

# Curriculum Development and Implementation: Factors Contributing Towards Curriculum Development in a Private University

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## ABSTRACT

The study is aimed at Curriculum Development and Implementation: Factors Contributing towards Curriculum Development in a Private University. The purpose of this study will be to investigate factors that influence the process of curriculum development in a private University. To determine the extent to which societal needs influence curriculum development decision of teacher's educator's members of education faculty. The significance of the study may provide an insight into the curriculum development in a private university. This study focused on factors influencing curriculum development process in a private university. Disclaimer of the study this research does not have a representative sample. The sampling biased, in this case was limited to 5 educators teachers from department of the education only raw material such as aged sex and demographic indicators were not included in the sampling process. Research methodology .Target population according in this study, the target population for this study comprised of teachers of university of Management and Technology.10 teachers at university level. Sample size and sampling procedure: Purposive sampling technique is used to select teachers in university For the purpose of this study, data will be collected using the purposive sampling in the private university education department University of Management and technology. The researcher visited university and offices to collect data from the respondents. Qualitative data will be analyzed thematically. The findings of the study wise decision are needed to state content set objectives, methods and evaluation, etc. which needs skills. Conclusion of the study curriculum development of the social needs of the society.

## Keywords

Curriculum. Development. Political, social and skills.

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## Introduction

This research is about curriculum development in a private university. Curriculum is the most valuable thing that the teachers and students encounter in private university. The term 'curriculum' though familiar in private university, remains contentious in its meaning and understanding. Lattuca and Stark (2009) see the distinctions about comprehension of educational programs from the two educators' and understudies' points of view. From the point of view of the educators, when employees, senior members, scholastic , instructional improvement pros, institutional scientists talk about for creating educational modules, these people contend from changed definitions and suspicions without making them unequivocal and clear. Then again, from understudies' viewpoint, educational programs is an arrangement of courses or encounters required to finish an advanced education.

## Literature Review

Generally, educational programs manages the learning and abilities. Be that as it may, world today is loaded with super intricacy. In such a world, as Barnett (2009) contends, an honest to goodness advanced education can't be possessed just with the information or aptitudes, or even with both. Neither information nor abilities can prepare a man to confront this circumstance. Information is constantly deficient for clarifying insecure circumstance and abilities are just great at known circumstance. However, the world today is loaded with unexpected circumstances that can't be tended to just by information and abilities Barnett (2009)

proposed 'being' as a segment of educational programs that can demonstrate to individual industry standards to live in the midst of super multifaceted nature. Advanced education educational programs needs to do with being as this is the 'being' that is generally tested in and by this universe of super multifaceted nature. The idea of 'being' is, be that as it may, in any case in its development organize but then to be demonstrated powerful towards the universe of super unpredictability. Adapting more about educational programs improvement in particular teaches and hierarchical settings is imperative to encourage reflections on what students today are introduced to and how educational quality can be enhanced.

## Curriculum Development and Faculty Engagement

In the context of curriculum development in the private university. Curriculum of every discipline is at stake. In response to the changes in the modern world, curriculum is also altering. Barnett *et al.*, (2001) emphasis on this issue by suggesting three curriculum replicas under the broad groups of science and technology subjects, arts and humanities subjects, and professional subjects in order to examine the changing designs of curriculum. The future models are based on the idea of contemporary curricula starting individualities entrenched in three domains knowledge, action and self. The knowledge domain refers discipline-specific competences that makes subject authorities, for instance, an 'educationist' or an 'education and students teaching and learner student. The self-domain forms identity related to the subject areas, educational students. The self-domain forms identity related to the subject areas, for example, educational students are likely to become 'critical

evaluators' while students in educational studies are encouraged to become 'reflective practitioners'. The weight and addition of the areas vary crossways the corrections. The knowledge domain in the arts and humanities curricula is deeply biased with a little addition with self-domain while action domain in these curricula is distinct.

### **Curriculum development according to the national education policies**

After the independence of Pakistan, the first educational conference was convened in Karachi in 1947 to restructure and reshape the whole process of education including the process of curriculum in order to make curriculum effective and responsive to the needs of the country. But, the fruitful results could not be achieved. Therefore, in 1959 the national commission on education was set up to review the whole education system of the country. Although, it was time consuming task, it produced an explicit framework for promoting education in Pakistan aiming at restructuring the education system. The objectives of education were elaborated and emphasis was laid on the overall development of an individual through education process so that he/she could become effective member of the society. But due to several reasons, our education system was not to fully achieve the desired objective in late 1960s, it was realized that there was a need to formulate new education policy in order to bring about changes in the education as a whole. This policy also focused on the quality education and character building of the young generation that appeared to be marvelous on paper other than putting these ideas into practice through the curriculum. After a few years a new government took over and announced another educational policy in 1972 for a period of 8 years which provided a comprehensive list of objectives of education including the promotion of ideology of Pakistan, building national cohesion by promoting social and cultural harmony among the people, nurturing the total personality of the individual. Mobilizing the youth for leadership roles. It was proposed that these objectives can be achieved through the translation of curriculum into classroom practice. For example; the Educational Policy (1972-80) mentioned that 'relevant curricula will be prepared in line with the nation's changing social and economic needs compatible with its basic ideology and to provide a massive shift from general education to more agro technical education' (Government of Pakistan 1972). In the light of the above policy objectives, the curricula at the primary, secondary and tertiary levels were revised and implemented in the educational institutions but the policy could not fully achieve its targets. However, another educational policy was introduced in 1979. This policy also retained more or less the same objectives of the past policies. However, this policy laid an emphasis on the individual as a good Muslim and making him/her effective member of Muslim Ummah. Education Policy emphasized the need for creating awareness in every student that he/she as a member of Pakistani nation was also a part of the universal Muslim Ummah and that it was expected of him/her to contribute towards the welfare of fellow Muslims.

### **Statement of the problem**

the problem of the study is Curriculum Development and Implementation: Factors Contributing towards Curriculum Development in a Private University

### **Purpose of the study**

the purpose of this study will be to investigate factors that influence the process of curriculum development in a private University.

### **Objectives of the study**

The objectives of this study will be. To determine the extent to which societal needs influence curriculum development decision of teacher's educator's members of education faculty. To examine extent to which the skills of curriculum experts influence curriculum development decision of teacher's educator's members of education faculty. To establish the extent to which resources influence curriculum development decision of teacher's educator's members of education faculty. To determine the extent to which political forces influence curriculum development decision of teacher's educator's members of education faculty. To establish the extent to which Pakistani culture influences curriculum development decision of teacher's educator's members of education faculty.

### **Research questions**

The following research questions will be posed in the study: To what extent do societal needs influence curriculum development decision of teacher's educator's members of education faculty? To what extent do skills of curriculum experts influence curriculum development decision of teacher's educator's members of education faculty? To what extent do resources influence curriculum development decision of teacher's educator's members of education faculty? To what extent do political forces influence curriculum development decision of teacher's educator's members of education faculty? To what extent does Pakistani culture influence curriculum development decision of teacher's educator's members of education faculty?

### **Significance of the Study**

The significance of the study may provide an insight into the curriculum development in a private university. Since curriculum development is a continuous process, necessary changes are part and parcel of the process in order to make the curriculum more responsive to the changing demands and to ensure its relevancy. It is beyond doubt that an effective curriculum development in a private university. Process can enhance the learning of the learners therefore the findings may be used to effect changes in the curriculum. In order to improve planning and implementation of current and future activities toward curriculum development in a private university.

### Limitations of the study

Many constraints will be faced during the conduct of this study. Despite such limitations, a great effort will be made in order to ensure that the objectives of study will be achieved. Some limitations faced by the researcher will be very limited resources to conduct a study of this magnitude. The researcher did not get access to updated references and database of the Pakistan " development curriculum in a private university; there will be scarcity on relevant literature in the area of study.

### Delimitations of the study

This study focused on factors influencing curriculum development process in a private university. This study will be delimited to the teachers, to investigate the factors that influence the process of curriculum development in a private university. The study will be conducted in Punjab region particularly university of Management and Technology Lahore, Pakistan.

### Disclaimer of the study

This research does not have a representative sample. The sampling biased, in this case was limited to 5 educators teachers from department of the education only raw material such as aged sex and demographic indicators were not included in the sampling process.

### Basic assumptions of the study

Since curriculum development process is a dynamic process, this study will be based on the following assumptions: The factors under investigation will continue to be important in explaining the curriculum development in a private university. The teacher's experts working in curriculum at UMT of education had sufficient knowledge to respond to the study instruments adequately. The information given by the respondents is free from any external influence from the university management.

**Definitions of significant terms:** The following terms and concepts are as used in this study.

**Curriculum** refers to a group of courses and planned experiences which a student has under guidance of the university or out of university.

**Factors** refer to elements which influence the process of the curriculum negatively or positively.

**Influence** refers to the power to affect or manipulate something negatively or positively.

**Private universities:** Private universities run and supported by private individuals or corporation rather than by a government or public agency.

**Concept of curriculum development process:** Curriculum development means university programming and lesson planning that consider the university particular situations and resources, then all teachers are developers. When developing curriculum process we must consider curriculum development process. Curriculum is the whole range of formal studies and learning experience offered by a university. Curriculum includes independent study and investigation; lectures by outsiders; participation in

university athletics, plays, and concerts, educational television programs, field trips, and work or service projects in the community. A curriculum organizes all learning experiences to give students the most benefit from them at each level of their university career (Akhtar, 2004).

### Conceptual framework

the conceptual framework indicates factors concerning the curriculum development in university level.

### Demonstrates this relationship

It is important to note that from the conceptual framework. The independent variables in this study are the factors which influence the curriculum development, which include skill of experts, societal needs, political forces, culture and resources. Independent variables are the ones which are manipulated to illicit dependent variable which is curriculum development in a private university.

## Research methodology

### Introduction

This area outlines the methodology that will be used in the study. It focuses on research design, the target population, sample and sampling procedures, research instruments, Research design Qualitative research paradigm will be used in order to capture relevant information. The design will be appropriate because the respondents will be contacted and met at their locations due to time limitation.

### Target population according

in this study, the target population for this study comprised of teachers of university of Management and Technology. 10 teachers at university level. The target population will be therefore 10 respondents. The individuals will be selected on the understanding that they possessed the information that helped the researcher to collect credible data required for the study.

### Sample size and sampling procedure

Purposive sampling technique is used to select teachers in university Region from the private sectors. Purposive sampling methods will be used to select study participants will be used to collect data from respondents.

### Study respondents

Category	Target Number	Number Selected	Percentage	Sampling Technique
Teachers	10	05	50%	Purposive Sampling

## Research instruments

For the purpose of this study, data will be collected using the purposive sampling in the private university education department University of Management and technology.

## Data collection procedure

The researcher visited university and offices to collect data from the respondents. The researcher arranged with them the appropriate dates of visiting the university. He established rapport and proceeded to administer the instruments. The respondent will be guided and requested to respond to the questions accordingly. They will be assured of confidentiality of their identities. The researcher arranged with the respondents on the days to collect the filled out instruments.

## Data analysis techniques

Qualitative data will be analyzed thematically. The content will be organized as per themes drawn from the study objectives.

## Data Analysis

### Q 1. To what extent do societal needs influence curriculum development decision of teacher's educator's members of education faculty?

*(In my opinion, there should be a special distinction made between two kinds of societal needs: those that cultivate a servile, utilitarian approach to education (imagining it only as a tool for one's career), and those that guide us into realizing the need for an intellectually enriching social reformation. The latter should and the former should not play an important role in curriculum development. Curriculum is based on societal needs. It is important to consider the needs.)*

*(Societal needs really affect the curriculum development.)*

*(Teachers absorb things from society and according to saying society influence education. Teachers take things from society to implement in education.)*

### Q. 2. To what extent do skills of curriculum experts influence curriculum development decision of teacher's educator's members of education faculty?

*(I think this depends on the discipline of study. An expert's own specialization may make a greater difference in the humanities than in the natural sciences because, in the former, a lot depends on "taste" rather than empirical data. Wise decision are needed to state content set objectives, methods and evaluation, etc. which needs skills.)*

*(To greater extent the curriculum experts influence curriculum development because they have expert opinions on the topic.)*

*(Curriculum experts guide about technicalities of the curriculum development teachers have to learn the curriculum development skills.)*

### Q. 3. To what extent do resources influence curriculum development decision of teacher's educator's members of education faculty?

*(The issue of the difference made by available resources once again depends massively on the discipline of study. A field of study like ancient religious scriptures can suffer owing to the non-availability of reliable translations (and, taking it a step further, the reliability of the translations would always be a question open to investigation); a field like history or archeology may be crippled by the non-availability of an archive; in the natural sciences, the easy availability of specific flora and fauna for laboratory purposes may play a substantial role in the development of curriculum. One cannot select any element of curriculum without considering resources.)*

*(The role of resources also have strange impact on curriculum development.)*

*(We are learning in resource constrain society for education. Educators are limited to choose limited resources for education.)*

### Q. 4. To what extent do political forces influence curriculum development decision of teacher's educator's members of education faculty?

*(In, once again, a discipline like history, a prevalent political regime may considerably influence items recommended for inclusion in or exclusion from the curriculum. The same is true of natural sciences as there is plenty of evidence that political forces have undermined research into causes of global warming and other critical issues of this kind. No too much but political pressures play obvious role in development decision.)*

*(In Pakistani context, the role of political forces cannot be ignored because they want to bring changes.)*

*(Political dimensions of the curriculum development are linked with philosophy and action of curriculum.)*

### 5. To what extent does Pakistani culture influence curriculum development decision of teacher's educator's members of education faculty?

*(The urge for westernized educational values and the repression of alternative modes of education in Pakistan since 9/11-2001 has led to radical differences in our curricula. In more than one cases state laws have prescribed policies that were at least initially supposed to be equally implemented throughout the country. In actual practice, a lot of research is required to assess the extent to which Pakistani culture has undergone a change in the last sixteen years at institutes of higher education. In any case, with changes in our understanding of Pakistani culture, the element of globalization is rampant in our curriculum development. We draw from society and society have culture of course curriculum developed in Pakistan will be influenced by Pakistani culture.)*

*(Pakistani culture, the curriculum is directly influenced by the attitudes of the community people.)*

*(Pakistani culture is highly dynamic culture. It effects curriculum development procedure as part of society.)*

## Findings

The major findings of the study discussed above, suggest that the faculty members understand curriculum as syllabus. They engage themselves in curriculum development with some purposes in mind. Some other elements of curriculum are also seemed to be addressed by the faculty members



though these are not included in their understanding of curriculum

In my opinion, there should be a special distinction made between two kinds of societal needs: those that cultivate a servile, utilitarian approach to education (imagining it only as a tool for one's career), and those that guide us into realizing the need for an intellectually enriching social reformation. The latter should and the former should not play an important role in curriculum development. Curriculum is based on societal needs. It is important to consider the needs. Societal needs really affect the curriculum development. Teachers absorb things from society and according to saying society influence education. Teachers take things from society to implement in education.

I think this depends on the discipline of study. An expert's own specialization may make a greater difference in the humanities than in the natural sciences because, in the former, a lot depends on "taste" rather than empirical data. Wise decision are needed to state content set objectives, methods and evaluation, etc. which needs skills. To greater extent the curriculum experts influence curriculum development because they have expert opinions on the topic. Curriculum experts guide about technicalities of the curriculum development teachers have to learn the curriculum development skills.

The issue of the difference made by available resources once again depends massively on the discipline of study. A field of study like ancient religious scriptures can suffer owing to the non-availability of reliable translations (and, taking it a step further, the reliability of the translations would always be a question open to investigation); a field like history or archeology may be crippled by the non-availability of an archive; in the natural sciences, the easy availability of specific flora and fauna for laboratory purposes may play a substantial role in the development of curriculum. One cannot select any element of curriculum without considering resources. The role of resources also have strange impact on curriculum development. We are learning in resource constrain society for education. Educators are limited to choose limited resources for education. In, once again, a discipline like history, a prevalent political regime may considerably influence items recommended for inclusion in or exclusion from the curriculum. The same is true of natural sciences as there is plenty of evidence that political forces have undermined research into causes of global warming and other critical issues of this kind. No too much but political pressures play obvious role in development decision. In Pakistani context, the role of political forces cannot be ignored because they want to bring changes. Political dimensions of the curriculum development are linked with philosophy and action of curriculum.

The urge for westernized educational values and the repression of alternative modes of education in Pakistan since 9/11-2001 has led to radical differences in our curricula. In more than one cases state laws have prescribed policies that were at least initially supposed to be equally implemented throughout the country. In actual practice, a lot of research is required to assess the extent to which Pakistani culture has undergone a change in the last sixteen years at institutes of higher education. In any case, with

changes in our understanding of Pakistani culture, the element of globalization is rampant in our curriculum development. We draw from society and society have culture of course curriculum developed in Pakistan will be influenced by Pakistani culture.

Pakistani culture, the curriculum is directly influenced by the attitudes of the community people. Pakistani culture is highly dynamic culture.

It effects curriculum development procedure as part of society.

## Discussion and Conclusion

The Department of education in the University of Management and Technology has both strengths and weaknesses with regard to curriculum development. The strengths of the department comprise faculty associates' liberty in curriculum development, a collection of young teachers who are ready to welcome change, discussion among generations, and the foreign exposure of the faculty members. The department has the authority to develop its own curricula according to the University rules and regulations. It permits the department to leave the curriculum development doings to the separate faculty members. Faculty members like a considerable amount of freedom in curriculum development and usually nobody delays with their work. As a result, faculty members have the scope to present new ideas of curriculum development in the department even if the rest of the university follow the outdated one. Faculty members consult with their peers and colleagues throughout curriculum development. It helps them to join different viewpoints in their curriculum.

The department has a collection of young faculty members who are excited to transport changes in the curriculum to meet the stresses of society. For instance, some of the young faculty member's future in the Academic Committee of the Department education to introduce teaching evaluation at UMT. They ongoing to assess their teaching by themselves after refusal of their suggestion. It designates their readiness to change the current curriculum at UMT. Another forte of the department can be its extensively knowledgeable faculty members. About two-third of the faculty members has the knowledge of remaining overseas for their higher studies. Most of them learnt higher degrees from reputed western universities. It delivers them with the knowledge of different curriculum and the knowledge of remaining in an international public. They are informed about modern societal development and needs. The department can use their knowledge in a prearranged way.

Apart from these fortes, some weaknesses are also found at UMT that comprise academic apathy, nonappearance of prearranged creativities by the department and the absence of educational training. These faintness appear as tests towards a prearranged way of curriculum development. Academic I précis the main findings of this study in relative to the research questions of how ability members understand curriculum, how they engage themselves in curriculum development, and how the understandings of curriculum and involvements (UMT) effect curriculum development. Here, I also reproduce back on the works and the theoretical framework as obtainable

and deliberate the way by which this research project donates to the wider literature on curriculum development. I also present some of the fortes and faintness of the Department of Education in the University of Management and Technology with respect to curriculum development. The ends with some final remarks and proposals for the future curriculum development in UMT and other soft unadulterated disciplines in a private University.

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