Original Article **https://hnpublisher.com**

Challenges Impacting the Development and Design of Curricula in Pakistan

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ABSTRACT

Aim of the Study: This investigation tried to analyze issues that impact educational programs advancement process in secondary-level education in Pakistan. The targets of the research were; to decide issues of societal needs, capabilities of specialists in a field of study, political powers, available resources, and Pakistani perception on the educational modules improvement process.

Methodology: The investigation followed the approach of a descriptive survey. The population of the survey was chosen from educational programs specialists (25) and educators (80) utilizing stratified random sampling technique. The investigation utilized three research instruments; questionnaire, member observation timetable, and guide for document analysis. Information was broke down utilizing the Statistical Package for Social Sciences (SPSS) computer program to register measurements, for example, rates and frequencies. The outcomes were exhibited in recurrence tables.

Findings: Discoveries of the investigation uncovered that most of the specialists were not happy with the educational modules improvement process at secondary school level since they needed unique preparing in educational programs advancement process.

Conclusion: Educators who took part in this examination communicated an absence of trust in their capacities utilizing the present educational programs and contended that these educational modules were not trialed out before it was actualized in the whole nation.

Keywords: Educational System, Curricula, Reforms, Challenges.

Introduction

In recent years, researchers have endeavored to sort out and support the nature of teaching conduct in classrooms. The initial step to achieve this objective is to plan a proper educational program or curriculum, which is pertinent and dependent on cutting-edge information of instructing and learning. Moreover, it must keep up with the modern research models of curriculum design and development. An educational program alludes to a gathering of courses and arranged experiences which a student has under direction of the school or out of school. Curriculum development and design refers to both a sensible and

an inventive method to add new learning experiences to the lives of learners. A significant guideline of educational programs advancement is that the components exhibited in it are not totally unrelated, rather they are related and they do associate. The educational modules improvement process includes four interrelated stages: educational programs forming, educational programs composing, readiness for execution and educational programs checking, assessment and survey. It is a long time since Ralph Tyler distributed his great work 'Essential Principles of Curriculum and Instruction' (1949) in which he elucidated his perspectives on the idea of educational programs.

Background of Curriculum

In numerous nations, the jobs of national governments, educational programs advancement offices and schools are evolving. In various cases, the pattern is towards more decentralization of educational programs. By and large, students go to class to get the hang of something and what the school expects for them to learn is epitomized in the educational programs. At this point, educational programs curriculum design is the most elevated need for schools. As it is, building up and compelling educational modules is definitely not an exceptionally straightforward thing. It relies upon one's comprehension of an assemblage of learning and on a lot of advanced capacities that are ideally created through an assortment of fields of encounters after some time. The educational programs are the most grounded apparatus to transmit and change the way of life, qualities, and convictions of society to the student. The educational programs are executed through the reading material and learning material and through the earth of the school, known as the shrouded educational programs. (UNESCO, 2004). Educational modules advancement presents both a key procedure challenge just as an arrangement challenge. When creating educational programs process we should consider educational programs substance and the components that impact the educational modules advancement process in any dimension of educational modules.

Curriculum in Pakistan

The educational program is a channel that school organization requires for giving instructive and fundamental abilities to students. In any case, unfortunately, in the Pakistani setting, this thought is profoundly not taken seriously because of which students don't get improved instructive involvement in schools. Ghulam Haider in his article, "Procedure of Curriculum Development in Pakistan," says that educational programs is anything but a static procedure, however it is a dynamic exercise that must experience changes as indicated by society's new requests. In Pakistan, educational programs improvement is a static procedure. There are numerous purposes behind the disappointment in creating legitimate educational modules. Some of them are issues in educational programs improvement: educational modules are obsolete, inclusion of government officers, absence of scholarly research, and absence of teachers' contribution and powerless expert skills of researchers.

Need Analysis Importance in Curriculum Development

Need analysis holds significant importance in educational program plans. It helps to a great extent to decide the objective and substance of the course being structured, it is firmly connected to educational programs and involves a significant spot in educational modules. Need investigation is an integral asset that clears up and approve genuine necessities. It empowers teachers to shape the educational programs improvement that bases the substance of language seminars on the correspondence needs, needs and premiums of the students (Lepetit and Cichocki, 2005).

The motivation behind needs analysis is to distinguish student needs, occurring at a generally hypothetical dimension outside of classes, yielding suggestions on how a course ought to be planned. However, mostly, needs analysis is really a procedure in educational program improvement (Brown, 1995; Richards, 2001); it can and ought to be stretched out to educational programs advancement in light of the fact that numerous other significant factors are associated with student needs in bona fide instructing and learning. A depiction of requirements led before classes, without anyone else, won't produce a total comprehension of student needs. Darker (1995) portrays educational modules as a methodical procedure

amid which language instructing and language program improvement are a "dynamic arrangement of interrelated components" (p. ix). The components incorporate necessities examination, objectives and destinations, language testing, materials advancement, language instructing, and program assessment. Richards (2001) stresses that the procedures of "needs investigation, situational examination, arranging learning results, course association, choice and planning showing materials, accommodating viable instructing and assessment" (p. 41) are for the most part vitally interconnected. Richards (2001) places educators at the focal point of the arranging and basic leadership process. The procedures in educational programs improvement mirror the commitments of an assortment of individuals with different jobs and objectives.

Objectives of the Study

The objectives of this study are as follows:

1. To evaluate the impact of socioeconomic, political, and cultural needs on Pakistan's curriculum development process.
2. To determine the degree to which factors affect Pakistan's curriculum development process.

Research Questions

Q1.What is the issues that influence the curriculum development process in Pakistan?
Q2. How do societal, political and cultural needs influence curriculum development process in Pakistan?

Literature Review

The planning, use, evaluation, execution, and organization of training programs fall under the category of educational programs. However "Schedule" instead focused more narrowly on the selection and evaluation of content (Nunan, 1993). The process of improving educational materials is dynamic, changing in response to the needs of the general public and the partners in the training framework. The process of developing educational materials includes several stages, such as planning, preparing, structuring, producing, implementing, evaluating, revamping, and improving. Designing and creating curricula has been seen as preparing for a supported process of teaching and learning in a formal institutional context. The progression of educational modules is a systematic and dynamic process that depends on the timing and location of steps for readiness, improvement, execution, and assessment (Jadhav and Patankar, 2013).

Collopy (2003) contemplated two educators utilizing a similar educational programs for the rudimentary evaluations and found noteworthy contrasts in their employments. The most extraordinary instance of this sort of variety was in how the instructors utilized the illustrative exchanges gave in the educational modules. These scripted discussions, displayed like the discourse in a play, delineated conceivable exchanges that a class may have about a central idea or wonder. Strikingly, one educator read them before the class to foresee thoughts that may come up amid a class dialog; conversely, the other instructor utilized them as contents and had understudies perused the different parts so anyone might hear. Collopy ascribed these divergent understandings to the educators' differentiating perspectives on educational programs and how much they had immovably settled academic collections and educational modules structures.

Chavez (2003) likewise centered on educators' elucidations of educational module in his investigation of instructors utilizing a few distinctive center school educational module. His examination incorporated a study of 53 instructors and contextual investigation examinations of three educators, two who were utilizing a Standards-based educational programs and one who was utilizing a monetarily distributed, customary content. He discovered variety crosswise over practices of instructors utilizing similar Standards-based educational program. He affirmed, "It is conceivable to 'receive' a course book and use it as often as possible without truly upholding the epistemological presumptions that are appended to the

reading material, and therefore not change instructors' practices in manners that would better match the objectives of a specific educational programs".

Curriculum development and design implies school programming and exercise arranging that is concerned with the schools' specific circumstances and assets, at that point all instructors are educational modules engineers. When creating educational modules process we should consider educational programs advancement process. Educational program is the entire scope of formal investigations and learning knowledge offered by a school. Educational modules incorporates autonomous examination and examination; addresses by pariahs; investment in school games, plays, and shows, instructive TV programs, field outings, and work or administration extends in the network. An educational module sorts out all learning encounters to give understudies the most profit by them at each dimension of their school profession (Akhtar, 2004).

Country and Macalister (2010) believe that educational modules configuration can be viewed as a sort of composing action and in that capacity it can conveniently be examined as a procedure. The average sub-procedures of the composition procedure (gathering thoughts, requesting thoughts, thoughts to content, inspecting, altering) can be connected to educational modules structure, however it makes it simpler to draw on current educational modules plan hypothesis and practice if an alternate arrangement of parts is utilized. Likewise, they have presented the educational modules configuration model. This consists of a divided internal circle and three external circles. The external circles in the educational programs configuration process are condition examination, needs analysis and the use of resources. In the perspective on recognizing educational programs from prospectus, both the external circles and the inward hover make up the educational programs in the referenced model by Nation and Macalister (2010). Furthermore, the internal circle speaks to the schedule that incorporates objectives as its middle, content and sequencing, organization and introduction, and furthermore checking and appraisal. At long last, the huge external circle speaks to assessment, which is meant to pass judgment if the course is sufficient and where it needs improvement. The impressive value of this model is the simplicity of recalling the association among inward and external circles in planning educational programs. The fundamental focal point of planning educational modules is both making association between the examination and hypothesis of language learning and the act of structuring exercises and courses and making a course with helpful objectives to fulfill the clients.

Theoretical Framework

The investigation depends on the Hilda Taba's (1962) grass root hypothesis on the procedure of educational programs advancement. She changed Tyler's essential model to turn out to be progressively situated to educational modules improvement in school. She trusted that educators have the mastery and an opportunity to get engaged with structuring, arranging and creating of the educational programs instead of instructive organizers, approach creators and the experts who might not have the learning of what is really occurring in the homeroom. In her model, Taba thought of seven noteworthy advances that make up the grassroots method of reasoning in which the educators have a noteworthy information. Coming up next are the seven stages:

Step 1: Diagnosis of Needs: In this stage, the teacher curriculum designer starts the process by identifying the needs of the students for whom the curriculum is designed. They include; learner needs, teacher needs, classroom based needs, institutional needs. The teacher must analyze the needs and categorize them as per target groups.

Step 2: Objective Formulation: Afterwards analyzing the needs to make sure they formulate both the general objectives that go into the subject area and the specific objectives that will be accomplished during the instructional process. Objectives for other aspects of the school program should be well stipulated. All objectives should be in line with the dimensions of school curriculum.

Step3: Selection of Content: All the general objectives are represented in the various subjects that make up curriculum for every level of the education system. Objectives and content must be in conformity, there must be a relationship between objectives and the content. The content must also satisfy the principles of validity and significance.

Step 4: Organization of Content: Curriculum developer cannot just select content but also organize it in some type of sequence, taking into consideration. The age, level and ability of the learners, learner maturity levels in academic achievement and interest. Refer to principles of organization of content.

Step 5: Selection of learning Experiences: Content must be presented to the learner in an interactive mode with the conditions in the environment being taken into consideration. Teacher should select relevant methodologies at this level will help the learners to get involved in the content. The teachers should be aware of all the features and conditions in the learning environment in order to ensure satisfactory facilitation of the content.

Step 6: Organization of Learning Activities: Just as content must be sequenced and organized, so must the learning activities be organized? The sequencing of the learning activities must be determined by the nature of content, level of learners and the ability of the learners.

Step7: Determination of What to Evaluate and Ways and Means of doing it: The curriculum planner must determine what objective will be accomplished at the end of curriculum program; the evaluation therefore helps to find out the weaknesses and the strengths of both the teacher and learner in the teaching/learning process. Feedback from evaluation should be used in decision making (Akhtar, 2004).

Methodology

It concentrates on the target population, the sample and sampling methodologies, the research tools, instrument validity and reliability, data gathering procedures and data processing techniques.

Design of Research

The design of research employed in this study was descriptive survey. The survey is the most frequently used method for collecting information about people's attitudes, opinions, habits, or any of the variety of education or social science issues. The paradigm of qualitative research was employed to gather pertinent data. Due to a time constraint, the respondents were contacted and met at their locations, which was an appropriate method. The study's collected data, processing, and presenting methods were all quantitative.

Participants

In this study, the target population for this study comprised of curriculum experts and teachers. Records from Ministry of Education office indicated that there were 72 curriculum experts and 2,400 teachers at secondary school level. The target population was therefore 2,472 respondents. The individuals were selected on the understanding that they possessed the information that helped the researcher to collect credible data required for the study.

Sample Size and Sampling Procedure

Stratified random sampling technique was used to select curriculum experts and teachers in secondary schools from the public and private sectors. Random sampling methods were used to select study participants and questionnaires were used to collect data from respondents.

Research Instruments

Three tools questionnaires, a participant observation schedule, and a document analysis guide were used to gather data for this study. As triangulation suggests, the three tools were utilized simultaneously in an effort to gain a thorough grasp of the phenomenon in question. The benefit of employing questionnaires is

that the person distributing the questionnaire gets a chance to establish rapport, explain the focus of the study, and clarify any unclear questions. Schedules and participant observations were logical additions to organized questionnaires. The information acquired via questionnaires and participant observation schedules was supplemented with a document analysis guide.

Instruments Validity

Validity, according to Borg and Gall (1989), is the extent to which a test actually measures what it is intended to assess. To strengthen the face validity and material of the instruments, a pilot research is carried out. By distributing the questionnaires throughout the piloting phase, the internal validity involved managing the auxiliary variables in the framework.

Instruments Reliability

During the pilot study, the researcher used the test-retest approach to evaluate the reliability of the questionnaire. After that, a coefficient was calculated to show how trustworthy the data was. The correlation between the elements was calculated using the Pearson product moment correlation coefficient algorithm. A value of 0.80 or higher, in the opinion of Mugenda & Mugenda (1999), only indicated strong data reliability.

Data Collection Procedure

For the purpose of obtaining data from the respondents, the researcher went to offices and schools. The researcher scheduled the best times to visit the schools with them. He developed a connection before starting to administrate the tools. The respondent was given instructions and asked to answer the questions appropriately. They received assurances regarding the privacy of their identities. The researcher scheduled the days to collect the completed instruments with the responders.

Data Analysis

Themes were used to analyze the qualitative data. The information was arranged according to topics that reflected the goals of the study. Data obtained were analyzed using both descriptive statistics and inferential statistics. Data were presented in tables. All statistical analysis was performed using the SPSS (Statistical Package for Social Sciences) method.

Findings and Results

It provides information on issues that influence the process of curriculum development in secondary school education in Pakistan. The demographic data of the curriculum experts is based on their, level of education and experience. Data shows that majority of curriculum experts had Bachelor's degree in Education 16 (64%) while 6 (24%) had Master's Degree. On the other hand, 10(40%) of the respondents were involved in curriculum development for a period less than 10 years; 7 of them (28%) had an experience of 11-15 years. Only (20%) had an experience of more than 20 years. The information is presented in Table 4.1 and 4.2 shows issues and suggestion in curriculum development.

Table 1: *Issues in the curriculum development process at secondary level*

Statement	Percentage
Lack of involvement of teachers and administration	85%
Improper interaction and coordination between experts and teachers	81%
Curriculum not according to local demands and requirements of the society	76%
Missing of norms of Islamic values and Islamic traditions	75%
Lack of coordination between all components required for a complete curriculum framework	70%

Table 2: *Suggestions for improvements curriculum development process*

Statement	Percentage
Need for continues research on curriculum development process	87%
Need for active involvement of working teachers in process	84%
Need for productions of true Muslim through curriculum	80%
Need for strengthening the participation and coordination for gating feedback	73%

Discussions

The general target of the investigation was done to recognize and research the issues that impact the procedure of educational programs improvement in secondary school training in Pakistan. Discoveries of the investigation uncovered that most of the instructors were not happy with educational programs improvement process at secondary school level since they needed uncommon preparing for educational modules advancement process. Notwithstanding, the investigation likewise demonstrated that strategy goals were all around detailed and dependent on social necessities of the general public. Larger part of the educational modules specialists (64%) showed that the educational program does not empower the understudies to expand their fundamental abilities of language albeit social qualities were completely fused in the educational modules structure. About 56% of the educational modules organizers and specialists engaged with structuring and building up the educational modules were expertly bumbling and needed essential learning, yet 60% referred to that educational modules organizers have the capacity for basic evaluation. Discoveries discussed with instructors amid the survey likewise uncovered that larger part of the instructors demonstrated the educational modules isn't based for future labor needs of the general public, guidance and organization task. The investigation demonstrated that the financial backing designated to the educational programs improvement process was inadequate and dominant part of specialists were not happy with curriculum development and design at secondary school level. Discoveries of the investigation uncovered that most of specialists were not happy with educational modules improvement process at optional school level since they needed uncommon preparing for educational programs advancement process.

Conclusion

In view of the discoveries of the investigation, the accompanying ends were made: generally, key partners are not associated with the educational modules advancement process in Pakistan, and educational modules improvement in Pakistan was not done based on introductory study and on experiment with and experimentation. Most specialists were not happy with educational programs advancement process at secondary school level and they had no uncommon preparing for educational programs improvement process. Approach targets were all around figured and converted into the social goal and were as indicated by the way of life prerequisites of the general public. In light of the discoveries on the conclusions of educational modules specialists, it was demonstrated that in Pakistan educational programs planers were not expertly equipped. As indicated by most of educational programs specialists and instructors there are no legitimate coordination and educational programs improvement process it was not audited based on research, information further shows strategy goals were very much figured and converted into the social target and were as per the way of life necessities of the general public. In view of the discoveries on the sentiments of educational modules specialists, it was demonstrated that in Pakistan educational programs planers were not expertly able. Discoveries of the examination uncovered that most of specialists were not happy with educational modules improvement process at optional school level since they needed unique preparing for educational modules advancement process. It was additionally prescribed that there is have to update the educational modules and course books to improve the nature of educational programs in Pakistan. There is have to orchestrate the current curricular. At last, the Ministry of Education ought to create unique preparing programs for to educational programs mentors.

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