



PERSPECTIVE OF TEACHERS TOWARDS THEIR INVOLVEMENT IN SELECTION AND ORGANIZATION OF LEARNING EXPERIENCES AND THEIR IMPLEMENTATION IN SECONDARY SCHOOL CURRICULUM

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Abstract

Teacher authorisation has been the topic of extended academic analysis in recent years; however the capability of Teachers in program development particularly in choice and organization of learning experiences has received restricted empirical attention. The aim of this study was to ascertain teachers' perspective towards their involvement in choice and organization of learning experiences and implementation of Secondary School Curriculum in Karnataka. The study utilized descriptive survey analysis style and was conducted in four divisions of Karnataka. The target population was 2964 Teachers comprising of 1671 males and 1256 females. Stratified sampling was used to draw the collaborating Schools and Teachers. A sample of 248 Teachers participated in this study. Questionnaires for Teachers and an interview guide for principals were utilized in information assortment. The collected information was analysed by use of each descriptive and inferential statistics. The study findings established that there was a statically vital relationship between teachers' perspective towards their involvement in choice and organisation of learning experiences and implementation of Secondary School curriculum in Karnataka, but because of the top-down model of curriculum development followed by Department of Public Instruction of the Govt. of Karnataka, curriculum development method is basically centrally-controlled and therefore the experiences and skills of Teachers square measure untapped and under-utilized throughout curriculum development method.

The study recommends that Teachers ought to be concerned within the designing and development of the curriculum all told stages for effective implementation. The Department of Public Instruction of the Govt. of Karnataka ought to widen the scope of its recruitments and lay higher ways to involve Teachers within the curriculum development method. This may be done by redefining the curriculum development unit at SCERT/DSERT as an extension of the school system, so providing a lot of lecturers to serve in it for a amount of your time. Also, curriculum development ought to be decentralised to native levels for easier participation of Teachers from schools and colleges, faculties and therefore the University level lecturers taking into issues to all or any relevant contributions. Studies on curriculum models followed by Department of Public Instruction of the Govt. of Karnataka ought to be conducted with a read to proposing different models that

may modify alot of lecturers and alternative stakeholders additionally to participate absolutely in curriculum development method.

Keywords: Teachers Perspective, Organization of Learning Experiences, Implementation, and Secondary School Curriculum.



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Introduction:

Learning experiences are those processes that the learners bear by manner of interacting with and reacting to the external conditions within the setting during which they learn. It's within the course of interaction between the learner and people external conditions in their learning setting that they acquire or develop data, understanding and skills, cultivate attitudes and develop different capabilities

or comparatively permanent behavioural amendment. (Florence Malden 2016) observe that learning experiences are mental operations that students use in learning the content. She additionally argues that each the content and therefore the learning expertise are in constant interaction throughout the particular learning act together cannot agitate the content while not having a learning expertise. Learning experiences could also be mental, involving thinking method associate degrees development of an understanding of some ideas, theories or state of affairs of a given subject material or content underpinning (or structure). It's this shut affinity between learning experiences and subject material or content that tends to confuse students of info development to look at learning experiences as another word for content whereas they're completely different.

Learning experiences through the manipulation of setting which ends in stimulating things decent to evoke the type of learning outcome desired. Some of the studies show that room academics build the choices regarding every lesson, the time allotment for every idea and task and also the educational putting for every talent space (SCERT/DSERT, 2016). Academics perceive the character of learning, create difficult tasks, encourage students to articulate their concepts, set goals for instruction, produce acceptable contexts and create issues that have connexion and intending to their learners. Firmly set in their school rooms, academics area unit in an exceedingly position to subject program to periodic questioning, criticism or review. They need the potential to make associate overall approach to program development instead of follow a prescribed course of action. Academics ought to be hip in order that they'll be ready to embody out-of-school experiences that represent a lot of learning opportunities into gift formal education

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agenda (Sharma, 1998). These activities show clearly that academics ought to participate in program construction so as to effectively set up and organize room activities.

However, in Karnataka, information development is top-down wherever Department of Public Instruction of the Govt. of Karnataka and SCERT/DSERT is that the solely establishment charged with the responsibility of developing the information through information development panels. Academics are then provided with information packages consisting of comprehensive syllabuses, information support materials, teaching suggestions, and even tests for school students and for teachers' self-analysis. Teachers' role becomes that of a client instead of a producer. Solely throughout the implementation stage are majority of academics truly attached their role being confined to the implementation of the new information in mere constant approach during which the designers supposed it to be. This approach makes academics tend to assume that their role is just within the classroom: to implement what they need received. Sometimes, aside from providing feedback throughout the initial testing, several academics have very little to try to with the event of the goals of education and therefore the broad content of the information or course objectives. This type of prescriptive approach will develop what (Nabha Kokand 2015) calls pedagogic intolerance. Being excluded from information development choices could result in lack of possession and commitment necessary for the success of the new information. It is going to result to associated/or misunderstanding of an innovative options (Nabha Kokand 2015) thereby obstructive the attainment of academic objectives. Once the set up becomes external to the planner, academics lose management of the curricula and pedagogic skills and plenty of academics are de-skilled by such information. There was want thus to research teachers' views towards their involvement in choice and organisation of learning experiences and implementation of secondary school information in Karnataka.

Statement of the Problem:

In Karnataka, curriculum development method is centralised with Department of Public Instruction of the Govt. of Karnataka (SCERT/DSERT), being the most administrative unit charged with the responsibility of developing the curriculum through the course and subject panels. The teacher enters the method of curriculum development at a far later stage, throughout the implementation. The essential element of the curriculum, the course of study, is meant elsewhere and given to those for whom it's intended. The task of the teacher is to seek out the way to use the new curriculum as effectively

as potential as there's no chance for academics to contemplate alternatives. Such a situation might hinder the attainment of national goals of education as teachers' interpretation of the new curriculum might not be articulated with the curriculum as imaged at the policy and programmatic levels. Studies show that there exist a substantial gap between the prescribed curriculum and actual schoolroom applies. It had been against this background that this study wanted to determine the link between teachers' perspective towards the choice and organisation of learning experiences and effective implementation of lyceum curriculum in state.

Study Objective:

To study the relationship between teachers' perspective towards their involvement in selection and organization of learning experiences and implementation of secondary school curriculum in Karnataka.

Study Hypothesis:

There is no statistically significant relationship between teachers' perspective towards their involvement in selection and organization of learning experiences and implementation of secondary school curriculum in Karnataka.

Methodology:

This study adopted descriptive survey research design. The research was conducted in four divisions of Karnataka namely Gulbarga Division, Bangalore Division, Mysore Division and Belgaum Division. The target population for this study was 2964 secondary school teachers comprising of 1671 males and 1256 females drawn from 248 secondary schools. The study employed stratified random sampling procedures to select a representative sample of 248 teachers who proportionately included 189 males and 174 females. Interview guide for principals and questionnaire for teachers were utilized in data collection. This study employed both descriptive and inferential statistics in data analysis. Descriptive statistics involved calculation of means, frequency counts and percentages. For inferential statistics, chi square was used to test the hypothesis and was computed and tested for significance at $\alpha = 0.05$ level of significance. Qualitative data was organized and presented in narrative and discussion form.

Results and Discussion:

The study sought-after to ascertain whether or not there was a statistically important relationship between teachers' views towards their involvement in choice and organization of learning experiences and implementation of secondary

school curriculum in four divisions of state. Respondents were requested to rate the extent to that they were concerned in choice and organization of learning experiences throughout curriculum development process. The information was analysed by determining the mean of six items on a 5 – point Likert scale where: To a greater extent = 5, Some extent= 4, Undecided= 3. To a little extent= 2, Not at all= 1. However, the ranges of the mean scores were interpreted as follows: To a greater extent=4.2 – 5.0; Some extent=3.4 – 4.2, Moderate extent = 2.6 – 3.4, To a Small Extent = 1.8 – 2.6 and Not at All = 1.0 – 1.8. The results of the analysis are presented in Table 1.

Table 1: Teachers’ Perspective towards Selection and Organization of Learning Experiences

Sl No	Gave information on learners needs, ability and maturity levels for proper organization of learning activities	N	M	SD
01	Selected and organized learning skills, attitudes and values during curriculum development	292	2.57 2.28	1.58 1.52
02	Selected teaching – learning strategies for the selected subject content during curriculum making /revision	292	2.42	1.58
03	Gave views on learning strategies for various learning activities	292	2.42	1.54
04	Assessed the relevance of selected learning experiences during curriculum making/revision	292	2.42	1.51
05	Involved in modification of learning experiences to fit the local situation in schools	292	2.68	1.61
	Overall mean	292	2.47	1.37

Key: N=Sample size, M= mean, SD= Standard Deviation

Findings in Table 1 show that the overall mean was of 2.47 out of the maximum score of 5 points. This indicated that teachers were involved in selection and organization of learning experiences to a small extent. A similar trend was identified for other items examined in this section as teachers indicated they had participated in the modification of learning experiences to fit the local situation to a small extent ($M=2.68$). Teachers also indicated that they participated in the selection and organization of learning skills, attitudes and values to a small extent during curriculum development ($M=2.28$). This suggests that teachers did not fully participate in the selection and organization of learning experiences. Similar findings were obtained from the interview with Principals.

Principals’ descriptions are as follows.

The information gathered from the principals’ show that teachers select and organise curriculum experiences at the school level when they create enabling environment for their learners to interact with curriculum content through selection and modification of learning

experiences and teaching strategies. Research studies show that classroom teachers make the decisions concerning each lesson, the time allotment for each concept and task and the instructional placing for each skill area. However, teachers were not involved in the selection and organization of curriculum content outside their classrooms. The findings also concur with Department of Public Instruction of the Govt. of Karnataka (SCERT/DSERT), evaluation report that observed that many of the subject panellists (teachers) bring on board personal views and opinions when called upon to develop the curricula as they rarely gather views of other teachers before attending Department of Public Instruction of the Govt. of Karnataka (SCERT/DSERT), panel meetings.

The researcher also sought information from the teachers on the extent to which they agreed there was a relationship between teacher participation in selection and organization of learning experiences and effective implementation of secondary school curriculum. The information was analysed by determining the mean and of eight items on 5 point Likert Scale where: Strongly Agree =5, Agree= 4, Undecided = 3, Disagree= 2 and Strongly Disagree= 1. However, the ranges of the mean scores in this study were interpreted as follows: Strongly Agree =4.2 – 5.0; Agree =3.4 – 4.2, Moderately Agree = 2.6 – 3.4, Disagree = 1.8 – 2.6 and Strongly Disagree =1.0 – 1.8. The results of the analysis are presented in Table 2.

Table 2: Involvement in Selection and Organization of Learning Experiences and Curriculum Implementation

SI No	Opinion	N	M	SD
01	Involvement in selection and organization of learning experiences may increase teachers ability to select the appropriate teaching strategies for various learning activities	292	4.51	0.70
02	Involvement in selection and organization of learning experiences may enable teachers to relate learning experiences to the social conditions of the learners	292	4.54	3.17
03	Involvement in selection and organization of learning experiences increases teachers ability to adopt teaching strategies to learners of different abilities	292	4.31	0.86
04	Involvement in selection and organization of learning experiences enables teachers to expose the learners to a range of learning techniques which foster independent and cooperative learning	292	4.22	0.91
05	Involvement in selection and organization of learning experiences may enable teachers to employ insightful learning as opposed to rote – learning	292	4.21	0.96
06	Involvement in selection and organization of learning experiences enables teachers to select appropriate	292	4.28	0.90

	learning activities for various content			
07	Involvement in selection and organization of learning experiences increases teachers ability to make teaching – learning situations interesting to capture learners motivation	292	4.13	0.99
08	Teachers do not implement the curriculum effectively without their participation in the selection and organization of learning experiences	292	3.57	1.43
	Overall mean	292	4.14	0.73

Key: N=Sample Size; M=Mean; SD= Standard Deviation

From the findings in Table 2, the mean of teachers’ responses is 4.14. This indicates that teachers moderately agreed that involvement in selection and organization of learning experiences has a significant relationship with effectiveness of curriculum implementation. The teachers also strongly agreed that involvement in selection and organization of learning experiences enabled teachers to relate learning experiences to the social conditions of the learners ($M=4.54$). Further, teachers moderately agreed that they did not implement the curriculum effectively without participation in the selection and organization of learning experiences as indicated by the item response mean of 3.57. These results therefore tend to suggest that teachers’ involvement in selection and organization of learning experiences has a positive relationship with implementation of secondary school curriculum in Karnataka. This position was supported by information received from the principals as follows:

The findings show that teachers and their principals were of the opinion that involvement in selection and organisation of learning experiences has a positive effect on curriculum implementation. As it enabled them to sequence and organise learning activities and to select appropriate instructional methods for effective implementation. It also notes that through curriculum development, teachers can discover new ways for providing more effective pupil learning experiences.

The study established that there was a statistically significant relationship between teachers’ participation in selection and organisation of learning experiences and implementation of secondary school curriculum. However the results from the study show that most teachers were to a small extent involved in selection and organization of learning experiences. This suggests that teachers did not fully participate in the selection and organization of learning experiences which could ultimately influence effective implementation of secondary school curriculum in Karnataka. Teachers strongly agreed that participation in selection and organization of learning experiences could enable them relate learning experiences to the social conditions of learners. The null hypotheses which stated

that there was no statistically significant relationship between teachers perspective towards their involvement in selection and organisation of learning experiences and implementation of secondary school curriculum in Karnataka was rejected.

Conclusion:

This study established that there was a statistically significant relationship between teachers' perspective towards their involvement in selection and organisation of learning experience and implementation of secondary school curriculum in Karnataka. However due to the top- down model of curriculum development followed by Department of Public Instruction of the Govt. of Karnataka(SCERT/DSERT), curriculum development process is still largely centrally-controlled and the experiences and talents of teachers are untapped and under-utilized in this vital process. This implies that curriculum development process should involve a shift of decision-making from the centre to the periphery which will cause a change in teachers' and administrators' roles, involving them in greater decision making regarding curriculum construction. Establishing school – based committees, Sub- committees, Local and then State committees would enable teachers to air their opinions regarding curriculum issues. This would lead to greater participation and understanding thus creating ownership of the curriculum by teachers which may lead to effective implementation of the curriculum. This would probably improve the quality of education in Karnataka.

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