

An Intended Model of Support Structures for Effective Curriculum Implementation

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Abstract

Curriculum implementation means the practical utilization of curriculum resources. This basically means how teachers educate and facilitate students by using curriculum documents. CI are given documentation by curriculum makers which include lesson plans, scripts, recommendations, and objectives defined in assessment alternatives. This research "An Intended Model of Support Structures for Effective Curriculum Implementation" is analyzed by given CI as support structure model. Both qualitative and quantitative data along with sequential explanation with combination of mixed method research has been practiced getting evidence, understanding and perception of the study. Likert scale tool along with its five-points has been generated. For validity of tool Pilot testing has been conducted and Cronbach-alpha test was conducted through SPSS and obtained result was 743. Interview guide was conducted for qualitative data. The findings also provide a clear model of support structures for the effective implementation of programs aligned with responsibility, accountability, supervision, elimination of corruption, district education departments, leadership, parent engagement and ICT and it finds that STEM is effective for curriculum implementation.

Keywords: Curriculum Implementation, District Department, ICT, Support Structure, Parental Involvement.

Introduction

To meet global demand, we have created course materials, guidelines, and rules in advance. There is no survey report on the state of education, and there are gaps and help is needed to explain why the education system, after more than seventy years, has not evolved to the point of being able to compete with its fundamental problems. Effective curriculum implementation (ECI) is essential to achieving expected learning outcomes. However, the process is not always straightforward because the software is implemented globally. The most crucial instrument for accomplishing educational objectives is the curriculum in schools. There are numerous reasons why Pakistani public sector students and teachers' skill levels, and quality of education are not comparable.

Statement of the problem

Curriculum application is the procedure that aids students in gaining the necessary knowledge and abilities, whereas curriculum is the framework that guides all actions in any educational tool. This research will aid in the formulation of appropriate ideas for useful support systems and factual implementations of science and math curricula in Punjabi primary schools.

Significance of the Study

The results of this study will shed light on the reasons and reality of poorly implemented curricula, and by offering a framework for successful implementation, they will contribute to a comprehensive educational recovery on a national and worldwide level.

Objectives

1. To learn what primary school instructors think about the issues that influence the way the curriculum is implemented.
2. To suggest the framework that will enable the curriculum to be implemented successfully.

Research Questions

1. How do teachers in the Punjab Province feel about the way the curriculum is being implemented at the elementary level?
2. What type of tools and support systems do educators need to successfully administer a modified curriculum?

Review Literature

In order to help teachers, administrators, and schools be ready for implementation during the preparatory phase of the implementation phase, the program is quickly provided to them through an online platform. Implementation and assistance for implementation are the responsibilities of state and territory's school and curriculum authority (UNESCO, Developing and Implementing Curriculum Framework, 2017). Without regard to any approach used in curriculum development, the objective, subject material, and learning experiences are the fundamental elements of the curriculum, and all these elements are experienced as the implementation of the curriculum (Oduro-Bediako, 2019).

Curriculum implementation is simply the procedure of putting into effect a decided proposal, decision, suggestion, idea, or policy. Curriculum implementation is a practical process. The curriculum is an effective tool to promote students' overall personalities. The aims of education are achieved level-wise, and each level of learning is not properly implemented. The term curriculum refers to a well-defined learning experience offered in a school (Ogar & Opoh, 2015).

The reality of the previous system's limited flexibility was promptly recognized by the closure of physical buildings and subsequent migration to online instructions. the usage of technology has benefited modern life. The nuances of technological growth necessitate new methods and cultures in people's lives, as 21st-century skills are becoming an essential concern today, and one of the contributing aspects is the absence of interaction in learning, where learning is only left to the school or teachers (Filho, 2021). Teachers' responsibilities and abilities must evolve as cutting-edge technologies arise and are used in the emerging knowledge society. Researchers propose that science learning be innovated by adopting the notion of a smart city as a substitute for problem solving (Zulkarnaen et al., 2019).

Socioeconomic, gender, and regional gaps are still present in the country due to the rapid rate of population growth as well as low health and educational performance. To remain competitive in the increasingly interconnected region and globalized world, developing nations in Asia and the Pacific area need to make major expenditures in education and enhance the caliber and accessibility of educational services (Bank, 2020). Successful curriculum implementation (SCI) depends on an effective school environment and management, and it influences teaching, learning, and student outcomes (Carolina et al, 2020).

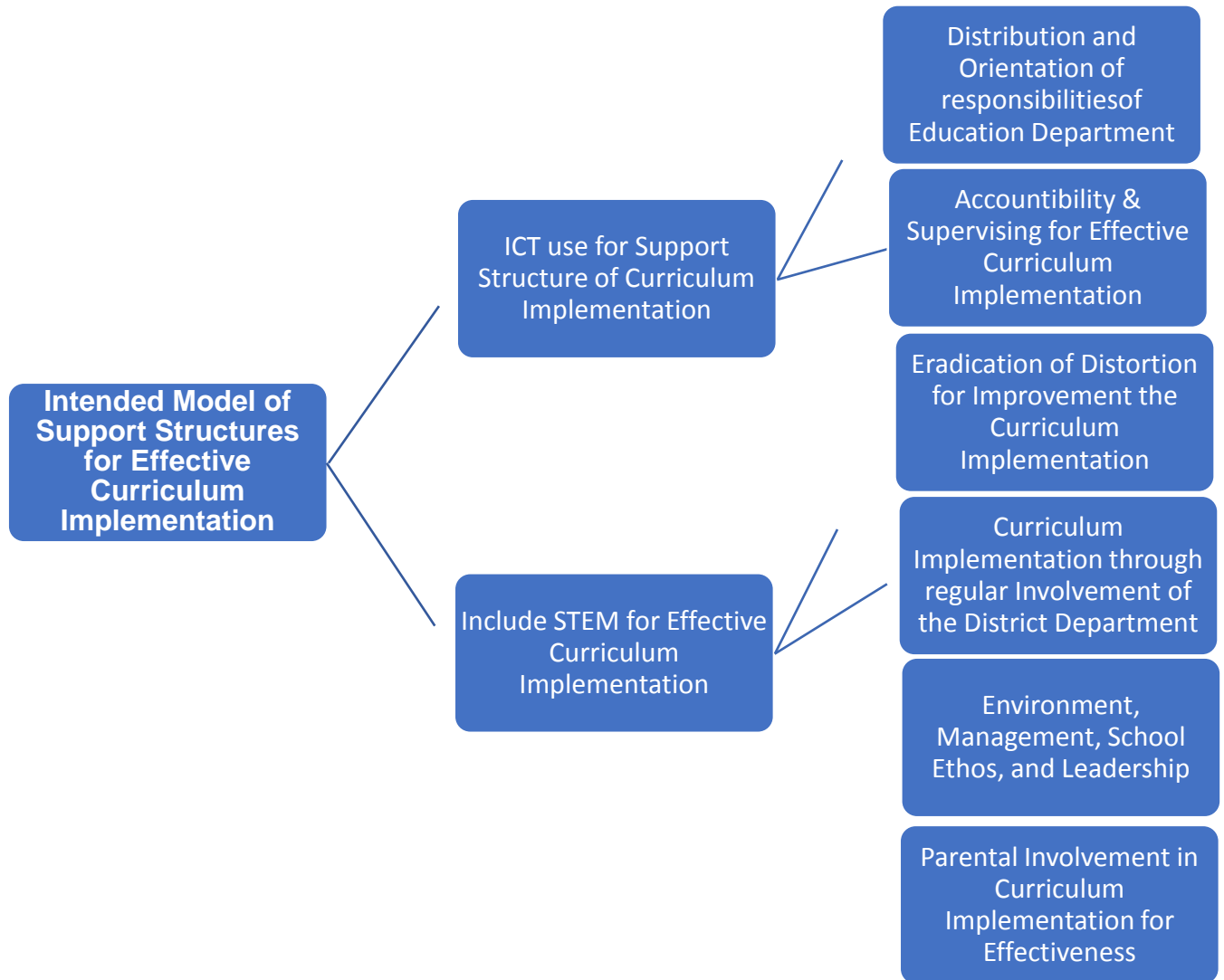
Pakistan asserts that it has implemented a standards-based educational system, particularly in the areas of science and higher education. The difficulties faced by children who are not in school indicate unacceptably high rates of out-of-school childhood (OOSC) in the middle grades of grades 6–8 and in the higher grades of grades 9–8 and 10th grade when broken down by educational attainment. Considering that there are significantly less primary and secondary schools in Pakistan than there are primary schools (Ministry of Federal Education and Professional Training, 2018), this is not surprising.

The education sector has experienced rapid expansion and recent technological advancements, which have encouraged e-learning and collaborative sessions among learning communities and business incubator centers (Ahmad Jalal, 2019).

(Ahmad, 2014) claims that the lack of accountability and the absence of checks and balances have encouraged many criminals to embezzle money, abuse their position of authority, and give unfair favoritism when it comes to decisions on promotions, transfers, funding, and other matters. In addition, support systems and modifications are desperately needed in Pakistan's educational system.

Teachers should possess the appropriate knowledge, mechanisms, and skills for learning to understand and communicating with parents for effective curriculum implementation (Macmillan, 2019). PI is crucial as learners are experiencing adolescent age at the elementary level. The findings of a study emphasize the relevance of metacognition throughout early adolescence and show that parental engagement is critical for educational model formation in the future (Veas, 2018).

Fig: Proposed Model of Support Structure of Effective Implementation of the Curriculum (SSEIC).



Distribution and Orientation of responsibilities of Education Department

While creating course materials is an accepted method globally, a major obstacle to efficient course delivery is the inconsistency between these resources and assigned tasks. Due to a lack of unified paperwork outlining provincial authority, responsibilities, and management procedures,

duties between provinces are unclear and may overlap (BANK W, 2019). Uncertainty about roles and occasional overlaps between provincial bodies arise from the incomplete documenting of provincial tasks, obligations, and management procedures (GROUP, 2019).

Accountability & Supervising for Effective Curriculum Implementation

Accountability: The foundation of education is accountability. It guarantees that an individual or group will be assessed according to how they perform or behave in a situation for which they are accountable. Pakistan's education system has long faced significant obstacles, and these are only getting worse as the country assumes more accountability for its Education for All objectives. Lack of political will to carry out challenging reforms that affect the quality and accountability of education is one of the main barriers to educational reforms in Pakistan (Ministry Federal Ministry of Education and Vocational Training, 2018). According to a report published in 2017 by Alif Ailaan, one of the primary causes of the nation's low competency in science and mathematics is the management and advancement of the teaching profession.

Pakistan has produced very little research on the implementation procedures of foreign-funded educational programs. However, appropriate use of national and international funds can improve the educational context. Research on the investment and implementation of funds in public schools should be ongoing (Khan, 2017). Accountability in Pakistan is defined as "Ehtasab" and Muhtasb master of accountability; it does not, however, relate to an individual's or an organization's self-regulation or coercion toward the assigned task.

Supervision as a Support Structure of Effective Implementation of the Curriculum

Although supervision is frequently viewed as a threat and a violation of education, it can be constructively changed to serve as a framework for efficient program execution. To reach the objectives, value-added investments in education or other resources must be closely monitored. For entry and exit procedures, it is imperative to monitor the added value or quality of education (UNESCO, 2019).

Regretfully, MEO visits at level 3 are the only way in which supervision is defined in Pakistan. (Canyon Hydro et al., 2013) state that comprehensive and frequent supervision of the progress

reported by teachers is lacking. But there are still things that need to be improved, like research-based decision making, quality control standards, and organizational procedures (Wildansyah Lubis1, 2021).

Eradication of Distortion for Improvement the Curriculum Implementation

Originally, corruption signified "moral decadence" or decadence. Its current, succinct definition, according to Bakolini (2006), is the misuse of governmental authority for private benefit. Corruption in Pakistani education is a severe issue that stems from the top down. (Kirya, 2019) asserts that nepotism, prejudice, theft of school funding, denial of school resources, and the placement of inexperienced instructors in classrooms are all factors that contribute to corruption. According to (Bernadette Cornelius-Ukpepi 2019), Nigeria is facing a great deal of corruption in the education sector, which is seriously affecting the nation output and development.

Curriculum Implementation through regular Involvement of the District Department

Organizational learning in the context of public schools, professional expertise at all levels of school district operations, and efforts to gather important data regarding how parents, school administrators, and teachers collaborate to accomplish goals are all critical components of successful school reform and improvement. The knowledge and skills of professionals at all levels of school district operations and organizational learning in the context of public schools are crucial for successful school reform and improvement. This article aims to clarify how administrators in schools and districts can apply organizational learning theory to gain valuable insight and improve their schools for assistance to program improvement in schools that is strategic.

Environment, Management, School Ethos, and Leadership

Teacher motivation can be effectively achieved through administrative evaluations. An efficient school environment and administration are essential for the successful implementation of programs, since they have an impact on student outcomes, teaching, and learning (Carolina et al,

2020). To achieve collective performance, a successful environment entails fostering ongoing connections amongst all members of the company (Linda Darling-Hammond, 2019). The principal position has a big impact on the whole school setting. Effective program delivery is made possible by supportive management, which fosters a positive learning environment in the classroom. Further investigation into the processes and frameworks that school administrators might use to foster cooperative, trustworthy mentor-new teacher relationships would be advantageous (Samier, 2020)

Parental Involvement in Curriculum Implementation for Effectiveness

The primary investors in any educational system are parents, students, and community members, according to a UNESCO assessment (Akyeampong, 2017). Not only does education benefit parents, but it also benefits the nation. The main players in their children's education are the parents. Parental support affects early learning and learning during formal schooling, as well as supervision and indirectly associated enabling elements including behavior, nutrition, well-being, and hygiene (IIEP, 2021). For parents to engage in the classroom and ensure that the curriculum is implemented effectively, teachers must possess the necessary information, processes, and abilities as well as the ability to communicate with parents. It would be advantageous for mentors and new teachers to work together (Samier, 2020).

ICT use for Support Structure of Curriculum Implementation

Since the year 2000, more people are involved in the field of education, which has altered the significance of ICT use in the classroom and made it necessary to adopt various courses. Curriculum designers need to determine how best to assist and support educators in integrating digital technologies into the classroom (Al-Awidi & Aldhafeeri, 2017). Schools are starting to pursue comprehensive school reforms in response to pressure to increase student achievement (Vernez et al., 2020).

The duties of teachers and competencies need to keep changing considering the usage of growing knowledge societies and the development of advanced technologies (Kim et al., 2012). ICT

makes it easier to put programs in place that give pupils 21st century abilities. Nowadays, information and communication technology are the most essential component of contemporary life.

Include STEM for Effective Curriculum Implementation

To address global concerns, STEM (science, technology, engineering, and mathematics) education is crucial. There are issues with the application of high-quality curricula everywhere in the world, especially in the fields of science and math. We will talk about the design implications of good professional development in integrated STEM education (Guzey et al., 2016). Peer cooperation, a strong curriculum, district support, past expertise, and efficient professional development are all components of STEM teaching (Margot and Kettler, 2019). Computer-based mathematics learning creates skill-based learning and curriculum-based improvement and standardized assessments (Lambert, 2014). STEM leaders must build a leadership network that includes principals, lead teachers, science department heads, and community leaders (Tran, 2020).

Method and Procedure

Research Design

For the study "A model of support structures for effective curriculum implementation at the elementary level in the province Punjab," a mixed method research approach was employed, and the research design used for this study was an explanatory sequential process.

Population

The population for the research includes policymakers, the national curriculum wing, textbook boards, and all primary school instructors in the province of Punjab for both the qualitative and quantitative components.

A sampling of the Study Quantitative Data

The sample was chosen using a multistage sampling process.

Sample

Ten percent of the entire target population made up the study's sample. According to HYUN J. R. 2012), the sampling ratio represents the percentage of the population that is chosen for the sample. In the above case, the sample size/population size was 10, or 10 percent.

Instrumentation

Information on the "Factors Influencing Implementation of Primary School Curriculum in Punjab Province" was gathered using a five-point Likert scale questionnaire. The literature was assessed in accordance with theoretical research needs, and a questionnaire was created using expert observation. 934 primary school teachers were chosen from a total of 9,330 instructors to participate in the continuing project "Supporting Structural Model for Effective Curriculum Implementation in Primary Schools of Punjab" and provide data.

Validity of the tool

While an interview guide for qualitative data was created following a review of the literature and with the assistance of experts, pilot testing was done to validate the instrument.

Reliability of the tool:

Cronbach's alpha is a measure of a measuring device's accuracy and precision, and 743 is the result for reliability.

Data Collection

A questionnaire with a five-point Likert scale was used to get quantitative data, and an interview guide was used to gather qualitative data.

Data Analyzing

Several statistical methods, both inferential and descriptive, were used to produce data analysis. With explanations, the results are displayed in tables and graphs.

Data Collection and Results

Descriptive Statistics of the Scale and Sub-scales, (n = 660)

Scale and Sub-scales	<i>M</i>	<i>SD</i>
Overall Scale	3.11	.70
Implementation of Curriculum	3.37	.79
Innovation in Curriculum Implementation	2.36	1.05
Dissemination of the Curriculum	2.91	.92
Teaching Methods and Classroom Practices	3.54	.88
Professional Training	3.09	1.06
Assessment of the Curriculum Implementation	3.29	.94
Parental Involvement	2.94	1.08
Resources for Curriculum Implementation	2.75	1.15

The descriptive statistics of the overall scale and subscales are shown in Table 4.7. The results indicate that public school teachers have a modest level of trust in the implementation of the program ($M=3.37$, $SD=0.79$). Their level of conviction regarding the impact of curricular innovation on curriculum implementation was lower ($M = 2.36$, $SD = 1.05$). Similarly, their views on how courses are delivered were also moderate ($M = 2.91$, $SD = 0.92$). Program implementation is influenced by instructional strategies and classroom practices, according to the mean score ($M = 3.54$, $SD = 0.88$). Their belief that professional training affects how courses are implemented is moderate ($M = 3.09$, $SD = 1.06$). They also had a moderate belief ($M = 3.29$, $SD = 0.94$) that assessment had an impact on how courses were implemented. Their belief that parental participation had an impact on program implementation was moderate ($M = 2.94$, $SD = 1.08$). In a similar vein, a moderate degree of belief that resource availability influences program implementation is shown by the mean score ($M = 2.75$, $SD = 1.15$).

Conclusion

Teachers are key leaders in the execution of effective curriculum; they keep an eye on their progress and prioritize the instructional elements. However, during the visit, they were merely

attempting to impress district officials with their performance. In addition, the administrator neglected to supervise teachers in the classroom, mentor the teaching staff, and collaborate with the company and teachers. It is essential that teachers and school administrators have intrinsic drive.

The results offer a comprehensive framework of support mechanisms that enable the program to be implemented successfully. These mechanisms include district education, leadership, parental involvement, digital citizenship, accountability, supervision, and the removal of corruption. Respondents to a qualitative section of the survey, comprising policy makers, specialists, district officials, and educational administrators, expressed their opinions of the deficiencies in the systems that support the implementation of programs and skill-building instructors.

The execution of the curriculum should have been the highest priority for the government, according to the participants, but sadly, this was not done, and the standards and goals were never fully met. It is a thorough manual that outlines the learning objectives that students should meet at a given level and places a strong emphasis on the values, knowledge, and abilities required to meet national educational objectives.

Recommendations

After the themes developed, all the interviews were documented. In addition to clearly expressing their opinions, the respondents sent along some recommendations for identifying some problems that need to be resolved in order to improve education and execute the curriculum.

1. Appropriate accountability mechanisms must be implemented in order to distribute stakeholder responsibilities.
2. The main issue impeding the curriculum's effective implementation is the poor or nonexistent provision of resources, including financial, human, and infrastructure resources.
3. The burden of staff and the great strengths of pupils

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