

# The Implementation of Curricula at Secondary Level: Role of Head Teacher

Farah Naz, University of Management & Technology, Punjab, Pakistan  
Ijaz Ahmed Tatlah, Defence Public School, Pakistan  
Khalid Abida, University of Education, Punjab, Pakistan

*Abstract: A curriculum plan is as good as its implementation since it is the actual achievement and not merely the objectives set and organizational mechanism provided that determine the impact of a plan. Without effective implementation the decision of the curriculum planner are not to be carried out successfully. Since the people who plan the curriculum are not the same who carried out it, there is a considerable room of distortion of the curriculum planner's intentions if the steps and actions appropriate to the plan are not taken. Construction and implementation of curriculum involves an intricate set of actions on the part of many people. The purpose of this study is to identify the factors which influence the implementation of curricula at secondary school stage as perceived by teachers, and principals. The study was based on the assumption that the curricula introduced were not fully implemented. Data was collected and tabulated for the purpose. Statistical techniques were applied to analyze the data. Analysis of major hypotheses and items shows that supervisory function had not performed in a manner that could ensure the effective implementation of curricula at school level. There are many factors that impede or facilitate the process of implementation of the curriculum as perceived.*

Keywords: The Role of Head Teacher, Implementation of Curriculum

## Definition of Key Terms

1. Curriculum: It is a nationally developed educational document for the given subjects for the classes IX and X and published in the form of documents, generally designated as, "Curriculum Report", giving details about:
  - a. Aims and objectives
  - b. Course outline and subject matter
  - c. Teaching approaches and methods
  - d. Series of learning activities
  - e. Curriculum materials
  - f. Evaluation procedures and techniques and
  - g. Suggestions regarding implementation of the program in classrooms.
2. Implementation: It is considered as a process consisting of various steps and activities, which are directed towards altering the existing practices, materials approaches and orientation of target populations in order to achieve certain outcomes.
3. Head Teacher: The head/principal of school
4. Secondary Level: Classes of IX and X

## Introduction

**I**N THE RECENT years, pace of change has quickened in the educational setting of our country as well as in a number of countries in Asia. The commutes were due to the changes that were taking place in the wider spectrum of society; the cultural, social, and economic to a great extent political evolution and transformations. These wider alterations impelled the educational system to make an effort to reflect them by performing the curricula. To meet the aspirations and demands of the society, initiatives had to be taken in this direction and for this purpose; various agencies were established at different levels, both provincial and national. The national and provincial agencies took up the matter of cubiculum to develop new models and materials etc. It has also happened in Pakistan.

The direction and response to the curriculum change was compelled by two major concerns; the first one the advancement in the knowledge, generally called “ Knowledge Explosion”, the second concern was linking the curriculum to the social and cultural transformations taking place or desired for national developments in those areas. The efforts were directed to make the curriculum relevant to national needs and aspirations compatible with national realities. In Pakistan, both the concerns have been taken care of, so to say, at the curriculum making stage. The curricula of various subjects were developed by taken into consideration:-

1. The strong ideological base,
2. Relevance to the national, social and economic needs and aspirations,
3. Integration of new concepts, ideas, practice as well cohesion between various education areas within the scheme,
4. Self learning and learning by doing, and
5. Vocational bias (i.e. ability to participate productively in the total national efforts for a self-reliance and secure future for the nation)

The experience regarding the sources of inspiration and the efforts made by developing the curriculum in Pakistan or elsewhere show that curriculum, although well planned, rationally well intended and valuable, tend to show short at the stage of implementation. Without doubting the planning and development of curriculum at national level, it is probable to say that implementation of an educational program has not been emphasized and taken care at the development stage and after it.

As Lewy says:

*“The implementation of the process is much more complex than its development”.*

The preparation or planning of program or curriculum usually involves a limited number of people and limited resources. But implementation implies contact with hundreds of thousands of people including teachers, students, heads of institution, administrators, supervisors, and teacher educators and soon. Besides the involvement of people i.e. human resource, it also embraces many institutions, schools, agencies to which the resources and material are to be provided. Therefore, implementation is very crucial in the educational setting for the attainment of its set forth goals. Studying implementation, in our educational context, is timely because of the current interest on the part of many educational agencies as to know the cause of non-achievement of the desired outcomes of the program.

Implementation did not receive requisite priority in many fields and particularly in education. The curriculum replaced by the present (existing) curricula was not evaluated in terms of their contents, their implementation and achievement. The present curricula have not been evaluated since their introduction in 1976. A few studies, however, were undertaken by the Curriculum Wing of the Ministry of Education in collaboration with the provincial curriculum centers. But these studies focused on the content aspect of the curriculum. No study has been conducted to see the curricula have been actually properly implemented. The assessment of outcomes of the curricula is not possible unless it is ascertained that the curricula were implemented effectively.

The researcher visits to a number of schools and the observation of working therein led her to infer that the curricula of various subjects had not been implemented properly. In some cases it was relied that solely on the textbooks without giving any attention to the intents and purposes of the curriculum. In other cases, they were unaware of the approach that was suggested for the teaching of contents of a given subject. It was also observed that teaching of some subjects was carried out by those teachers who had no background and requisite standard of knowledge of the subjects. There were instances where the required teaching aids and equipments were not available for teaching of the subjects. There were teachers who were not agreed with the contents in textbooks as they were unaware of the philosophy and rationale of the curriculum design. These and other instances led the researcher to conjecture that the curricula have not been fully implemented.

As Lewy, Eisner, and Kelly have pointed out, "careful planning and monitoring is essential for implementation of a new program". It is not possible unless we know what factors influence implementation of the program. Just as there are forces and factors which influence curriculum planning. There are a number of factors that influence implementation of the curriculum. Identification of those factors is necessary before a suitable strategy for the process of the curriculum is evolved. The question that remains to be answered is: what are the obstacles to and the preconditions for the successful implementation of new curriculum? Hence the researcher took this study to answer this question.

## **Methodology**

The hypothesis of the current research was that the Headteachers have a significant impact on the Implementation of Curricula at Secondary Level. To investigate this relationship a survey design was adopted. An extended study is also being conducted to see the role of headteachers, with different characteristics, in the implementation of curricula.

## **Sample**

The population from which the samples were drawn comprised of:

1. Secondary school head teachers and
2. Secondary school teachers

**Research Instrument**

A closed and questionnaire of items addressed to the principals and teachers of the population. A pilot testing was also made to check the reliability and validity of the research instrument and the value of Cronbach alpha is 0.78654345432.

**Procedure**

The investigator administered the questionnaire through trained investigators to the respondents to collect the data.

**Data Analysis**

Data was collected and tabulated for the purpose of analysis. Statistical techniques were used to analyze the date.  $C^2$  was applied for the item analysis and ‘t’ was applied for analyzing major hypothesis.

**Null Hypothesis**

There is no significant difference in the mean score of role of male and female head teachers in the implementation of curriculum at secondary level.

Group-1		Group-2	
Female		Male	
$X_1$	$X_1^2$	$X_1$	$X_2^2$
81	6561	83	6889
68	4627	93	8649
.	.	.	.
.	.	.	.
.	.	.	.
86	7396	95	

$\Sigma X_1$	=	2241	$\Sigma X_2$	=	2277
$N_1$	=	29	$N_2$	=	31
$X_1^2$	=	178743	$\Sigma X_2^2$	=	170907
$\bar{X}_1$	=	77.28	$\bar{X}_2$	=	73.45
$S_1$	=	14.1	$S_2$	=	11.04

**Step – 1:** Find the mean of two groups.

$\bar{X}_1$	=	77.28
$\bar{X}_2$	=	73.45

**Step – 2:** Find the standard deviation of two groups.

$S_1$	=	14.10
$S_2$	=	11.04

**Step – 3:** Find the standard error of the difference between the two means.

$SE \bar{x}_1$	=	2.62
$SE \bar{x}_2$	=	1.98

**Step – 4:** Find the standard error of the difference.

$SE \bar{x}_1 \ SE \bar{x}_2$	=	3.28
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**Step – 5:** Find *df*.

<i>df</i>	=	58
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**Step – 6:** Find ‘*t*’.

<i>t</i>	=	1.17
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Referring to table of ‘*t*’ we find that the critical value of ‘*t*’ is 2.00 when  $df = 58$  and  $\alpha = 0.05$ . It is greater than the calculated value of ‘*t*’ which is 1.17, therefore, our null hypothesis is accepted and it is concluded that there is no significant difference in the mean score of role of male and female head teachers in the implementation of curriculum at secondary level.

### Findings/Discussion

The primary variables were male and female headteachers and curriculum. The hypothesis was rejected that there is any significant difference in the role of headteachers on the implementation of curricula at secondary level. On the basis of analysis it can be easily said that the headteachers have no significant role in the implementation of curriculum in Pakistan. The world is changing every day and similarly the role of the headteacher is becoming vital day by day. Being a curriculum leader headteachers have very significant role in the implementation curricula at every level. They are the leaders of the school. Hundred percent implementation of the policies, appropriate procedures and processes is not possible without the effective contribution of headteachers. The study indicates that headteachers and teachers are agreed on the fact that there is a great difference between the acceptance and adoption of the curriculum as prescribed and the current practice should be changed for both development as well as implementation of curricula. To find out the results more in depth another study is being conducted which will look that other variables like age, academic/ professional qualification, experience and gender have significant effect on the implementation of curricula.

The next part of study will highlight the importance of the role of headteacher in the implementation of curricula at secondary level in particular and at school level in general.

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## About the Authors

*Asst. Prof. Farah Naz*

Ms. Farah Naz is an educationist with a vast experience of over 23 years in teaching, school management and educational quality assurance. She has served in almost all the provinces on various appointments including Azad Jammu & Kashmir. She had been heading the quality assurance department of "The Educators a project of BSS". She is masters in Education Leadership & Management. Presently she is serving as Deputy Director Curriculum, Evaluation & Training in Bahria Foundation (Pakistan Navy). She is also a PhD scholar at Univer-

sity of Management & Technology. She is a member of visiting faculty at University of Education Punjab.

*Ijaz Ahmed Tatlah*

He is PhD scholar in University of Management & Technology. He has an experience of 10 years in the area of teaching and school administration.

*Khalid Abida*

Ms. Abida is an eminent educationist. She has 22 years of teaching experience at College and University level. She is a researcher of high caliber and has supervised approximately 250 Research Projects at University level. Currently, she holds the designation of Assistant Professor at University Of Education, Lahore she is Ph.D Scholar in University of management & Technology. She has compiled books on diversified topics. The titles of the books are as follows: Contemporary Modes of Thoughts in Philosophy of 21st Century, Basics of Educational Research with SPS Analysis, Phonetics and Phonology in English, Educational Research and electronic data analysis, and Introduction to Education. Her various mode of international papers has been published.