

Perception about the Implemented Curriculum at Public Higher Secondary Schools in Sindh

by

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Abstract

The present study was conducted to find out the perception of the implemented curriculum at public higher secondary schools of Sindh. For this purpose, the survey method of descriptive research was used. The population of the study based upon the in-service personnel posted in public higher secondary schools of Sindh. A random sampling technique was applied to collect the data. 120 respondents were randomly selected from each district of Sindh for the sample. The questionnaire consisted of ten items that were developed as a research instrument for getting responses. Received data was analyzed through SPSS version 7. Through this study, it was revealed that the implemented curriculum is synchronized with the existing teaching and learning process. On the basis of findings, it is recommended that all stakeholders should be part of curriculum developmental process. Feedback of the students about the curriculum should be considered in the process of curriculum development. Continuous professional development sessions should be conducted from time to time to recall the set standards of the curriculum.

Keywords: Curriculum, Implement, Public, Higher Secondary School

Introduction:

The term ‘curriculum’ comes from a Latin word meaning to run a course. In other words, it is a program of selected content and learning experiences prepared for an educational institution for modifying or changing learners’ behavior. The child of today is the builder of tomorrow. It is only through a well-designed and effectively implemented curriculum that equips a child to realize his² inner potential and make him contribute meaningfully to nation-building. It is a means to achieve the ends of education (Mrunalini, 2012; Marsh, 2003).

In Pakistan, The Federal Ministry of Education was responsible for the National cohesion, integration, and preservation of the ideological foundations of the States. It was responsible for making of curriculum design, syllabus drafting, planning, and policy-making under the functions prescribed as per rules of business of the Government. It has a curriculum wing that has a public entity called the National Bureau of Curriculum and Textbooks (NBTC). It supervised curriculum

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² The use of muscular pronoun is only for the sake of fluency and in no case should be taken as gender biasness.

and textbooks processes. This Department approved and maintained the curriculum standards of school education.

Since the last four decades, the National Bureau of curriculum and extension wing was developing and revising the curriculum as per National objectives and set goals. It was functioning under the Ministry of Education at Federal Level. Such Bureau was responsible to provide necessary assistance and guidance to the Textbook Board and Provincial Bureaus of curriculum and extension wings in each province of Pakistan. In Sindh, the function of curriculum development is performed by the Bureau of Curriculum (BoC). The prescribed syllabi and textbooks are produced, published, and circulated by Sindh Textbook Board (STB). After the 18th Amendment, the role of BoC has become significantly enhanced as the curriculum development is also devolved to the provinces.

It is usually presumed that the prescribed curriculum is intentionally implemented with true spirit in public higher secondary schools to achieve the National goals and maintain harmony among nations (Zahoor, 2008; Wright, & Johnson, 2000). Therefore the researchers decided to find out the perception about the implemented curriculum at public higher secondary schools in Sindh (AIOU, 2016a; AIOU, 2016b).

Statement of the Problem:

The curriculum is the road map for any educational institution where teachers impart instruction to achieve national goals. For this, harmony among all elements of curriculum i.e. objectives, contents, learning experiences, evaluation, textbooks, lesson planning, teachers training, etc. is mandatory. Therefore conscious effort is required to maintain the coherence among the elements of the curriculum.

Objectives of the study:

The objectives of this study are to:

- i. Discover the perception of the implemented curriculum at public higher secondary schools in Sindh.
- ii. Find out the implementation ratio of the curriculum elements at public higher secondary schools in Sindh.

Research Hypothesis:

The research hypothesis formulated to test the problem was “There will be a significant positive effect of the revised curriculum in the objectives of the teaching-learning process of government higher secondary schools of Sindh.”

Methodology:

The research was based on a descriptive study in which the survey method was used. The public higher secondary school of Sindh was randomly visited in order to collect data.

Population:

The population of this study consisted of in-service managers, administrators, principals, and teachers placed in different public higher secondary schools.

Sampling:

The random sampling technique was used for collecting data. The size of the sample was made about 120 respondents. For achieving this, 02 public higher secondary schools were randomly selected from each district from 23 districts of Sindh.

Research Instrument:

A questionnaire was developed comprised of eight items as an instrument to gather data in which 5 points Likert scale was used to receive responses.

Table 1 Data Analysis (Simple Percentage Method)

Questions 1- 10		Percent	Valid Percent	Cumulative Percent
Strongly Agree	374	31.2	31.2	31.2
Agree	234	19.5	19.5	50.7
Un Decided	227	18.9	18.9	69.6
Disagree	183	15.3	15.3	84.8
Strongly Disagree	182	15.2	15.2	100.0
Total	1200	100.0	100.0	

Hypothesis:

There will be a significant positive effect of the revised curriculum in the objectives of the teaching-learning process of public higher secondary schools of Sindh.

Hypothesis

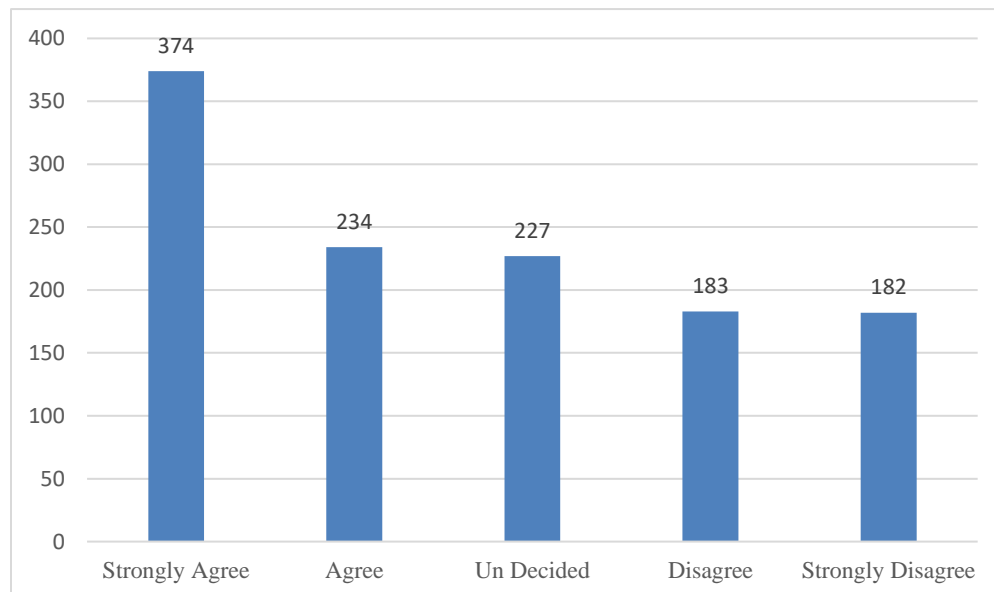


Figure 1 Curriculum³

³ Source: Authors' analysis

According to received data (374+234), 50.7% of respondents agreed that the effect of the revised curriculum in the objectives of the teaching-learning process of public higher secondary schools of Sindh, whereas (183+182) 30.5% disagreed regarding the above statement (Figure 1).

Chi Square Method:

Question # 01

Table 2 Concepts are Clear

Options	Observed N	Expected N	Residual
Strongly Disagree	15	24.0	-9.0
Disagree	21	24.0	.0
Undecided	26	24.0	-5.0
Agree	27	24.0	1.0
Strongly Agree	31	24.0	13.0
Total	120		

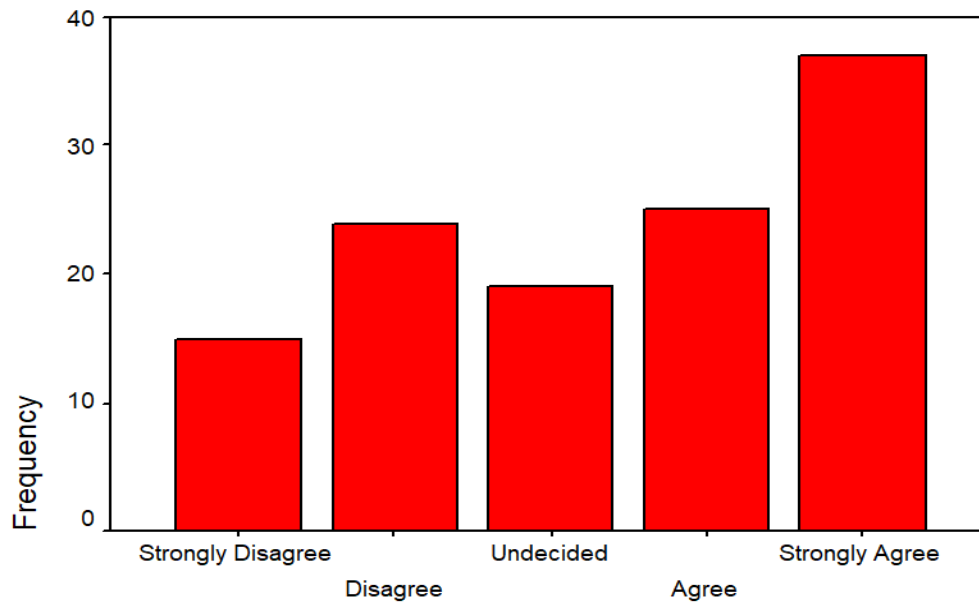


Figure 2 Graphical presentation⁴

Table 3 Chi-Square results

Chi-square	11.500
Df	4
Asymp. Sig.	.021

According to collected data, 62 respondents agreed with “concepts are clear” whereas 39 respondents disagreed regarding the above statement.

⁴ Source: Authors’ analysis

Question # 02

Table 3 Objectives are up to National Needs

Options	Observed N	Expected N	Residual
Strongly Disagree	15	24.0	-9.0
Disagree	21	24.0	-3.0
Undecided	26	24.0	2.0
Agree	27	24.0	3.0
Strongly Agree	31	24.0	7.0
Total	120		

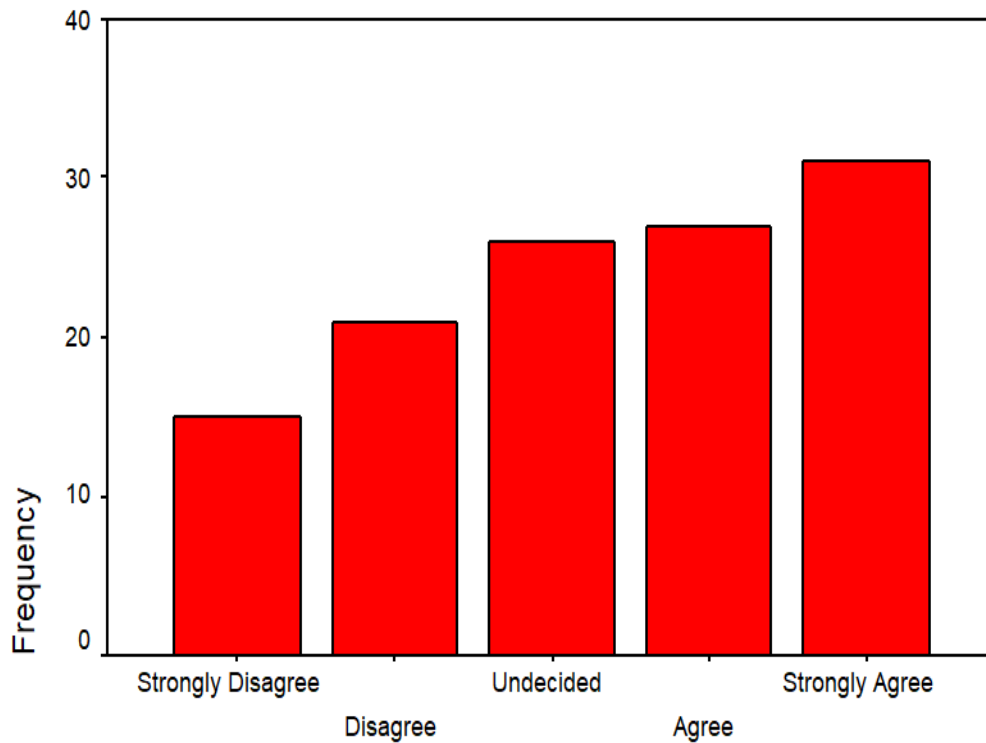


Figure 3 Graphical presentation⁵

Table 4 Chi-Square results

Chi-square	6.333
Df	4
Asymp. Sig.	.176

According to collected data, 58 respondents agreed with “objectives are up to national needs” whereas 36 respondents disagreed regarding the above statement.

⁵ Source: Authors’ analysis

Question # 03

Table 5 Themes are Derived Appropriately

Options	Observed N	Expected N	Residual
Strongly Disagree	22	24.0	-2.0
Disagree	15	24.0	-9.0
Undecided	26	24.0	2.0
Agree	15	24.0	-9.0
Strongly Agree	42	24.0	18.0
Total	120		

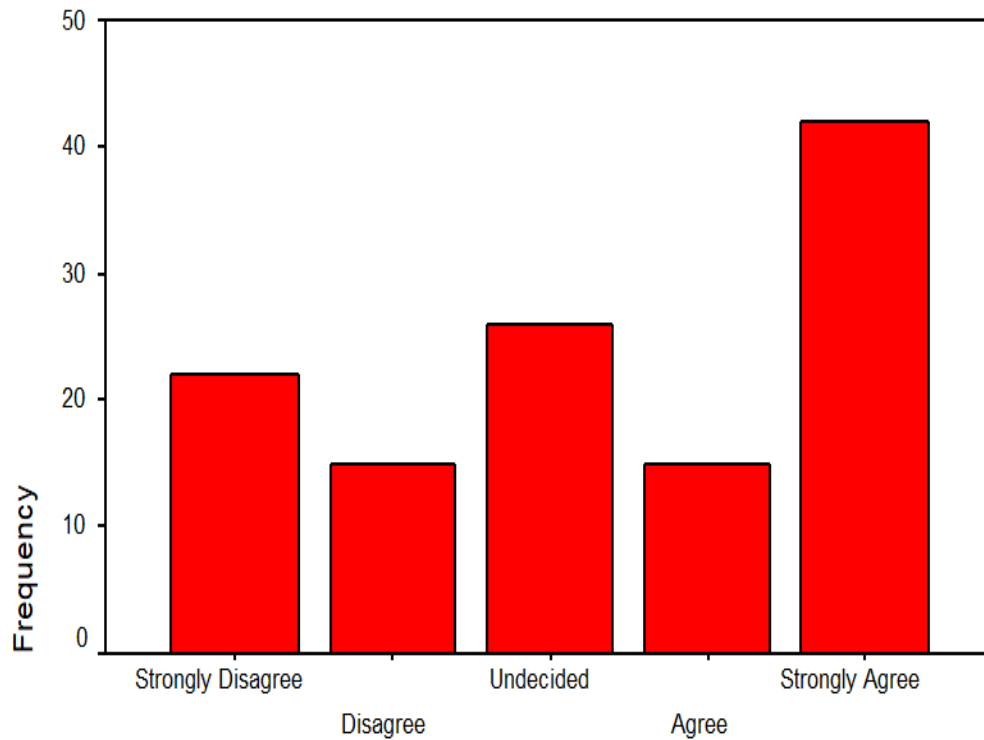


Figure 4 Graphical presentation⁶

Table 6 Chi-Square results

Chi-square	20.583
Df	4
Asymp. Sig.	.000

According to collected data, 57 respondents agreed with “objectives are up to national needs” whereas 37 respondents disagreed regarding the above statement.

⁶ Source: Authors’ analysis

Question # 04

Table 7 Syllabi is Designed for Proper Level

Options	Observed N	Expected N	Residual
Strongly Disagree	12	24.0	-12.0
Disagree	19	24.0	-5.0
Undecided	24	24.0	.0
Agree	39	24.0	15.0
Strongly Agree	26	24.0	2.0
Total	120		

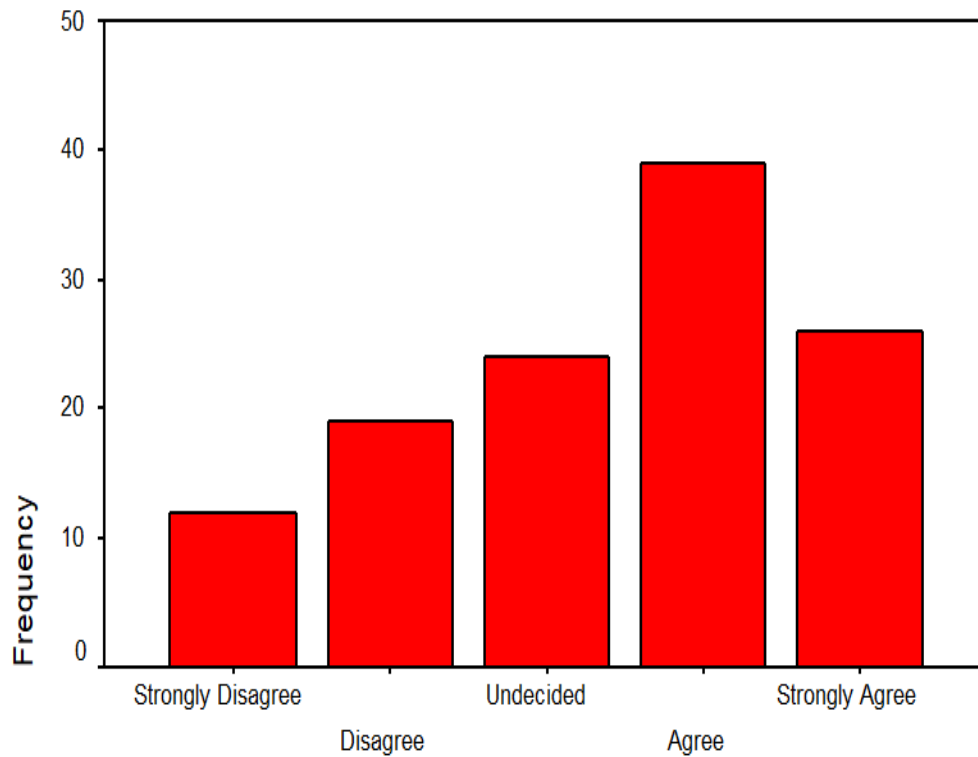


Figure 5 Graphical presentation⁷

Table 8 Chi-Square results

Chi-square	16.583
Df	4
Asymp. Sig.	.002

According to collected data, 65 respondents agreed with “syllabi are designed for proper level” whereas 31 respondents disagreed regarding the above statement.

⁷ Source: Authors’ analysis

Question # 05

Table 9 Subjects are Classified Accordingly

Options	Observed N	Expected N	Residual
Strongly Disagree	24	24.0	.0
Disagree	19	24.0	-5.0
Undecided	25	24.0	1.0
Agree	14	24.0	-10.0
Strongly Agree	38	24.0	14.0
Total	120		

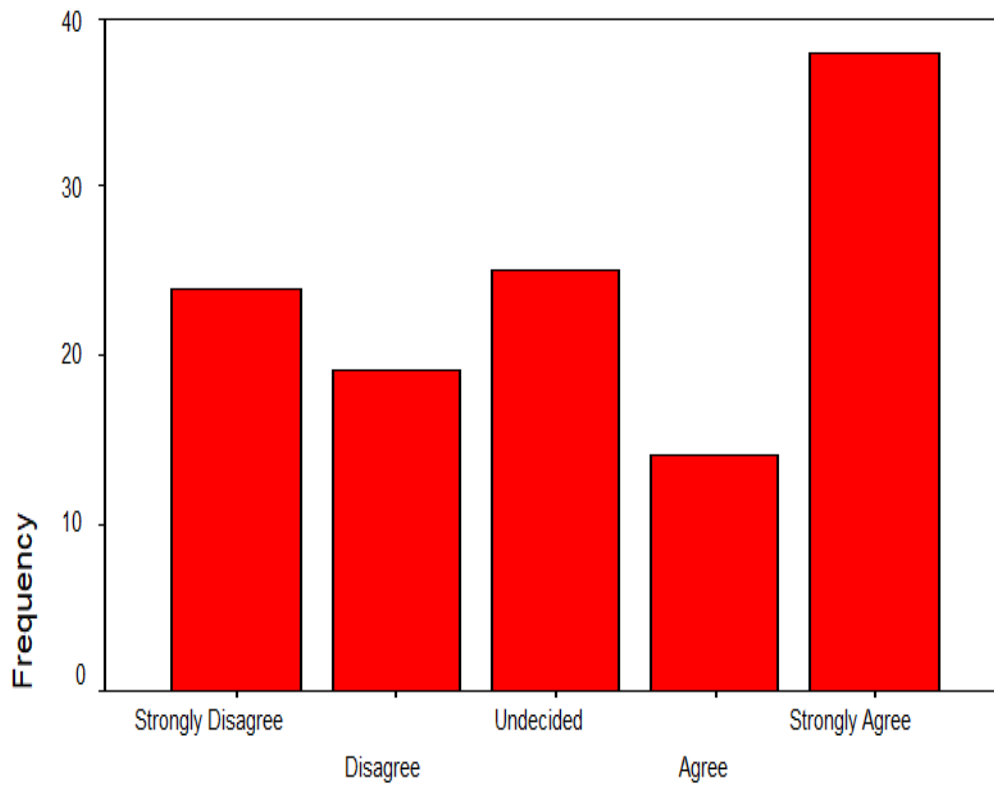


Figure 6 Graphical presentation⁸

Table 10 Chi-Square results

Chi-square	13.417
Df	4
Asymp. Sig.	.009

According to collected data, 52 respondents agreed with “subjects are classified accordingly” whereas 43 respondents disagreed regarding the above statement.

⁸ Source: Authors’ analysis

Question # 06

Table 11 Content is Written Accurately at that Level

Options	Observed N	Expected N	Residual
Strongly Disagree	24	24.0	.0
Disagree	17	24.0	-7.0
Undecided	20	24.0	-4.0
Agree	14	24.0	-10.0
Strongly Agree	45	24.0	21.0
Total	120		

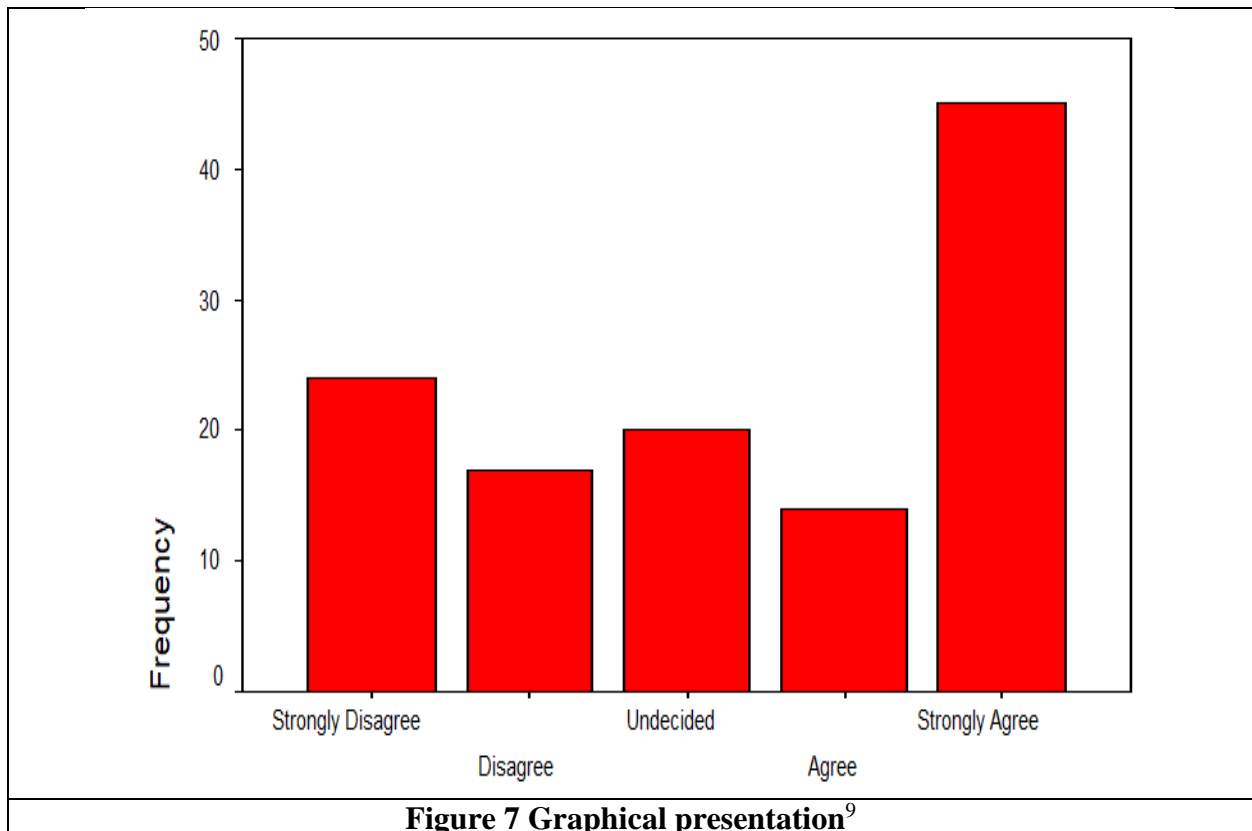


Table 12 Chi-Square results

Chi-square	25.250
Df	4
Asymp. Sig.	.000

According to collected data, 59 respondents agreed with “content is written accurately at that level” whereas 41 respondents disagreed regarding the above statement.

⁹ Source: Authors’ analysis

Question # 07

Table 13 Text Of The Books Meets The Set Goals

Options	Observed N	Expected N	Residual
Strongly Disagree	15	24.0	-9.0
Disagree	18	24.0	-6.0
Undecided	26	24.0	2.0
Agree	21	24.0	-3.0
Strongly Agree	40	24.0	16.0
Total	120		

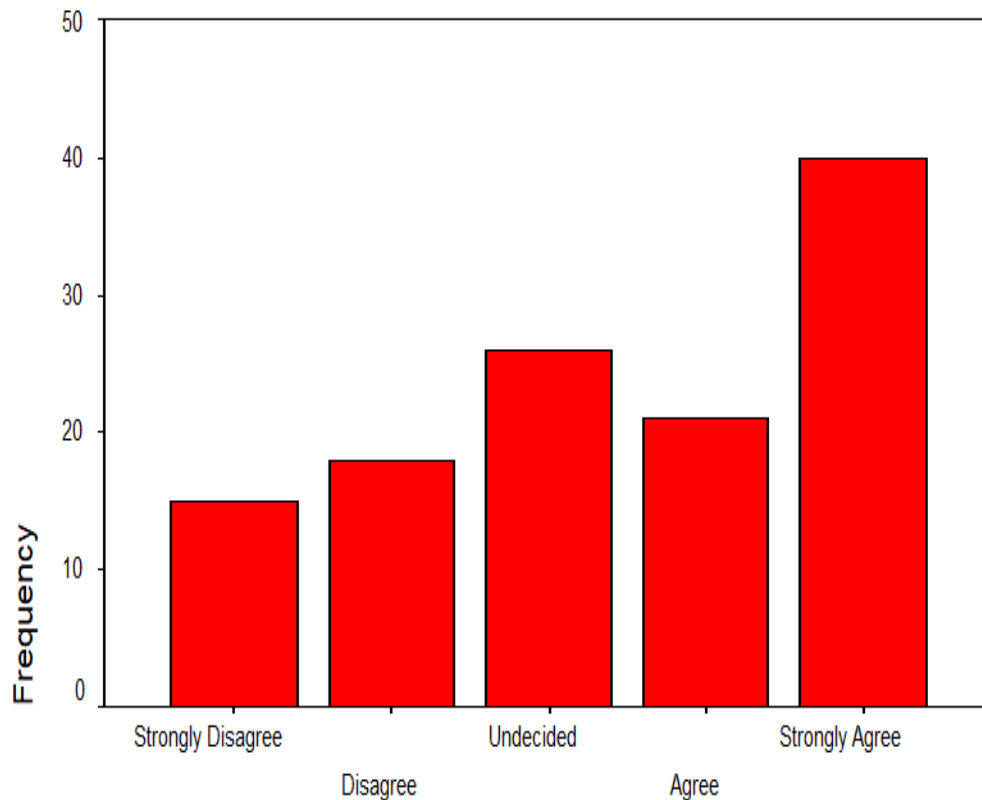


Figure 8 Graphical presentation¹⁰

Table 14 Chi-Square results

Chi-square	16.083
Df	4
Asymp. Sig.	.003

According to collected data, 61 respondents agreed with “text of the books meets the set goals” whereas 33 respondents disagreed regarding the above statement.

¹⁰ Source: Authors’ analysis

Question # 08

Table 15 Teachers have Participatory Role in Curriculum Framing

Options	Observed N	Expected N	Residual
Strongly Disagree	20	24.0	-4.0
Disagree	14	24.0	-10.0
Undecided	21	24.0	-3.0
Agree	37	24.0	13.0
Strongly Agree	28	24.0	4.0
Total	120		

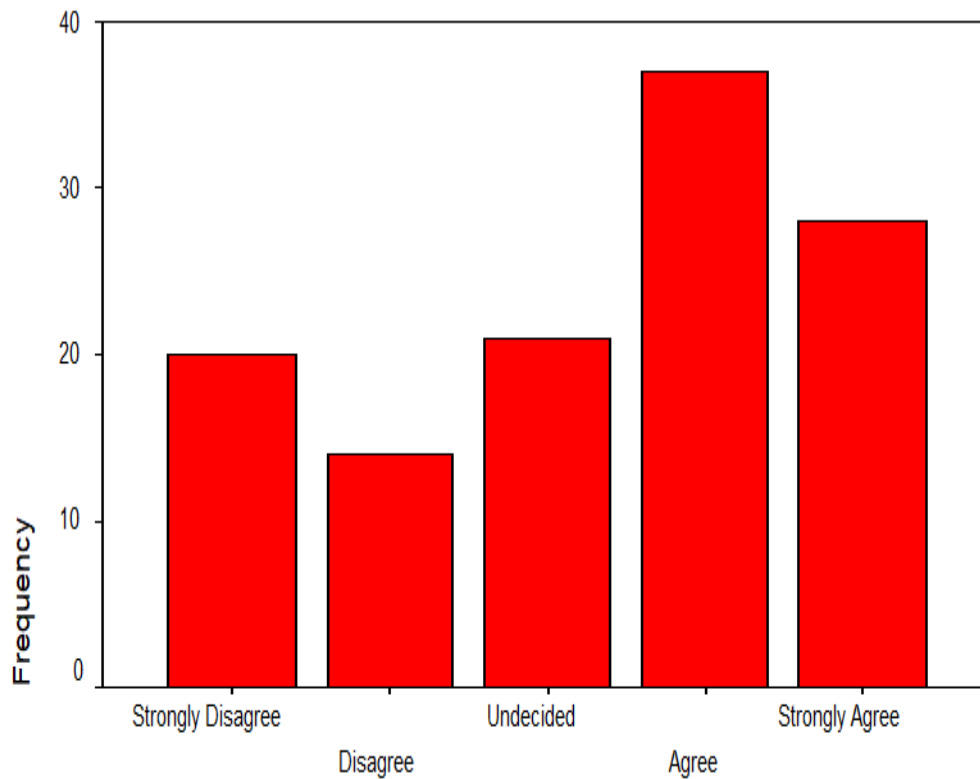


Figure 9 Graphical presentation¹¹

Table 16 Chi-Square results

Chi-square	12.917
Df	4
Asymp. Sig.	.012

According to collected data, 65 respondents agreed with “teachers have participatory role in curriculum framing” whereas 34 respondents disagreed regarding the above statement.

¹¹ Source: Authors’ analysis

Question # 09

Table 17 Communities are Consulted in Curriculum Policy Making

Options	Observed N	Expected N	Residual
Strongly Disagree	16	24.0	-8.0
Disagree	15	24.0	-9.0
Undecided	25	24.0	1.0
Agree	16	24.0	-8.0
Strongly Agree	48	24.0	24.0
Total	120		

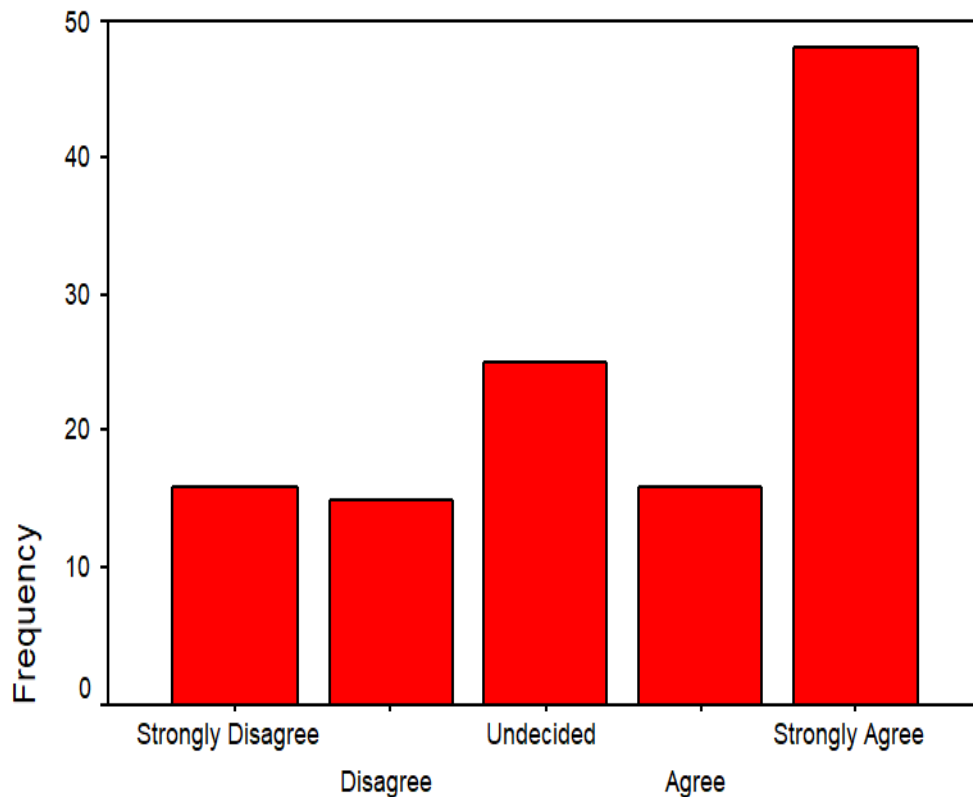


Figure 10 Graphical presentation¹²

Table 18 Chi-Square results

Chi-square	32.750
Df	4
Asymp. Sig.	.000

According to collected data, 64 respondents agreed with “communities are consulted in curriculum policy making” whereas 31 respondents disagreed regarding the above statement.

¹² Source: Authors’ analysis

Question # 10

Table 19 Development of Curriculum is Research-based and Renewable

Options	Observed N	Expected N	Residual
Strongly Disagree	19	24.0	-5.0
Disagree	21	24.0	-3.0
Undecided	15	24.0	-9.0
Agree	26	24.0	2.0
Strongly Agree	39	24.0	15.0
Total	120		

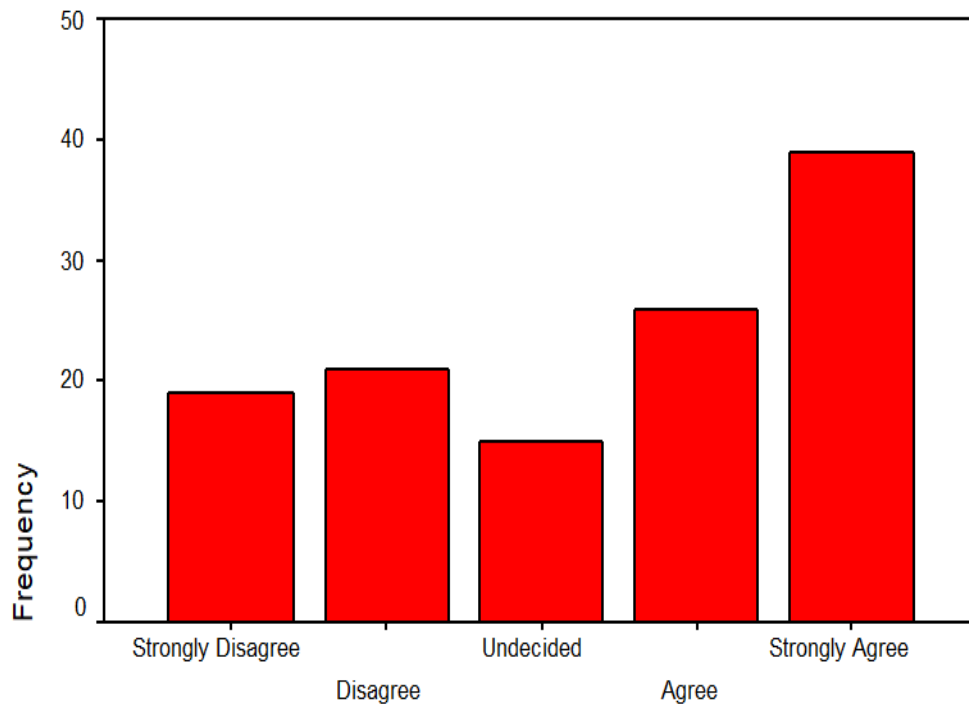


Figure 11 Graphical presentation¹³

Table 20 Chi-Square results

Chi-square	14.333
Df	4
Asymp. Sig.	.006

According to collected data, 65 respondents agreed with “development of curriculum is research based and renewable” whereas 40 respondents disagreed regarding the above statement.

Analysis of Hypothesis on the Basis of Data Analysis:

H₁: There will be a significant positive effect of the revised curriculum in the objectives of the teaching-learning process of government higher secondary schools of Sindh.

¹³ Source: Authors’ analysis

Ho: There will be no significant positive effect of the revised curriculum in the objectives of the teaching-learning process of public higher secondary schools of Sindh.

Table 21 Chi-square Test

CURRICULUM			
Options	Observed N	Expected N ¹⁴	Residual
Strongly Disagree	182	240.0	-58.0
Disagree	183	240.0	-57.0
Undecided	227	240.0	-13.0
Agree	234	240.0	-6.0
Strongly Agree	374	240.0	134.0
Total	1200		

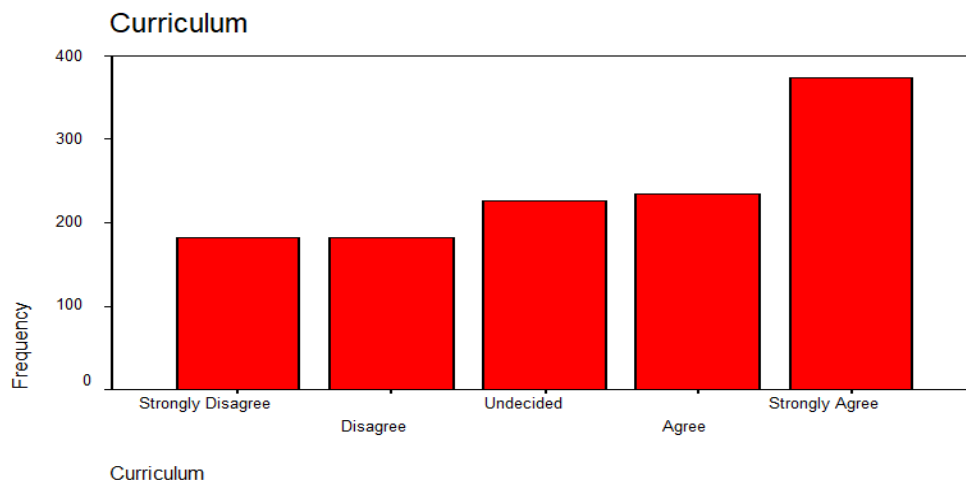


Figure 12 Bar Chart

Table 22 Chi-Square results

Chi-square	103.225
Df	4
Asymp. Sig.	.000

The tabulated value of chi-square is 9.488 with the degree of freedom 4 at α 0.05 is < the computed value of chi-square is 103.225 and it is concluded that the null hypothesis is rejected. Hence, it is cleared that the effect of the curriculum in the teaching-learning process was highly significant in Public Higher Secondary Levels of Sindh.

Findings:

A collective analysis of items showed that 50.7% of respondents agreed that effect of the revised curriculum in the objectives of the teaching-learning process of public higher secondary schools of Sindh, whereas 30.5% disagreed regarding the above statement.

¹⁴ 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 240.0.

The above analysis shows that the tabulated value of chi-square is 9.488 with the degree of freedom 4 at $\alpha 0.05$ is < the computed value of chi-square is 103.225 and it is concluded that null hypothesis is rejected. Hence, it is cleared that the effect of the curriculum in the teaching-learning process was highly significant in Public Higher Secondary Levels of Sindh.

Discussion and Conclusion:

On the basis of the data analysis, it can be said that the curriculum implemented at the public higher secondary school of Sindh was developed according to National goals. Teachers of this level and stakeholders were consulted and involved in the process of curriculum development and policymaking. Textbooks were prepared according to the general and specific objectives of the curriculum. The subject matter was also written according to the psychology of the learner. Cent percent can only be achieved through proper monitoring and evaluation.

Recommendations:

In this study, perception about the implemented curriculum at public higher secondary schools in Sindh was addressed and on the basis of findings few recommendations were given below for consideration:

- i. All stakeholder holders should be involved in the developmental process of the curriculum.
- ii. Feedback should be gathered from the students about the curriculum and considered at the time of curriculum revision.
- iii. Learning outcomes of each topic or chapter should be mentioned in the curriculum document.
- iv. Textbooks should be prepared according to the learning outcomes of the topics.
- v. Continuous professional development sessions should be organized for teachers to recall the aims and objectives of the curriculum.
- vi. A pilot run of the curriculum should be executed before implementation.
- vii. The principle of flexibility should be the part of curriculum.
- viii. The evaluation process of the curriculum should be improved.
- ix. Coordination among the bureau of curriculum, textbook board, and concerned teachers should be maintained.
- x. Teacher assistance guides should be provided to the concerned teachers by textbook boards.

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