



Research Article

Perceptions of University Teachers about Curriculum & Pedagogy: A Case of Public Sector Universities in Pakistan

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ABSTRACT

The perceptions of university teachers about curriculum and pedagogy are pivotal in shaping the educational experiences of both teachers and students, impacting learning outcomes, and contributing to the continuous improvement of educational practices. The purpose of this research is to critically assess university instruction from the viewpoint of the actors themselves because teaching allows teachers to reflect on, interpret, and recreate their pedagogical practices while also using them as a source of learning from an innovative and changing perspective. This case study aims to comprehend how teachers mean the teaching process. The data were collected through an open-ended questionnaire focused on curriculum perception as a guiding document shaping educational aims and activities, in which 30 university faculty members of three universities participated. The research study facilitated the creation of the subjects' discourse regarding their experiences as university instructors. The findings highlight a few characteristics of teachers who stand out in the lives of their students: a deep mastery of the subject matter they teach, an appropriate theory-practice relationship, a primary concern for the learning process in the classroom, and the importance of didactics in the learning process.

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INTRODUCTION

Curriculum has been a field of professional study in education for a century (Wiles & Bondi, 2007). While the curriculum's ideas are relatively recent (Ellis, 2013), its origins can be found in ancient Greek literature (Oliva & Gordon, 2013). Curriculum is broadly considered as the overall experiences that take place in the process of education (Kelly, 2009). In addition, Adams and Adams (2003) explained that the curriculum is the overall experiences of the students under the supervision of teachers and school's instructional goals. A curriculum is the combination of planned instructions of the students among instructional contents, learning and teaching methods, materials, resources, and the process of evaluation

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of educational objectives. Moreover, Tyler (1949) perceived curriculum instead of operationalization of the experiences and ideas regarding how knowledge, information and skills should be learnt, it encapsulates that, what has to be learnt (subject matter/content), how it is learnt (methods of learning) and who is to learn it (psychology of the learner).

Education is the process that brings desirable changes in human beings' behaviors and attitudes. It is the prime doorstep for acquiring knowledge, skills, beliefs, values, habits and disposition in order to lead a successful life in a civilized society (UNESCO, 2016). Furthermore, it is also stated that these processes of the desirable changes and achievement of knowledge are considered critical goals of education, which are usually achieved through curriculum by including other all important areas of its implementation with in the classroom. Curriculum and its interpretation from a narrow concept is a set of content/subjects or programs of studies and a broader concept, it is a series of experiences that undergoes through learners in the educational institutions under the supervision of teachers and institutions. Wiggins and McTighe (2005) elaborates that curriculum is a planned guideline of learning experiences and desired outcomes that is formulated for knowledge reconstruction and experiences under the umbrella of educational institutions in a systematic way for developing the personal growth and social competencies of the learners. Another important element of the curriculum is pedagogy, which is considered the basic driver of the curriculum. as it is mentioned that "The primary role of a teacher is to learn the art of pedagogy in order to bring a suitable and conducive environment in order to support and develop learners holistically, and help out them to understand social issues and problems and assist them to find out the proper solutions" (Hlebowitsh, 2005, pp. 77-78). In addition, Wiles and Bondi (1984) claim that curriculum provides a comprehensive framework to the educational institutions which help them to determine the subject matters, pedagogical approaches, learning objectives, and learning outcomes properly.

So, literature supports that curriculum is the totality of the academic knowledge, information and skills of an educational institution that learners are expected to learn through a desirable pedagogical approach applied by teachers. it is included with the standards of learning and learning objectives they are assumed to meet the units and lesson that teacher teaches. Assignment and project works are assigned to the students, books, materials, presentations, audio video aids, and readings are provided to the students for learning the concepts. Test, assessments, and others methods of evaluation are used to inspect the learning of students. Furthermore, regarding the effective and purposeful practice of curriculum in educational an institution, Tanriverdi and Apak (2014) explored that teachers adopt the curriculum orientations which are based on their educational philosophy, and their educational philosophies influence the orientations of the curriculum. Curriculum orientation is perceived as teachers' belief about the goals of education and the components of the curriculum such as objectives, subject matter/content, methods of teaching and learning, activities, and method of assessment (Cheung & Ng, 2000). Eisner and Vallance (1947) define five orientations of curriculum: (i) academic rationalism, this orientation is the traditional approach of the curriculum that focuses on academic knowledge and a content centered approach and curriculum as product. This orientation stresses that content and intellectual process support students to act like scientific or historian. Role of teacher is to help students in mastering in main ideas, content and concepts of the academic discipline. (ii) Development of cognitive process, which relate with the intellectual development of the learners, this process focusses learning is process than content, the role of teacher is to create an environment and facilitate students to ask questions, think critically, practice and develop their problem-solving skills. (iii) Self-actualization or curriculum as consummatory experience, focuses on the needs and interests of the students, and the role of teacher is to provide opportunities and experiences to the students for their personal development. (iv) Social reconstruction relevance, this orientation stresses on societal needs over individual needs. It focuses the social reform of the society and the role of teacher is to produce an open and safe environment in order to encourage them to ask questions, think critically and reflectively as well. (v) Curriculum as technology, it focuses the procedure of planning the curriculum systematically and the role of teacher is to organize and arrange the learning objectives and attain them (Eisner & Vallance, 1947).

The study of Fraser and Bosanquet (2006) proves that academia of higher educational institutions perceive curriculum in four categories; (a) curriculum as the content of a unit or subject (b) curriculum as a program of study (c) curriculum as learning experiences of the students (d) curriculum as an interactive

process of teaching and learning. Furthermore, they investigated that the first and second categories are teacher-centered approaches and curriculum is considered as product and technical interest orientation, in these categories teacher implement the curriculum and students learning is controlled. However, third category is perceived as a process and practical-oriented curriculum by which learners are engaged with knowledge acquisition under a framework for learning that is provided by teachers and the fourth category understand curriculum is an emancipatory interest-oriented curriculum, in this category curriculum is a dynamic and interactive process of teaching and learning. It is also perceived that curriculum is not a static process, but it is a dynamic exercise that must change according to society and learner new demand. learning experiences are not predetermined or defined rather, it occurs from the needs of the learners and the interaction among learners, facilitators and colleagues.

Thus, the literature prove that the effectiveness of the curriculum and pedagogy in an educational setting is depend on the appropriateness of curriculum orientation and philosophy, which is adopted for developing and designing of an effective curriculum and teaching. Therefore, the purpose of current study is to investigate university teachers' perception of the curriculum, pedagogy, the relationship of curriculum and pedagogy, and the implementation in higher educational level.

Objectives of the Study

- To assess the attitudes and opinions of university teachers towards the existing curriculum, identifying their perspectives, critiques, and areas of satisfaction or dissatisfaction.
- To examine the perceptions and feedback of university teachers regarding pedagogical methods employed within their teaching environments, exploring their preferences, challenges, and suggestions for improvement.
- To investigate the interconnectedness as perceived by university teachers between curriculum and pedagogy, elucidating their perspectives on how these elements interact and influence each other within the educational context.
- To gather recommendations and insights from university teachers regarding the practical implementation of curriculum and pedagogy, aiming to identify specific actionable suggestions for enhancing the effectiveness of these educational components.

Research Questions

- What are the University Teachers' Response about the curriculum?
- What are the University Teachers' Response about the pedagogy?
- How University Teachers perceive the relationship of Curriculum and Pedagogy
- What are the suggestion of university teachers about the implementation of the curriculum and pedagogy?

LITERATURE REVIEW

Education is defined as the process that brings desirable changes in human beings' behaviors and attitudes. It is the prime doorstep for acquiring knowledge, skills, beliefs, values, habits and disposition in order to lead a successful life in a civilized society (UNESCO, 2016). Furthermore, it is also stated that these processes of the desirable changes and achievement of knowledge are considered critical goals of education, which are usually achieve through curriculum by including other all important areas of its implementation with in the classroom. Curriculum and its interpretation from a narrow concept are a set of content/subjects or programs of studies and a broader concept, it is a series of experiences that undergoes through learners in the educational institutions under the supervision of teachers and institutions. Wiggins and McTighe (2005) explains that curriculum is a planned guideline of learning experiences and desired outcomes that is formulated for knowledge reconstruction and experiences under the umbrella of educational institutions in a systematic way for developing the personal growth and social competencies of the learners. In addition, Wiles and Bondi (1984) said that curriculum provides a comprehensive framework to the educational institutions which help them to determine the subject

matters, learning objectives, and learning outcomes properly.

Moreover, the major key values of curriculum are to conform the consistency and uniformity in the educational system of the society and diverse culture to obtain the precious goals of national unity. In other sense curriculum is considered as a vehicle, that interprets and transmits the nationwide goals and aspirations of the society to the new generations. Therefore, it is crystal clear that curriculum is a guide that explains the learning path of the students and determine the process of learning.

Orientation of Curriculum and Pedagogy in the Light of Various Academic Papers

Numerous academic papers are presented in the globe to analyze the salient features, philosophical orientations of the curriculum in details in order to support curriculum reformers to understand, design and develop effective curriculum framework in the context of their respective field. In this regard Cheung and Ng (2000) explored that Curriculum orientation is perceived as the beliefs of teachers regarding the goals of education and the various components of curriculum such as objectives, subject matter/contents, teaching methods, learning, activities, and method of assessment. Eisner and Vallance (1947) define five orientations of curriculum: (i) academic rationalism; this orientation is the traditional approach of the curriculum that focuses on academic knowledge and a content centered approach and curriculum as product. This orientation stresses that content and intellectual process support students to act like scientific or historian. Teachers' role is supporting learners to be mastered in main ideas, contents and concepts of the academic discipline. (ii) development of cognitive process; which relate with the intellectual development of the learners, this process focuses learning is process than content, the teachers' role is generating conducive environment that facilitate the learners to ask questions, think critically, practice and develop their problem-solving skills. (iii) self-actualization or curriculum as consummatory experience; focuses on the need and interest of the learners, and the teachers' role is creating opportunities and experiences for to the personal growth and development of the students. (iv) social reconstruction relevance; this orientation stresses on societal needs over individual needs. It focuses on the social reform of the society and the primary role of teachers is to produce an open and safe environment in order to encourage them to ask questions, think critically and reflectively as well. (v) curriculum as technology; focuses the procedure of planning the curriculum in a systematic way and the role of teachers is organizing, arranging and obtaining of the learning objectives (Eisner & Vallance, 1947).

Curriculum as a Product (body of knowledge to be transmitted)

According to this approach curriculum comprises of knowledge, contents and subjects, which may be taught by teachers in educational institutions. Curzon (2003) mentioned that while compiling a course syllabus, curriculum developers and implementers are needed to follow traditional textbook approach in order to keep in mind, the order of course contents, prescribed pattern and logical approach of the subject which he/she may participate. Hence, this approach to curriculum theory and pedagogy focuses on the syllabus that is only concerns with course contents. In this sense education is the process to transfer and deliver these knowledge, contents and subjects to the students by devising the most effective methods (Blenkin et al, 1992).

Curriculum as a Product (an attempt to achieve certain ends in students)

The most leading manners of defining and managing education are nowadays couched in productive form. Education is mostly perceived in the form of technical exercise. Overall learning objectives are set, an appropriate plan was drawn and applied, and then the obtained learning outcomes (products) are measured. In short, curriculum as product heavily depends on the setting of behavioral objectives.

Curriculum as Process (learner centered)

This approach looks curriculum theory and pedagogy in the form of process orientation. This orientation assumed that curriculum is not a physical thing, rather it is the interaction process of teachers, learners and knowledge. From this orientation it is drawn that curriculum is what actually happens and practices in a classroom and what the learners do to prepare and evaluated.

Curriculum as Praxis

This orientation emphasizes that curriculum theory and its practice are the center of the process that makes an explicit commitment towards the emancipation. It focuses that curriculum is not only informed, it is committed as well. It is praxis. According to Grundy (1987) the theory and practice of curriculum in this approach develops itself through the process of the dynamic interaction of action and reflection. Means curriculum is not only a set of planned information or knowledge and materials to be implemented in the classroom, rather it is also established through a dynamic and active process by which planning, performing/acting and the process of evaluation all are equally related and integrated in to this emancipatory process.

Philosophical approaches of curriculum orientation and Pedagogy

Tanriverdi and Apak (2014) explored that curriculum orientations are adopted by the teachers related to their educational philosophies and their educational philosophies are also being influenced by these orientations. In the light of literatures there are four major educational philosophies which associated with curriculum orientation.

Perennialism

This philosophical approach focusses curriculum as a product and a content centered orientation. The first educational philosophy emphasizes that subject matters, contents and knowledge, of a curriculum includes the so call humanities, common culture and great literature of the western civilization, such as reading, rhetoric, grammar, logic and mathematics (Hlebowitsh, 2005). Followers of Perennialism believe that this philosophy is very applicable for keeping and transferring the culture values from generation to generation. Therefore, the prior role of teachers is delivering knowledge and skills to the students, so that they could gain and understand the contents. However, the role of students is to obtain knowledge and skills from their teachers and eventually think on their own pattern through the contents (Hlebowitsh, 2005).

Progressivism

Progressivist more stresses on learners rather than contents. This philosophy focusses regarding reconstruction of experiences, help learners to obtain knowledge from their own experiences and avoid the repetition of their mistakes again and again. Therefore, this learner centered approach support learners to be able to make wise decision in their life span. In addition, Null (2011) pointed out that reconstruction will let the learners to produce new knowledge and skills which are based on the previous obtained knowledge and experiences of the learners. A progressive environment in the classroom encourages learners to ask questions, initiated with "why". However, this approach will help the learners to develop and enhance their ability of critical thinking, problem solving and also increasing their skill of collaboration, cooperation and engagement to perform any assigned group tasks effectively.

Social efficiency

This societal centered approached educational philosophy focusses that educational objectives are designed by focusing the needs of the society. The pinner of this philosophical ideology, Tyler (1949) and Bobbitt et al., (1913) identified that educational objectives support curriculum developer in designing other important and required components such as learning experiences, contents, activities, teaching methods, learning and the procedure of assessment.

Social Reconstructionism

This educational philosophy focusses on the addressing of those questions which are related to the society for the betterment of the society. In addition, Counts (1978) believed that, this philosophy is very important for the promotion of social welfare through education. In this context the role of school is preparing the learners to generate new and emerging social orders for society. Moreover, curriculum developer must focus highlighting the social reform within the curriculum as a prior educational aim, focusing on student' experiences and taking appropriate action on social problems and their real solutions with the support of teachers, such as inflation, terrorism, poverty and inequality and so on. The

primary role of a teacher is to bring a suitable and conducive environment in order to support learners to understand social issues and problems and assist them to find out the proper solutions (Hlebowitsh, 2005).

METHODOLOGY

Research Design

One of the qualitative research designs (Creswell & Poth, 2018) that was employed in this study to investigate university teachers' perspectives on curriculum and pedagogy was the case study. Case study design has its roots in the social sciences and applies to a variety of sectors, including education. This design investigates a case, a limited system, or several cases that may be specified by particulars like a place or time as a qualitative research approach (Creswell & Poth, 2018). A full entity, a person, a group, an organization, or a partnership is examined in a real-world setting through case study research. Research using case studies enables the examination of current situations without the researcher's intervention (Yin, 2018). This study employed purposive sampling, there was only one criterion that the respondent of the study must be an academician without any experience limitation, the participants of the study comprised 30 (n = 30) volunteer university teachers who were employed in the public sector universities.

Data Collection

The process of collecting data involved using an open-ended questionnaire. This questionnaire was distributed to participants through emails and WhatsApp. It comprised 15 open-ended questions specifically focused on the topics of curriculum and pedagogy. Open-ended questions allow respondents to provide detailed and personalized responses, offering valuable insights into their thoughts, experiences, and perspectives regarding these educational aspects. By utilizing both email and WhatsApp, the researchers likely aimed to reach a diverse group of participants, enabling them to gather a broad range of opinions.

Data Analysis

The data was analyzed through thematic analysis which has several stages. Faculty responses to the inquiries were incredibly rich, with varying lengths offering diverse viewpoints. To delve deep into this wealth of information, we employed Braun and Clarke's (2019) thematic analysis method. This approach allowed us to systematically uncover and explore key themes weaving through the data. For participant anonymity, we assigned pseudonyms and meticulously described, summarized, and interpreted the data to draw out broader insights. All three of us became immersed in the data, repeatedly poring over responses and highlighting points of significance. We each formulated initial codes and sketched out thematic maps showcasing major and minor themes. The primary author then masterfully combined elements from all three models to create a unified thematic map, providing a holistic picture of the faculty's perspectives. Finally, to ensure the coding accuracy and capture every significant detail, we meticulously re-examined all the accounts.

FINDINGS & DISCUSSION

The present study is conducted to investigate the perception of the university teachers about curriculum and pedagogy, which they are practicing in their educational institutions. Due to time constraint the present study was limited only five university teachers from various universities in Balochistan. Data were collected through an open-ended questionnaire, and total four questions were asked to the participants. The research questions were comprising; how university teachers perceive the curriculum, what are the perception of university teachers about Pedagogy, how they relate curriculum and pedagogy, and what are their input and suggestion regarding the implementation of curriculum and pedagogy.

University Teachers' Response to the curriculum

All respondents perceived curriculum as a Witten, planned and guiding documents, which is

comprising of courses and activities related with educational aims and objectivities, and a road map to provide a direction to the educational institutions to achieve its pre-determined aims and objectives. As respondents shared that “for me curriculum is comprising with a planned documentation of all courses and activities that take place within an educational institution. It provides a road map to a school to achieve its pre-determined objectives. It is used to give a direction to the instructors how to implement all courses within fix period of time to achieve the decided aims, goals and objectives. All activities, experiences, and programs are also considered curriculum” (R1). Second respond view that “The curriculum in Pakistan education system is prepared by higher level by government official with some subject expert in the relevant field in all of educational system (From Nursery till higher education). curriculum is the most important thing in formal education set up and it keeps the things on track. The aim and objective of any nation and state could be better achieved through the education and curriculum is the track to run smoothly and systematically to accomplished the desired target” (R2).

Meanwhile, third participant pointed out “In my point of view curriculum is one the most important documents in education process. It plays a significant role for developing a well-qualified human resources. It a written document in which all education process is comprised such as aims and objectives of education, methods teaching, content and evaluation process. It is considered as a road for developing a nation” (R3). Likewise, fourth respondent perceive as “curriculum interacts the system to instruct and learn the specific contents, strategies, goals, and to be actively utilizing resources. Curriculum is successfully transformation of knowledge, knowledge, attitudes, and skills to be academically strong” (R4).in addition, fifth respondent also agreed the other respondents as he said that “curriculum is a document which guides the entire educational institutions with defined, rules, process, programs, courses and syllabus. Curriculum provides a path to the educational institutions to run its operations smoothly” (R5).

Hence, university teachers perceived curriculum as a written and planned documents, which provide a direction or path to the educational institution to achieve predetermined goals and objectives. This finding proved that public universities teachers perceived Curriculum as a product (body of knowledge to be transmitted), and this approach of the curriculum comprises of knowledge, contents and subjects, which may be taught by teachers in educational institutions. As Fraser and Bodanquet (2006) study proves that academia of higher educational institutions perceive curriculum in four categories and one category is the “curriculum as content of a unit or subject”. These findings are similar of the study of Wiles and Bondi (1984), as they said that curriculum provides a comprehensive framework to the educational institutions which help them to determine the subject matters, learning objectives, and learning outcomes properly.

University Teachers' Response to the pedagogy

Majority of the respondents understand the pedagogy as Arts and science of teaching, which is comprising with different methods, strategies and techniques. These method, strategies and techniques help out the teachers to select appropriates teaching methods for delivering lectures. As one participant describes that “Pedagogy is comprised with different type of teaching methods, strategies and techniques that would help the teachers how to deliver lectures in classroom and which methods is more suitable for different course of studies. It is consisted with various ideas regarding teachings, as lecture methods, questions answer session and discussion methods are commonly being applied in the classroom. It tells the art of teaching and learning and it better helps instructors to smoothly convey their messages without confronting any obstacles” (R1). Furthermore, another respondent pointed out that “Teachers adopt pedagogy to shape their teaching strategies to consider different theories to learn according to their needs. Pedagogy strongly makes the teacher be able to survive in their respective field” (R4). Respondent (R5) considers “pedagogy is the art and science of teaching. It's the way a teacher adopts to plan his or her teaching techniques and practices”.

However, respondent(R2) believes that “The method and practice of teaching is simply called pedagogy in educational context. But I feel it is much broader than that. Because a teacher has very huge influence on students and the growth and development of a learner is linked with this process. So it is not only related to delivering knowledge rather it is the process of learner development in a positive and holistic way. That is why it is a leading role in leaching learning process”. Thus, university teachers perceive

pedagogy as Art and science of teaching, to help teacher to adopt and plan teaching techniques and practices, a method how to run the curriculum, to Shape teacher teaching strategies, Source of teacher succeeding in the field of teaching, and the technique that support teachers to adopt a learner-centered approach for the holistic development of learner. findings of the present study are similar of the study conducted by Hlebowitsh (2005). As he identified that the primary role of a teacher to adopt the art of pedagogy in order to bring a suitable and conducive environment in the classroom, that support and develop the learners holistically and help out them to understand social issues and problems and assist them to find out the proper solutions (Hlebowitsh, 2005).

University Teachers Perception About the Relationship of Curriculum and Pedagogy

Regarding the relationship of curriculum and pedagogy, all respondents were the opinion that, curriculum and pedagogy are interrelated and interconnected and both are integral part of education and also vital for any teaching context. In this regards, one of the respondent shared her opinion that “curriculum is a broader term which covers all activities or course of actions in a school and pedagogy is considered a component of curriculum. Curriculum is related to the subject matters, contents, syllabus, objectives, aims and goals already decided policy makers what to be in course or what not be in syllabus, why these subject matters should be included or why should be excluded. However, pedagogy based on, how; how these subject matter, content, ideas, experiences, knowledge, skills, attributes would be transferred to the learners. Pedagogy is art or science of transformation through which one can easily gain what is being taught. Curriculum is the body of education process and pedagogy is soul of teaching and learning. Both are integral part of education” (R1). Moreover, third and fourth respondents recorded that “The curriculum is the complete document of education process and the pedagogy is one the components the curriculum.

The success of the curriculum implementation depends on pedagogy (R3), “Curriculum and pedagogy are two main components to be strong in one’s professional field. Curriculum and Pedagogy interconnect the learning process to be academically powerful and be skillful” (R4). However, respondent (R2) responds “curriculum is a kind of direction that what to teach for example a state sets its aim and objective of education in the curriculum while pedagogy is the method of delivering these aim and objectives. In this case they become necessary for each other without curriculum the teacher does not know what to teach though the method and technique of teaching are there. If we analyze our education system that we are following the prescribed curriculum where all requirement needs to be fulfilled in order to meet the standards of all stakeholders of degree awarding and recognizing institutions”. However, Respondent (R5) understand that “without a curriculum it’s very hard to teach. because teachers must be provided a curriculum to follow and complete the required learning outcomes for teachers and similarly without having the pedagogical techniques a teacher cannot achieve the SLOs successfully so, for me curriculum and pedagogy are interrelated and vital for any teaching context”

Hence, all respondents perceived curriculum and pedagogy are interrelated and interconnected components of each other, and both are vital for the process of teaching and learning. Pedagogy makes the teacher be strongly able to survive in their respective field. Curriculum develops knowledge, attitudes and skills to be academically strong. same findings are explained by Adams and Adams (2003), as they mentioned that the curriculum is the overall experiences of the students under the supervision of teachers and school’s instructional goals. A curriculum is the combination of planned instructions of the students among instructional contents, learning and teaching methods (Pedagogy), materials, resources, and the process of evaluation of educational objectives.

University Teachers’ Suggestion about Implementation of Curriculum and Pedagogy

All respondents were asked question to know their suggestion about the proper implementation of curriculum and pedagogy in the educational institutions. In this regards one respondent suggested that the major barriers and hurdles of the implementation in proper manner of curriculum and pedagogy are the Lack of resources, facilities, equipment and well-defined evaluation process. as she said that “Implementation of curriculum and pedagogy should be the first priority of any school for the smooth function of the system and development of learners. What I think that it would be better to have total

facilities which are required for smooth function a system. But we don't have enough facilities to implement of curriculum and pedagogy in good manner. Beside this, it is clear that we have a well- documented curriculum means world standard curriculum we lack only one thing that is proper implementation, in here a question raised why it is so that implementation is missing. The basic reason is that we don't have resources, facilities and equipment to implement it. It is highly required to have proper planning, good resources, funds, facilities, rich environment and well-defined evaluation process for implementation of curriculum and pedagogy" (R1).

While second participant expressed that implementation of the curriculum and pedagogy may be successful if the teachers are selected as part of curriculum design, and continuous feed backs are taken from the teachers in time to time. As he suggests "The implementation process is the ground level task because the final stage of curriculum is implementing in educational institutions. The implemented curriculum could be better understood by those who are delivering it means teacher in a form of a pedagogy. It is very important that teacher should be part of curriculum design as well as continuous feed backs from teachers so that the curriculum could be improved and positive result could be achieved" (R2). Furthermore, responded(R5) Suggested that "Implementations of curriculum and pedagogical techniques are very much vital for any stage level of education. because to teach is to engage students in learning; thus, teaching consists of getting students involved in the active construction of knowledge. A teacher requires not only knowledge of subject matter, but knowledge of how students learn and how to transform them into active learners. Good teaching, then, requires a commitment to systematic understanding of learning and teaching learning process needs serious and sincere efforts to implement curriculum and pedagogical knowledge". However, responded (R3) suggestions are indicate as a praxis curriculum, as he recorded that "As university teacher suggest that every university should adopt their own curriculum to implement it according to their culture".

An appropriate curriculum orientation and philosophy is adopted for developing and designing of an effective curriculum and teaching. As Tyler (1949) explained that curriculum orientation and philosophy play a vital role in curriculum design in order to highlight and stress teacher goals in the classroom. In addition, Cheung and Ng (2000) mentioned that teachers' beliefs about the aims of education and curriculum elements such as objectives, subject matter/contents, teaching methods, learning activities and its assessment techniques are mentioned as the orientation of curriculum. Moreover, the five orientations which was proposed by Eisner and Vallance (1947) namely, Academic rationalism, cognitive process, social reconstruction, self-actualization and technology, all these orientations have its own set of opinion regarding the design and contents of the curriculum and pedagogy (Cheung & Wong, 2002).

If we discuss the link and influences of these orientations and philosophies on the curriculum design and its practice in Pakistani context, there is a huge gap between curriculum planning, development, evaluation process, and teachers and students. Teachers and Students are only the passive users of this curriculum document. May be some highly standardized educational institutions have adopted and followed these curriculum orientations and developed its pedagogy and curriculum up to marks, but majority of public educational institutions are far away to understand curriculum theory and its practices in a proper way due to less involvement of them as stakeholders in grassroots level in the curriculum designing process, and appropriate pedagogical training of understanding the curriculum theories and practices. Hence, understanding of curriculum orientations, philosophies and their implementations are very crucial in our educational institutions to meet the requirements of 21 centuries. As successful implementation process of a curriculum and educational objectives in Pakistan depends upon the Involvement and empowering of local stakeholders, proper utilization of the resources, enhancing the skills and quality of implementers and a timely monitoring and evaluation system (Muhammad, 2019).

CONCLUSION

The university teachers perceived curriculum as a written and planned document, which provide a direction or path to the teachers and educational institutions to achieve pre-determined educational goals and objectives. pedagogy is perceived as an Art and science of teaching, that helps teachers to adopt and plan teaching techniques and practices, a method to run the curriculum, Shape teachers' teaching strategies, Source of a successful teaching, and the technique that support teachers to adopt a learner-centered approach for the holistic development of learner. curriculum and pedagogy are interrelated

and interconnected components of each other, and both are considered an important and basic aspect of the process of teaching and learning. Pedagogy makes the teachers to be strongly able to survive in their respective field. Curriculum develops knowledge, attitudes and skills to be academically strong.

Recommendation

Following recommendations are suggested for an appropriate implementation of the curriculum and pedagogy:

- Educational institutions are to be provided enough resources, facilities and equipment for proper implementation of curriculum and pedagogy.
- A well-defined evaluation mechanism to be developed and implemented for the effectiveness of curriculum and pedagogy.
- Universities should adopt their own curriculum to implement it according to their culture.
- Teachers should be involved in the process of curriculum design and continuous feed backs should be taken from the teachers during the process of teaching and learning.
- Teachers are required to not only focus on teaching and sharing of knowledge of subject matters, but also knowledge of how students learn and how to transform them into active learners.

Competing Interests

The authors has declared that no competing interests exist.

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