Examining the Impact of Teacher's Training Programs on the Role of Teachers in the Implementation and Development of Curriculum

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Abstract

Teachers' training programs are widely recognized as essential for professional development and growth. This study aimed to explore how these programs affect teachers' ability to implement the curriculum effectively. A key focus was observing teachers' attitudes toward curriculum implementation following their training. The study assesses the quality of training programs designed to equip teachers as skilled curriculum developers and evaluates how effectively these programs support teachers in planning, designing, and implementing the curriculum. Using a quantitative approach with a close-ended questionnaire, data were gathered from 250 teachers and school leaders selected through purposive sampling. The findings suggest that while teacher training programs prepare educators for traditional teaching methods, they fall short in developing teachers as curriculum designers. Moreover, the study shows that teachers are not fully involved in all stages of curriculum planning and development. The insights from this research may be valuable for those interested in curriculum development and could guide policymakers in designing training programs that include relevant content and practical experience, enabling teachers to become proficient curriculum designers.

Keywords: curriculum implementation, educational process, teachers' training programs

Introduction

Effective learning resources, well-trained teachers, appropriate and well-designed curricula, and teaching approaches that foster critical thinking have all

been found to contribute to the quality of education. Specifically, a well-designed curriculum and qualified teachers are the two most significant foundations for the attainment of successful educational objectives (Frank & Wagnalls, 1987). The most crucial component of every educational institution has always been the curriculum. There are four main components to it: 1) Goals, 2) Information, 3) Approach, and 4) Assessment (Brookfield, S.D, 2000).

Curriculum development is a difficult undertaking. As a result, it always necessitates ongoing oversight by all parties involved, including qualified personnel who work directly with students during the teaching process (Knowles, 1988). Enhancing teachers' ability to carry out in-depth study into the nature of teaching and learning is the primary goal of teacher education (Burrell & Morgan 1979). Inquiry training helps teachers see the world from multiple angles and from the viewpoints of their students from different backgrounds. (Parsons et al., 2016).This promotes an awareness of creating pedagogies that are accessible to a diverse group of students. Reaching both basic and challenging students requires the skill and expertise to comprehend them (Teshmore & Hakimian, 1993). In teacher education programs, this approach is highly practical. Research highlights several key expectations for teachers in their professional roles, including their ability to understand concepts thoroughly, proficiency in teaching subject content, a solid grasp of pedagogical methods, a well-rounded knowledge of culture and community, the capacity to recognize and support learners' enthusiasm, the nurturing of a strong learning environment, effective classroom and content management, strong communication skills and competence with technology.

Prior to embarking on a career in education, the aforementioned standards are among those that educators must fulfill. In the current landscape, educators are anticipated to meet a variety of expectations regarding the breadth of their teaching responsibilities (Fullan, 1991). The goals and objectives of teacher education are to equip prospective educators with a comprehensive understanding of the foundations of education and learning theories, alongside contemporary concepts, methods, and techniques of teaching. This program emphasizes the importance of children's contributions and creativity in the learning process, while also providing essential instructional skills and a solid grounding in the fundamentals of the curriculum (Government of Pakistan, 1995). Engagement in curriculum design, a lengthy process, is expected to transition a teacher from a conscious awareness to

a more autonomous and internalized state (Dath & Lobst, 2018). Autonomy can be developed gradually within a supportive environment that encourages collaborative work among educators, enhances interpersonal interactions, and fosters creativity, which is a fundamental objective of contemporary education (Ingersoll et al., 2014).

The investigation addresses a fundamental component of education, specifically training. Comprehensive training has been delivered to educators, school administrators, and curriculum developers, which underscores the study's considerable importance in the field of education (ADB, 2019). The individuals directly affected by these training programs for teachers include headmistresses, teachers, trainers, educational administrators, students, and policymakers (Rafiq, 2006) Firstly, this study holds significant value for students, who are the primary stakeholders. The influence of educators' initiatives directly affects students, as they are the outcome of these initiatives (Al-Zoubi & Abdel Rahman, 2011). Teachers, as the pivotal component in the teaching-learning process, should enhance their expertise in curriculum development and the application of contemporary approaches (Siddiqui, 2007).

Furthermore, educators would be capable of recognizing the need of particular professional expertise for curriculum development obtained through specialized training and workshops (Ashraf et al., 2016). The study's findings will offer guidance for evaluating the effectiveness of current teacher training programs and for enhancing these programs in alignment with curriculum design and development needs (Government of Pakistan, 2004). Prior research demonstrates the influence of teacher training programs on pedagogical effectiveness and classroom environments (Chaudhry, 1996). This study examines the many aspects of teachers' training programs, focusing on their influence on both pedagogical practices and essential curriculum development skills. The study will offer a foundation for authorities to implement necessary modifications to existing programs, aligning them with contemporary curriculum requirements, while the analysis will identify various concerns that demand attention during the research (Chaudhry, 1996).

Statement of the Problem

The development and design of curricula is an ongoing process. The contemporary era of swiftly evolving educational changes necessitates the continual incorporation of innovative methodologies into the curriculum. The teacher's

involvement in curriculum creation is essential. Consequently, educators are essential at every stage of curriculum development and its implications. Teacher training programs are structured to equip individuals for the teaching and learning process, addressing societal demands. In Pakistan, teachers' training programs commenced immediately following the inaugural education policy (Holland, 2005). Teacher training programs are structured to equip individuals for the teaching and learning process, addressing societal demands. In Pakistan, teachers' training programs commenced immediately following the inaugural education policy (Government of Pakistan, 2009). Although these training programs have been operational since the inception of educational reform, their influence on curriculum and teaching practices remains dubious (Government of Pakistan, 2009). As an undeveloped nation, Pakistan struggles to enhance the quality of education, despite significant financial investment in such initiatives. In recent years, scholars and professionals have questioned either the quality of these programs or their implementation in practical settings (Government of Pakistan, 1992). Educators are essential at every phase of the curricular development. Nonetheless, their function is predominantly evident in the last phase of the process. It is frequently noted that educators are largely uninformed about the objectives and true function of the curriculum within an educational context. This necessitates an investigative investigation to ascertain the causes of the ineffectiveness of these programs and the insufficiency of educational improvements. Furthermore, the passive involvement of qualified educators in curriculum creation and design must also be acknowledged. An investigative research must assess the role of qualified educators in the execution of the curriculum. This study investigates the effects of "content-based training" on educators engaged, either directly or indirectly, in curriculum creation and development.

Research Question

1. Do educational institutions provide training specifically for those involved in curriculum planning?

2. What difficulties do trained teachers experience when implementing strategies from these training programs at different stages of curriculum planning?

3. How do teacher training programs influence the process of curriculum planning and development?

4. In what ways does teacher training affect teachers involved in curriculum planning and development?

5. How do different stakeholders view the influence of teacher training programs on curriculum implementation?

Hypothesis

1. Educational institutions often design and implement specific training programs aimed at enhancing the skills of individuals engaged in curriculum planning and development.

2. Teachers who undergo both short- and long-term training programs may encounter various challenges when trying to apply these learned strategies in curriculum planning at multiple levels.

3. Training programs for teachers play an important role in shaping and guiding the processes involved in curriculum planning and development.

4. Teacher training can significantly impact those who participate in curriculum planning and development, influencing their methods and approaches.

5. Different stakeholders have varied perspectives on how teacher training programs affect the implementation of curriculum in educational settings.

Literature Review

Skills and understanding can be developed through thorough training programs in diverse educational areas. Many educators have observed that knowledge of content, teaching methods, and curriculum can improve through professional development sessions (Shulman, 1987). Experience can be shared and utilized by teachers during training programs among groups and peers. Participants are permitted to develop pedagogy and content (Craft, 2017). Participants in professional development programs can enhance their skills and abilities, fostering their growth into successful educators (Bernstein, 1990).

Teachers who are actively engaged in teacher training programs have a beneficial effect on the learning of their students (Bernstein, 1990). Professional development programs enable participants to acquire new knowledge and skills, which they can then integrate into their classroom instruction (Brookfield,

2000). This arrangement will enable students to acquire a more comprehensive understanding of the diverse subjects that these lecturers teach (Dath & Lobst, 2018).

Teachers who are actively engaged in the curriculum development process can fulfill a diverse array of responsibilities and responsibilities (Jones & Lowe, 2017). It has always been a pressing desire of a teacher to witness the growth of their students' interests and abilities in their respective disciplines (Arthur et al., 2017). Teachers play a critical role in the development of syllabi and instructional plans (Gray, 2017). They are responsible for the effective implementation of the underlying pupils within the context of the specified curriculum (Carl, 2009). The intensity of teacher participation at all stages of the educational reform process can be increased to achieve success.

Curriculum development necessitates teacher involvement. Teachers can efficiently generate textbooks, content, and materials with the assistance of curriculum development teams and professionals (Dath & Lobst, 2018). When teachers are involved and show interest in the curriculum creation process, the curriculum content can be matched with the requirements of the students in the classroom (Handler, 2010).

Likewise, they will inevitably play a part in the creation and execution of curricula (Robert, 1999). Teachers are vital to any educational process because of their expertise, experiences, and skills (Echols et al., 2018). Teachers' involvement is discussed because they are responsible for introducing the material in the classroom and are knowledgeable about teaching practices. Therefore, better teachers promote better learning (Reddy, 2008). Teachers are often involved primarily in the final phase of the curriculum process—its implementation. Typically, they receive no training to help them understand the core principles behind curriculum design (Day, 2019). To ensure curriculum creation is effective and meaningful, it is crucial to involve teachers and provide them with appropriate training (Gul, 2017).

Teachers play a vital role in shaping the curriculum, as they are closely attuned to the evolving needs of society and frequently reflect these in their teaching (Echols et al., 2018). Instructors are needed at all levels; however, the approach taken is often unclear to them (Ramparsed, 2001). Educators' active participation

in professional development plays a significant role in making it more effective. Studies show that teachers' professional growth is closely linked to student progress, motivating educators to engage in training to expand their expertise (Peretz, 2016). The main reason behind this is their ability to find real solutions to their challenges and address any gaps in achieving positive recognition for their children from educators (Cooper & Doubek, 2019).

Their method of engaging in the process lacks clarity, hindering teachers' involvement in curriculum development (Holland, 2005). The way they engage in the process is unclear, which makes it challenging for instructors to contribute to curriculum development. As a result, they face various difficulties. Proper training is crucial for ensuring that an activity is effective. It also offers educators a sense of accomplishment and ownership in the process (Holland, 2005). The researcher explains that this resulted in a major advancement in comprehending how educators can effectively respond to the changing needs of society through teacher education across all stages of curriculum development. On the other hand, not all teachers have the chance to participate in the creation and execution of the curriculum (Handler, 2010).

Educators are regarded as the essential foundation of every educational process. Their involvement in curriculum development and implementation is essential (Robert, 1999). The knowledge, experiences and abilities make teachers essential to any curriculum process (Echols et al., 2018). The rationale for teacher involvement is their comprehensive understanding of pedagogical practices and their responsibility for implementing the curriculum in the classroom. Consequently, superior educators promote enhanced learning (Glasgow, 1997). Consequently, the development of curricula necessitates the active participation of educators. The integration of teachers' perspectives will enhance the feasibility of effective implementation (Siddiqui, 2007). External entities responsible for curriculum development should mandate teacher engagement to positively impact the curriculum (Carl, 2009).

Educators are primarily seen to participate in the final phase of the curriculum, which is implementation. No training is offered to educators to comprehend the fundamental principles of curriculum design (Day, 2019). Thus, the training and subsequent involvement of educators is essential for effective and significant
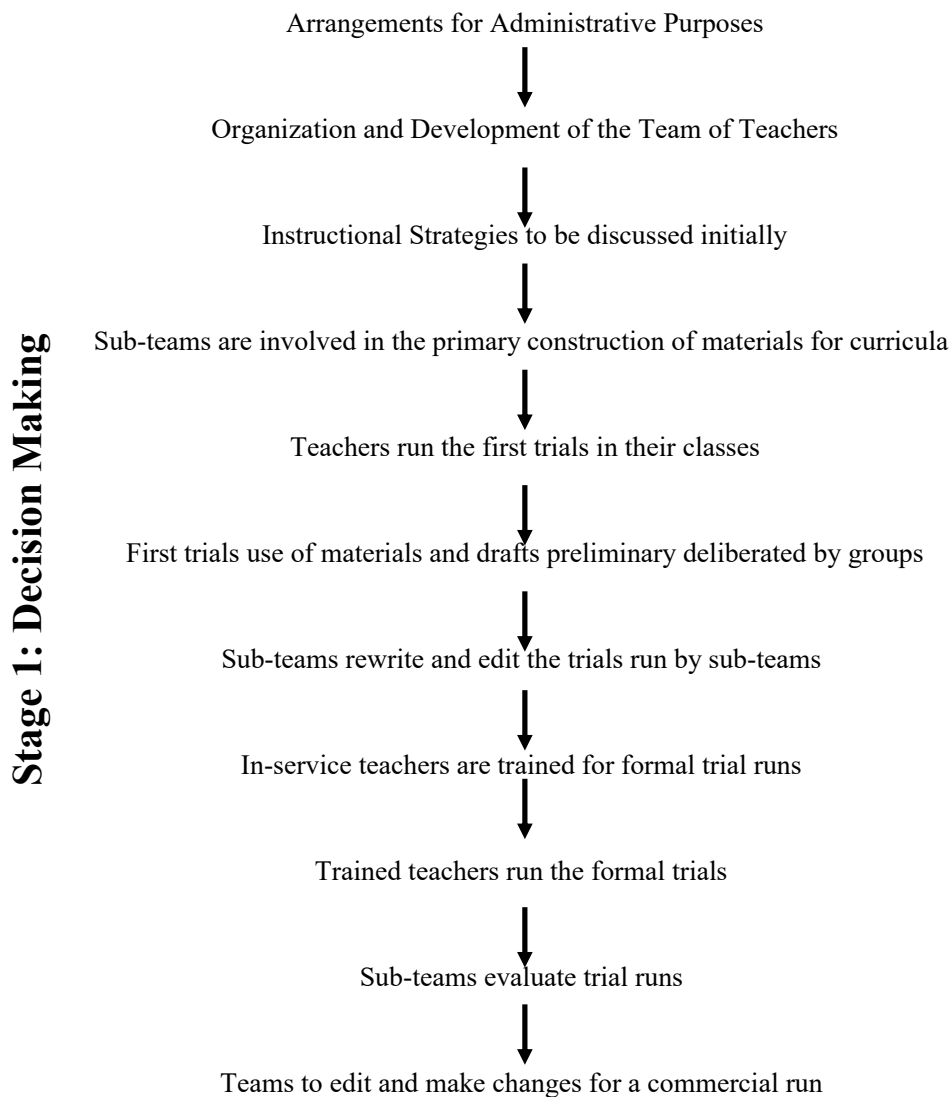
curriculum improvement (Gul, 2017). The administrative arrangements are the first step in the process of developing and implementing a curriculum, which is followed by the selection of teachers who are highly qualified, have had adequate training, and possess the necessary skills (Connelly, 1972). The teaching methodologies of the required content are discussed during the first stage of the decision-making process. In the subsequent stage of decision making, the primary construction of the material is carried out, which ultimately results in the initial trial, the rewriting of materials, and finally the formal trials that are conducted by the group of educators (Cooper & Doubek, 2019). Following a successful administration of the program, the evaluation phase of the trial session is the part that is considered to be the most essential. It is then changed and put into action for the commercial run after it has been evaluated and the mistakes and loopholes that it contains have been discovered (Connelly, 1972).

Additionally, teacher involvement in curriculum development was identified as indispensable. Teachers can efficiently generate textbooks, content, and materials with the assistance of curriculum development teams and professionals (Handler, 2010). Teachers can ensure that the curriculum content is in accordance with the students' classroom requirements by actively engaging in the curriculum development process.
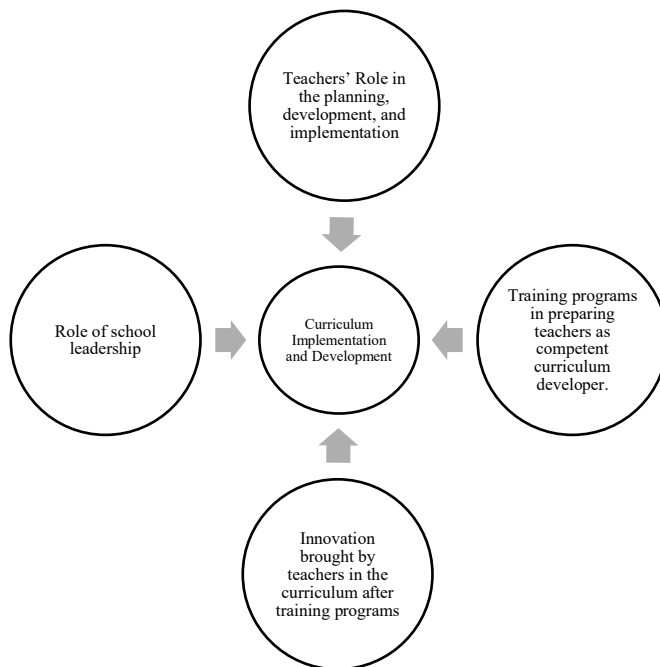
Conceptual Framework

Figure 1

Hierarchy Involved in Curriculum Planning, Development, and Subsequent Implementation

Arrangements for Administrative Purposes

Organization and Development of the Team of Teachers

Instructional Strategies to be discussed initially

Sub-teams are involved in the primary construction of materials for curricula

Teachers run the first trials in their classes

First trials use of materials and drafts preliminary deliberated by groups

Sub-teams rewrite and edit the trials run by sub-teams

In-service teachers are trained for formal trial runs

Trained teachers run the formal trials

Sub-teams evaluate trial runs

Teams to edit and make changes for a commercial run

Stage 1: Decision Making

The figure above provides a detailed overview of the flowchart depicting the hierarchy involved in curriculum planning, development, and subsequent implementation.

Figure 2

Conceptual Framework with Dependent and Independent Variables

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                    ┌─────────────────┐
                    │  Teachers' Role in │
                    │   the planning,   │
                    │  development, and │
                    │  implementation   │
                    └─────────────────┘
                             ↓
┌──────────────┐    ┌─────────────────┐    ┌─────────────────┐
│ Role of school│ → │    Curriculum    │ ← │ Training programs│
│  leadership   │    │ Implementation  │    │   in preparing   │
│               │    │ and Development  │    │   teachers as    │
└──────────────┘    └─────────────────┘    │    competent     │
                             ↑              │    curriculum     │
                    ┌─────────────────┐    │    developer.    │
                    │   Innovation     │    └─────────────────┘
                    │   brought by     │
                    │  teachers in the │
                    │  curriculum after│
                    │ training programs│
                    └─────────────────┘
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Methodology

Research Design

The study aims to evaluate the efficacy of instructors' training programs in terms of curriculum planning and teaching pedagogy. The quantitative approach has been implemented to examine the impact of the independent variable on the dependent variable. The purpose of this paper is to identify the responses to inquiries regarding respondents' perceptions and opinions regarding various hypotheses that are presented in the form of queries. In light of its empiricist commitments, this investigation is conducted from a positivist perspective.

This study is predominantly descriptive. Descriptive research is highly beneficial for exploring diverse educational challenges as it entails data collection to address research inquiries and analyze causes, opinions, attitudes, and demographic information (Ghaffar, 2005). This study employs deductive reasoning to infer the

observable outcomes that should arise from fresh empirical evidence, contingent upon the validity of the presented hypotheses. Furthermore, deductive reasoning results in the determination that a hypothesis is incorrect. Upon reaching this conclusion, the researcher will proceed to formulate and evaluate supplementary hypotheses and concepts. This research used a descriptive survey research design.

Sample

The population for this study includes 20 public and private schools in Karachi's District Central and District South, with a sample of 250 participants made up of educators and school leaders. A questionnaire was developed specifically for these participants, utilizing a Likert scale with the following options: a) strongly agree, b) agree, c) neutral, d) disagree, and e) strongly disagree. Responses are scored as follows: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1.

The survey included 32 questions, with the first seven focused on gathering demographic information. The following questions aimed to cover the core elements related to research objectives, dependent and independent variables, and explore the underlying causes of the study's problem. The researcher personally distributed the initial questionnaires to 20 head teachers and other subject teachers in government schools in District Central and South for a pilot study. This approach was intended to clearly communicate the main objectives of the research to the respondents.

Instrument

A pilot study is a preliminary, small-scale investigation designed to support a larger research project of a similar nature. This process includes pre-testing research tools, such as structured interviews or questionnaires, to identify potential challenges related to cost, time, practicality, and feasibility in the forthcoming research. To ensure the reliability of the instruments, the Cronbach's Alpha test was conducted, and the findings are presented below:

Table 1

Reliability Statistics

Cronbach's Alpha	N of Items
0.896	70

The researcher's supervisor, senior subject specialists, other senior researchers, experts in teacher training programs, lead teacher educators (LTE), and teacher educators (TEs) reassessed the questionnaire content to ensure alignment with the research objectives and its capacity to effectively address the research questions. This was executed to guarantee that the questionnaire corresponded with the study's objective and adequately tackled the research inquiries.

Figure 3

Framework for Ongoing Professional Development Programs
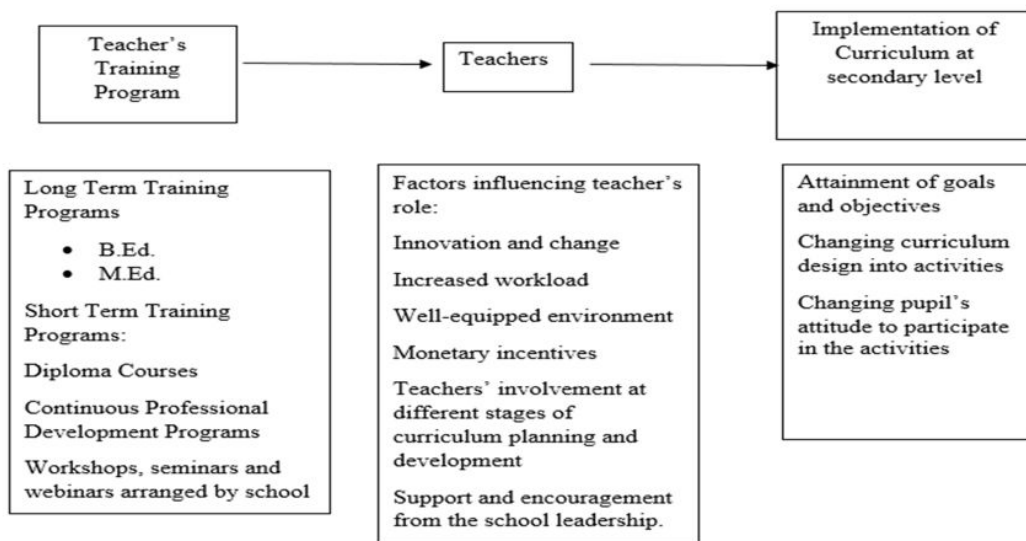
Conceptual Framework

The private sector possesses a robust framework for ongoing professional development programs. Numerous private schools possess Research and Development departments that offer instruction akin to B. Ed. programs, accompanied by certification.

The field of education considers instructors as a fundamental cornerstone. Teaching is a vocation that cultivates and influences other professions. Therefore, educators must possess comprehensive content knowledge and effective teaching methodologies to deliver that content (Handelzalts, 2019). Similar to other professions, teacher training programs provide each teacher a chance to embrace

their unique abilities and skills so they can be successful in the classroom (Krishnaveni & Sripirabaa, 2008). The motivation and enthusiasm of teachers to learn are essential for the efficient application of acquired skills. Teachers' engagement at every step of the curriculum is essential, as it not only empowers them but also equips them to address any issues that arise throughout instruction. The assistance of school management is a crucial aspect in transmitting content knowledge within classrooms (Ingvarson et al., 2019). The implementation of the curriculum is characterized by transforming the curriculum design into activities and altering students' attitudes towards positive learning (Barret, 2019).

Data Analysis

The study included both male and female educators from different levels in public and private schools. Data collection was conducted using a closed-ended questionnaire. To ensure reliability, analyses such as Cronbach's Alpha, descriptive statistics, and regression analysis were performed using SPSS version 20. The research instrument was then used to evaluate the study's hypotheses.

Results

Reliability study was conducted with the Cronbach Alpha reliability test via SPSS version 20. The examination was performed independently for the independent, mediating, and dependent variables. All variable values exceeded the criterion of <0.7, as indicated in the table below.

Table 1

Cronbach's Alpha

Variable	No. of Items	Cronbach's Alpha
Teacher's Training Program	250	0.978
Teachers	250	0.976
Curriculum Implementation and Development	250	0.886

In the ANOVA table, the significance value is 0.000, which is below the threshold of 0.05. This indicates that the overall conceptual model is a good fit (Table 1). Therefore, the table confirms that it is appropriate to proceed with further evaluation.

Exploratory Factor Analysis

The researcher eliminated all outliers prior to doing the factor analysis test. The Kaiser-Meyer-Olkin (KMO) test assesses the adequacy of samples for conducting factor analysis and evaluating variables. A score over 0.5 signifies that each factor contains a enough number of items to constitute factors (Kaiser & Rice, 1978). Bartlett's test of sphericity verifies that the matrix is not an identity matrix and that the features of the correlation matrix are distinct. Bartlett's Test of Sphericity must yield a significant result ($p < 0.05$) for factor analysis to be deemed appropriate (Bartlett, 1950; Hair et al., 2006).

Table 2 presents a KMO value of 0.840, indicating that the items inside each component are adequate for factor analysis. The significant value of the Bartlett Test is 0.000, suggesting that the matrix is not an identity matrix and therefore factor analysis is feasible.

Table 2

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.840
Bartlett's Test of Sphericity	Approx. Chi-Square	3475.205
	df	300
	Sig.	.000

The research title indicates that factor analysis identified factors related to training programs, educators, and implementation. The items with high loadings from each component were assessed for optimal fit and subsequently labeled. Interpretation of the final results of factor analysis Factor: 1 Educators' Training Initiatives, Factor 2: Educators and Factor 3: Curriculum Implementation

Factor 1: Teacher Training Programs (Three Items)
Factor 2: Educators (Three Items)
Factor 3: Implementation in Curriculum Planning (Three Items)

Regression Analysis

Regression analysis is a statistical method used to assess the effect of independent variables on dependent variables. It utilizes a significance threshold

to determine the strength of the relationship between variables. In this study, the researcher applied regression analysis to examine how teachers' training programs affect various factors related to teachers, such as motivation, openness to change, work-related stress, and innovation, within the context of curriculum planning and implementation.

Table 3

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	R Square Change	Change Statistics F Change	df1	df2	Sig. F Change
						Change Statistics			
1	.724a	.524	.512	3.59097	.524	44.592	6	243	.000

The R-Square value is 0.524, equivalent to 52.4%. The statistics clearly indicate that the independent variable, teachers' training programs, has a substantial positive correlation with curriculum implementation (Table 3). An increase of one unit in training programs will enhance the execution of the curriculum.

The Sig Value in the ANOVA table is 0.000, which is less than 0.05, indicating that the overall conceptual model is a good fit (Table 4). Thus, the table demonstrates that we can proceed with additional evaluation.

Table 4

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	3450.097	6	575.016	44.592	.000b
1	Residual	3133.503	243	12.895		
	Total	6583.600	249			

Table 5

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	9.900	1.793		5.521	.000		
Teachers	.262	.194	.082	1.355	0.02	.531	1.883
Training Programs	.853	.332	.582	2.565	.011	.038	26.261

Table 5 presents the beta coefficients, showing that the mediating variable, teachers, has a positive and significant effect on curriculum implementation and planning, with a coefficient of 0.262. This suggests that each 1-unit increase in the mediating variable leads to a 0.262-unit increase in implementation. Additionally, the independent variable, training programs, shows a strong and significant positive impact on curriculum implementation and planning, with a coefficient of 0.853. This indicates that for every 1-unit rise in the independent variable, there is a 0.853-unit increase in implementation.

These findings lead to the rejection of hypothesis H1, which proposed a negative relationship between training and curriculum planning, since training programs show a positive value. Similarly, hypothesis H2, which predicted a negative link between the role of teachers and curriculum planning and implementation, is also rejected based on the positive coefficient for teachers' influence. The results suggest a strong positive relationship between training programs and teachers' involvement in curriculum implementation and planning.

The R-Square value is 0.524, or 52.4%, indicating a substantial positive correlation between teachers' training programs and curriculum implementation (Table 3). A 1-unit increase in training programs positively affects curriculum execution. The ANOVA table shows a Sig Value of 0.000, which is below the threshold of 0.05, suggesting that the overall conceptual model is statistically valid (Table 4). This outcome supports the decision to move forward with further analysis.

Pearson Correlation

Pearson's correlation was used to determine the relationships between teacher training programs and curriculum and planning implementation once the process was completed with SPSS version 20. Table 6 demonstrates a significant level with a P-value of 0.899, which exceeds 0.05. The correlation between training programs and curriculum implementation is robust and favorable. Therefore, they have a high correlation with one another. The significance value in Table 6 is more than <0.05. The association between training programs and curriculum implementation is considerable and beneficial.

Table 6

Correlations

		Implementations	Training Programs
Implementation	Pearson Correlation	1	.899**
	Sig. (2-tailed)		.002
	N	250	250
Training Programs	Pearson Correlation	.282**	.775**
	Sig. (2-tailed)	.000	.000
	N	250	250

Discussion

The training programs should align with the curriculum goals, though they may differ from the criteria used to assess successful implementation. The findings suggest that continuous evaluation is crucial for determining the effectiveness of the implementation phase. Additionally, a curriculum design cannot be considered successful unless it is evaluated at the end of a specified term. The results highlight the poorly organized structure of training programs, which do not provide sufficient fieldwork during the implementation stage of the practicum.

Training programs are deficient in equipping teachers to create or modify curriculum during any stage of the implementation process. Consequently, training programs in Pakistan must undergo modifications to adequately educate instructors for both curriculum creation and execution. The attitudes of educators toward

extrinsic incentive are significant. Although intrinsic motivation is present, the beneficial effects of extrinsic incentive cannot be disregarded. Educators dedicate their energy, time, and financial resources to obtaining professional qualifications. Therefore, it is warranted to incentivize them by any form of extrinsic motivation. The results indicate that teachers do not exhibit a swift inclination to embrace changes or novel methodologies. Consequently, teachers require time to familiarize themselves with new strategies and procedures.

This outcome indicates that school administration, particularly in public institutions, supplies the essential resources for efficient curriculum implementation. These resources encompass a state-of-the-art computer laboratory, skilled planners, well-equipped classrooms, and an efficient learning atmosphere. Post-results, it is noted that educators experience a strain in implementing contemporary strategies. In Pakistan, education frequently prioritizes rote memorization and a theoretical methodology in teaching and learning.

Classrooms predominantly employ teacher-centred and lecture-based methodologies. The acquisition of new skills by instructors post-training opposes traditional norms and imposes an additional burden on them. Consequently, traditional curriculums are deficient in experiential learning, active learning, and student-centred methodologies. Teachers acquire a comprehensive understanding of teaching practices that facilitate effective curriculum delivery through experience and time.

Training and professional development programs enhance teachers' pedagogical skills; yet, experience also provides valuable insights over time. The findings indicate that private schools have commenced their training programs, which include content and materials akin to B.Ed and M.Ed curricula. Nonetheless, public schools continue to fall short in equipping their teachers with essential training, leading to a decline in educational standards. The crucial aspect of the research design underscores the significance of teacher involvement at each phase of the curricular process. Nevertheless, the results indicate a wholly contrary scenario in which respondents, primarily educators, did not concur with the idea. The results indicated that instructors, despite being the most crucial component of an educational system, are not engaged at every step. They primarily serve as passive recipients of the curriculum content, rather than as the real planners

or designers. Thus, it is essential for instructors to participate at every phase of curriculum conception, development, and implementation to effectively convey key values and fulfil objectives.

The findings suggest that educators possess insufficient underlying understanding of the national curriculum and its goals and objectives. Educators receive no training prior to commencing their professional teaching careers. Therefore, they are deficient in both knowledge and the significance of understanding national objectives. This indicates that school administration acknowledges the significance of teacher training programs and promotes continuing professional development for its educators.

Implications of the Findings

Educators are central to the design and execution of curricula. Teacher trainers must have exceptional capabilities to effectively transmit essential knowledge during training. School leadership is vital in motivating teachers to participate in training, providing necessary resources, and evaluating the success of curriculum implementation. Teacher training programs should be well-equipped and include coursework that prepares educators to implement the curriculum effectively. The findings of this study will assist teacher training institutions and universities in revising their program curricula to incorporate additional assessment courses focused on developing new skills for curriculum implementation, evaluating curriculum design, and creating curricula for various grade levels.

Conclusion and Recommendations

Educators at all levels should participate in professional development programs to effectively deliver the curriculum. These training initiatives not only motivate teachers but also stimulate student engagement through innovative teaching methods. Strong school leadership is essential for successful educational outcomes. Leaders can foster a positive work environment, encourage teacher participation in professional development, and incentivize skill acquisition. Additionally, they can advocate for a curriculum that prioritizes practical application over theoretical knowledge. Teachers cannot implement the curriculum effectively without support from leadership. Successful curriculum implementation requires the involvement of teachers throughout the entire process, from development to delivery. Policymakers

should organize training sessions, seminars, and workshops to clarify the goals of the national curriculum and guide educators in the transition from curriculum design to implementation.

Hypothesis testing showed that teacher training programs contribute to instructors gaining fresh perspectives, improving teaching methods, fostering innovation, and creating more student-focused classrooms. The programs were found to be significantly linked to psychological aspects such as teachers' motivation, leadership expectations in schools, and acknowledgment on multiple levels. Additionally, it has been noted that beyond formal training, the cumulative experience teachers acquire over time also aids in implementing the curriculum through a range of approaches and techniques.

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