



## To Explore Problems & Causes Perceived by Teachers at Higher Institutions: A Case Study of Hyderabad, Pakistan

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**Abstract-** This present study explores the Problems of curriculum Implementation perceived by teachers at Higher Institutions of Hyderabad Pakistan. The research approach for this study is completely quantitative based on survey. A questionnaire is distributed among 50 lecturers those who were teaching at Higher institutions of Hyderabad Pakistan. The data contains 25 lecturers from Government College University Hyderabad and 25 lecturers from National University of Modern Language (NUML)". This paper is a case study to find out the perceived problems and causes of teachers in the implementation of curriculum. A questionnaire consists of two parts A and B, part A shows the problems of teachers while implementing curriculum and part B shows the causes of those problems perceived by the teachers in the implementation of curriculum. The data was analyzed by using SPSS and applying frequency test. The findings of the study showed two major problems perceived by the teachers in the implementation of curriculum were: Poor scheme of preparation of lecture note and Lack of Teachers' knowledge while interpreting the curriculum. The two major causes of the problems were: Carelessness of some teachers on their part. Alternate methods of earning grades by students. The findings explored that Curriculum policy makers must emphasis on Conferences and seminars. Practitioners and Subject experts must be involved while designing a curriculum. There is a dire need of doing research on these type of topics because curriculum is the backbone and driving force for teachers as well as students. For teachers, to teach what is needed and for learners, to learn what is required.

**Keywords:** Curriculum, Perceived Problems, Perceived causes, Implementation.

### I. INTRODUCTION:

In higher education institutions, since from the beginning, Curriculum has been emphasized, and changes in the curriculum is one of the most issue that may basis more pressure within higher education institutions than the any other of the institution (Tierney, 1989).The significant of curriculum topic was discussed by different authors in higher education. According to Barnett and Coate (2005) a much more attention must be given to the topic of Curriculum it holds an important role in higher education. Tickle (2000), for a teacher's professional identity the characteristic mentions that what teachers consider personal and professional experiences the backgrounds are important. The result of this inquiry characterized that professional identity of a faculty member can be exposed concluding the analysis of a Participant's viewed that there must be fundraising in the curriculum via the faculty professional knowledges and backgrounds.

According to Newton and Hagemeyer (2011) a change in curriculum is warranted when "there is the need of constituents, societal change and professions change". (p.1). The significant role given to the fundraising in American higher education showed that what would be the degree that would be included into fundraising of a coursework in higher education? Predominantly within the curricula of graduate level higher education administration?

In higher education a collective practice of curriculum improvement is the revision and construction of curriculum for existing and upcoming programs. This change in program has interactions with several activities in a very complex way. Accepting the change of curriculum in a complex way, it is important that in the process there must be a sufficient time and it creates opportunities for a broader participation of people (Letschert & Kessels, 2003).

## II. LITERATURE REVIEW:

According (Williamson 2013) in an educational system a curriculum articulates the educational ideas, policies, priorities, and strategies. In a sense learning goals are specified. Additionally, it broadly defines the aims, values and contents which are used to defend an educational institution and an education organization and all of the learning and educational procedures that continues within it.

According to (Haider, 2016) If we really are concern about our education and curriculum to be successful there is a dire use to involve our teachers in curriculum development. Curriculum is a dynamic process not a static. A traditional thought of curriculum: that curriculum is a combination of all unplanned and planned academic actions which are accepted out, inside the four walls of a school necessity be re-defined and reviewed. The curriculum must follow the academic doings and visions such as Philosophy of the nation and the national ideology of a country. The Curriculum must have direct influence on teachers and on their belief system, it must be dynamic. In revision process of curriculum, it is important educational institutions commonly make some small changes by involving faculty to reform teaching methods and individuals courses (Cobb, 1990). Faculty incline to emphasis most of their energy and time on remaining informed in their field, stating less attention in other mechanisms of the curriculum (Toombs & Tierney, 1991, p. 22). Many of the faculty they give more preferences to select the courses, contents which they want to teach, and in what way they want to explain it due, in part, to the nature of educational autonomy and freedom (Innes, 2004, p. 259).The less common is a complete curriculum change, anywhere the emphasis is in what way the parts fit together. Some institutions' indecisions to whole curriculum improvement are produced from a disinclination to board on a main modification because of the challenges and complexity involved in such a struggle (Cobb, 1990).

Doll's (1993) In higher education curriculum the study of postmodern curriculum delivers some vision, it is evolving and ever-changing it could be curriculum in action (Barnett & Coate, 2005, p. 3).Postmodern curriculum does not only focuses on the steps which are taken for the development of curriculum, but it actually develops relationship of people involving in the procedure of generating curriculum.(Tierney, 1989).It means that developing a curriculum is a nonlinear process where there is no master plan or justification. It shows that postmodernism accepts the disorder, the "developing currents of change" (Hunkins & Hammill, 1994, p. 41).

In the designing and development point of curriculum faculty must be given opportunity to participate frankly and had open discussion on curriculum. While assisting and implementation of curriculum the management team needs sufficient input from the staff and faculty. A system of feedback to the management must take place so everyone's input should be given preferences. Generating a sense of possessions means that all the ideas will be considered and documented at some opinion for the improved group (Walkington, 2002).

### **Statement of the Problem:**

As long from decades the issues in curriculum implementation rises just because of changes in curriculum development. The problem arises when the policy makers of curriculum are not aware of making curriculum, in this process the subject specialists are ignored. We don't know who the curriculum makers are? How they design it? Where they design it? Which contents are added and omitted? It is also a question that does the curriculum policy makers involve practitioners? while in the process of curriculum (Haider,2016). The process of curriculum development in Pakistan is conflicting to standardized and generalized leading in the advanced countries. In the process of curriculum experts are indulged, practioners are not involved. People have defined curriculum variously rendering to their own interpretation, perception, and conception. This study explores the problems perceived by the teachers in the implementation of curriculum and it also explores the causes of those problems perceived by the teachers in the implementation of curriculum.

### **Objectives of the study:**

1. To explore the problems perceived by the teachers in curriculum implementation at higher institutions of Hyderabad Pakistan.
2. To find out the causes of the problems perceived by the teachers in the implementation of curriculum at higher institutions of Hyderabad Pakistan.

### **Research Question:**

Q1: What are the problems perceived by the teachers in curriculum implementation at higher institutions of Hyderabad Pakistan?

Q2: What are the causes of the problems perceived by the teachers in the implementation of curriculum at higher institutions of Hyderabad Pakistan?

### III. METHODOLOGY:

Research methodology used for this Research design is survey based. An adaption design was used for this study, a questionnaire consisting two parts since it was mandatory for the study to find out the sample on perception of teachers about problems and causes of curriculum implementation at higher institutions of Hyderabad Pakistan. The samples were collected randomly from the Lecturers based on their availability. The population for this study was taken from two universities of Hyderabad Pakistan, based on feasibility of researcher. This research paper is not a comparative study it is completely a case study. Higher institutions were chosen for this study purposefully because most of the times teachers of the graduate and undergraduate were facing problems in the implementation of curriculum. The questionnaires were distributed among academic staff consisting 50 lecturers from both higher institutions, 25 Government College University Hyderabad and 25 from National University of Modern Language (NUML). To collect the data an instrument of questionnaire was designed which was evaluated by an educationalist and validated by researchers.

The instrument consists of 2 parts having 30 items in it, A and B. In part A there were 15 items to find out the problems perceived by the teachers in the implementation of curriculum at higher institutions of Hyderabad Pakistan. In part B again there were 15 items to indicate the causes of the problems perceived by the teachers in the implementation of curriculum at higher institutions of Hyderabad Pakistan. The questionnaire was based on Likert scale rating point which starts from (Strongly Disagree), (Disagree), (Uncertain), (Agree) and (Strongly Agree).

### IV. DATA ANALYSIS:

Data was analyzed through (SPSS) Statistical Package for Social Sciences. To find out the levels of frequency a statistical tools were used. There were total 50 participants in this study, the frequency test was checked from all 50 participants. To find out the problems and the causes of those problems which were perceived by the teachers in the implementation of curriculum.

**TABLE 1: Teachers perceived problems of curriculum implementation.**

	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	No Importance is given to the academic staff in research Seminars and Conferences as source for promotion.	2	5	5	24	14
2	Using methods in wrong way and content delivery problems.	7	1	9	16	17
3	Defective process of administration/monitoring of implementation to confirm quality control.	1	2	4	23	20
4	Low quality of material resources and human resources.	2	8	2	30	8
5	Shortage of sufficient time to cover up the curriculum.	2	4	4	30	10
6	Poor scheme of preparation of lecture note and work from the curriculum.	3	2	1	39	5
7	Workload is increased because of overpopulated classroom.	3	2	4	16	25
8	In educational system there is no suitable funding.	4	6	15	5	20
9	In development of curriculum there is Non-involvement and participation	2	3	3	17	25

	of teacher.					
10	Faulty teacher teaching Organizations.	3	3	9	15	20
11	Lack of Teachers' knowledge while interpreting the curriculum.	1	3	5	40	1
12	Shortage of control of enrollment into teaching.	2	2	5	36	5
13	Lack of teacher's interest in implementing the process.	10	8	0	22	10
14	Poor understanding of Teachers 'the contents of curriculum.	4	16	5	22	3
15	Curriculum is not undoubtedly signified out.	3	3	7	23	14

#### Analysis of Table A:

To answer research question 1 that what are the perceived problems of teachers in curriculum implementation. Findings of the above table showed that there were total 50 participants, among them 24 participants they agreed with the point that no importance is given to the academic staff in research Seminars and Conferences as source for promotion. 17 participants strongly agreed with the point that they face problems in using methods and content in a wrong way. 23 participants strongly agreed with this item that there is an Imperfect process of administration/monitoring of implementation to confirm quality control. About 30 participants they agreed that there is Low quality of material resources, human resources, and a shortage of sufficient time to cover up the curriculum. 39 participants they agreed that there is a poor scheme of preparation of lecture note and work from the curriculum. Frequency test showed that 25 participants strongly agreed that workload is increased because of overpopulated classroom and in development of curriculum there is Non-involvement and participation of teacher 20 participants strongly agreed that in educational system there is no suitable funding and there is Faulty teacher teaching Organizations.

According to 40 participants they agreed that there is Lack of Teachers' knowledge while interpreting the curriculum. 36 participants agreed that there is shortage of control of enrollment into teaching. 22 participants they agreed that there is Lack of teacher's interest in implementing the process and there is a Poor understanding of Teachers 'the contents of curriculum. According to 23 participants they agreed that Curriculum is not undoubtedly signified out.

#### Part: B

**TABLE 2: Causes of the problems perceived by the teachers in implementation of curriculum.**

	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	Shortage of strategies of monitory.	1	5	5	25	14
2	Government is failed to train the teachers while in the implementation of curriculum techniques.	4	1	9	16	20
3	Requirement of students to achieve success at all cost without hard working for it.	2	2	4	24	18
4	Lack of teacher's motivation.	2	8	2	30	8
5	Compromise of Academic staff responsibilities of teachers, owing importance on research publications and scholarly research.	2	4	2	30	12
6	Carelessness of some teachers on their part.	4	2	2	34	8
7	Extraordinary growth in school Enrollment.	0	2	4	16	28
8	Expansion in admission.	4	7	15	4	20
9	Deprived payments of teachers.	3	5	1	16	25
10	Prominence on examination concerning paper restriction in the	3	2	9	21	15

	country.					
11	Alternate methods of earning grade.	2	2	5	35	5
12	Lack of teachers significant capabilities necessary for the implementation of curriculum.	3	6	3	32	6
13	Frequent changes in Government and Continuous strike actions.	10	4	2	14	20
14	Scarcity of funds provided by the Government to the schools.	4	16	3	22	5
15	Increase of Students workload and introduction of new courses continuously.	2	18	8	20	2

### Analysis of Table B:

To answer research question number 2 that what are the causes of the perceived problems by the teachers in the implementation of curriculum. To answer this research question the above table describes that there were total 50 participants, among them 25 participants they agreed with this point that there is Shortage of strategies of monitory.20 participants strongly agreed that Government is fail to train the teachers in the implementation of curriculum techniques and whereas there is growth in admission.24 participants agreed that one another cause is it is Requirement of students to achieve success at all cost without hard working for it. According to 30 participants they agreed that there is Lack of teacher's motivation and compromise of academic staff responsibilities of teachers, owing importance on research publications and scholarly research.

Frequency test also showed that 34 participants agreed that there is carelessness of some teachers on their part in the implementation of curriculum.28 participants strongly agreed that there is extraordinary growth in school Enrollment.25 participants strongly agreed that there is a deprived payments of teachers.21 participants agreed that there is Prominence on examination concerning paper restriction in the country.35 participants agreed that there is alternate methods of earning grade.32 participants they agreed that there is Lack of teachers significant capabilities necessary for the implementation of curriculum.20 participants they strongly agreed that Frequent changes in Government and continuous strike actions also causes problems in the implementation of curriculum.22 participants they agreed that there is scarcity of funds provided by the Government to the schools.20 participants they agreed with this point that there is increase of Students work load and introduction of new courses continuously which causes problems to the teachers in the implementation of curriculum.

### V. DISCUSSION AND FINDINGS:

The main problems which were perceived by the teachers in curriculum implementation at higher institutions of Hyderabad Pakistan, showed that most of the teachers they were having problems such as no importance is given to the academic staff in research Seminars and Conferences as source for their promotion. They face problems in using methods and content in a wrong way. An Imperfect process of administration/monitoring of implementation to confirm quality control. They also face problems in Low quality of material resources, human resources, and a shortage of sufficient time to cover up the curriculum. There is a poor scheme of preparation of lecture note and work from the curriculum.

It was also absorbed by the results that workload is increased because of overpopulated classroom and in development of curriculum. There is Non-involvement and participation of teacher. Another problem which teachers perceived while in the implementation of curriculum is that, in educational system there is no suitable funding and there is faulty teacher teaching organizations. There was a Lack of Teachers' knowledge while interpreting the curriculum, there is shortage of control of enrollment into teaching and Lack of teacher's interest in implementing the process and a Poor understanding of Teachers 'the contents of curriculum. It was also explored that that Curriculum is not undoubtedly signified out.

To answer research question number 2 that, what are the causes of the problems perceived by the teachers in the implementation of curriculum at higher institutions of Hyderabad Pakistan? The main causes of those perceived problems of the teachers were that there was a shortage of strategies of monitory. Government was failed to train the teachers in the implementation of curriculum techniques. One another cause of the problems perceived by the teacher was Lack of teacher's motivation and compromise of academic staff responsibilities of teachers, owing importance on research publications

and scholarly research. The extraordinary growth in school Enrollment, Requirement of students to achieve success at all cost without hard working for it.

Finding examines that one cause was carelessness of some teachers on their part in the implementation of curriculum, teachers were deprived of payments there was a Prominence on examination concerning paper restriction in the country. Alternate methods of earning grade. Lack of teachers significant capabilities necessary for the implementation of curriculum. Frequent changes in Government and continuous strike actions also causes problems in the implementation of curriculum. There was scarcity of funds provided by the Government to the schools. Increase of students workload and introduction of new courses continuously which causes problems to the teachers in the implementation of curriculum.

The two major problems which were perceived by the teachers in the implementation of curriculum were: Poor scheme of preparation of lecture note and work from the curriculum and Lack of Teachers' knowledge while interpreting the curriculum. The two major causes of the problems perceived by the teachers in the implementation of curriculum were: Carelessness of some teachers on their part. Alternate methods of earning grades by students.

#### VI. CONCLUSION:

Curriculum implementation is an important aspect of education. Curriculum policy makers must emphasis on Conferences and seminars. Practioners and subject experts must be involved while designing a curriculum. More and more research works should be done in curriculum development. It is also suggested that the deans, heads of the departments and faculty should incorporate with curriculum policy makers. Teachers should be motivated in monitoring. There must be review of curriculum according to the need of society, more competent and qualified teachers must be hired to put stressed on implementation of curriculum. A handsome amount of salary must be given to the teachers to fulfill their needs. While designing the new curriculum, competency of the students must be emphasized not be based on testing system.

#### VII. RECOMMENDATIONS:

Based on results these two recommendations were made.

The two major problems which were perceived by the teachers in the implementation of curriculum were:

1. Poor scheme of preparation of lecture note and work from the curriculum.
2. Lack of Teachers' knowledge while interpreting the curriculum.

The two major causes of the problems perceived by the teachers in the implementation of curriculum were:

1. Carelessness of some teachers on their part.
2. Alternate methods of earning grades by students.

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