students with critical competencies for efficiently managing human resources in defense organizations. This program promotes essential leadership attributes and organizational skills necessary for prospective military leadership positions (Garcia, 2024).

The College of Health Sciences specializes in battle medicine and trauma care to tackle the unique healthcare difficulties encountered by military members. This emphasis provides students with particular competencies to manage medical crises in outdoor environments and improve the welfare of military personnel (Tortola, 2024). The University Commandant (UC) elucidated the possibility as follows:

> I agree that curriculum implementation offers an opportunity to instill discipline as well as professionalism in learners. To this end, the curriculum includes a course on military ethics and leadership principles to foster a culture of transparency and moral judgment among future military leaders. Besides, this course is designed to motivate students to reflect on their beliefs and decision-making processes, thereby preparing them to effectively handle the complexities of military duty. By embedding these principles early, we aim to produce leaders who are not only dedicated to maintaining the highest ethical standards but also proficient in strategic insight.

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He asserted that, this develops a culture of integrity and ethical decision-making among future military leaders, while highlighting the importance of ethical leadership in preserving organizational integrity within the military. Furthermore, he added that curriculum implementation's role in fostering professionalism and ethics in students is consistent with modern teaching methods. To support this goal, the educational institution has included a specific course on military ethics and leadership principles in the curriculum, aiming to foster the moral character and integrity that future military leaders will need.

In addition, Studies by Karaku 2021 and Tortola 2024 highlight the importance of explicit ethical education in developing leaders who persistently advocate ethical standards in military organizations. Moreover, structured learning experiences focusing on military ethics equip students with essential knowledge for leadership and foster understanding of ethical conduct's significance in preserving organizational integrity.

Theme 3: Strategies for Mitigating Challenges

In higher education, the successful implementation of a curriculum may encounter various challenges that could potentially impede the achievement of the intended learning outcomes. To enhance the overall efficacy of curriculum implementation, it is essential to provide continuous professional development, boost teacher motivation, and mitigate resistance to change via strategic techniques (Mabusela, 2018; Rahman et al. 2018).

The majority of the participants agreed that one of the most important ways to address issues with curriculum implementation is to provide teachers and administrative personnel professional development training.

Participants (CC and CD 1-3), emphasized this point:

For a curriculum to be effectively implemented, it is essential to have professional development training for the staff and instructors. Knowledge deficit limits the capability of administrative professionals in carrying out curriculum change effectively in their institution. In addition, professional development training competence improves both the instructional and substantive expertise of educators.

When talking about the issues that came up during the implementation of the curriculum at EDU, the participant (CD2) added*:*

Undoubtedly, we should come up with a proper plan in order to be able to solve these problems in an effectually way. To overcome the obstacles of the curriculum implementation at our university, a personalized continuous staff development strategy should be created, a comprehensive induction process for fresh staff must be arranged, and the shortage of certified academic staff must be addressed, especially in Higher Diploma Programs (HDP).

The college Dean (CD2) has particularly highlighted that professional development training for both staff and teachers is very essential if the implementation of curriculum is to be improved in higher education. He further stated that this training greatly impacts the improvement of teaching skills and knowledge, which then enables teachers to efficiently handle curricular content and any changes. The College Dean (CD2) has quite heavily emphasized the necessity of a customized and continuous staff development strategy, pointing out that continuous training for staff is a critical issue

so that they get skills that will help them in the effective implementation of the curriculum and also that solving the problem of shortage of staff, especially in the higher diploma programs (HDP), is critical.

Institutions must make sure that they recruit and retain instructors who are competent and experts in the relevant disciplines so that they can successfully and effectively implement the curriculum across all programs.

The university commandant underscored a pragmatic strategy for tackling workload challenges throughout program implementation.

> To address challenges related to workloads during curriculum implementation, I may create a workload management system that prioritizes tasks according to their significance and urgency. This method may improve resource allocation, reduce staff pressure, and enable the swift execution of tasks.

The university commandant emphasized a practical approach to dealing with workload issues during program implementation.

> In addressing the problems of workload while implementing the curriculum, I might have created a system of workload management that distributes the tasks according to their importance and urgency. A system like that could result in a more efficient use of resources, reduced burden on the staff, and faster completion of the tasks.

The Educational Quality Assurance Director (EQAD) and University Commandant (UC) provide practical solutions to overcome challenges related with continuous professional development training during curriculum implementation. Specifically, EQAD's proposal for peer evaluation program aligns with recent research highlighting benefits of peer feedback in various educational settings thoroughly nowadays. Moreover, peer evaluation has the potential to greatly improve teaching strategies by encouraging staff collaboration and creating a culture of ongoing enhancement. Institutions could identify areas ripe for reform and successfully foster continuous professional development through often mystifying feedback loops and keenly perceptive observations. Meanwhile, the University commandant's proactive strategy has put in place a workload management system which emphasizes task prioritization in academic settings.

This, in turn, boosts productivity and alleviates stress on employees. Effectively implementing robust systems for managing workloads is crucial for boosting productivity and alleviating undue stress on employees fairly quickly nowadays. Institutions may implement curriculum-related responsibilities rather efficiently by prioritizing tasks according to their relative importance or sheer urgency nowadays. Enhancing teachers' motivation is another technique crucial for successful curriculum implementation apparently according to Karakuş in 2021. Department head and educational quality assurance expertise including QAE 3, DH2, DH3, and EQAE1 stressed the significance of instructors' motivation in mitigating curriculum implementation challenges fairly effectively.

They highlighted that:

> In our educational framework, acknowledging instructors' contributions and offering professional growth opportunities can enhance motivation by creating a conducive work environment. Furthermore, addressing instructors' motivation improves curriculum implementation and fosters training for continuous improvement, so that both instructors and students benefit greatly.

Participants emphasized the importance of recognizing instructors' efforts, creating opportunities for professional development, developing a conducive working environment, and providing opportunities for teachers to take ownership of their teaching practice, as these are key aspects affecting motivation. If educational institutions continue utilizing and enhancing teachers' motivation within the educational system, they may build a supportive culture that spurs the effective implementation of the curriculum (Fasinro, 2024). Hence, such an approach could lead to ongoing professional development in the future and continual growth by educators.

By making instructors' motivation an integral part of the education system, schools can improve curriculum implementation, encourage ongoing development, and enhance the overall experience for both educators and learners (Karakuş, 2021). Moreover, the motivation of instructors is paramount in fostering an optimal, research-based, and engaging learning environment for all active participants in education (Mutesasira & Marongwe, 2024).

To effectively address the issue of resistance to change in curriculum implementation, it becomes important to understand the dynamics involved in such

resistance and work toward developing evidence-based resolutions to minimize it. Resistance to change is defined as a set of attitudes or behaviors that demonstrate a willingness to accept or facilitate a desired change process, together with cognitions about the implications of that change (Rudhumbu, 2015; Yılmaz & Kılıçoğlu, 2013). Therefore, we also highlight the strategies adopted by the respondents to manage these challenges.

The University commandant (CU) in the same way underscore;

It is important to encourage a culture of ongoing enhancement through participation and open communications in order to reduce resistance to change throughout curriculum implementation. Moreover, including instructors in the decision-making process while providing opportunities for feedback may enhance their feeling of responsibility and dedication to the improvements. Encouraging a growth mindset and emphasizing the benefits of adopting new educational approaches alleviates concerns and promotes a more adaptable attitude toward curriculum implementation.

The other participants College Dean (CD1and 3) Educational Quality Assurance (EQAE1 and 3), Department Head (DH1 and 3) in their focus group discussion added that:

To alleviate resistance to change, we sought to address the fundamental issues that impede teachers from embracing new strategies. In addition, we present a convincing argument for the recommended changes, supported by data from successful implementations, and provide targeted assistance to help instructors adjust gradually, building confidence and trust. Therefore, fostering an

environment that encourages play, views failure as a teaching opportunity, and values ongoing development may lessen resistance and foster an innovative culture.

Moreover, the participants stated that in order to mitigate aversion to curriculum implementation, it is important to provide extensive training and support for instructors. Educational Quality Assurance Directors (EQAD) stated that:

We provide professional development training programs that highlight the benefits and practical applications of innovative teaching approaches, enabling educators to adapt to change. This method improves teaching strategies and promotes a collaborative learning atmosphere among peers. We aim to improve the overall quality of education students receive by equipping instructors with essential skills.

In order to appreciate effective educational changes and transitions, change resistance must be managed on a constructive basis throughout curriculum delivery. In support of this The (CD1), and (CU), contributors to the research study, specifically Ibeh (2022), concurred that stemming change resistance should involve understanding resistance causes and then addressing these causes. Ibeh (2022) emphasized the need for establishing a culture of continuous improvement, and for stakeholders to be part of the institution's decision-making bodies, in order to reduce resistance to change. Moreover, by fostering open lines of communication, creating opportunities for feedback, and promoting awareness of the positives associated with new educational dispositions, institutions may provide a change-friendly environment to lead to more opportunities for adaptability and responsiveness. The techniques voiced by the college dean (CD1 and 3), the educational quality assurance professionals (EQAE1 and 3), and

department heads (DH1 and 3) in this study, put emphasis on determining the underlying causes of change resistance.

To effectively reduce reduce resistance, communicate the rationale for the changes, provide a plan that lays an actionable pathway for the person to pursue the targeted change, and reward a culture that recognizes trial, dialogue, and continuous improvement (Yılmaz & Kılıçoğlu, 2013). By establishing a supportive atmosphere that enables learning from failure as a priority, organizational environments may shape a risk-taking culture for innovation associated to create opportunities to reduce potential change resistance. It was noted, for example, that the educational quality assurance directors (EQAD) suggested significant training and support for teachers which is consistent with essential skills.

5. Conclusion and Implications

The researchers found that to tackle the challenges with curriculum implementation at the institution, it's important to offer regular training for both teachers and administrative staff. Moreover, to bridge the knowledge gaps and improve the effectiveness of education, continuous professional development training is crucial. Additionally, providing official recognition and creating a conducive work environment help improve engagement and dedication to their work. It is also crucial to overcome resistance to change in the institution. We have drawn conclusions from the findings of this study. Hence, there were substantial challenges in the curriculum implementation, including a lack of continuous professional development, lack of resources, constraints on technology, lack of adequate resistance, and resistance to pedagogical change. Despite these primary challenges, the research identified

substantial opportunity for EDU to implement the curriculum successfully. These prospects include practical training, military alliances that provide access to contemporary technology, advancements in areas such as drone technology, and focused education in leadership, military healthcare, and professional ethics. Overall, it was possible to conclude that the EDU was doing a respectable job of implementing the curriculum at the time of this study. However, this study concludes that there is still room for improvement provided the challenges impeding the successful implementation of the curriculum in the EDU are addressed. Based on the conclusions, the study recommended several strategies to address these challenges, including individualized training programs, creating a conducive work environment, and encouraging staff engagement in the decision-making process to inspire the implementation of innovative teaching methods. Moreover, by focusing on the value of continuous professional development and maintaining a culture of working together, particularly in military education, this study reinforces strategies for changing how educational institutions operate.

Hence, it recommends that EDU should invest in cutting-edge technology, set clear ICT regulations, and work with military stakeholders to develop strategic collaborations. By doing this, the institution can enhance the quality of education and ensure that its curriculum meets its needs.

5.1. Limitations

Certain limitations exist inherently within this particular study. Study findings rely heavily on qualitative data gathered via semi-structured interviews and focus groups thereby limiting generalizability of results somewhat oddly to other institutions.

Study prioritized institutional and administrative perspectives possibly neglecting learning difficulties identified through classroom observation at classroom level rather thoroughly. A mixed-methods approach with a larger and more diverse group of participants may make future studies better by making the results more in-depth and useful.

Declaration of Conflicting Interests and Ethics

No potential conflict of interest was reported by the author(s)

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