

**EVALUATION OF HIGHER SECONDARY
EDUCATION CURRICULUM USING THE
CONTEXT, INPUT, PROCESS AND PRODUCT
MODEL IN RAWALPINDI DIVISION,
PAKISTAN**

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**ASIA e UNIVERSITY
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USING THE CONTEXT, INPUT, PROCESS AND PRODUCT MODEL IN
RAWALPINDI DIVISION, PAKISTAN

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ABSTRACT

Curriculum evaluation is an integral part of the educational process. Most curricula in Pakistan have often remained static for extended periods, hindering progress. Limited research has been conducted on the process of curriculum development in Pakistan in general and the higher secondary Education curriculum in particular. The current study aimed to fill this gap by evaluating the existing higher secondary Education curriculum in Pakistan using the CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971). The purpose of this evaluation was to identify possible strengths and weaknesses of the Education curriculum in order to make necessary improvements. The population for the study consisted of teachers and students of the Education subject at the higher secondary level. A sequential explanatory mixed methods study was designed. Total population sampling was used to select the teachers, while simple random sampling technique was used for selecting the students. Data was collected through questionnaires and interviews. Descriptive statistics for quantitative data and thematic analysis for qualitative data was applied. The findings show that the textbook was the sole source of the subject content and there did not seem alignment between the curriculum and the textbook. This study found considerable inverse correlation among context, input, process and product as input is not according to the designed context, process is not effective that follows only theoretical traditional pedagogies and the learning outcomes do not fulfil the need of introducing this subject and moreover a gap of knowledge and implementation. This study has implications for bridging the gaps from planning to necessary revisions and improvements in the elements of Education curriculum. By working together, all the stakeholders can design a high quality Education curriculum that prepares students for choosing the teacher education, developing higher-order thinking skills, moving beyond rote memorization, emphasizing deeper learning, development of psychomotor skills and students' growth for problem solving skills to face the challenges for success in the 21st century.

Keywords: Curriculum evaluation, education curriculum, CIPP model, higher secondary school.

APPROVAL

This is to certify that this thesis conforms to acceptable standards of scholarly presentation and is fully adequate, in quality and scope, for the fulfilment of the requirements for the degree of Doctor of Philosophy.

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Professor Dr Siow Heng Loke

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(29th November 2023)

DECLARATION

I hereby declare that the thesis submitted in fulfilment of the PhD degree is my own work and that all contributions from any other persons or sources are properly and duly cited. I further declare that the material has not been submitted either in whole or in part, for a degree at this or any other university. In making this declaration, I understand and acknowledge any breaches in this declaration constitute academic misconduct, which may result in my expulsion from the programme and/or exclusion from the award of the degree.

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Date: 29 November 2023

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LIST OF ABBREVIATIONS

CIPP	Context, Input, Process & Product
OC	Objectives (Context)
CI	Content (Input)
TP	Teaching (Process)
EP	Evaluation (Process)
CLOP	Course Learning Outcomes (Product)

CHAPTER 1

INTRODUCTION

1.0 Introduction

Pakistan's education system paints a picture of contrasting realities. While significant strides have been made in recent years, numerous challenges remain, hindering the country's quest for universal, quality education. It is essential to tackle ongoing challenges while embracing the progress that has already been made. Pakistan can make the most of its youthful population and promote socioeconomic growth by upgrading the curriculum, investing in high-quality education and encouraging inclusivity. Curriculum is an important element in education system. The word "curriculum" has Latin root that stands for "a race" or "the course of a race" (which in turn originates from the verb *currere* meaning "to run / to proceed"). In education, a curriculum is broadly defined as the totality of student experiences that occur in the educational process (Kelly & Nisker 2009, p.13). As far as the evaluation of curriculum is concerned, it endeavours to meet the expectations and future needs of individuals by ensuring their readiness for the impending challenges. According to Wiji et al. (2021) curriculum development assumes a crucial position in fostering holistic and comprehensive learning experiences (p.101).

Buchanan terms curriculum as a drastically essential element in an education system. A curriculum addresses an individual's growth and survival requirements for them to become contributing members of society (Buchanan, 2009, p.386). It also plays a crucial part in conveying a group or community's cultural knowledge while meeting the expectations and needs of individuals for the future.

Curriculum encompasses a set of plans and arrangements that include objectives, content, learning resources, and ways to implement learning activities to

achieve specific educational goals (Wiji et al., 2021, p.100). A valuable curriculum endows with a quantifiable scheme and configuration for conveying quality education to teachers, learners, administrators, and community stakeholders. Students need to achieve learning outcomes, criteria, and core competencies before progressing to the next level, in accordance with the curriculum. For that reason, it is indispensable to weigh up the curriculum and scrutinize its quality and worth, identifying strengths and weaknesses.

There is also this assertion that curriculum evaluation is quite necessary to settle on the quality of curricula. It involves evaluating not only the courses but also the materials, technologies, time, and budget used in the curriculum, as well as the various sources employed throughout (Taş & Duman, 2021, p.44). Curriculum evaluation should be a required and significant component of any national education system. It does out as the foundation for curriculum policy decisions, input on ongoing curriculum modifications, and their implementation. Subsequently, curriculum evaluation ministers to curriculum planning and development based on the findings.

A research study titled, *Evaluation of English Curriculum Reform for Undergraduates Public Sector University by using the CIPP Model*, illustrates that evaluation endures a systematic investigation that gives importance to the educational program evaluation in the study help in gaining information about the curriculum. The prerequisite of the curriculum according to the education standards of the world makes the country more developed. All the same, if the curricula are not fully cleared, teachers would be unable to understand the system and their class implementation act will be compromised (Sohail & Noreen, 2020).

Tas and Duman (2021) also articulate about evaluation of curriculum in A *Systematic Review of Postgraduate Theses on Curriculum Evaluation* that it is

executed to scan the whole curriculum that gives the detailed information related to objectives, content, teaching methods and assessment that provides baseline for revision in curriculum according to the challenges and demands of society. They further state that the procedure of revising a curriculum involves making adaptations to it. This can be done for a number of reasons, such as modernising the subject matter to reflect new information or research, improving the curriculum's relevance to students' needs, or bettering its alignment with regional or national standards (Taş & Duman, 2021, p.45).

Ornstein and Hunkins (2009, p. 182) highlighted the curriculum revision in this way: 'How do we choose from among diverse views of education, curriculum and how to organise them? There is no simple answer. Educational thinkers and doers must ponder multiplicity.'

Faculty must undergo a radical self-reflection because of curriculum modification, which forces them to reconsider their moral obligation to maintain the status quo in the classroom. It is necessary to see resistance to curriculum modification as a "completely natural act of self-preservation" and to develop and put into practice methods that will help the process along (Bridges, 1988, p. 30).

The process of revising the curriculum is decisive for ensuring that kids are receiving the finest education possible. Teachers may make sure the curriculum is current, pertinent, and in line with students' requirements by periodically examining and changing it (Buchanan, 2009, p.388).

Therefore, it is imperative to evaluate the curriculum on regular basis with the rationale of curriculum revision at all levels of education in any country. Curriculum at secondary and higher secondary level is considered more significant as Higher Secondary education is an intersection in the road, presenting graduates with

opportunities for higher education on one hand and skilled labour for market demand on the other (Amir et al., 2020, p.7). Secondary and higher secondary education aims at preparing the youth for life skills as it focuses on two goals: firstly, market-oriented skills, secondly producing the students for higher education. However, both these functions are not properly being done in the Pakistani system of education (Ministry of Education, 2009, p.37).

This situation sensitizes the stakeholders that present system of education is unable to fulfil the desired targets very well because the implemented curriculum is not evaluated and revised continuously as per demand of future goals of the country. While monopolistic command over textbooks presents grave problems, there are other factors that contribute to the low quality of textbooks in the public sector. For example, there is no established process for providing regular feedback on the quality of a book once it is entered into the system. There are sporadic complaints about printing errors and sometimes about topics that seem to affront members of a particular social or religious group (Aly, 2007, p.20).

Amir et al (2020, p.7) recount about a serious criticism levied at secondary/higher secondary levels of education in Pakistan is that they have failed to engender desirable character persona, a balanced personality, and well-ordered manners. Furthermore, the provision of liberal arts is carped for not being formed as "final stages" or as institutions of a "full stage in and of themselves." They put burden on colleges and universities by giving general education and are almost preliminary institutions for higher education, resulting in educated unemployment.

There have been numerous conversations about Pakistan's rise to importance. Ever since its establishment, Pakistan's educational standards have been the most hotly debated topic, causing great concern among our nation's educationalists. Every

member of the society has a different opinion about Pakistan's educational standards. Every Pakistani administration has solely made paper-based educational policies to improve educational quality. There has never been a successful attempt to put the suggestions made in any educational policy to raise standards into reality. Up until now, secondary and college education in Pakistan has served just as a way of preparing students for higher education, which most people understand to mean only a university education (Ali et al., 2022).

The practical dimensions of current challenges in social sciences, particularly at the higher secondary level in Pakistan, should be emphasised. Therefore, it is a dire need to evaluate the curriculum to identify the strengths and weaknesses that will be helpful to overcome the gaps. The magnitude of curriculum revision and upgrading of humanities cannot be overstated (Farooq, 1993).

Reiter (2017) points up in *21st century education: The importance of the humanities in primary education in the age of STEM* that the Humanities make our intellectual foundation wider, strengthen our global perspective, teach us to communicate clearly, assist us in developing creative and critical thinking skills, teach us to be problem solvers, engage citizens and thinkers, reinforce ethical responsibilities and values, and produce well-rounded academics, students, and thinkers (Reiter, 2017, p.16).

There are seven groups or streams offered at higher secondary education in Pakistan, including general, humanities, science, pre-medical, pre-engineering, medical technology, and home economics. Students can select the group of subjects according to their interests and abilities. Students' options in higher education are limited due to the current limited range of academic subjects available at higher secondary level. Universities have expanded the number of disciplines accessible in

graduate programs, and students from higher secondary schools are finding it difficult to connect their studies to graduate options (National Education Policy, 2017-2025).

Education is considered as a principal subject of Humanities at higher secondary level of Pakistan; therefore, it is necessary to examine its curriculum for getting the detailed picture of its merits and demerits that will help the decision makers for updating of curriculum by linking it with the changes in the society. Different types of Evaluation models are applicable for the assessment of curriculum, but the CIPP model is considered more frequently used. Context, Input, Process and Product Evaluation (CIPP) is a model of an evaluation program, which was developed in the 1960s by Daniel Stufflebeam and his team. The CIPP model provides a prescriptive but flexible framework for conducting these in-depth assessments. Educators, administrators, and accreditation organizations should consider the CIPP model as a credible technique of assessing a program's quality, worth, and excellence (Lippe & Carter, 2018). Consequently, the study aims for Education Subject's curriculum evaluation at higher secondary school level using CIPP model in Rawalpindi.

Curriculum is a crucial component of an education system as it caters to individuals' growth and prepares them to contribute to society. It not only imparts cultural knowledge but also aligns with future expectations and needs (Reiter, 2017, p.14). A well-designed curriculum includes objectives, content, learning resources, and implementation strategies to achieve educational goals. It provides a structured scaffold for quality education delivery to teachers, learners, administrators, and community stakeholders. Evaluating the curriculum is essential to assess its quality and identify strengths and weaknesses. This evaluation involves examining courses, materials, technologies, time, budget, and sources used in the curriculum. It informs curriculum-planning, development, and revision based on findings. Secondary and

higher secondary education in Pakistan needs curriculum evaluation to tackle challenges and demands in fact. The centre of attention in this study is on the importance of evaluating and revising the curriculum of the Education Subject at the higher secondary level using the CIPP (Context, Input, Process, and Product) model to ensure its relevance and effectiveness.

1.1 Background of the Study

The curriculum is an atlas that demonstrates learning conduit of the students. It also determines how this learning can take place. Normally, the teacher should be at the centre of a curriculum, but textbook development emerges to be the primary activity that flows from it. As portrayed in National Education Policy 2009, teachers do not utilize it in the classroom since they are entirely focused on the single textbook furnished to them. Assessments are also based on this textbook rather than the curriculum (Ministry of Education, 2009, p.44).

Under the rubric of Liberal Arts, the Humanities are sometimes thrown in with the arts and social sciences. The Humanities are part of a web of connected subjects, such as philosophy, psychology, history, arts, education, music, and literature. Education as a subject is classified as covering all aspects like philosophy, historical context, educational rules, psychology, evaluation, and thoughts on education and especially the strategies of teaching (Aly, 2007, p.48). According to the document of National Curriculum of Education, in the mid-seventies of the twentieth century, education was initiated as an elective subject at the higher secondary level. This subject's curriculum was revised in 1984. Curriculum modification is necessary considering new trends and realities in the twenty-first century, as well as socioeconomic requirements.

National Curriculum Education for Class (XI-XII) reports that following aims were determined for teaching this subject:

1. To educate pupils the essentials and foundations of education as subject humanities group.
2. To edify students about the importance of education in the growth of individuals and society.
3. To instruct pupils about the national system of education and its many organizations' ideas and procedures.
4. To pique the children's interest in teaching as a career (GoP, MoE, 2002, p.9).

The curriculum fragment of Pakistani educational set up has embarked on a series of reforms since 2001 after a prolonged period of neglect and stagnation. To steer the challenges masqueraded by powerful interest factions in the government, the curriculum revision process was carried out from 2001 to 2003 in different junctures. However, due to criticisms received, an ample redesign of the curriculum for all grades and subjects, including Early Childhood Education (ECE) and Literacy, took place in 2005-06. Various researchers, including Hoodbhoy & Nayyar, 1985, Saigol (1995) and 2002, Nayyar and Salim (n.d.), and Aly 2007 have thrashed out these reforms.

According to Ministry of Federal Education and Professional Training (2017), the primary curriculum document in Pakistan till 2005 consisted of a framework that delineated objectives, concepts, contents, and evaluation methodologies (Ministry of Federal Education and Professional Training, 2017, p. 39). National Education Policy 2009 presents the lucid illustration of curriculum revision as in 2005 a detailed analysis of curriculum instigated by the Curriculum Wing of the Ministry of Education to review the scheme of studies in the first phase with the facilitation of professionals. In