

IMPACT OF CURRICULUM MANAGEMENT HEADS ON PUBLIC AND PRIVATE SECONDARY SCHOOL PERFORMANCE IN KHYBER PAKHTUNKHWA

Wali Ullah¹, Mati Ullah², Rahim Khan³, Zahid Ullah¹ & Abdul Shahab Khan¹

¹Institute of Education & Research, University of Science & Technology, Bannu, Khyber Pakhtunkhwa, Pakistan

² Department of Education & Research, The University of Lakki Marwat, Khyber Pakhtunkhwa, Pakistan

³ Department of Teacher Education, Qurtuba University Hayat Abad Peshawar, Khyber Pakhtunkhwa, Pakistan

Correspondence: Wali4mrn@gmail.com Cell: 03319283982

ABSTRACT: *The study was descriptive in nature. 36 Secondary schools (Public & Private) out of 314 were taken as the sample. Method of proportional stratified random sampling was used for this purpose. The study objectives were 1. To know the impact of curriculum management of head on Public Secondary School performance in Southern Khyber Pakhtunkhwa. 2. To find out the impact of curriculum management of head on Private Secondary school performance in Southern Khyber Pakhtunkhwa. Linear regression was used during analysis to achieve the desired objectives. The Study was delimited to District Bannu and Lakki Marwat. In the results and discussion, it was proved that curriculum management of heads has significantly affected the Secondary school (Public and Private) performances in Southern Khyber Pakhtunkhwa.*

Keywords: Curriculum Management, Public and Private Secondary School, Southern Khyber Pakhtunkhwa

INTRODUCTION

Curriculum management is a subpart of head's academic management which plays a very important in Secondary school performance. It is considered as a backbone in the teaching-learning process and the educational triangle is incomplete without the curriculum. The curriculum is a vehicle which the society uses to transmit its learning intentions; the curriculum is a vehicle which the society uses to transmit its learning intentions. It is a contract between the school, parents and the learners [1]. The process in which people co-operate, participate, intervene and involve in the gaining of prearranged objectives is known as management [2, 3]. Curriculum management means just implementation of the school curriculum; such curriculum requires suitable facilities to be there in the classrooms [4]. Curriculum management brings together educators and administrators to work together on the creation, design, development, assessment, review, and approval of contents of learning to achieve predetermine goals (learning outcomes); curriculum management plans, organizes, regulates, co-coordinates, develops, implements and evaluates curriculum contents to achieve its objectives [5]. The vehicle through which we can gain education is curriculum [6, 7, 8]. In the management of curriculum, head of Secondary school involves the preparation of the school's calendar of curricular and co-curricular activities, makes teachers to be involved in the development of a designed loom to manage the school curriculum, draws a timetable for school, conducts students' assessment and evaluation, makes review those school areas in which students and teachers can make progress [9, 10]. Curriculum management consists of curricular and co-curricular activities, timetable and classroom management [11]. Curricular activities are those activities through which students develop physically, morally, mentally, socially, and emotionally i.e. in which all-round development of students take place. He added that co-curricular activities are not part of the traditional academic curriculum but are playing a role to complete curriculum; co-curricular activities are like a program or out-of-class activities, whom responsibility of supervision or financing is on school authority's shoulders and which provides such curriculum-related learning and experiences whom basic aim is to build up the character of

students; co-curricular activities play a vital role in students' lives such as it plays a role in improvement of all-round development of students; these activities create a positive sense of competition in students; co-curricular activities improve leadership in students and make them aware of educational and social responsibilities; playing football, volleyball, running and other physical activities help to improve the physical fitness of students and refresh their mind; co-curricular activities are used to choose the professional courses as our mind; It makes the habit of disciplinary life and it is useful for sociality [12].

REVIEW OF RELATED LITERATURE

Co-curricular activities have multi-benefits such as they stimulate the sense of playing, performing an art or acting, reciting books, narrating stories and sense of speaking in students; participation of students in games, in debates, music, drama, etc helps them in to functionalize them in education; co-curricular activities enable the students to express themselves freely; co-curricular activities help the students to maintain their fitness and make them energetic; co-curricular activities help the students to develop the spirit of healthy competition among them.; co-curricular activities develop a sense of guidance in students to organize and present various activities properly; co-curricular activities provide avenue for socialization, self-identification, and self-assessment of students when they come in contract with organizer, fellow participant, teachers and students of other schools during cultural activities; co-curricular activities create a sense of respect in students for the views and feelings of others; co-curricular activities make students perfect in decision making; co-curricular activities bring people together and create a sense of belongingness in them and co-curricular activities create motivation for learning in students [13]. School timetabling means the plan of school head in which he makes allotment of work, time and subjects for various teachers [14]. It is the assignment of an educational triangle comprising on teachers, classes, and courses for definite periods of time in working week, in such a way that a function of cost is minimized. In the school calendar, "Timetabling activity is the most important planning exercise. Timetabling gives not only realistic shape

to the philosophy of curricular activities of the school, but also sets, maintains, brings in streamlines all activities of the school and regulate the rhythm of teaching and learning of the school and for all students, makes sure the delivery of quality education" [15]. Pitman defines the timetable as well arranged time in school reflection of a well-arranged mind; time-table is a mirror in which the reflection of the entire educational program in the school can be seen; the school timetable is a frame of strategies and pre-arranged plan of studies. In fact, it is the second clock of the school, the face of which shows working horses of school, time allocation for teachers, subjects, students, recess library and various activities of the school. Time-table helps in minimizing the workload of teachers [16]. The school timetable is a chart which shows all the activities occurring in a school [17]. Time-table is a strategy which follows time management properly [18]. Different issues may occur during the formulation of timetable such as subjects of school or institution to be timetabled; time to be allocated; students' needs like age, maturity, abilities etc. should be considered; students' attention duration should also be considered; subjects to be concentrated highly and lowly; unchanging times (e.g. Sermon, Recess, etc.); establishment of a routine for school; elasticity of the timetable; special necessities; formats of timetable; analysis of time and orderly production [14,17]. In the instructional perspective, classroom management means the set of those plans and actions which the teacher creates, utilizes and uses to ensure the effective and efficient learning in the classroom; keeping of students salient in the classroom is the central point and aim of discipline in large classes; the teachers managing their classrooms effectively place discipline at their central focus while instructing or teaching to their classes. Management of classroom is a process in which the teacher teaches in such way and through such means in which students manage their own behaviors in classroom positively and effectively so that maximum learning takes place and also by establishing such learning situations in which the teacher allows the students to learn more and more and classroom management refers to those strategies, steps, measures, and methods which facilitate teaching-learning positively [19].

METHODOLOGY

The study was descriptive. Three hundred and fourteen (Public & Private) Secondary Schools in district Bannu and Lakki Marwat were included in the population. A proportional stratified random Sampling method was used for selecting sample and teachers and 10th class students of 36 Secondary schools (Public & Private) were selected as sample. 330 Secondary school (Public & Private) teachers, irrespective of gender out of 1650 were selected as sample for the study by using John Curry (1994) formula.

OBJECTIVES

1. To know the impact of curriculum management of head on Public secondary school performance in Southern Khyber Pakhtunkhwa.
2. To find out the impact of curriculum management of head on Private secondary school performance in Southern Khyber Pakhtunkhwa.
3. To give recommendations for improvement.

HYPOTHESES

1. There is no impact of curriculum management of head on Public Secondary school performance in Southern Khyber Pakhtunkhwa.
2. There is no impact of curriculum management of head on Private Secondary school performance in Southern Khyber Pakhtunkhwa.

DELIMITATIONS

1. Public and Private Secondary schools teachers
2. 10th class students of Districts Bannu and Lakki Marwat (Southern Districts of KPK).

INSTRUMENTATION

Questionnaire of five points Likert scale with values i.e. Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2 and Strongly Disagree = 1. was used for data collection. SPSS was used to analyze the data. Regression was applied for finding out the impact of curriculum management of heads on Public and Private Secondary school performance in Southern Khyber Pakhtunkhwa.

PILOT TESTING

Validity

Questionnaire having five points Likert scale carrying values 5, 4, 3, 2 and 1 were used to collect data from the respondents. The researcher administered the initial draft of the questionnaire before ten filed experts including associate and assistant professors in the Institute of Education & Research of Gomal University and University of Science & Technology, Bannu in order to bring further improvement, refinement and positive amendment in the questionnaire.

Reliability

The researcher distributed the valid questionnaire among 50 respondents for the purpose of reliability and then entered the collected responses (data) into SPSS and Chronbach's Alpha formula was used for assessing the reliability of the study. Those items were dropped whose item-total correlation was .25 or less than .25. As a result, 07 items were dropped from the scale. Retained items were 43. Obtained Chronbach Alpha was .809.

DISCUSSION

The analysis of the impact of curriculum management of head on Public school performance is shown in table 1. The variance R^2 having value .044 and which is the square of R having value (.210a) and highlights a connection between independent variable "school performance" and dependent variable "curriculum management".

RESULTS

Table 1: Impact of Curriculum Management of Head on Public School Performance

Ho: There is no impact of curriculum management of head on Public Secondary school performance in Southern Khyber Pakhtunkhwa.

| Dependent Variable | Predictor | Respondent | R | R Square | df | F-value | P-value | Beta Score | Sig |
|--------------------|-----------------------|------------------------|-------|----------|-------|---------|---------|------------|------|
| School performance | Curriculum management | Public School Teachers | .210a | .044 | 1 219 | 10.033 | .002a | .210 | .000 |

Table 2: Impact of Curriculum Management of Head on Private School Performance

Ho: There is no impact of curriculum management of head on Private Secondary school performance in Southern Khyber Pakhtunkhwa.

| Dependent Variable | Predictor | Respondent | R | R Square | df | F-value | P-value | Beta Score | Sig |
|--------------------|-----------------------|-------------------------|-------|----------|-------|---------|---------|------------|------|
| School performance | Curriculum Management | Private School Teachers | .490a | .240 | 1 109 | 34.154 | .000a | .490 | .000 |

In 6th column, 1 for independent variable and 219 is for a number of all responses of dependent variables. 10.33 represent F value and is the significant at .000 level of significance. In the 9th column, .210 is the value of Beta score and is very significant at .002a level of significance. The above explanation shows the rejection of Ho which indicates that curriculum management of head of Public Secondary school has the impact on school performance in the Southern Khyber Pakhtunkhwa.

The analysis of the impact of curriculum management of head on Private school performance is given in table 2. The variance R² having value .240 and is the square of R (.490a) and indicates a relation between the independent variable and predictor in the mentioned table. In 7th column, F- value is 34.154 and is the significant at .000 level of significance while .490 is the score of Beta, which is extremely significant at .000a significance level. The above values indicate the rejection of Ho, which verifies that there is an impact of curriculum management of head on private school performance.

FINDINGS

F1 value is 10.33 and p1 value is .002, which identifies that curriculum management of head has a significant impact on Public Secondary school performance in Southern Khyber Pakhtunkhwa. F2 value is 34.154 and P2 value is .000, which indicates that curriculum management of head has an extremely significant impact on Private Secondary school performance in Southern Khyber Pakhtunkhwa.

CONCLUSION:

From the discussion and findings, it is concluded that curriculum management head has extremely significant

affect Public as well as Private Secondary schools performances in Southern Khyber Pakhtunkhwa.

RECOMMENDATIONS

1. Co-curricular activities inculcate in students respect for others, so Govt should arrange more and more co-curricular activities to strengthen these values in students.
2. Schools should hold social exhibitions for the overall development of children.
3. Workshops should be arranged on school buses to provide opportunities for teachers to gain expertise in preparing school timetable.
4. Time-table should be prepared for mutual censuses school head, subject teachers, general teachers and time-table in charge.
5. For making effective learning, effective instruction and peaceful classroom management, the head should provide instructional A.V. aids and modern teaching aids.
6. Computer technology and modern facilities should to teachers as well as to students at the school level.

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