

CURRICULUM EVALUATION OF EDUCATION SUBJECT USING CIPP MODEL: HIGHER SECONDARY LEVEL IN 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 on the curriculum of the Education subject at the higher secondary level in particular. The current study aims to fill this gap by evaluating the existing curriculum of the Education subject at the higher secondary level in Pakistan using the CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971). The purpose of this evaluation is to identify possible strengths and weaknesses of the curriculum of Education subject in order to make necessary improvements. The population for the study consisted of teachers at higher secondary level. Total population sampling was used to select the teachers and data was collected through questionnaire. Descriptive statistics for quantitative 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. The existing curriculum evaluation aimed to provide valuable insights for curriculum revision, with the goal of enhancing the subject matter to foster student interest, creativity, and positive social attitudes. This research makes significant contribution to educational planners and textbook developers to design more effective and efficient curricula according to the needs of students.

Key words: Curriculum Evaluation, Education Subject, CIPP model, Higher Secondary School level.

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. 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 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, Syaefudin, & Umi (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, Syaefudin, & Umi, 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. 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. 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 (National Education Policy, 2009, p.37).

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 Model (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, 2017). Consequently, the study aims for Education Subject's curriculum evaluation at higher secondary school level using CIPP Model in Rawalpindi.

Background of the Study:

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 1998 and 2002, Nayyar and Salim 2003, and Aly 2007 have thrashed out these reforms.

According to National Curriculum Framework 2017, the primary curriculum document in Pakistan till 2005 consisted of a framework that delineated objectives, concepts, contents, and evaluation methodologies (National Curriculum Framework, 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 the second phase, the updated curriculum for 25 core subjects spanning Classes 1 to 12 was published in 2007. The analysis of other elective subjects is on the go and would take up until December 2009 (National Education Policy, 2009, p.44). Yet, the proposed curriculum for other elective subjects could not be implemented and the curriculum developed in 2002

is existing curriculum of elective subjects that is being taught.

A variety of subjects from the field of humanities are promulgated at the higher secondary level, and Education is predominantly influential among them. However, its curriculum has not been rationalized since 2002. The seminar report of Jamil (2009) shows that Science subjects were revised in 2000 while Social Sciences' curricula were revised in 2002 by the Ministry of Education. In 2003, the government proclaimed that every five years, a comprehensive review of the curriculum would be scheduled as an integral module of the Education Sector Reforms (ESR) Action Plan 2001-2005/6. Such reforms of curriculum aimed to establish a structured, iterative, and analogous course of action linking both evaluation and development stages (Jamil, 2009, p.4). However, the actual situation demonstrates that no curriculum reform for social sciences at the secondary and higher secondary levels took place all through 2006 till now.

Curriculum review procedure has been executed intermittently in Pakistan. The modus operandi have not been standardised in the past. On the contrary, its evaluation has been taken into account with a lot of attention during last few years. Curriculum development is a specialised field for which there do not seem to be many proficient personnel. Aly (2007) denotes that subject experts are not always qualified to construct quality curricula. Furthermore, after the curriculum is implemented, there is no way for input, and the government does not have the necessary evaluation capabilities. (p. 18).

Curriculum revision, particularly for the subject of education, is important because of its central position in humanities. Despite the fact that human and non-human resources are used in the teaching of the Education subject, a considerable strength teachers and students are disgruntled with the recent curriculum. Ultimately, the scenario has revealed that the traditional curriculum does not correspond to the learners' prerequisites. Students in the humanities group can take the Education subject as an elective subject at secondary and higher education. The primary goal of offering this course at the higher secondary level is to develop students for career of teaching, for future by addressing key requirements and objectives (Saher & Kashif, 2020, p.687). However, the curriculum has not tackled this need because it has exclusively concentrated on

introducing students to educational theory, understanding of education in the subcontinent, educational policies in Pakistan, and the roles of various organizations in education. However, no content connected to teaching as a profession or different methods of teaching and no practical assessment has been offered, just theoretical knowledge is given for memorization (Musset, 2010).

Problem Statement:

Evaluation is influential for any program of studies and also for its curriculum to understand its current state of operation, worth, and accountability, as well as flaws and difficulties. Previous studies on curriculum review of many subjects found that the curriculum has not been updated to keep up track with new world and that it requires research-based reforms. In the context Pakistan, there is generally a deficiency of curriculum evaluation despite the importance of this process in making decisions about how to improve the quality and status of courses.

According to Muhammad Iqbal et al. (2023) schools are required to utilise government-approved textbooks and the curriculum's official document is not available to the stakeholders, many teachers in Pakistan think that the government's prescribed textbooks are the same as the state's curriculum. This research shows the situation that the textbooks are not designed according to the recommended curriculum and teachers are not familiar with the curriculum document. It shows that there is need to fulfil these gaps and textbook the single source of content delivery in classroom should be designed according to the curriculum.

The present research tends to examine the evaluation of curriculum of education subject using CIPP model at higher secondary level in Rawalpindi division of Pakistan. The importance of Education as a subject can never be overwhelmed by any other subject because it is fundamental in academic stream at all levels. It is more crucial particularly at higher secondary echelon as it proves to be a direction to the students towards their professional career.

Objectives of the Study:

(a) To evaluate the curriculum of Education subject using CIPP model at higher secondary level in Rawalpindi division.

(b) To explore the strengths and weaknesses of the curriculum of Education subject at higher secondary level in Rawalpindi division.

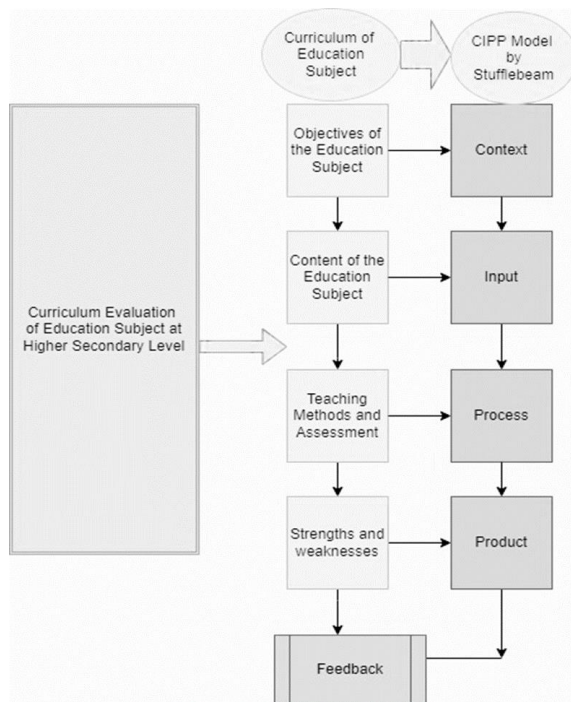
Research Questions:

The study has been designed to answer the following research questions:

- (a) How teachers perceive the existing curriculum of Education subject with respect to context, input, output, and products at higher secondary level?
- (b) What are the strengths and weaknesses in the curriculum of Education subject at higher secondary level?

Conceptual Framework of the study:

Figure.1: Conceptual Framework of the Study



Significance of the study:

The study gives insight about curriculum of education subject and formulates suggestions for teachers, subjects’ specialists and curriculum experts highlighting the strengths and weaknesses of the existing curriculum. Results of the study may be disseminated to decision makers and curriculum experts of Education subject, which will be valuable in making revision and designing the curriculum of Education subject according to the needs of the stakeholders. Furthermore, the perceived students’ learning outcomes revealed by this study may help the teachers in making informed judgments about

how to increase students' skills in education subject and dealing the confronting problems associated with the context, input, process and product.

Literature Review:

Curriculum evaluation consigns to the systematic process of assessing and determining the effectiveness, quality, and relevance of a curriculum in achieving its intended goals and objectives. It involves gathering data, analysing curriculum components, instructional materials, teaching methods, and student outcomes to make informed judgments about the strengths and weaknesses of the curriculum (Shahid & Rizwan, 2005). The purpose of curriculum evaluation is to improve the curriculum by identifying areas that need modification, enhancement, or realignment to better meet the needs of students and align with educational goals (Oliva 2009).

According to Stufflebeam and Shinkfield (2007) as a result, curriculum assessment is the process of deliberately specifying, gathering, reporting, and using descriptive and judgmental information on the accuracy, practicability, consistency, usefulness, and equity of the predetermined goals (Taş & Duman, 2021, p.44).

Types of Evaluation:

There are two main types of evaluation: formative evaluation and summative evaluation. Each type of evaluation has a different focus and purpose, and they are often used in combination to provide a comprehensive assessment of a program or policy. Isna Hanifa (2014) distinguishes between two methods of curricular implementation: formative assessment monitoring and summative evaluation as cited by Tuju et al. (2020)

1. Formative Evaluation

In order to determine how well the curriculum is being implemented and what implementation issues there may be, an exercise on curriculum implementation is being conducted.

Formative evaluation is conducted during the development and implementation of a program or policy (Flagg, 2013). The purpose of formative evaluation is to provide feedback and identify areas for improvement in real-time. Formative evaluation can help to ensure that a program or policy is on track and achieving its objectives (Weston, 2004). It is often conducted in the early stages of a program or policy to identify areas that require adjustments or modifications. Formative evaluation typically uses qualitative methods, such as focus groups, interviews, and observations, to gather feedback from program participants, stakeholders, and staff.

2. Summative Evaluation

Summative evaluation is conducted at the end of a program or policy to assess its overall effectiveness and impact. The purpose of summative evaluation is to determine whether the program or policy achieved its intended outcomes and objectives. Summative evaluation can help to inform decisions about the continuation or expansion of a program or policy, as well as identify areas for improvement (Bhat, 2019). Summative evaluation typically uses quantitative methods, such as surveys and statistical analysis, to measure the impact of the program or policy.

Evaluation Approaches and Models:

A variety of curriculum and program evaluation approaches and models have been developed. Here the models worth mentioning but not in depth are presented under the headings:

1. Objective-Based Evaluation Model by Tyler (1949).
2. Consumer-Orientated Evaluation Model by Scriven (1967).
3. Discrepancy Model of Evaluation by Provus (1971).
4. Goal-Free Evaluation Model by Scriven (1974).
5. Responsive/Client-Centred Evaluation Model by Stake (1975).
6. Utilization-Focused Evaluation Model by Patton (1997).
7. Kirkpatrick's Four Levels of Evaluation Model (1959).

8. Guerra-Lopez's Impact Evaluation Process by Guerra-Lopez, (2007).

9. Stufflebeam's CIPP Model of Evaluation (1967).

Stufflebeam's CIPP Model

The model was developed by Danial-Stufflebeam in the late 1960s to aid in the evaluation of educational programmes, institutions, and curriculum, and it has since been used to a variety of fields outside of education, including social programmes, business, and the military (Stufflebeam, 2003) cited by (Al-Shanawani, 2019).

The CIPP model is the curriculum evaluation model which has four components: C- Context, I-input, P- process, and P- product. Context includes the objectives, goals, background, and history of schools and physical resources for the effective working of the schools. Input refers to the material and human resources for the proper functioning of the school system. At the same time, the process includes the learning and teaching processes and products which focus on the quality and usefulness of the learning and society benefits (Umar & Noreen, 2021).

CIPP management-oriented approach has earned popularity since it integrates a number of evaluation types. The context evaluation component includes investigating the environment in which the curriculum is implemented. Mainly, how does this model determine what needs to be done? Within a predetermined setting, it evaluates problems, assets, and needs. (Secretary et al., 2022). Researchers have frequently utilized the CIPP model to carry out evaluations in a number of scenarios. Similarly, as it has been continually questioned and looked at by experts in the field, it would be preferable to utilize credible model. (Nouraey et al., 2020).

Review of related studies:

There have been many kinds of research conducted on the evaluation of curriculum. This part describes the several past studies, how the researchers performed the evaluation of curriculum of different subjects and programs in Pakistan and abroad.

Arif (2010) conducted a study on Analysis of Mathematics Curriculum at Secondary level in Punjab, Pakistan. The researcher evaluated the curriculum by taking the perspectives through questionnaires from curriculum experts and teachers. It was a quantitative study in nature, no model of curriculum evaluation was applied and the study was limited to only 9th class curriculum. The findings of

the study highlighted that need assessment should be essential for curriculum development. It is based upon single text book and it requires specific teaching methodology. Students are interested in knowing the application of mathematics in daily life but A.V aids are not available to explain some difficult concepts. (ARIF, 2010).

(Karatas & Fer, 2009) used the context, input, process, and product (CIPP) model to evaluate the syllabus of the English II teaching programme at the Modern Languages Department, Yldz Teknik University, based on the opinions of instructors and students. According to the study's findings, there were some notable differences in instructors' and students' perceptions of the syllabus's background, input, process, and product parts. In terms of the context aspect, there were some significant contrasts in terms of the program's aims for student progress and the textbook's fit for the students' level. The teachers only had unfavorable thoughts regarding the contribution of the audio-visual elements utilised in the program when it came to the input aspect. Furthermore, the teachers said that the syllabus was insufficient in providing students with the requisite English skills for diverse professional roles.

Another evaluation study was carried out by (Fatima, 2010) to evaluate the postgraduate program of teacher education in Pakistan. The researcher collected the data from heads of Education department and teachers by questionnaires. CIPP Model of curriculum evaluation was applied to focus the different elements of curriculum like objectives, content, teaching methodology and evaluation. The results of the study revealed a number of outstanding difficulties in Pakistan's existing Postgraduate Teacher Education Program. It is proposed that necessary adjustments be made to the present MA Education Program in Pakistan's entrance criteria, **Cronbach's Alpha of Teachers' questionnaire**

curriculum, degree program duration, teaching practice, research work, awards and incentives, and so on.

Research Method:

The quantitative research method was chosen and data was collected by a survey method. The survey method is highly useful for gathering big amount of data in a short time. Not only is it simple to conduct surveys rapidly but also very flexible and may be conducted swiftly. Researchers may use survey research designs in quantitative research in order to characterise the views, opinions, behaviours, or features of the population. Surveys may be administered to a sample of participants or to the entire community (Creswell, 2015). A questionnaire is a data collection tool that consists of a series of questions that are used to collect data from respondents. Questionnaires can be used to collect both quantitative and qualitative data.

Surveys and questionnaires that invite participants to share their opinions are common tools. Scales can examine a person against a predefined norm, while tests concentrate on evaluating a particular element of the individual (Meadows, 2003).

A self-developed questionnaire by the researcher was used to find out the perceptions of teachers on context, Input, process and product of education subject at higher secondary level.

In this research study, the researcher conducted a pilot test involving 10 teachers who were not part of the main sample. The purpose of this pilot test was to assess the significance of the responses before proceeding with the main data collection. This pilot test allowed the researcher to evaluate the effectiveness of the questionnaire and ensure that it would yield meaningful results.

Variables	Cronbach Alpha	No of items
Objectives (Context)	.898	6
Content (Input)	.960	13
Teaching (Process)	.838	7
Evaluation (process)	.876	9
Course Learning Outcomes (Product)	.933	6

results of the internal consistency analysis using Cronbach's Alpha indicate that the variables under investigation are highly reliable.

RESULTS AND DISCUSSION:

Objectives (Context)

Table 1: Descriptive Statistics for Objectives (context)

	N	Minimum	Maximum	Mean	Std. Deviation
OC1 I am satisfied with the objectives of the Education subject	110	1	4	2.35	.566
OC2 Objectives are clearly written in the textbook or teacher guide that is provided to teachers	110	1	5	3.68	.703
OC3 Objectives of Education subject are aligned with the future needs of students	110	1	4	3.27	.741
OC4 I am satisfied with the present objectives of education curriculum in respect of cognitive domain.	110	1	4	2.11	.456
OC5 I am satisfied with the present objectives of education curriculum in respect of affective domain	110	1	5	2.41	.805
OC6 I am satisfied with the present objectives of education curriculum in respect of psychomotor domain	110	1	5	3.59	1.029
Valid N (list-wise)	110				

Content (Input)

Table.2: Descriptive Statistics of Content (Input)

	N	Minimum	Maximum	Mean	Std. Deviation
CI1 The title page of the prescribed Education textbook is appropriate	110	1	4	2.43	.582
CI2 The volume of the content is reasonable to handle	110	1	3	1.96	.268
CI3 The language of the textbook is understandable	110	1	4	2.00	.428
CI4 The script of the book is free of errors.	110	1	4	3.05	.828
CI5 The subject matter of the book creates interest among the students	110	1	4	3.03	.718

CI6 The terminology used in the textbook is understandable	110	1	4	2.07	.520
CI7 The proper introduction of each chapter is given in the textbook.	110	1	5	3.54	.915
CI8 Difficult concepts are clearly explained in the book where required.	110	1	4	3.02	.916
CI9 Contents given in the book help in building foundations for future teacher education	110	1	5	3.35	1.068
CI10 Exercises at the end of the chapter cover the topics of the entire chapter.	110	1	4	3.52	.961
CI11 The content is sound for the intended learning outcomes	110	1	4	3.05	.833
CI12 This course enhances my confidence for advanced knowledge in my content area	110	1	4	2.66	.931
CI13 The use of English language is proper and fulfils the requirements to understand concepts	110	1	4	3.61	.791
Valid N (list wise)	110				



Table 3: Descriptive Statistics for Teaching (Process)

	N	Minimum	Maximum	Mean	Std. Deviation
TP2 I prepare lesson plans to teach lessons in the classroom.	110	1	5	3.00	.913
TP3 I clearly state learning objectives before the class	110	1	5	3.01	.924
TP4 I teach the planned lesson within allotted time effectively.	110	1	4	2.18	.561
TP5 Training on curriculum enables me to understand and use the material actively.	110	1	5	3.22	.912
TP6 I lead the class session according to the arrangement of the content.	110	1	3	1.80	.445

TP7 The usage of ICT is satisfactory for delivering the content	110	1	5	3.55	1.323
TP8 Practical training of different teaching methods is provided.	110	1	5	3.64	1.131
Valid N (list wise)	110				

Table.4: Descriptive Statistics for Evaluation (process)

	N	Minimum	Maximum	Mean	Std. Deviation
EP1 Classroom assessment is unbiased.	110	1	4	1.47	.554
EP2 Assignments measure the knowledge level of students accurately	110	1	4	2.55	.630
EP3 Examination of Education subject measures the memorization of students	110	1	3	1.95	.327
EP4 Classroom projects assess critical thinking effectively.	110	1	5	3.09	.975
EP5 Practical exam is conducted to evaluate the application of content	110	1	5	3.90	1.750
Valid N (list-wise)	110				

Course Learning Outcomes (Product)

Table.5: Descriptive Statistics for Course Learning Outcomes (Product)

	N	Minimum	Maximum	Mean	Std. Deviation
CLOP1 The Education subject enables the students to choose the teaching profession as a career.	110	1	5	3.34	1.095
CLOP2 This subject prepares the students to apply the knowledge in real life.	110	1	4	2.64	.955
CLOP3 This subject inculcates the ability of problem solving among students.	110	1	4	3.45	.952

CLOP4 This subject develops leadership skills among students.	110	1	4	3.21	.905
CLOP5 This subject enhances the sense of social responsibility among students.	110	1	4	3.77	.916
Valid N (list wise)	110				

Conclusions:

The survey data collected through questionnaire from teachers indicated that the majority of teachers agreed that the objectives of the education subject were satisfactory. However, they disagreed that the objectives were well stated in the textbook, which serves as the primary source of learning and teaching through the curriculum. Furthermore, the analysis revealed that the objectives of the education subject were not aligned with the future needs of students. The results painted a picture where teachers expressed satisfaction with the objectives of the cognitive domain and to some extent with the affective domain. However, they were dissatisfied with the psychomotor domain, as students lacked the necessary skills or market-oriented abilities for employability.

The data indicated agreement regarding the clear definition of topics in the textbook and the easy-to-understand language used. However, their responses showed disagreement regarding the proper introduction of each chapter and whether the exercises at the end adequately covered the topics. Both groups expressed dissatisfaction with the usage of English language in the textbook, finding it insufficient for understanding the concepts. They identified errors in the content and perceived it as inadequate.

The analysis of data from teachers' survey gives the findings that teachers agree about leading the class session according to the arrangements of the content and teaching the planned lesson within the allotted time effectively. They agreed that lecture method is used on a large scale and other teaching methods like discussion method, assignment method and activity method are applied slightly. It was found that classroom assessment (class tests) is performed

expansively, whereas other assessment techniques i.e. assignments, quizzes, portfolios and presentations are carried out slightly. Teachers also expressed dissatisfaction with the curriculum's failure to motivate students to pursue teaching as a profession and foster a sense of social responsibility. It was highlighted by Sumsion and fellow (2004) that in order to generate graduates in higher education with pertinent knowledge, skills, and competences, a new approach to outcome-based education is recommended worldwide. Effective results for teacher education programs are not achieved in the absence of alignment between courses and the National Professional Standards for Teachers, which is the focus of outcome-based education (Sumsion & fellow, 2004). They expressed dissent regarding the product, as they felt that the curriculum did not effectively enable students to solve problems or develop leadership skills.

Recommendations:

In Pakistan, there is a lack of evidence-based research that significantly contributes to curriculum development or modification. Therefore, it is crucial to include all stakeholders in the process of needs assessment before curriculum review. This process should involve content analysis of relevant textbooks, valuable feedback from stakeholders such as teachers, students, parents, scholars, curriculum writers, and developers. These inputs will help identify gaps in curriculum components and the learning environment, review students' examination records, explore societal needs, examine market trends for graduate employability, and conduct a comparative analysis of curricula from other countries.

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