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ROLE OF CURRICULUM CHANGE AND ITS IMPACT ON TEACHERS' PERFORMANCE AT SECONDARY LEVEL

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ABSTRACT

The study planned to find out the role of curriculum change and its impact on teachers' performance at secondary level. The objectives were to find out the facilities provided by the Government to the teachers to adopt curriculum change, explore the role of ICT integration and to highlight the difficulties teachers face during teaching new curriculum changes. Two hundred teachers were approached for data collection. The self-developed instrument, Curriculum Change and Teachers' Performance Survey [CCTPS] was used. The results show that male teachers had better satisfaction with new curriculum changes and they were in favor of curriculum changes that leads information technologies more effective and efficient than that of female teachers. They also showed better satisfaction with the present performance regarding curriculum change in the class than that of female teachers.

Keywords: Curriculum change, digital integration, teachers' performance

INTRODUCTION

Since its independence, Pakistan's education system is facing enduring complications in quality, access, and equality at all levels of education (Aziz, Bloom, Humair, Jimenez, Rosenberg, & Sathar, 2014). Education is an important aspect which outlines the intention of a nation-state. It is a globally known that states are creating their head-way in the way of development whose schooling and educational organization is healthy armed with the philosophical, ideological, and orderly background. Curriculum Improvements have been ongoing since 2001 after long delay of stagnation and neglect in Pakistan (Jamil, 2009). The schooling organization of these nation- states withstands on robust stabilities as their educational organizations and curriculum are fine planned under a design which is internationally acknowledged. In all the Govt. institutions of Punjab in current years, the force for modification has formed a perpetual. We race for worldwide scholars, reply to ups and downs in finance models, join or breakdown absent from other sections, and accept new approaches for transfer of education. The inclusive national curriculum improvements started in 2005 with three main enterprises by the Ministry of Education. They were national education policy reforms process (NEPR), the national curriculum reform, and task of national education census (NEC) (www.moe.gov.pk). The curriculum changed almost every year so the researcher will find out its impact on teachers. Numerous issues that can limit curriculum novelty have been recognized in the collected works. These tell to together the educator and the framework in which the novelty is compelling place. They contain matters of time, parental hopes, community inspections, absence of obligatory instructional resources, absence of change agents, lack of teachers' talents, and divergence of teachers' ideologies under-lying the curriculum novelty. Other problems related to governmental preparations and disappointment of organization to know and recognize its part in transformation (Nolder, 1990; Snyder, Bolin, & Zumwalt, 1992). Chance must be given to the individuals to discuss their apprehensions and alarms, both in gatherings and separately (Department of Education, 2001). Indeed, instructors who are interested in modification sense vulnerability about what sort of modifications will be best and how superlative to construct them (McCombs & Whisler, 1997). Pretty much as the world has ended up more complex in different circles so noteworthy modifications have occurred in instructive administration. Motivational strategies have lost effect that were powerful one time. The instructor's employment is all the more requesting   in   student   focused tutorial room. When a nation encounters a transformation of government, arrangement

changes are certain. Change in any area of life of a nation does not generally meet with agreement. Reforms or changes can bring frightening and consequently confrontations appear.

Complete and cooperative educational module obliges a "full examination of how scholastics consider their part and how the educational program itself is characterized, dissected, and changed" currently educational program audit (Toombs & Tierney, 1991). As indicated by Cohen, Fetters, and Fleischmann (2005), radical educational module change is a challenge in light of the fact that it obliges time and far reaching cooperation, which are principal difficulties in the advanced education institutional society. The present study based on the work of Cohen et al. (2005) by concentrating on a radical educational program change prepare that captivated the college group including personnel and heads and crossed more than four years. Cuban (1995) studies authorized prospectus as the syllabus agendas and progresses of education usual forward in the national and locality officers to be trained by the educators and educated by the pupils. In this opinion, the program is an agenda compulsory by the specialists then is partial to the paths of schoolwork to be educated. The syllabus in this   logic   is an authoritarian system to be severely charted through poles apart stakeholders. In compare, Majeed (2009) footings that syllabus 'is multidimensional and deliver universal chances to learners for increasing linguistic services through given that suitable abstract understanding then usage of the English linguistic in direction to shape learners' talent to interconnect in actual lifecycle conditions'. Now this opinion, the program is full in a considerably wider common sense which consists of not simply whatever to demonstrate but moreover how to explain. Akhtar (2004). Recently the similar notion through saw that set of courses statements the important demands.

Review of Related Literature

Definitions of curriculum According to the standard dictionaries, curriculum is defined as a course of study presented by a scholarly foundation. Curriculum is defined by Ronald Doll as the casual and formal element and procedure through which students under the sponsorship of an academic institution, pick up learning and comprehension, create aptitudes, and change state of mind, values and appreciations. As such, it can be said that curriculum is aggregate experience. It can also be said that curriculum is the element chosen and conveyed, as well as the arranged and unintended workouts in which people contribute as students.

Curriculum is all planned learning for which the institution is responsible. Curriculum is all the experiences learners have under the guidance of the institution. Curriculum is the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites. Curriculum is a structured series of intended learning outcomes. Alternative terms to curriculum are course and syllabus that are usually utilized as synonymous to curriculum. Be that as it may curriculum can allude to any stage of an instructive practice, to the course itself from that of a specific zone inside a course, to a more extensive project of study around a specific content region and it contains various diverse courses.

Comprising of different courses all intended to achieve a specific capability or proficiency, curriculum is regularly utilized to allude to a center of study and curriculum is also used for syllabus alludes to the substance or topic, assessment method and instructional methods for a discrete course. For a program, aggregate syllabus of a system or program of study.

Curriculum Development in Pakistan

The study of curriculum advancement in Pakistan will be a tragic story of bursts. In 1947, the first instructive meeting was held, going for rebuilding and reshaping of the full instructive framework. Furthermore, it focused on viability of the curriculum to the needs of the nationals of Pakistan. Anyhow, lamentably, expected results conceived couldn't be accomplished (Akhtar, 2004). Thusly, in request to survey the whole instructive framework, in 1959, the National Commission on Education was shaped and the objective was yet once more to rebuild the framework to advance training yet the aforementioned destiny wasn't any diverse   from   its forerunner. In 1969, the new strategy accentuating instructive quality and new era character building was proclaimed. The arrangement sounds immaculate yet it neglects to extensively blueprint its pragmatic ramifications for classroom through a compelling curriculum. This required a survey and was supplanted by the new instructive arrangement in 1972, posting destinations thoroughly and rule how to make an interpretation of them into classroom hones. The approach preferred its trailblazers likewise neglected to attain to its objectives (Akhtar, 2004).

The aspects of new National Curriculum Learning goals and comparing student learning outcomes (SLO) are basically the piece of the new Curriculum advised since December 2006.

Curriculum is standard based and the Curriculum record has been made extensive consolidating goals, substance, scope, exercises, system for instructing, assessment and fitting   rules   for reading material scholars. Context of curriculum has been characterized for each stage as takes after orientation for middle stage. Exploration for matric stage. Preparation for tertiary stage. The targets of the curricula for each level of training have been deciphered into behavioral terms guaranteeing fitting correspondence and also assessment. Vertical and flat advancement of the subjects has been kept up i.e. syllabi and substance has been legitimately adjusted on a level plane and vertically. Repetition, duplication and covering in different subjects have been evacuated and the substance of different subjects has been painstakingly analyzed to make them non- questionable. Curriculum overwhelmingly addresses life abilities other than learning. Goodson and Hargreaves (2006) exceptional a fascinating modification in instructor responsibility somewhere around nineteen sixty, and recently in Change the curriculum, are based on investigation of these researcher longitudinal information of project. Mismatch in the middle of ideas and substance of the curriculum, and course readings and learning capabilities has been stayed away from. Creative reasoning, application,   examination   and   combination will be advanced among understudies rather than repetition remembrance by changing the arrangement of examinations to upgrade showing learning courses of action. Emphasis has been put on dialect and writing adapting rather than redundancy of points in dialect subjects like Urdu and English. Detailed rules have been given in the curriculum to course reading authors and educators for conveyance of the curriculum successfully. New Education Policy, Common Standards and curriculum Ever since the appropriation of Constitution in 1973, the improvement and co-ordination of countrywide plans, strategies and projects in training, and in addition the advancement of curriculum had remained the vital command of the National Ministry of Education. The change has offered climb to various inquiries and issues concerning approach detailing, arranging and curriculum, in combination with matters of command level.

The actual problem though stay in the matter of how broadly rational approach choices will be the decisions and verbalized that made without trading off the mutual respectability and independence. Leithwood and Mcadie (2007) depicted authoritative duty as one of eight "inner states" identified what instructors do in the schoolroom. This is essential to annotation that problem of training arrangement, specialized curriculum and in addition

political measurements. The majority of the open deliberation and feedback brought up in distinctive quarters is centered on the problem of decentralization of curriculum. Little of administrative gatherings have additionally higher complaints on the decentralization of the subject to the commonplace space though patriot parties in littler territories have upheld the devolution of curriculum. The prospective change from one perspective represents a devastating test for the common place managements for detailing strategies, and benchmarks, on other, it gives the national Govt. a genuine inquiry to anticipate upon. That is an enormous test for the Central Government now to guarantee normal least measures in all the essential parts without bartering the self-governance precious in the range of 18th Constitutional Modification. The developing situation requires a genuine talk at numerous stages that wants to study the effect of prospective devolution and its capacities. Education Policy, Processes and Planning- Institutions: 18th Constitutional Modification has regressed training arrangement, wanting to the common Govt. It has prompted a genuine level headed discussion on the actual basis of a nationwide training arrangement. The main problem identifies with the destiny of new Education Policy 2009 (NEP, 2009), a consensually received as well as declared archive. Scott et al. (2001) prominent a raise in instructor capabilities identified with great recompenses responsibility measures and testing, and callous additional phase out of the instructional methodology.

The standards and rules of National Education Policies have not been made an interpretation of into execution lattice. Common governments were taking care of instruction part including strategy, arranging and curriculum without any contribution of the central government (Allah-Bakhsh, 2011). Change of Curriculum from the Perspective Teachers Throughout the last few years, universal monetary rivalry has helped increments in high stakes analysis as well as responsibility in instruction frameworks around the world (Sahlberg, 2006).

Objectives of the Study

This research was conducted to achieve the following objectives:

1. To find out the facilities provided by the Government to the teachers to adopt curriculum change.
2. To explore the role of ICT integration with new curriculum changes.

3. To find out the difficulties teachers face during teaching new curriculum changes in the classroom.
4. To explore the effects of the curriculum change on teachers' performance?
5.
6. To find out the effect of curriculum change on society.
7. To find out the developments in pedagogy and learning approaches due to curriculum change.

Research Questions

Following questions of research were formulated to complete the objectives:

1. What are the facilities provided by the Government to the teachers to adopt curriculum change?
2. What is the role of ICT integration with new curriculum changes?
3. What are the difficulties teachers face during teaching new curriculum changes in the classroom?
4. What are the effects of the curriculum change on teachers' performance?
5. What are the developments in pedagogy and learning approaches due to curriculum change?

Research Design

The study was descriptive with survey approach for data collection.

Population and sample of the Study

List of all the public secondary schools were obtained from the office of the District Education Officer Faisalabad (DEO). There are 36 districts of Punjab Province. It is very difficult for the researcher to collect data from such a large population. So, Faisalabad District was selected for the present study because it was the home place of the researcher and it is convenient for the researcher to collect data. Due to location schools were distributed in to rural and urban category. 20 public secondary schools were randomly selected from the city of Faisalabad and 10 teachers from each school were randomly selected from each school. The sample consisted of 200 teachers. The respondents who have BA education were 27

(13.5%), MA degree holder respondents were 160 (80 %) and the M. PHIL degree holder's respondents were 13(6.5%).

Research Instrument

The self-developed instrument, Curriculum Change and Teachers' Performance Survey [CCTPS] was used. There were two variables in the study, curriculum change was independent variable and teachers' performance was dependent variable. Validity and reliability of the instruments were checked by pilot testing. The instrument was developed in English.

Data Collection Procedure

The researcher collected the data from randomly selected public secondary schools of Faisalabad District. Researcher personally visited each school and administered the questionnaires to the teachers. One week was given to the respondents to fill the questionnaires. The list of the sampled schools were collected from the office of the District Education Officer (DEO) Faisalabad.

Analysis of Responses

Q. 1. New curriculum changes are making classroom administration easier.

Table: 1

Comparison of Class Administration with Curriculum Change

Group	N	Mean	sd	*df*	t	p
Male	100	3.28	1.15	198	4.244	.000**
Female	100	2.54	1.30			

**P<0.01

Table 1 revealed a significant difference between the Male teachers (*M*= 3.28, *SD*= 1.15) and Female teachers (*M*= 2.54, *SD*= 1.30), *t* (198) =4.244, p<0.01. It is evident that male teachers had better satisfaction with new curriculum changes. The new curriculum changes make classroom administration easier. It was concluded that male teachers had better satisfaction with new curriculum changes than that of their female colleagues.

Q. 2. New curriculum changes have made the information technologies more efficient.

Table: 2

Comparison of information technology with curriculum change

Group	N	Mean	sd	df	t	p
Male	100	3.72	1.17			
				198	2.159	.042*
Female	100	3.30	1.13			

*P<0.05

Table 2 reveals a significant difference between Male teachers (*M*= 3.72, *SD*= 1.17) and Female teachers (*M*= 3.30, *SD*= 1.13), *t* (198) =2.159. It was shown that male teachers were in favor of curriculum changes that leads information technologies more effective and efficient than that of female teachers. The research question that new curriculum changes have made the information and communication technologies more effective and efficient.

Q.3. By new curriculum changes you have faced difficulties during teaching in the classroom.

Table: 3

Comparison of facing difficulties with the new curriculum changes

Group	N	Mean	sd	df	t	p
Male	100	3.52	1.141			
				198	-.251	.802
Female	100	3.56	1.113			

Table 3 explored a non-significant difference between Male teachers (*M*= 3.52, *SD*=1.141) and Female teachers (*M*= 3.56, *SD*= 1.113), *t* (198) = -.251. The question about new curriculum changes faced difficulties by teachers during teaching in the classroom had same level of views from both male and female teachers.

Q.4. What are the effects of the curriculum change on teachers' performance?

Table: 4

Comparison of Effects of the Curriculum Change on Teachers' Performance

Group	N	Mean	sd	df	t	p
Male	100	3.31	1.220			
				198	1.513	.132
Female	100	3.04	1.302			

The table 4 tells a non-significant difference between gender of teachers with the comparison of the effects of the curriculum change on teachers' performance. There is a non-significant difference between the Male teachers (*M*= 3.31, *SD*=1.220) and Female teachers (*M*= 3.04, *SD*= 1.302), *t* (198) = 1.513. The question about the effects of the curriculum change on teachers' performance had same level of views from both male and female teachers.

Q.5. You are satisfied with the present performance regarding curriculum changes on your own class.

Table: 5

Comparison of Teacher's Satisfaction with the New Curriculum

Group	N	Mean	sd	*df*	t	p
Male	100	3.29	1.29			
				198	2.304	.022*
Female	100	2.90	1.08			

*P<0.05

The table 5 revealed a significant difference between Male teachers (*M*= 3.29, *SD*=1.29) and Female (*M*= 2.90, *SD*= 1.08), *t* (198) = 2.304. These results showed that male and female teachers had different perceptions about satisfaction with the present performance regarding curriculum change in the class. It was shown that male teachers had better satisfaction with the present performance regarding curriculum change in the class than that of female teachers.

Q.6. You are satisfied with the developments in pedagogy and learning approaches due to curriculum change.

Table: 6

Comparison of pedagogy approaches with the new curriculum

Group	N	Mean	sd	*df*	t	p
Male	100	3.21	1.208			
				198	1.658	.099
Female	100	2.95	.998			

The table 6 had a non-significant difference between Male teachers (*M*= 3.21, *SD*=1.208) and Female teachers (*M*= 2.95, *SD*= .998), *t* (198) = 1.658. The question about the satisfied with the developments in pedagogy and learning approaches due to curriculum change had same level of views from both male and female teachers.

Findings and Discussion

It is evident that male teachers had better satisfaction with new curriculum changes. The new curriculum changes make classroom administration easier. It was concluded that male teachers had better satisfaction with new curriculum changes than that of their female colleagues. It was shown that male teachers were in favor of curriculum changes that leads information technologies more effective and efficient than that of female teachers. The research question that new curriculum changes have made the information and communication technologies more effective and efficient. The question about new curriculum changes faced difficulties by teachers during teaching in the classroom had same level of views from both male and female teachers. The question about the effects of the curriculum change on teachers' performance had same level of views from both male and female teachers. It was shown that male teachers had better satisfaction with the present performance regarding curriculum change in the class than that of female teachers. The question about the satisfied with the developments in pedagogy and learning approaches due to curriculum change had same level of views from both male and female teachers.

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