



## How School Leader Implement the Curriculum? Problems, Prospects, and Way Forward

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**Abstract:** *The principal has a multidimensional role, which includes academic management, providing a suitable environment for learning, maintaining proper institutional discipline and the implementation of the curriculum in their academic institutions. The aim of the study was to explore the role of principals in the implementation of the curriculum in the school. The nature of the study was descriptive in nature, having 77 secondary school principals constitutes the population of the study, of which 70 principals were taken as a sample of the study using standardized sample size determination techniques. The data was collected through a validated closed-ended questionnaire with a 5-point Likert scale. The collected data were analyzed using chi-square statistics. The results reveal that the opportunities were provided to staff members for the development of skills and attitudes to support curriculum implementation, the curriculum materials were used to diagnose the potential barriers in the process of curriculum implementation, and the principal provides facilities for the development of standard assessment plans to implement the curriculum.*

**Key Words:** Curriculum, Development, Implementation, Principal, Chi-Square

### Introduction

For any academic program, the role of principals is multidimensional in nature. They are instructional supervisors, administrators, academic managers, maintaining discipline and curriculum developers and implementors. Besides these, the main responsibility of the principal is to develop and enhance the learning of students in a school, which is possible through the implementation of the curriculum.

Principals normally deal with managerial and academic issues of schools, which include teachers, students, managerial, supporting staff, and parents. In a school environment, principals translate their visions and missions to stakeholders regarding the uplifting and modifying feeble situation of curriculum

implementation. For the implementation of curriculum, it is the utmost responsibility of a principal to structure and design clear and achievable objectives and then facilitate the stakeholders in this regard. The principals ought to share school-based objectives and instructional strategies with stakeholders to ensure in implementation of an approved curriculum. The level of implementation of the curriculum can be assessed at the end of the session in terms of the academic achievement of students. The higher the level of student's achievement, the higher will be the desired results expected from the curriculum.

In every school, there is always a “principal” who is responsible for the implementation of the curriculum. He/she supervise the implementation

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of the curriculum with the help of teachers who implement it during an academic year. The overall command and instructional supervision, in turn, become the responsibility of principals. The implementation of the curriculum requires different strategies on the part of the teachers. These strategies and methodologies of teachers should be in line with the objectives and outcomes of the prescribed curriculum.

According to [Ahsan \(2003; 276\)](#), an important source, which ensures the development of a nation is *education*. To establish a unity, integration and conservation of national ideology, the state consigns certain responsibilities to experts, which includes the development of curriculum, planning, and formation of educational policies. In the 1976 Act of Parliament, the Ministry of Education (MoE) were authorized to perform the curriculum-related functions. For the implementation of curriculum, the structure of studies, courses, and particular schedules for educational institutions redeemed approval from the concerned board regarding textbooks and to award the duties and responsibilities to specific person or agency for making necessary amendments in the proposed curriculum are essential and through such procedures approached the approved objectives for the curriculum can be achieved. In this respect, a National Bureau of Curriculum and Textbooks (N.B.C.T.), now known as Curriculum Wing, was assigned the duties of thoroughly checking the proposed curriculum and developing textbooks to sustain standards of curriculum from primary to higher secondary level. In this respect, four curriculum wings at the provincial level were established, which collaborates in all educational settings and functions, with the N.B.C.T. All these curriculum wings were followed by the launching of Provincial Textbook Boards (PTTB) in each province. These PTTB are responsible for designing, issuing, stocking and promoting textbooks prepared for schools.

### Study of Curriculum Implementation

According to [AIP Conference Proceedings \(2017\)](#), there are numerous reasons which attract researchers to study the implementation of the curriculum. The major, among them, are given below:

- i) First, systematically the process of implementation could be executed.

- ii) Second, why do educational changes fail? Why are a large number of problems frequently confronted during the implementation of curriculum?
- iii) Third, how the implemented curriculum is managed to achieve the objectives?

### Possible Strategies for Implementation of Curriculum

Curriculum implementation is a task of great responsibility. There are several strategies that are adopted to ensure curriculum implementation. The following strategies are often followed:

### The Central Role of the Principals

[Ornstein \(2004\)](#) states that situational analysis ought to be performed by principals, which greatly help them in diagnosing the resources, attitudes, and exercise of various techniques, which are prerequisites to be administered, sustained, nourish, and controlled. The pointing out and making an array of relevant and frequently confronted issues need special and distinct attention of principals.

In Pakistan, the school management comprises of principal, vice-principal and section in-charge or senior teachers. These staff members of a school have a pivotal role to perform in the implementation of curriculum at the school level. Besides other responsibilities at school, it is one of the crucial and significant assignments to cope with strategies and procedures regarding the plans of curriculum implementation in a rational and organized way. The principals ought to develop and design vivid and classifiable strategies for curriculum implementation and management. Textbooks prepared by the provincial textbook board are provided, and the principal only checks whether the course is completed by the concerned teachers or not.

### Context-Awareness

[Ornstein \(2004\)](#) give special consideration to strategies for implementation of curriculum, which should be representative and approachable to the special setting or environment of a specific school. Therefore, an assessment regarding needs and demands ought to be made to develop the vision, mission, episteme, skills and values allied to the particular context of schools. The needs and demands diagnosed from assessments are

recommended to include in the implementation plan, followed by management of implementation. It is important to perform continuous monitoring and supervision to conclude the relevant plan regarding the implementation of the curriculum.

### Administration

A good administration has the potential to implement the curriculum and successfully manage it. Principals are responsible for the management of the school in terms of implementation. To preserve the vision, mission, and core values of a school, it is the responsibility of school management to give an appraisal for efficient and effective administrative work and provide support and a conducive milieu for the implementation of the curriculum.

[Coleman et al. \(2003\)](#) stated that curriculum implementation needs stout and strong administration, and in addition, it also needs the regular observing of teachers/staff leave register, attendance registers, schedule of classes, discipline, rules and regulations, course materials and books, meetings regarding curriculum and mode of examination.

### Formulating Job Description

According to [Coleman et al. \(2003\)](#), due importance is given to formulating clear and vivid job descriptions for all the staff members who are involved in the process of curriculum implementation. Due to its vital importance, they give focus to the point that regular and vivid mode of communication is made and suggest regular curriculum meetings, where the competent authority assigns job descriptions.

### Resources Management

[Tomlinson \(2004\)](#), [Rogan \(2003\)](#) agree on a point that allocation and management of resources are very much crucial and important for the implementation of the curriculum in a stipulated time frame. [Coleman et al., \(2003\)](#) support that curriculum implementation completely depends on the effective management, availability of resources, regulations and supervision of human, economic and physical facilities and resources. Besides these, the resources also include learners, teachers and other official members,

procurement, schedules, course contents, teaching hand-outs and other facilities.

Early and Bubb (2004) extend support to the provision of adequate financial resources because it is the backbone of any program or discipline and a fundamental element of the implementation of curriculum and its management. [Rogan and Greyson \(2003\)](#) give due importance to the management of physical facilities as the pattern and provision of these facilities and resources directly affect the role of teachers and learners in the teaching-learning process and also impart their abilities in adverse dimensions. These scholars mention that physical facilities and finances, including classrooms, offices, material regarding curriculum, procurement of relevant materials, budgeting, and other accessories, which, are pivotal and fundamental parameters and act effectively in the implementation of the curriculum.

### Performance Management

[Tomlinson \(2004\)](#) states that the core role of the management team, which includes principals, involves the performance and development of trends in the arrangement of targets set. This is the major role to play by the senior teachers at the school level to communicate and particularize the projected outcomes regarding the provision of curriculum and its implementation. The process of communication is only possible; when the target objectives and goals are set, which may be in a “bottom-up” format, including the needs and demands of learners and the community. It can also be in “top-down” format, which includes senior teachers and their desires and motivations regarding the achievement of goals, objectives by implementing the curriculum.

The role played by these stakeholders for ensuring their performance needs to be managed and progress reported by continuous supervision. It is of utmost importance to construct a particular criterion for evaluating the progress of work. The management of performance also involves the provision of feedback from the people, who are continuously under supervision, and modification and development of essential needs when and where it is required.

[Middlewood, D. et al. \(2003\)](#) stated that such sort of conservative management and supervision promote the culture of accountability among the

people regarding their assigned tasks. It is also mentioned that the parameters for conservative management are well-managed. They suggest that these stakeholders should be included in the process of policy formation, which is designed for the purpose of monitoring the performance of concerned paving the way in clarifying various dimensions, including teaching quality, learning effectiveness, multipronged assessment and keeping of records.

[Middlewood, D. et al. \(2004\)](#) recommend for senior teachers of the school to make plans and schedules for the observation of classrooms in favour of the implementation of curriculum regarding the approved policies. Early and Bubbs (2004) shared a point that questionnaire, interviews and observation may be used to augment and promote excellence in the process of supervision. These are other tools or instruments which are frequently used in collecting data, and the data collected through such approaches can be validated easily and accurately.

It is now clear that implementation of the curriculum cannot be guaranteed via planning only but understanding the purpose of planning and management of implemented curriculum is also necessary. Another important point is that, once the curriculum is implemented in a school, it is very much essential to manage that implemented curriculum with great responsibility and, in this regard, the stakeholders must be equipped and acquainted with such strategies and training, which give them maximum support to perform their duties professionally.

### **Factors Affecting Implementation of Curriculum**

There are varieties of problems like shortage of resources, burdened course contents, crowded classrooms, lack of professionalism, scarcity or delay of funds are often face by principals in the implementation of the curriculum. By confrontation of such problems, it is somewhat difficult for principals to manage the process of curriculum implementation. Some of the basic and frequently confronted issues are discussed as under:

#### **Shortage of Resources**

According to [Esu and Umuren \(2009\)](#), for the implementation of curriculum, the availabilities

and provision of allocated resources are very much crucial. The resources human management and resources, materials, period, to deliver curriculum and pave way effectively and successfully for its implementation. The most important among them is the proper and effective utilization of time. If the implementer design and establish proper strategies in a stipulated time frame to implement the curriculum, it is, indeed, a fruitful locus to achieve the pre-planned objectives. Therefore, the provision and facilitation of allocation of resources in the right quality and quantity ensure the implementation of the curriculum.

#### **Burdened Course Contents**

According to [Eyo, Ogo and Akpan. \(2014\)](#), a potential hurdle in the process of curriculum implementation includes burdened course contents and syllabus. From the date of admission in a school, the child is subjected to varieties and diversified courses and forces the students to learn all the contents. The aptitude and attitude of learners are ignored while designing the curriculum, and still, the stakeholders' dwell with a notion to achieve the desired objectives.

#### **Highly Congested Classroom**

According to [Afangideh \(2009\)](#), the basic cause of highly congested classrooms is due to the desire and legal will of folks to get acquainted with modern and advanced education. Every individual is aware of getting a quality education and, for this purpose, enrol in schools and colleges. Due to such abrupt enrolment, it is somewhat difficult to deliver quality education because due to crowded classrooms, the teaching-learning process greatly affects. When the delivery of curriculum seems to be difficult, then the implementation of the said is not possible.

#### **Lack of Interest and Feeble Professional Attitude**

[Afangideh \(2009\)](#) was of the notion that the implementers' lack of interest towards the achievement of planned objectives is the basic reason for that was the absence of professional attitudes and expertise. It is difficult to meet success when the implementers are not available or lack competencies exists. Moreover, if the attitude, aptitude and dedication are lacking, then the implementation of the curriculum cannot be

ensured. The provision of inadequate resources causes a lack of motivation and professionalism among the curriculum implementers; that is why whenever the incentives and proper facilities are provided to implementers, they yielded the plethora of outcomes. Professional training and conferences can be arranged for principals for enriching their episteme regarding the implementation of curriculum and inculcate the strategies and pattern of gaining or achieving the desired objectives in the stipulated time frame.

### Availability of Funds

[Eyo, Ogo, and Akpan \(2014\)](#) were of the notion that the process of curriculum implementation can be enhanced and increased when the funds are available. The provision of physical resources in terms of human resource, time, infrastructure, professional training and all sort of approaches which helps in the process of curriculum implementation, but all of these can be possible only when funds are available and particularized for the said purpose. Therefore, it can be stated that the government ought to allocate the required budgets for processing and to ensure the process of implementation of the curriculum with transparency.

### Lack of Teaching Staff

There is a tendency in Pakistani secondary schools that require teaching staff is not provided according to the sanctioned strength. This shortage of relevant teachers seriously affects “Curriculum implementation”.

### Statement of the Problem

The current study analyzed the role of principals / Heads of Government Boys Secondary Schools for boys’ in the implementation of curriculum at the secondary level in district Peshawar, Khyber Pakhtunkhwa of Pakistan. The main thrust of the study was to identify the availability of curriculum outlines in schools and the status of their implementation by principals/heads of the Government Higher Secondary Schools in district Peshawar. The outcomes of the study were made on principals’ responses and review of relevant literature.

## Objectives of the Study

- a) To explore instructional strategies of principals in Government Secondary Schools in the district of Peshawar
- b) To identify the gaps which hamper principals in the implementation of curriculum

## Research Questions

The following research questions were explored in the study:

- 1) What are instructional leadership strategies employed by principals’ in Government secondary schools to implement the curriculum?
- 2) How do principals communicate with teachers and education department officials regarding the implementation of curriculum?
- 3) What problems do principals face in managing the implementation of the curriculum in their schools?

## Methodology

The current study was descriptive in nature, which attempted to analyze the role of principals in curriculum implementation at the secondary level in Peshawar, district of Khyber Pakhtunkhwa, Pakistan. The results of this type of study are typical of survey research in education and often provide an understanding to identify needed changes. The steps in descriptive research included identifying weak areas in the implementation of the curriculum and the suggestions for improvement.

## Population and Sample of the Study

There were a total number of 77 functional Government Boys Secondary Schools in Peshawar district, and therefore, the principals/heads of 77 functional Government Boys Secondary School were the populations of the study. From the population, 70 principals were selected as a sample of the study.

## Development of a Research Tool

The tool used in this study was a closed-ended questionnaire with a five-point Likert scale, which was developed from the literature review and some contextual background of our education

system. The questionnaire was validated by two experts after suggesting some improvement and modification. Initially, Q-sorting techniques were used to validate the questionnaire, and at the final stage, the Average Extract Variance (AEV) was checked to have 0.78 with composite reliability of 0.69.

### Pilot Study

The tool was subjected to a pilot test using Adaptive Trial Design (Thabane et al.: 2010), selecting 7 principals in district Peshawar who were not included in the study. The reliability of the questionnaire was checked through Cronbach's Alpha .816 (range is 0.6 - 0.9).

### Administration of Tool

The tool was administered on a selected sample of 70 principals personally. The researcher explains various points and discusses the value of their response in the modification of the existing body of knowledge. Moreover, the respondents were also kept abreast with the projected and plethora outcomes of the research study and how this piece of research will be helpful to solve various crucial confronted problems.

### Data Collection and Analysis

The data was empirically collected through a

close-ended questionnaire with a five-point Likert scale from 70 principals/heads of Government Secondary Schools in the Peshawar district.

## Discussion and Results

### Resources

For the implementation of curriculum, it is essential to be supported by necessary resources, which ensure the implementation process. This section includes the items like proper time is allotted to plan and to monitor the process of curriculum implementation, details of the action plan are only for the allocation of additional resources to support curriculum implementation, the curriculum materials/resources are being used to support pedagogical skills of curriculum implementer, the curriculum materials are carefully used to support the individual development of staff to favour the implementation of curriculum, the curriculum materials are used to diagnose the potential barriers in the process of curriculum implementation, proper facilities are provided to curriculum implementers by arranging workshops regarding utilization of allocated resources, and the principal provides facilities for the development of standard assessment plans to implement the curriculum.

**Table 1.** Proper time is Allotted to Plan and Monitor the Process of Curriculum Implementation

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	15	23	15	7	10	4	10.57	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (10.57) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which

means that the goodness-of-fit test is not supporting the statement "proper time is allotted for planning and for monitoring the process of curriculum implementation".

**Table 2.** Details of the Action Plan are only for the Allocation of Additional Resources to Support Curriculum Implementation

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	9	37	6	10	8	4	47.85	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (47.85) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which means that the goodness-of-fit test is not supporting the statement “details of the action

plan are only for the allocation of additional resources to support curriculum implementation”. Often the principals face scarcity in resources allocated for academics’ purposes, which results in yielding the desired outcomes paving the way to fail the implementation of the curriculum.

**Table 3.** The Curriculum Materials/Resources are being used to Support the Pedagogical Skills of the Curriculum Implementer

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	15	27	16	7	5	4	21.71	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (21.71) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which means that the goodness-of-fit test is not supporting the statement “the curriculum materials/resources are being used to support pedagogical skills of curriculum implementer”.

Due to the least involvement of curriculum implementer in the process of curriculum development, the materials and stuff provided are not friendly, thus failing to achieve the desired objectives. Sometimes when the curriculum implementers are involved in the process of curriculum development, the resources are not specified or not available for academic purposes.

**Table 4.** The Curriculum Materials are Carefully used to Support the Individual Development of Staff to Favour the Implementation of the Curriculum

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	10	19	17	14	10	4	4.71	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (4.71) falls in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which means that the goodness-of-fit test is supporting the statement “the curriculum materials are carefully used to support the individual development of staff to favour the implementation of the curriculum”. Implementation of the curriculum is a matter of

high responsibility, and that is why when the curriculum implementers are assigned some materials, they utilized them with great care. Proper utilization of curriculum materials greatly helps in the process of curriculum implementation if the materials are available in abundance and its proper expenditure are not ensuring the aim for which these materials are provided fails to achieve and vice versa.

**Table 5.** The Curriculum Materials are used to Diagnose the Potential Barriers in the Process of Curriculum Implementation

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	10	22	15	15	8	4	8.42	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (8.42) falls in the tabulated value

(9.49) using a 0.05 level of significance with 4 degrees of freedom, which means that the

goodness-of-fit test is supporting the statement “the curriculum materials are used to diagnose the potential barriers in the process of curriculum implementation”. The curriculum materials are provided by experts, and the aims for the provision of such materials are to achieve excellence in objectives acquisition. The curriculum materials, in the majority of cases, explore the solution of

novel and challenging issues often confronted by curriculum implementers. The curriculum materials allocated to diagnose various projected problems often included training and workshops to curriculum implementers, chances of professional development and job enrichment to motivate the curriculum implementers.

**Table 6.** Proper Facilities are Provided to Curriculum Implementers by Arranging Workshops Regarding the Utilization of Allocated Resources

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	16	25	14	10	5	4	15.85	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (15.85) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which means that the goodness-of-fit test is not supporting the statement “proper facilities are

provided to curriculum implementers by arranging workshops regarding utilization of allocated resources”. Arrangement of proper training is a tough task and at the school level, the principals’ lack resources, which facilitate them in arranging symposiums and workshops.

**Table 7.** The Principal Provides Facilities for the Development of Standard Assessment Plans to Implement the Curriculum

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	17	22	13	10	8	4	9.00	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (9.00) falls in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which means that the goodness-of-fit test is supporting the statement “the principal provides facilities for the development of standard assessment plans to implement curriculum”. Some principals promote the culture of quality assessment procedure to get outstanding outcomes, while it only depends upon the vision of the leader. The vision normally motivates the leaders to enrapture their resources to full extents in coping up with the modern trends and to get acquainted with desired objectives. [Rogan \(2003\)](#) and [Coleman et al. \(2003\)](#) supported that curriculum implementation

completely dwells on the availability of resources (which includes financial, physical, learners, schedules, course contents, teachers’ pedagogical skills etc.).

### Action Planning

Planning is the first step for implementing a curriculum at any level. It is a process through which the leaders can promote and inculcate their vision and mission in a stipulated time frame. The inclusion of this section is important because it provides an insight to stakeholders about the amalgamation of vision into mission exercising formal strategies. This section includes items like our action plans include set targets to be achieved by pupils in a given time frame, pupil progress



reports are evaluated using formative and summative assessment, an action plan is monitored throughout the academic session, and

the process of evaluation identifies the strongly developed and under-developed areas.

**Table 8.** Our Action Plans include set Targets to be Achieved by Pupils in a given Time Frame

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	18	24	11	6	11	4	14.14	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (14.14) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which means that the goodness-of-fit test is not supporting the statement “our action plans include set targets to be achieved by pupils in a given time frame”. Often the curriculum implementer design or develop some targets to be achieved in a given time frame. If the set targets

are achieved in a given time frame, it is considered as the success of curriculum implementers, but in some cases, the pattern of instruction proceed in absolutely unidentified destinations, which actually the wastage of resources. To avoid such sort of wastage, the curriculum implementers often set some targets aiming to get acquainted with. As for in government education sector, the principals fail to set the targets due to a lack of interest, resources, and expertise.

**Table 9.** Pupil Progress Reports are Evaluated using Formative and Summative Assessment

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	20	22	8	13	7	4	13.28	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (13.28) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which means that the goodness-of-fit test is not supporting the statement “pupil progress reports are evaluated using formative and summative assessment”. Usually, at government schools, the progress of reports of students are not evaluated. When the students fail in the examination, the principals do not enquire about the situation from

the teachers and teaching assistants. This makes the situation weaker because the teachers feel free due to a lack of accountability. By asking about the feeble result of a pupil from concerned instructors, the situation can be made better, developing a sense of accountability. Moreover, it is the responsibility of principals to keep a record of pupils regarding their academics, health, aptitude, attitude, interests etc., because such a record helps the instructor to provide better instruction to pupils.

**Table 10.** The Action Plan is Monitored Throughout the Academic Session

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	20	27	8	6	9	4	23.57	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (23.57) does not fall in the tabulated value (9.49) using a 0.05 level of

significance with 4 degrees of freedom, which means that the goodness-of-fit test is not supporting the statement “action plan is

monitored throughout the academic session”. As in the majority of cases, the principals in government schools do not develop an action plan

for implementation of curriculum, which results in the least or privation of the monitoring process in an academic session.

**Table 11.** The Process of Evaluation Identifies the Strongly Developed and Under-Developed Areas

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	10	30	15	7	8	4	25.57	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (25.57) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which means that the goodness-of-fit test is not supporting the statement “the process of evaluation identifies the strongly developed and under-developed areas”. As a matter of fact, the process of evaluation normally provides an insight to experts about multi-facet development of various areas. In an educational setup, the curriculum implementers normally evaluate the educational program through multipronged pedagogical and instructional strategies, which ensure the identification of weak and feeble aspects of learners, administrators, instructors, and other managerial staff members taking part in the curriculum implementation process.

### Monitoring of the Curriculum Implementation

Monitoring is important for the implementation of the curriculum. The curriculum implementer accomplishes the assigned task only if the proper

monitoring and evaluation process is well established. It is important to study that the curriculum implementer gets maximum outcomes when there is a specific and regular monitoring system to which they are accountable. This section includes essential elements relevant to curriculum implementations are communicated to all the staff members, close the gap which exists between the informed expectation of curriculum and that of students learning; the classrooms are visited on a regular basis to monitor the performance of teachers through continuous monitoring, the commitment of implementers with the curriculum is enhanced, continuous monitoring helps the curriculum implementer to modify instructional techniques, the management of curriculum implementation plan is ensured in a coherent and systematic manner, you imply management of curriculum implementation by ensuring regular monitors, formative and summative assessments are regularly conducted to check the implementation progress, and regular feedback is provided to implementers regarding the implementation of the curriculum.

**Table 12.** Essential Elements Relevant to Curriculum Implementations are Communicated to all the Staff Members

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	26	17	17	8	2	4	24.42	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (24.42) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which means that the goodness-of-fit test is not supporting the statement “essential elements

relevant to curriculum implementations are communicated to all the staff members”. Due to the least involvement of staff members, they are just provided with a set of instructions and directed to deliver irrespective of the achievement of planned goals and aims.

**Table 13.** Close the Gap which exist between the Informed Expectation of Curriculum and that of Students is Learning

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	13	34	12	7	4	4	39.57	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (39.57) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which

means that the goodness-of-fit test is not supporting the statement “close the gap which exists between the informed expectation of curriculum and to that of students is learning”.

**Table 14.** The classrooms are Visited on a Regular basis to Monitor the Performance of Teachers

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	21	26	13	5	5	4	25.42	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (25.42) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which means that the goodness-of-fit test is not supporting the statement “the classrooms are visited on a regular basis to monitor the performance of teachers”. According to [Edem \(2003\)](#), the outstanding supervisory conduct of principals greatly motivate the teachers to

perform well, and such sort of supervisory conduct cannot be underestimated. It includes discipline and dedication in totality. Discipline includes emotional control, good performance by others and their appraisal, the guidance of trained teachers in their conduct, having acceptable and standard social deeds to perform outstandingly. In the same context, the principals in government schools perform an insignificant role in the supervision and monitoring of staff members.

**Table 15.** Through Continuous Monitoring, the Commitment of Implementers to the Curriculum is Enhanced

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	17	28	13	4	8	4	24.42	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (24.42) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which means that the goodness-of-fit test is not supporting the statement “through continuous

monitoring, the commitment of implementers with the curriculum is enhanced”. Through continuous monitoring among the staff members, a sense of accountability is developed, which enhances their performance in teaching-learning process.

**Table 16.** Continuous Monitoring helps the Curriculum Implementer Modify Instructional Techniques

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	24	28	7	3	8	4	35.85	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (35.85) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which

means that the goodness-of-fit test is not supporting the statement “continuous monitoring helps the curriculum implementer to modify instructional techniques”.

**Table 17.** The Management of the Curriculum Implementation Plan is Ensured in a Coherent and Systematic Manner

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	18	17	22	6	7	4	14.42	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (14.42) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which

means that the goodness-of-fit test is not supporting the statement “the management of curriculum implementation plan is ensured in a coherent and systematic manner”.

**Table 18.** You Imply Management of Curriculum Implementation by Ensuring Regular Monitors

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	18	22	12	9	9	4	9.57	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (9.57) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which

means that the goodness-of-fit test is not supporting the statement “you imply management of curriculum implementation by ensuring regular monitors”.

**Table 19.** Formative and Summative Assessments are Regularly Conducted to Check the Implementation Progress

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	18	24	14	7	7	4	15.28	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (15.28) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which means that the goodness-of-fit test is not supporting the statement “formative and summative assessments are regularly conducted to check the implementation progress”. In

government schools, formative and summative assessment are conducted regularly, but the extent of implementation of the curriculum is not evaluated by curriculum implementers. Often the principals know about the weak and feeble results of pupils, but they do not make any enquiry and acts as the thing is going well.

**Table 20.** Regular Feedback is Provided to Implementers Regarding the Implementation of the Curriculum

N	Nature of Response					Degree of Freedom	x <sup>2</sup> Calculated value	x <sup>2</sup> Tabulated value
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree			
70	22	23	9	8	8	4	17.28	9.49

Level of Significance = 0.05

From the above table, it is evident that the calculated value (17.28) does not fall in the tabulated value (9.49) using a 0.05 level of significance with 4 degrees of freedom, which means that the goodness-of-fit test is not supporting the statement “regular feedback is provided to implementers regarding the implementation of the curriculum”. With the least awareness of stakeholders about the curriculum, the feedback in majority cases are negative; one main reason for negative outcomes is the failure of taking stakeholders into confidence.

### Findings, Conclusion and Recommendation

Based on results, the following findings are drawn:

#### Findings

While analyzing the data, numerous findings were reported. The goodness of fit test does not support the following statement, categorized under each theme:

#### Action Planning

- a) Our action plans include set targets to be achieved by pupils in a given time frame
- b) Pupils’ progress reports are evaluated using formative and summative assessment
- c) Action Plan is monitored throughout the academic session
- d) The process of evaluation identifies the strongly developed and under-developed areas

#### Learning and Teaching

- a) the implementation process addressed the linking of critical thinking skills and personal potentialities among learners
- b) the implementation process promotes assessment to favour effective learning
- c) the evidence of the implementation process is collected regarding the impact on practice in the classroom
- d) the sign of the implementation process is collected through pupils’ holistic achievement
- e) the learning intentions are shared and reviewed with pupils
- f) the developments of required skills are made clear to pupils in the learning process
- g) there is whole school coordination of the acquisition and development of skills

- h) new ways of connecting the learning are being trailed

#### Monitoring of the Curriculum Implementation

- a) Essential elements relevant to curriculum implementations are communicated to all the staff members
- b) Close the gap which exists between the informed expectation of curriculum and that of students learning
- c) The classrooms are visited on a regular basis to monitor the performance of teachers
- d) Through continuous monitoring, the commitment of implementers to the curriculum is enhanced
- e) Continuous monitoring helps the curriculum implementer to modify instructional techniques
- f) The management of the curriculum implementation plan is ensured in a coherent and systematic manner
- g) You imply management of curriculum implementation by ensuring regular monitors
- h) Formative and summative assessments are regularly conducted to check the implementation progress
- i) Regular feedback is provided to implementers regarding the implementation of curriculum

On the other hand, the goodness of fit test support the following statement:

- a) the opportunities are provided to staff members for the development of skills and attitudes to support curriculum implementation
- b) the curriculum materials are used to diagnose the potential barriers in the process of curriculum implementation
- c) the principal provides facilities for the development of standard assessment plans to implement curriculum
- d) instructional techniques regarding the development and rectification of teaching methodologies are provided to curriculum implementers
- e) the elements of the curriculum are associated with the learners’ opportunities and environment provided

- f) implementation of the curriculum is ensured by using supported strategies like giving training to implementers

## **Conclusion**

In the light of the above findings, certain conclusions are drawn, making objectives of the study as foundations and satisfy the research questions. In this section, the level and degree of achievement of objectives were mentioned and supported by strong contextual paradigms.

Instructional strategies like providing necessary training to curriculum implementers regarding the effective implementation of the curriculum in a stipulated time frame, facilitation of arranging academics meetings among stakeholders and curriculum implementers, providing appropriate instructional methodologies and advance pedagogical approaches to enhance the effectiveness of curriculum implementation and achievement of plethora outcomes.

The strategies exercised by principals have a crucial impact on the implementation of the curriculum. When the principals provide curricular materials, techniques for diagnosing the potential barriers (which includes lack of organizational commitment, least provision of basic and fundamental facilities for implementation of the curriculum – finance, physical facilities, training on resource management). The assessment provides systematic and holistic achievement of desired results, which provide vivid snap of the level of achievement of objectives. Moreover, the elements of the curriculum are linked and in line with the desirable and achievable objectives, which are the impact of strategies employed by principals. The provision of appropriate training to curriculum implementers greatly helps in the process of curriculum implementation.

The problems often confronted to principals during curriculum implementation were the least interest of curriculum wing and other concerned agencies in providing the curriculum to principals, lack of vision and mission of implementing curriculum, least involvement of staff members and subordinates in the process of curriculum implementation and not taking stakeholders into confidence, lack of availability of funds and

financial aids to curriculum implementer, least provision of physical and other relevant resources. Besides these problems, the failure of development of strategies for implementation of curriculum, lack of getting first – hand experience, planning of particular strategies which might favour the implementation of curriculum, least communication of projected benefits may gained by curriculum to relevant stakeholders, minute support and cooperation from communities, absence of interaction among staff members, lack of proper articulation about the impact of National Curriculum to direct beneficiaries, lack of development of staff job enrichment and professionalism, least allocation of proper time and resources for curriculum implementation, gaps in linking of critical thinking to that of curriculum objectives, discouragement of innovative approaches among pupils, perceptions and purpose of learning are not communicated with learners and communities, least visit to classrooms and their assessment regarding the methodologies, pedagogy of curriculum implementers, and utilization of allocated resources, lack of facilitation of staff development in their professional expertise, and least provision of stress on effective development of rich culture regarding teaching-learning process. Such sort of problems often paves the way to fail the curriculum, which is true, the wastage and spoiling of National resources.

## **Recommendations**

Based on findings and conclusion, the following recommendations are drawn, which will help the curriculum implementers in achieving their goals and objectives:

### **Evaluation / Rectification of Present Educational Policy with Involvement of Stakeholders**

It is necessary that the government should revise and properly evaluate the educational policies with the formal involvement of stakeholders because the curriculum will be successfully implemented with the help and cooperation of concerned stakeholders.

### **Teaching-Learning Process with a Vivid Vision**

The curriculum implementer should be equipped

with professional training and techniques. For each curriculum implementer, clear instruction ought to be given to provide instruction in the light of the clear and vivid vision mention in the objectives of the curriculum.

### **Defining new Pedagogical Skills**

The government ought to establish some new and innovative dimensions regarding pedagogical skills on experimentation bases, which may be utilized after proper evaluation by experts.

### **Program Enlighten Professional Development**

It is very important that the government arrange proper workshops and conferences to develop professionalism among curriculum implementers and that they must be capable of coping with the trends and patterns needed for curriculum implementation.

### **Proper Rewarding System**

It is essential to arrange a proper rewarding system in which the government ought to give some rewards to curriculum implementers, teachers, and other staff who contribute in the process of curriculum implementation. The present government of K.P. province has established a reward system, which needs further strengthening.

### **Provision of Basic Facilitates**

Without the availability of required resources, it is somewhat impossible to implement the curriculum in a proper time. The proper provision of required resources greatly helps in the process of curriculum implementation, and these resources includes proper infrastructure, financial availability, experts staff members, modern equipment for teaching – learning process, curriculum relevant materials and stuff, human resource management, and strong support of higher authorities.

### **Establishment of Transparent Channels to Disseminate Newly Develop Policy**

For the implementation of curriculum, it is essential to arrange proper channels and mediums, which pave the way to disseminate the established educational policy. It may be at the

district level, provincial level or at national level, but the inclusion of concerned stakeholders is mandatory.

### **Develop Collaboration among Curriculum Implementers**

It is also mandatory to establish collaboration among curriculum implementers using various workshops and symposium. Once the mutual understanding develops among curriculum implementer, it will be easy to achieve the desired objectives in limited time frame. The collaboration also provides chances of interaction among different parties developing focal point for better implementation of educational programs.

### **On the Spot Rectification of Implementation Process by Experts**

Often it is enough supportive to provide on the spot rectification of certain procedures by experts, which helps in of curriculum implementation. Technical advices provided on site greatly remove the dangers of errors and misguidance among curriculum implementers and promote the culture of quality outcomes.

### **Establishment of Committee with Centralized Nature**

Committees with centralized in nature help in implementing the curriculum. These committees often perform surprise visits to various educational institution and report the progress. Due to sense of accountability, the curriculum implementer can do their assigned duties efficiently and effectively. However, these do not exist in K.P.

### **Submission of Daily, Weekly, Fortnightly, and Monthly Progress Report**

It is also helpful for effective implementation of curriculum, if the progress report of curriculum implementer regarding their contribution and outcomes are submitted on daily, weekly, fortnightly, and monthly basis. For submission of outstanding outcomes and maximum achievement of planned objectives, attractive incentives may also be awarded.

**Development of Uniform Platform for Collection and Dissemination of Good Practices**

A platform is needed to be developed by government, which may provide rapid, research-

based implementation strategies, and comprehensive technical support to curriculum implementers for eliciting maximum benefits to all stakeholders.



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