

CURRENT EDUCATIONAL TRENDS AND ROLE OF HILDA TABA'S MODEL TO DETERMINE QUALITY OF EDUCATION AT PRIVATE SECONDARY SCHOOLS OF KARACHI

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ABSTRACT

This research study aimed to explore the perceptions of school teachers regarding the current educational trends and the role of Taba's Model in determining the quality of education at private secondary schools in Karachi. The main purpose of the study was to recognize the educational trends and effectiveness of Hilda Taba's Model aligning with the assessment of quality of education. The population of the study comprised 12000 registered private secondary school teachers in Karachi (Board of Secondary Education, Karachi). The sample of this research study was comprised of 60 secondary school teachers. A questionnaire was used to gather the relevant information from the participants. It consisted of 16 items drawn from literature and based on the expertise of the researcher. The researcher administered the questionnaire and explained Taba's approach and items to the respondents. Data was analyzed through SPSS (19) software. Major variables were tested through a t-test. Based on the findings, it was concluded that respondents had shown no discernible difference in behavior even both males and females regarding all variables. Therefore, it was concluded that the school teachers had positive opinions about the implementation of Hilda Taba's model to meet the needs of current educational trends, the effectiveness of the approach, and the assessment of the quality of education which can bring changes in the learning environment of the students.

Key Terms: Current Educational Trends, Hilda Taba's Model, Quality of Education, Curriculum Development, Learner-Centered Approach, School Practices, Student Learning Outcomes

INTRODUCTION

As education shapes people's and communities' futures, it is a key foundation of societal growth. It is essential for developing the human capital needed for both social and economic advancement. According to Degaga and Mekuria (2023), the curriculum is regarded as the paramount component of education due to its deliberate design for educational objectives. The quest of relevance and quality in education has become a global necessity in the modern educational landscape. In light of this, we focus on the vast metropolis of Karachi, Pakistan, where a sizeable portion of the educational system is made up of private secondary schools (Salman et al., 2023). The importance of education in society development and advancement cannot be emphasized (Magsi et al., 2023). In addition to

providing people with information and skills, an effective educational system also promotes a society's general well-being and economic development (Zguir, Dubis, & Koç, 2021). Over time, there have been notable changes to the educational scene in Karachi, Pakistan's most populous and diversified metropolis, especially with regard to the private secondary school sector (Fayaz et al., 2023).

With a growing private school sector and a varied population, Karachi is a megacity that has led the way in innovative and transformative educational practices. Private educational institutions in Karachi have been essential in meeting the city's residents' growing need for high-quality education (Fayaz et al., 2023). However, the pursuit of high-quality

education continues to be a difficult task and a subject of close examination by parents, legislators, educators, and the public (Hussain, 2020). In Karachi, there is no shortage of private schools that serve a broad spectrum of students from various socioeconomic backgrounds. The provision of an alternative to the public education system, which frequently faces resource limitations and difficulties in providing high-quality education, has been greatly aided by these institutions (Samejo, Lashari & Mahar, 2023). But as private schools have proliferated, concerns over the caliber and efficacy of education offered in these establishments have surfaced.

This study aims to investigate the complex relationship between "Current Educational Trends" and the "Role of Hilda Taba's Model" in influencing educational quality in Karachi's private secondary schools. It is motivated by the understanding that the educational environment is always changing due to the interaction of multiple elements, such as curriculum development, assessment techniques, educational philosophies, and methods for assessing the educational experience (Awidi, 2018). In this context, Hilda Taba's model is a valuable resource that offers a methodical framework for curriculum development and evaluation. Curriculum development and assessment have become vital areas of attention in the pursuit of educational excellence. Teachers and administrators look for models and frameworks to help them create curricula and assessment plans that succeed.

Taba's model promotes a systematic process that involves identifying objectives, selecting content and learning experiences, organizing the content, and evaluating the outcomes (Bushra et al., 2024). Renowned curriculum creator and educational thinker Hilda Taba has made a lasting impact on education. Her model places a strong emphasis on a methodical, learner-centered approach to curriculum design, in which curriculum developers and educators work together to jointly create learning experiences that are customized to each student's needs (Siddiqui, Lashari & Soomro, 2023). Therefore, it is important to evaluate how widely this model has been adopted and implemented in Karachi's educational system and, more importantly, how it has affected the caliber of instruction offered by private secondary schools. Its concepts are in line with current pedagogical trends that place an

emphasis on student interaction and personalized learning (Caza & Brower, 2015). It has been used in a variety of educational settings throughout the world.

The importance of this research issue goes beyond Karachi's borders. It covers topics that are universal, such as curriculum design, educational trends, and the significance of matching best practices with educational outcomes. This research has the ability to shape the future of education in Karachi and provide a useful benchmark for global educational advancement by analyzing the function of Hilda Taba's model. This research can be helpful for educational policymakers at local, regional and national level. The scope of the study was limited to Hilda Taba's model in the curriculum design and assessment practices of private secondary schools in Karachi.

Limited resources and access to private schools in Karachi may restrict the sample size and selection which could hinder the depth and breadth of the research. The research may not cover all geographic areas of Karachi, which is a vast and diverse metropolitan area. Educational trends and practices are subject to change over time. The research's focus on current trends may make it less relevant in the future, and historical trends may not be fully considered. Another limitation is the quality and availability of data within private schools can vary. Karachi's educational context may be unique and influenced by cultural and regional factors, which can limit the generalizability of findings to other regions or countries.

Research Questions

1. How is Hilda Taba's model of curriculum development and assessment applied in private secondary schools in Karachi, and to what extent does it influence the quality of education?
2. What are the key factors, including teacher qualifications, infrastructure, and curriculum design, that contribute to the quality of education in private secondary schools in Karachi?
3. What are the perceptions and experiences of teachers, students, and administrators regarding the effectiveness of Hilda Taba's model in improving the quality of education in private secondary schools in Karachi?

4. Are there significant variations in the implementation of Hilda Taba's model among private secondary schools in Karachi, and how do these variations impact the quality of education?
5. What are the current educational trends and practices in private secondary schools in Karachi, and how do they impact the quality of education?

Literature Review

In the middle of the 20th century, renowned educational theorist Hilda Taba presented her curriculum development approach. The methodical and comprehensive procedure used by Taba to create, develop, and execute educational curriculum is what distinguishes his approach (Fitriyani & Mukhlis, 2021). Her model's essential elements are need diagnosis, goal formulation, content selection, content organisation, learning experience selection, and curriculum evaluation. The focus that Taba places on learner-centeredness, specific objectives, and ongoing assessment is in line with current educational trends. In line with current educational trends, Taba places a strong emphasis on learner-centeredness, specific objectives, and ongoing assessment. Globally, private secondary schools—including those in Karachi, Pakistan—have been adjusting to a variety of educational trends as a result of students' evolving requirements and 21st-century demands.

The area of education is dynamic and always changing in response to research in the field, cultural shifts, and technology breakthroughs (Musfah, 2021). As major participants in the education industry, private secondary schools are expected to stay at the forefront of incorporating and modifying contemporary educational practices to satisfy the varied demands of students. This survey of the literature gives a general overview of the current educational trends in private secondary schools with a special emphasis on new ideas and methods that have become popular recently.

In this regard, personalized learning is one of the biggest developments in private secondary education today. This method recognizes that every student learns differently and at their own speed with different interests. Differentiated instruction, customized lesson plans, and adaptive technology are examples of personalized learning tactics that let

students go at their own pace and interact with material that suits their interests and skill levels (Maulipaksi & Langguana, 2017). Increased motivation, engagement, and eventually academic performance are all facilitated by this tendency.

The educational landscape has been revolutionized by technology, and private secondary schools are progressively incorporating it into their instructional strategies (McPhail, 2018). This covers the use of learning management systems, instructional software, digital gadgets, and internet resources. Technology improves information access, makes online and blended learning possibilities possible, and offers resources for collaborative and interactive learning. Additionally, it develops 21st-century abilities including critical thinking and digital literacy (Plate, 2012).

The use of competency-based education (CBE) in private secondary schools is another growing trend. This method moves the emphasis from time-based learning to the acquisition of competencies (Mitchell, 2016). Instead of following a set academic schedule, students advance when they have acquired particular abilities and information (Buriro et al., 2023). CBE improves students' employability and preparation for postsecondary education by preparing them for real-world situations and ensuring their proficiency in critical competencies.

Moreover, private secondary schools have made inclusion a top priority, demonstrating their dedication to diversity and equity. These educational institutions aim to establish inclusive settings that provide equitable access to high-quality education for students with diverse abilities, identities, and experiences. According to Brundrett & Silcock (2002), through the development of social and emotional intelligence, inclusive education not only helps students feel like they belong but also gets them ready to engage with a variety of groups.

In private secondary schools, experiential learning and project-based learning are becoming recognized as successful pedagogical strategies (Fayaz et al., 2023b). With the use of these techniques, students work on practical projects that deal with real-world issues. Students that participate in active learning activities improve their communication, critical thinking, and problem-solving abilities. Experiential learning and project-based learning can link academic material to real-world applications to make learning more pertinent.

Furthermore, in private secondary schools, the transition from traditional summative assessment methods to assessment for learning is currently taking place (Buriro et al., 2023). According to Parry (1999), in order to improve student learning, assessment for learning places a strong emphasis on formative assessment techniques, where continuous feedback, self- and peer-assessment, and evaluation are essential components (Ahmed, Lashari & Golo, 2023). With this method, educators can pinpoint the areas in which their students require assistance and modify their lesson plans accordingly, promoting a growth attitude and improving student performance.

Additionally, the current state of education at private secondary schools is a reflection of the institutions' continued dedication to offering inventive, equitable, and high-quality instruction (Lashari & Umrani, 2023). Some of the major themes influencing the educational environment in these institutions are competency-based education, project-based and experiential learning, assessment for learning, personalized learning, and technology integration. To guarantee that their students receive an education that equips them for success in a constantly changing world, private secondary schools need to be flexible and sensitive to these trends as the educational landscape continues to change.

The Hilda Taba Model is still very applicable and flexible when considering the current developments in secondary education in private schools. Taba's focus on identifying needs and choosing educational opportunities facilitates the adaptation of instruction to meet the needs of each unique student is related to customized learning (Taba, 1962). Through the integration of technology into the learning process, Taba's methodology can assist educational institutions in optimizing their usage of online resources and digital tools. To create precise, quantifiable goals that represent the knowledge and abilities that students must gain, Taba's model can be modified (Samejo, Lashari & Mahar, 2023). By acknowledging each student's individual requirements and offering suitable learning opportunities, Taba's learner-centered approach encourages the inclusion of different students. Continuous evaluation is encouraged by Taba's paradigm, which is consistent with the move towards formative assessment procedures (Bushra et al., 2024).

Moreover, although there are numerous benefits to using Taba's Model in private secondary schools, there may be obstacles to overcome, such as the requirement for clearly defined evaluation measures, teacher training, and resource allocation (Sukmadinata, 2012). It also needs to be carefully considered how to modify the model to fit different student populations and local situations.

Hilda Taba's Model of curriculum development remains a reliable resource for meeting the demands and difficulties of private secondary education. Because of its learner-centered, methodical, and adaptable approach, the model is a useful tool for creating excellent curricula and instructional practices that equip students for success in the contemporary world. It also fits in well with current trends in education. For educators and curriculum makers looking to fulfil the changing requirements of their students, Taba's Model continues to be a useful tool as private secondary schools adjust to the always shifting educational landscape.

Moreover, the community that Karachi's private schools serve is diverse, and cultural and socioeconomic variables may have an impact on how well educational programmes work. It is difficult to modify Taba's model to fit the requirements of different communities.

To sum up, private secondary schools in Karachi are negotiating a changing educational environment characterized by new and emerging trends, heightened competition, and the requirement for ongoing development. The Hilda Taba Model offers these institutions a useful framework for improving the caliber of education they provide by encouraging student-centered learning, well-defined goals, and continuous assessment. However, overcoming obstacles pertaining to funding, teacher preparation, evaluation, and cultural considerations is necessary for the effective use of Taba's methodology.

Taking into account the particular requirements and difficulties faced by Karachi's private schools, future research and practice directions should concentrate on the useful implementation of Taba's Model in the regional setting. The long-term effects of using this paradigm on student results and educational quality should also be investigated in more research. Educational models such as Taba's will continue to play a crucial role in

determining the standard of education for upcoming generations as private secondary schools in Karachi undergo constant adaptation and evolution.

Method & Procedure

A quantitative research design was adopted. The population of the study consisted of 12000 secondary teachers from registered private schools in Karachi. Board of Secondary Education, Karachi. A stratified random sample design was utilized. The sample consisted of 60 secondary teachers.

Pilot testing was done through small sample of 10 teachers, 05 male teachers and 05 female teachers drawn from actual sample. The value of the reliability index was 0.893, which is statistically significant. Questionnaire was designed and administered for the collection of data for secondary school teachers. It was comprised of 4 sections. First section was based on demographic and three sections were based on measurement scale. Items were drawn through the literature and further refined by the experts.

Table 1

Reliability of the scale	
Cronbach's Alpha	No. of Items
.893	16

The data was collected through google forms. Questionnaire was shared on different school WhatsApp groups by giving description of the study. Responded were brief about the purpose of the study. Hilda Taba Model was also shared. The data was analyzed by quantitative methods. SPSS version 22 was used for quantitative data analysis. Data was analyzed through descriptive and inferential statistics. In descriptive statistics, frequencies, percentages, means, and standard deviations were obtained. In inferential statistics, t-test and f-test was applied to analyze the data.

A detailed description of data analysis is as under:

Table 2 Demographic information of teachers

Variables	Demographic	Frequency	Percent
Gender	Female	30	50.0
	Male	30	50.0
	Total	60	100.0
Experience	1-5 Years	14	23.3
	11-15	9	15.0
	16-20	8	13.3
	21-Above	1	1.7
	6-10	28	46.7
	Total	60	100.0
Age	26-30	17	28.3
	31-35	23	
	36-40	9	38.3
	40& Above	11	15.0
	Total	60	18.3
			100.0

The table shows the demographic information of selected teachers. The sample of the study had different demographic characteristics (Gender,

Experience, and Age). The total sample of the study was 60 secondary school teachers of Karachi. Here male and female teachers equally participated.

Table 3

An independent Sample t-test for differences in Male and Female teachers' opinion.

	Gender	N	Mean	SD	t-value	Df	Sig
Educational trends	Male	30	2.1833	.61018	-2.445	58	.018
	Female	30	2.6000	.70656	-2.445	56.72	.018
Hilda Model	Male	30	1.7867	.39977	-2.835	58	.006
	Female	30	2.1800	.64616	-2.835	48.36	.007
Assessment Quality of Education	Male	30	2.3083	.65877	-1.094	58	.279
	Female	30	2.5000	.69790	-1.094	57.80	.279

Table 3 depicts that independent samples t-test was applied to identify the difference between the opinion of Male and Female teachers about the educational trends, Hilda Taba's Model and assessment of the quality of education. Here we found that the p-value is greater than 0.05. Therefore, we failed to reject the

null hypothesis. Hence it is concluded that there is a significant difference in the opinion of male and female secondary teachers about the quality of education and Hilda Taba's Model implementation at secondary schools of Karachi.

Table 4

Teachers' opinion about current educational trends in private secondary schools of Karachi

Items	Observed N			Agreed Teachers%
	A	U	DA	
Private secondary schools in Karachi are keeping up with the latest educational trends.	41	09	10	68.3
Private secondary schools in Karachi are effectively integrating technology in their teaching methods.	48	08	04	80.0
There is a focus on promoting critical thinking and problem-solving skills in private secondary schools in Karachi.	43	09	08	71.66
Private secondary schools in Karachi are effectively meet educational needs of students.	35	14	11	58.3
The curriculum in private schools adequately prepares students for future challenges.	36	11	13	60.0
Private schools in Karachi promote diversity and inclusion in their student body.	43	09	08	71.6

This table shows obtained frequencies collected from the data. The results of item one "Taba's approach in teaching methods through effective integrating technology can be implemented as it aligns with it through humanistic approach and current educational trends" shows that 48 teachers agree with the

statement however, 8 teachers were not able to decide and 4 teachers disagreed with the statement which shows that most of the teachers have an opinion that Taba's approach in teaching methods can be implemented as it aligns effectively with technology in private Pakistani educational system.

Table 5

Teachers' opinion about Hilda Taba's Model effectiveness for private secondary schools of Karachi

Items	Observed N			Agreed Teachers %
	A	U	DA	
Hilda Taba's Model is an effective framework for curriculum development.	54	04	02	90
Hilda Taba's model can be used in curriculum development	53	04	03	88.3
Hilda Taba's model initiates critical thinking among students.	53	05	02	88.3
Hilda Taba's model helps in enhancing the quality of education in these schools	51	05	04	85.0
Teachers are well-prepared to use Taba's Model in their teaching methods.	44	06	10	73.3
The model encourages a student-centered approach to education.	52	04	04	86.6

This table shows obtained frequencies collected from the data. The results of item one “Hilda Taba's Model is an effective framework for curriculum development and current educational trends” shows that 54 teachers agree with the statement however, 4 teachers were not able to decide and 2 teachers

disagreed with the statement which shows that most of the teachers have an opinion that Taba's approach is an effective framework for curriculum development can be implemented as it aligns effectively with current educational trends in private Pakistani educational system.

Table 6

Teachers' opinion about assessments of quality of educations at private secondary schools of Karachi

Items	Observed N			Agreed Teachers %
	A	U	DA	
The curriculum taught in the school is relevant and up-to-date.	33	07	20	55.0
The teaching methods used by the teachers are effective and engaging	45	08	07	75.0
The school offers a variety of extracurricular activities that enhance students' overall development.	46	03	11	76.6
The school provides a safe and conducive learning environment.	41	11	08	68.3

This table shows obtained frequencies collected from the data. The results of item one “The school offers a variety of extracurricular activities that enhance students' overall development and current educational trends” shows that 46 teachers agree with the statement however, 3 teachers were not able to decide and 11 teachers disagreed with the statement which shows that most of the teachers have an opinion that the school offers a variety of extracurricular activities that enhance students' overall development which can be implemented as it

aligns effectively with current educational trends in private Pakistani educational system.

Discussion

The study's primary objective was to explore the opinion of secondary school teachers regarding the current educational trends and implementation of Hilda Taba's Model in Karachi schools which are the need of current students' development. The significant pattern was found in the opinion of secondary teachers regarding the Private secondary schools in Karachi are keeping up with the latest

educational trends. However, the pursuit of high-quality education continues to be a difficult task and a subject of close examination by parents, legislators, educators, and the general public (Hussain, 2020). Here 41 teachers were agreed and 68.5% was favorable opinion was found. 80% teachers were found in the favor of effectively integrating technology in their teaching methods, 71.6% teachers were agreed on promoting critical thinking and problem-solving skills in private secondary schools in Karachi. 58.2 % teachers were having same opinion regarding secondary schools in Karachi are effectively meet educational needs of students. This is the lowest percentage. In addition to providing people with information and skills, an effective educational system also promotes a society's general well-being and economic development (Zguir, Dubis, & Koç, 2021). As per the effectiveness of Hilda Taba's Model, 90% teachers were in the mode of acceptance that it is an effective framework for curriculum development. 88.3% teachers were shared their opinion that Hilda Taba's model can be used in curriculum development. As Mitchell (2016), emphasized on Curriculum construction and implementation and 88.3% male and female teachers were saying that Hilda Taba's model initiates critical thinking among students. Moreover, 85% teachers were showing their opinion that Hilda Taba's model helps in enhancing the quality of education in these schools. 73.3% teachers' opinion was that teachers are well-prepared to use Taba's Model in their teaching methods as per the need of current students.

The Taba Model emphasizes a teacher's active involvement in the curriculum development process. It promotes a cyclical approach where teachers continuously assess, diagnose, design, implement, and evaluate the curriculum. Brundrett (2014) favored the model which is learner-centered, taking into account students' needs, interests, and abilities. 86.6% teachers were in the favor of the model which encourages a student-centered approach to education, which is one of the educational trends.

While Taba's model doesn't have a specific overarching theoretical framework like some other curriculum theories, it aligns with constructivist and humanistic educational philosophies. The emphasis on student involvement, active learning, and adapting the curriculum based on ongoing

assessments resonates with these pedagogical perspectives. Lundgren (2014), says that the pedagogy of Hilda Taba and the progressive movement in education is very effective.

The demographic variables age, education and experience were found significantly and positively correlated with the perception of school leaders about the effectiveness of the Hilda Taba's approach. 55% teachers were having their opinion that curriculum taught in the school is relevant and up-to-date. 75% teachers were saying that the teaching methods used by the teachers are effective and engaging whether through technology integration or other curricular activities. Kelting-Gibson, (2013), says in this way that it can be assessed that the quality of education is on a great question mark because of no proper implementation of Taba's approach at secondary level. Its concepts are in line with current pedagogical trends that place an emphasis on student interaction and personalized learning (Caza, Brower 2015). It has been used in a variety of educational settings throughout the world.

Conclusion

The findings of this study pointed out that the perceptions of male and female secondary school teachers showed clearly that schools at Karachi are not providing as per the required current contemporary trends are found but, teachers are portraying their changed perception about the teaching methodologies. Current teachers are trying to contribute positively but, major hurdle is the curriculum. Curriculum which is implemented in Karachi secondary schools, that is not up to dated. Teachers are used that curriculum forcefully which creates bulk of issues related quality of education. Moreover, teachers are in favor of Hilda Taba's approach which could inform policy decisions aimed at improving the overall quality of education.

Moreover, a deeper understanding of Hilda Taba's Model can influence and improve the quality of education in private secondary schools in Karachi. This could include certain teaching methodologies, assessment strategies, or curriculum design principles that positively impact student learning outcomes. Quek (2017) reclaimed the curriculum for high ability learners. In the end, this might involve confirming that the model's principles align with educational goals and contribute positively to the quality of education. McPhail (2018) emphasized

that curriculum integration in the senior secondary school is current requirement. Teachers are in the favor by giving that opinion that curriculum taught in the schools is not up to date which creates a significant difference in the quality of education. This research has identified some specific practices within Hilda Taba's Model that are particularly effective in enhancing the quality of education. Brundrett, M. (2006) favored as the study is likely to provide insights into how Hilda Taba's Model aligns with or responds to current educational trends in Karachi. This might involve identifying areas where the model complements emerging pedagogical approaches, technology integration, or other trends in education.

Recommendations

Encourage the use of Hilda Taba's Model-aligned educational technology tools and resources to improve student engagement and efficacy in the classroom.

The establishment of teacher professional development programmes with an emphasis on preparing them to use Taba's teaching methodologies in an efficient manner. This can aid in closing the gap that exists between classroom application and theoretical knowledge.

A regular evaluation of the current curriculum in private secondary schools to make sure it adheres to Hilda Taba's Model's principles and contemporary trends in education. We should urge educators to update their curricula frequently in order to keep it effective and current.

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