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CURRICULUM DEVELOPMENT PROCESS OF NEW TEACHER EDUCATION PROGRAMS: PERCEPTION ANALYSIS

Abstract

This research study is based on the teacher educators' perceptions about the curriculum development process of new teacher education programs Associate Degree in Education ADE and B.Ed. (Hons) Elementary 4 year programs launched in Government Elementary Colleges of Education GECEs and Universities in Pakistan. Courses Teacher educators belonged to different faculties of education of universities of Sindh involved in curriculum development process were sample of the study. Main findings of the study were that the teacher educators perceived the curriculum development process as a group and dynamic process; it creates a sense of ownership and investment in the curriculum developed. Study suggested that before curriculum development process a survey should be conducted from all stake holders to evaluate the need of stake holders. Teachers guide should be developed along curriculum development.

Keywords: Curriculum, development, teacher educators, perceptions

Introduction

The main purpose behind educating teachers is to design policies and procedures which can endow future teachers with essential and relevant knowledge as well as develop attitudes, behaviors and skills necessary for them to perform their job effectively in the classroom. Now the question arises that what type of knowledge, attitudes, behaviors and skills teachers should possess?“.

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The answer of this question lies in the “curricula of teacher education programs” through which teacher educators are equipped to transmit society's attitudes, beliefs, key knowledge, advice and wisdom to the learners' to make them active members of the society and support national economy”. (Lunenburg, 2011).

The curriculum development is a critical and valued process in which one has to determine that what “should” be taught within the institutions? The curriculum development process is influenced by the social, cultural, political, and environmental factors. According to Darder (1991), “Curriculum traditionally refers to the coursework offered by an educational institution for the successful completion of a degree or credentialing objective” (p. 19).

Pakistan is a developing country and for making it developed and prosperous, we need quality education, high standard educational institutions and quality teachers. But it is unfortunate that in last 65 years we cannot make advancement in the field of education. Poor quality teachers and teaching are one of the causes among other causes. Teacher training institutions failed to impart modern and quality teacher education due to conventional teaching methods and outdated curricula. (Government of Pakistan, NEC, 2006).

In order to revamp the teacher education in Pakistan, the USAID launched a five-year initiative “Teacher Education Project “in 2008. The project is supporting government of Pakistan’s efforts to reform the teacher education programs through the newly introduced four-year Bachelor’s Degree in Education (B.Ed.) and a two-year Associate Degree in Education (ADE) by phasing out conventional one year programs.(NEP,2009)

Problem Statement

USAID Teacher Education Project provided support in the development of curricula, courses of study, and teaching materials for the two new degree programs. The curriculum for these degrees is in line with HEC-approved Scheme of Studies.

The courses provide over 130 hours of training and exposure to classroom practice. For this purpose, workshops, trainings and conferences were organized to help and prepare the teacher educators of different teacher education institutions throughout Pakistan to develop curriculum for new programs.

In this connection, the research problem “Curriculum Development Process of New Teacher Education programs: Perception Analysis”.

Objective of the study

- To explore the teacher educators’ perceptions involved in curriculum development process of four-year Bachelor’s Degree in Education (B.Ed.) and a two-year Associate Degree in Education (ADE).
- To assess the impact of the personal and professional efforts on curriculum developers involved in the process of curriculum development.
- To recommend more effective and viable professional development opportunities for curriculum developers

Methodology

This research is exploratory in nature. Teacher educators belonged to different faculties of education of universities of Sindh involved in curriculum development process were sample of the study. Convenience sampling method was used for sample selection.

The questionnaire was developed to collect perceptions of curriculum developers. Data was analyzed through simple percentage and mean scores.

Data Analysis and Findings:

Item #	Statement	Yes (%)	No (%)	Up to some extent (%)	Mean Score
1	workshops enhanced knowledge about process of curriculum development	100	0	0	1
2	These workshops, faculty able to grow their personnel & professional capacities.	100	0	0	1
3	These workshops have improved my skill in assessment and its procedure.	55	15	30	2.75
4	Due to these workshop Institutes will translate curricular objectives into achievable target.	55	15	30	2.75
5	Workshops have removed many misconceptions of me regarding my subject.	55	10	35	2.75
6	Workshops made me realized what quality education actually is...	45	30	25	2.75
7	These workshops enable me to develop or enhanced the Team Working.	55	15	30	2.75
8	These workshops have enhanced my skill of preparing a good lesson plan.	55	20	25	2.75
9	All institutes will follow single curriculum over the country	60	10	30	3
10	Workshops enabled me to enhance the Time management skill.	60	0	40	3
11	Workshops enabled me to enhance the tolerance.	60	20	20	3
12	These workshops have helped me how to develop aims & objective of my Subject	40	15	45	3
13	These workshops have enhanced my skill of using internet in teaching learning process.	40	30	30	3
14	These workshops have taught me how to organize content during lesson planning.	60	10	30	3
15	Due to these workshops, institution get well designed curriculum.	60	0	40	3
16	Workshops enabled me to enhance the Stress management skill.	30	35	35	3.5
17	These workshops have enhanced my skill of using low-cost and no cost material for making my lecture more effective.	10	70	20	3.5
18	These workshops enable me to develop or enhanced the cooperation.	75	5	20	3.75
19	These workshops enable me to develop or enhanced the Active learning.	75	10	15	3.75
20	Due to these workshops single curriculum is implemented in all institutions of the country.	80	0	20	4
21	Workshops enabled me to enhance the Collaborative Skill.	85	5	10	4

Results and Discussion

Data in the above table (item #1 - 2) shows that majority of the respondents agreed that curriculum development workshops enhanced knowledge about process of curriculum development and improved personnel and professional capacities of faculty and total mean score for both items remained (1.0) which supported the statements

Data in the above table (Item #3, 4, 5, 6, 7) reveals that these workshops have improved skills of teacher educators in assessment and its procedure. Now the teacher educators will be able to translate curricular objectives into achievable targets and many misconceptions of the curriculum developers regarding the subject taught in new teacher education programs will be removed and after attending these workshops they realize that what the quality education is?and enabled them to enhance their team working skill. Mean score 2.75 supported the statements.

Data in the above table (Item # 8,9,10,11,12,13,14) indicates that majority of the respondent agreed that due to these workshops single curriculum will be followed all over the country. These workshops have helped the curriculum writers to develop aims & objectives of their respective subjects and all teacher education institutions have got well designed curriculum over the country and mean score 3.0 supported the statements.

Data in the above table (Item # 15, 16, 17) shows that these workshops did not play role in stress management skill. After attending these workshops they reinforce that they should use active learning strategies.. These workshops did not provided knowledge about the use of low cost and no-cost materials for effective teaching and mean score 3.5 supported the statements.

Reflections on problems and challenges faced by faculty members observed during the curriculum development process of new Teacher Education Programs.

Following reflections were obtained from the field during the process through observations.

- Majority of the respondents complain about the short time provided for the curriculum development workshops.
- Proper support material or books were not provided.
- Curriculum developers in some courses especially in science subjects had to face lot of hindrances in curriculum development work due to frequent change of subject specialists.
- There was lack of coordination between subject specialists and curriculum expert was found.

Recommendations

Curriculum development workshops organized by Teacher Education Project USAID enhanced knowledge about process of curriculum development and improved personnel and professional capacities of Teacher Educators. Therefore Higher Education Commission HEC should also ensure organization of such type of workshops for curriculum developers in the universities for other courses as well.

Before curriculum development process a survey should be conducted from all stake holders to so that it can be fulfilled the need and expectation of all stake holders. And all stake holders can accept it and implement it.

Teachers guide should be developed along curriculum development. And in teachers guide there should be detailed description of pedagogical skills of teaching of that topic and the extent of content that should be taught.

All curriculum development initiatives should be research informed so that curriculum development process should be on more practical and viable basis.

Follow up and evaluative strategy should also be designed for proper and effective implementation of newly developed curriculum.

For curriculum development only motivated Faculty members should be involved and there should be some prescribed criteria for the selection

Faculty members who participate in curriculum development activities should be given some career related benefits like their contribution should be regarded equivalent to one research publication.

Curriculum development activities should be organized in vacations and during weekly holidays in order to save academic loss of the students. Because when university faculty is called for workshops or other assignments in working days their routine classes suffer a loss.

All required facilities should be provided to curriculum developers for good and quality work.

Conclusion

As a word or as a concept curriculum development is an important phase of education systems. In order to improve the quality of teacher education and produce better teachers for the future, new teacher education programs were launched in Pakistan and new curricula were developed and introduced. Teacher Educators of Faculties of Education of Universities were engaged in curriculum development process and workshops were organized to provide professional and capacity building opportunities to curriculum developers. Series of workshops were organized which enhanced the knowledge about process of curriculum development. Due to these workshops pool of curriculum developers has come to an exist and new skills have been infused in the teacher educators to teach new curriculum with more competency and latest approaches.

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Questionnaire:

Name : _____ Academic Qualification : _____ Designation: _____

Professional Qualification: _____ Gender: Male ☐ Female ☐

Dept _____ University: _____ Teaching Experience: _____

S.NO.	STATEMENTS	YES	NO	UP TO SOME EXTENT
1	These workshops have enhanced my knowledge about process of curriculum development.			
2	These workshops have removed many misconceptions of me regarding my subject.			
3	These workshops made me realized what quality education actually is...			
4	These workshops enable me to develop or enhanced the following skills.			
	a. Time management skill			
	b. Stress management skill.			
	c. Tolerance.			
	d. Cooperation			
	e. collaborative learning strategies			
	f. Team Work			
	g. Active Learning			
5	These workshops have helped me how to develop aims & objective of my Subject.			
6	These workshops have taught me how to organize content during lesson planning.			
7	These workshops have improved my skill in assessment and its procedure.			
8	These workshops have enhanced my skill of preparing a good lesson plan.			
9	These workshops have enhanced my skill of using internet in teaching learning process.			
10	These workshops have enhanced my skill of using low-cost and no cost material for making my lecture more effective.			
11	Due to these workshops, institution get well designed curriculum.			
12	Due to these workshops, faculty able to grow their personnel & professional capacities.			
13	Due to these workshops, all institutes will follow single curriculum over the country. Curriculum development workshops enable all teacher training institutions to follows single curriculum all over the country			
14	Due to these workshops institutes will translate curricular objectives into achievable target. Curriculum development workshops enable all teacher training institutes to translate curriculum objective into achievable targets.			

15	Due to faculty involvement in the process of curriculum development It is easy to implement this curriculum in institutions. Curriculum development workshops made easy to implement the newly developed curriculum due to involvement of faculty member in the curriculum development process.			
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Q. No. 16. what problems and challenges do you face during curriculum development process?

Q. No. 17. In your view point how these problem and challenges can be minimized?

Q. No. 11 to 15. Shows that institutions get benefit of involvement of their faculty