

## TO EVALUATE CURRICULUM IMPLEMENTATION PROCESS IN SECONDARY SCHOOLS OF KARACHI

Nasira Masroor\*

Dr. Ahmed Saeed\*\*

### **ABSTRACT**

This research paper is concerned with the study carried out for the fulfillment of M. Phil (Education) to evaluate the curriculum implementation process in secondary schools of Karachi. The researcher was interested to make a research in this area because of the declining trend of secondary education in Pakistan. The main objective of this study was to evaluate the curriculum implementation process in secondary schools of Karachi; to determine the competency level of the teachers to implement the curriculum; to point out the hurdles in the way of curriculum implementation process; to ensure that teachers have liberty and enough time to prepare instructional teaching material; to analyze the impact of innovative teaching strategies on students learning; to estimate the provision of sufficient resources and cooperation of management to implement the curriculum. The overall strategy of this study was survey. The population was consisted of secondary school teachers of Karachi. Stratified random sampling design was used. The sample size was 60 teachers, 37 from private sector and 23 from public sector. A questionnaire consisted of 20 items was used for collection of data. Data was analyzed qualitatively and quantitatively. The tables with frequencies and percentages were used.

Keywords: Evaluation, Curriculum, Implementation

\* Research Scholar

\*\* HIESS, Hamdard University, PAKISTAN

## INTRODUCTION

Education has broader goals, develops confidence and points out that an individual has not completed his task rather that he has just initiated. Education replaces cynicism with hope, strong determination and enthusiasm. To commence a new project, it is very important to make sure that all the plans have drawn up in advance. When a set of planned activities is applied to education, it lays down the foundation of curriculum.

The term curriculum originated from the Latin word 'currere' which means to run (B.N.Dash). It now connotes courses 'to run' by the school for reaching its goals. Schwab conceptualized curriculum as a practical activity in terms of what happens in classroom, after careful deliberation by the committed stake holders (especially teachers and students) An effectively designed curriculum remains in effective unless it is not implemented in the real classroom teaching and the teachers are not aware of what a plan calls for and how they can implement it in their class rooms. Curriculum implementation is actually the translation of a written curriculum into class room practices. Curriculum implementation is therefore considered the process of enacting the planned curriculum.

To meet the challenges of this new era, there is essential need to update curriculum at secondary level whatever changes which gradually become the part of curriculum with the passage of time should be implemented practically in the classrooms.

The school climate influences curriculum, implementation and provides some guidance for how to plan.

The rationale behind this research is to evaluate the curriculum implementation process on secondary schools of Karachi. Mainly this research is aimed to focus, how the teachers implement planned or revised curriculum. Thoroughly it is implemented or not. How far teachers show willingness to adapt curriculum changes. What hurdles they have to face at the stage of implementation. Do they seek out fellow teachers and external resource persons to get assistance or not. Are the teacher's consonant users or dissonant users. Do the teachers have absolute power over what will or will not be implemented in the classrooms? Whether they have enough time and liberty to prepare instructional material. This study will also analyze the impact of curriculum implementation on their students. No comprehensive research study has been reported to evaluate the curriculum implementation process in Pakistan (Sind). This study it is hoped, will meet the required needs.

## LITERATURE REVIEW

Educational philosophy is translated into action through curriculum implementation which makes possible the adaptation of suitable teaching methods. A curriculum written in golden words cannot be effective until it is implemented in the real class rooms by the teachers. Implementation bridges the gap between planning and action. History reveals that lack of curriculum implementation had hitherto pervaded. Our educational fields have narrow shaded and a more purposeful view of education is in the process being evolved. Implementation provides evidences that teachers and students play an effective role in defining and implementing the curriculum (i, e, how well teachers are well trained and understand the curriculum).It also shows that how far the school management make efforts to improve their learning environment. Curriculum implementation makes clear that how well assessment processes are aligned to the goals of curriculum. What elements or factors hinder curriculum implementation and hence affect quality of education.

Implementation process also provides a platform to suggest what actions should be taken to frame future developments in the realm of learning and curriculum (i.e. National curriculum conferences, forums and task forces to define forward thinking curriculum policies). Curriculum Exploratory reports have proved that changes are made to increase engagements of learners in productive learning activities. The range of “students voice “initiatives enhances and a lot of opportunities are provides to learners such as students leadership, consultation and use of inquiry learning or other pedagogues that make a better space for students wider role in learning process. Curriculum implementation is a mean of iterative exploration of key competencies (i.e. knowledge, attitude and skills).Exploration of key competencies demands to have and continue professional learning of teachers.

### Approaches Supporting Curriculum Implementation

Although the process of curriculum implementation is made possible but it is hardly successful on a large scale unless it receives support. Various research studies were conducted all over the world to know how curriculum can best be supported and why. Major approaches to support curriculum development were merged in last decades. The approaches focus on the groups or on individual teachers involved in curriculum implementation. There are four the most prominent

and practical approaches (i)Organizational development,(2)Action Research,(3)Concern Base Adoption Model,(4)Curriculum Alignment. These approaches are applied at various degrees by individual schools, by school districts and by states. Among these four supporting approaches, curriculum alignment is frequently used by school districts and states because of the consistency with the idea of fidelity of use.

### **1. Organizational Development (OD):**

To develop a positive organizational climate in secondary schools, this approach is very helpful and successfully used. Through this approach teachers receive maximum support and curriculum implementation becomes complete. This approach is a planned and sustainable effort which also applies behavioral sciences to improve systems and uses reflexive self analytical methods. It develops communication skills and creates open channels of communication within an organization. Reflexive self analytical methods are actually ways through which teachers can assess, diagnose and transform their own organization.

The external consultant helps, encourages, motivates and guides the staff to move through seven stages of OD.OD stages include:

Entry, data collection, feedback/diagnoses, planning and developing stages, executive stages, evaluation and maintenance.

In the context of these seven stages, the new strategies are accepted and put into practice.

### **2. Action Research**

Action research is particular type of problem solving. It involves a group of teachers to analyze the educational problems systematically, plan, enact and evaluate what they have done then repeat the cycle if necessary. Monitoring process is continuously done by the teachers during enactment of planned actions. Kemmis (1981) emphasized the concept that action research is participatory which involves all the teachers and through self reflection, teachers initiate their own plans for bringing improvement. Indeed! Action research is one of many problem solving approaches which considered highly successful for curriculum implementation and mostly teachers select it.

### **3. Concerns- Based Adoption Model(CBAM):**

The concern base adoption model resembles to organizational development model and action research because it emphasizes to make it realize that how collective change results can be related to change in individuals. CBAM functions on this assumption that there is only one

specific curriculum which should be adopted by a school or a district. CBAM mainly focuses on teachers concerns and assist them to adopt curriculum as their own.. When the teachers implement a new curriculum the “Stages of Concern”(SOC) and “Level of Use”(LOU) are used to track what teachers actually do during implementation. Hall and Loucks added the “Innovations Configuration”(IC), which is used to track different forms of curriculum innovations. recent research studies strongly support CBAM instruments as diagnostic and evaluative tools. Van Den Berg concluded that CBAM instruments have been used in different fields and have proved their value for individuals to follow organizational change.

#### **4. Curriculum Alignment:**

It attempts to ensure optimum congruency between planned curriculum and enacted curriculum through extensive testing and evaluation of what is taught (curriculum).It revolves around a strict interpretation of fidelity of use and leaves no room for adaptation in curriculum implementation. Curriculum alignment has been adopted more enthusiastically in many states and it is also suitable for Pakistan education system to create uniformity in curriculum implementation but needs to make effective framework for increasing academic achievements of students. Curriculum implementation is a complex process which is different from school to school. Some school teachers make few changes in the original plan(as in fidelity of use), while some teachers are very bold to make many or frequent changes in original plan(as inn mutual adaption).The single certainty about curriculum implementation is that there is no one right way to of making changes for all teachers in all schools. The ongoing issues concerned to curriculum implementation are not fully resolved but the awareness about complexity of the process has very well developed during last decades.

#### **Role of teachers in curriculum implementation**

Putting the curriculum into operation requires an implementing agent. The teacher is the key agent in curriculum implementation. Implementation is the way in which the teacher decides and joins various aspects of knowledge contained in curriculum document or syllabus. Curriculum implementation requires teachers to shift the existing curriculum/program to new or modified program. Teachers possess multiple roles such as:

1. Play an active or central role in the creation and implementation of the curriculum.

2. Teachers are choice makers who decide the topics, how specific topics would be taught and take own decisions to use teaching aids.
3. They plan curricular activities, how particular part of the curriculum would be taught.
4. Teachers are curriculum adopter, without their will curriculum implementation is not possible because they are actual practitioner, craft specialist, Of course, it is a fact that not all the teachers automatically accept the new or revised and modified curriculum, few will show satisfaction with the existing curriculum, and few will embrace the new curriculum show enthusiasm known as consonant users. Few will show rigidity and reluctance to adapt changes known as dissonant users. Teachers committed to job and motivated to work play vital role in curriculum development and implementation. When teachers accept the curriculum, it becomes a matter of routine known as Institutionalized curriculum.
5. Teachers decide order; time when to teach a specific type of unit.
6. Teachers are users/developers act both at a time.

A trained and well experienced teacher provides great insight into the type of material, activities and specific skills that need to be included in the curriculum. A teacher can gauge the fitness of an activity into a specific time frame to achieve specific learning objectives.

### **Current trends in curriculum development and implementation:**

#### **1. Involvement of parents:**

The involvement of parents---whether from majority or minority groups---in the schooling of their children is highly considered beneficial and given much importance. They are custodian of the interest of their children.

#### **2. Teachers' accountability and empowerment:**

Teachers are responsible to transform students' personalities according to the standard set by a society, if the teachers are empowered then will be able to make significant decisions.

#### **3. School-Based Curriculum Development (SBCD):**

On the basis of various research findings, it is suggested to have school-based curriculum .which is named as Site Based Management or Collaborative Curriculum Development.

Current trends show the role of teacher in broader perspective. A teacher is an administrator, facilitator, leader, mentor, builder and more than this. In SBCD, each school plans and implements it in own

#### **4. Authentic assessment and portfolio evaluation:**

For educational evaluation, authentic assessment or assessment of authentic learning again has become popular. It is emphasized and suggested that curriculum should be directed at learning activities in a broadest possible way. The idea of authentic assessment enables the teachers to become self –reflective connoisseurs and critics of their own work and classrooms activities rather than others.

#### **5. Multicultural curricula:**

Diversity exists throughout society and the trend of multiculturalism is increasing which embodies the curricular focal points and ensures to counter confusions and to minimize potential rigidity.

#### **6. Values curricula:**

The concept of values curricula has become popular which efforts to recapture the basic values that a human and democratic society holds altogether. Current trends have shown values curricula as a movement to treat planned curriculum in broader context.

#### **7. Technology and Curriculum:**

The use of technology in schools is another new trend. The new interactive technologies of computer have made it possible for the learners to take responsibility of their own learning.

#### **8. Teachers as Researchers:**

The trend for teachers to act as researcher has developed. Almost all the new trends are applicable in the education system of Pakistan to have quality of education.

### **PURPOSE OF THE STUDY**

#### **General Purpose**

The overall purpose of the study was to evaluate the curriculum implementation process in secondary schools of Karachi.

#### **Specific Purpose**

Specifically the study addressed the following objectives:

1. To determine the competency level of the teachers to implement the curriculum.
2. To ensure that the teachers have freedom and enough time to prepare instructional teaching material.
3. To investigate that from where teachers get assistance.

4. To evaluate that what the teachers are doing is consistent with the plan.
5. To analyze the effects of curriculum implementation on students.
6. To estimate the resources whether the resources are sufficient to implement the curriculum

## JUSTIFICATION

The potential benefits of the study are as under:

1. A Knowledge of exact meaning of curriculum will lead to understand and reform curriculum according to the needs, caliber and interest of the learners.
2. A knowledge of curriculum development and implementation process is expected to throw light on effective curriculum implementation process in secondary schools of Karachi.
3. A Knowledge of nature, scope and sequence of curriculum indicates the vast scope of curriculum and importance to reform the curriculum in order to bring about social economic changes.
4. This study will highlight the issues in curriculum development and implementation.
5. In short, this study will provide an effective way to evaluate the curriculum implementation process and curriculum outcome.

## SCOPE OF THE STUDY

The study was limited to randomly selected samples of secondary school teachers of Karachi.

## RESEARCH QUESTIONS

1. Is there any significant difference in the effectiveness of the instructional materials prepared by less experienced and more experienced secondary school teachers?
2. Is the level of subject command different among government and private secondary school teachers?
3. Is there any difference in the curriculum process carried out by younger and older secondary school teachers?
4. Is the process of curriculum implementation different in nature carried out by academically less qualified and more qualified secondary school teachers?
5. Is there any variance in the availability of resources to implement the curriculum in government and private schools of Karachi?



6. Is there any difference in the learning outcomes of boys and girls secondary schools students of Karachi?

## RESEARCH METHODOLOGY

### Data Collection Procedure

Data was collected through a questionnaire consisted of 20 items mainly drawn from review of related literature. Interviews of some public and private secondary school teachers and some experts were taken regarding implementation process.

### ANALAYSIS OF DATA

Data was analyzed qualitatively and quantitatively. Tables with frequencies and percentages were used.

### SUMMARY

The basic purpose of the study was to evaluate the process of curriculum implementation in secondary schools of Karachi and make recommendations for further improvement. This study also aimed to develop awareness and spirit among teachers to maintain quality of education. The scope of the study was limited to the secondary schools of Karachi. The following six research questions were developed.

1. Is there any significant difference in the effectiveness of the instructional material prepared by less experienced and more: experienced secondary school teachers?
2. Is the level of subject command different among government and private secondary school teachers?
3. Is there any difference in the curriculum process carried out by younger and older secondary school teachers?
4. Is the process of curriculum implementation different in nature carried out by academically less qualified and more qualified secondary school teachers?.
5. Is there any variance in the availability of resources to implement the curriculum in government and private secondary schools of Karachi?
6. Is there any difference in the learning outcomes of boys and girls secondary school students of Karachi?

The overall strategy of the present study was survey. The population of the study consisted of secondary school teachers of Karachi. The population was large and heterogeneous. It was not

possible to carryout census. Consequently; a stratified random sampling design was adopted. Total sample size was 60 teachers, 37 from private sector (13 male and 24 female).From public sector 23 teachers (10 male and 13 female).

After specifying the population and drawing the sample, next step was to collect data for solving the problem under study. Questionnaire was used to for collection of data. A tailor-made questionnaire consist of 20 items was developed. The items of the questionnaire were drawn from the relevant content field, in consultation with the jury of experts, review of the literature and personal judgment of the investigator.

A pilot study was conducted on a small sample (n=10) drawn from the actual sample of teachers. During the process some items of the questionnaire were modified, deleted and added. The data was analyzed by using descriptive and inferential statistical procedures. The data was analyzed qualitatively and quantitatively. Tables with the frequencies and percentages were used.

### **FINDINGS**

- No difference in the effectiveness of instructional material made by less experienced and more experienced teachers.
- Highly experts and subject specialist teachers render their services in both sectors.
- Centralized planning is preferred.
- Provision of facilities, maintenance and usage is varying in both sectors.

### **RECOMMENDATIONS**

- Allocation of suitable budget to prosper education sector.
- Availability of sufficient resources.
- Pre-service and in-service training arrangements.
- Complicated and loaded curriculum should be avoided.
- Involvement of learners in research projects.
- Valid assessment techniques and transparent evaluation system.
- Career counseling and guidance programs.
- Conducive, productive and favorable institutional climate.
- Evaluation criteria should be in practice of teachers and learners.

## CONCLUSION

Conclusion drawn from the findings of questionnaire, interviews of secondary teachers' experts are as under:

- . In public schools mostly trained teachers are enrolled to implement the curriculum. But less motivation to work among teachers is the main cause of their inefficiency. It happens because of rare monitoring and evaluation of teachers' performance.
- . In public schools, teachers have freedom and enough time to prepare instructional material but in private sector the situation is opposite.
- . Private school teachers are overloaded and time management is their main problem. Private school teachers are facilitated by learning area coordinators who support, guide supervise and evaluate their performance.
- . Private school teachers work under pressure and anxiety which suppress their abilities.
- . In public schools, there is improper procedure of getting assistance, lack of interaction among senior and junior, less and high qualified teachers are major issues. Another problem for the teachers is how to know the consistency.
- . Teachers are not given feedback which improves teachers' efficiency.
- . The impact of teaching learning activities on students' performance is not properly evaluated especially in public sector. Curriculum evaluation which is continuous process of judgment and is much concerned with students' achievement is basically lacking in public sector.
- . Sufficient resources are not available to implement the curriculum in public school. Laboratories are ill-equipped. Poor
- . Quality of management, monitoring and evaluation procedures is major causes to halt any substantial progress to have quality of education.
- . In contrast plenty of resources are available in private sector but due to time constraint, they are not properly used as they should be. But better learning environment, child centered classes based on activity work, to develop collaboration among learners are becoming main characteristics of private schools day by day. Provision of facilities is their first priority which ensures school popularity and increases strength of learners. The methodology of learning by doing has replaced rote-learning.

Overall secondary school teachers in both sectors are well trained competent and possess high skills to implement the curriculum. There is essential need to overcome all these highlighted

issues which influence the curriculum implementation process. Political instability in Karachi is also considered the main cause of in efficiency of teachers and improper implementation of planned curriculum which reduces working days and highly affects academic activities. Hectic situation develops for learners and teachers regarding completion of suggested syllabus of board classes. This situation in Karachi is causing a decline in the quality of education and highly influencing the effectiveness of learning process and outcomes.

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