# Journal of Social Signs Review

## The Perception of Educational Leaders' about the Relevance of Tyler's Curriculum Model in Transforming the Learning Process in Karachi

**Alexander. A. R. D'Souza**
Ph.D. Scholar, Hamdard University, Karachi
alexander.souza@hamdard.edu.pk
**Prof. Dr.Asadullah Larik**
Faculty of Social Sciences and Humanities
**Muhammad Nadeem**
M.Phil Scholar

## Abstract

The aim of this paper is to examine the effectiveness of Tyler's Curriculum Model in transforming student learning in private schools in Karachi Districts. As the world races into the twenty-first century, defined by unanticipated technological advancements, globalization, and evolving socioeconomic dynamics, educators face the challenge of preparing students to succeed in an ever-changing environment. Among the various curricular models that have guided educational practices throughout the years, Ralph W. Tyler's curriculum Model stands out due to its methodical approach and emphasis on defined objectives, appropriate learning experiences, and rigorous assessments. The researcher utilized a survey design, and the population was diverse, consisting of teachers from private schools founded in Karachi districts (South, East, and Central). A total of 124 samples were selected using cluster sampling and subsequently stratified random sampling, with 62 male and 62 female teachers. The research instrument had been developed and implemented to collect information, demographic data, and a questionnaire for

school teachers. The collected data was analysed using inferential data and the Excel Sheet Formula. Two hypotheses were designed and tested using Chi-Square, Independent Sample t-test, and Anova. According to the study's findings, male and female teachers perceive Tyler's Model differently in terms of alignment with existing educational goals and evaluation. According to the findings, male and female teachers' perceptions of Tyler's Model's alignment with current educational goals and evaluation played a significant role in students' transformative changes in learning in Karachi's private schools. As a result, it has been revealed that Tyler's Model takes a methodical approach with predetermined objectives, which may not be easily adapted to the different learning needs and cultural diversity among Karachi pupils. Karachi's population is exceptionally diversified in terms of language, socioeconomic class, and cultural heritage. A uniform model may struggle to accommodate this variability successfully. Tyler's Model cannot be implemented successfully unless teachers are properly taught.

**Keywords:** Relevance, Tyler's Curriculum Model, Transformative, Students' Learning, Private Schools in Karachi.

## Introduction

In the quest for educational excellence, curriculum development stands as a cornerstone of effective teaching and learning. As the world hurtles through the 21st century, marked by unprecedented technological advancements, globalization, and shifting societal dynamics, educators' face the challenge of preparing students to thrive in a ever-evolving landscape. Among the many curriculum models that have guided educational practices over the years, Ralph W. Tyler's Curriculum Model holds a distinctive place, renowned for its systematic approach and emphasis on clear objectives, appropriate learning experiences, and valid assessments. The 21st century has ushered in a whirlwind of transformation across various sectors, and education is no exception. The traditional paradigms of teaching and learning have been challenged and redefined by digital innovations,

changing workforce demands, and a growing emphasis on critical thinking, creativity and adaptability. In this era of information abundance, students must navigate a complex web of knowledge and skills to succeed academically and thrive in an increasingly interconnected world.

Private schools in Karachi, as in many other regions, have a pivotal role to play in shaping the educational experiences of the youth. They bear the responsibility of not only preparing students for academic success but also equipping them with the tools to navigate the challenges and seize the opportunities presented by the 21st century. Curriculum development process refers to the "improvement, change or modification on already existing educational programmes" due to the fact that curriculum development is a changeable variable (Primrose & Alexander, 2013). In order to develop a curriculum plan, several steps are considered. Morales (2014) stated that curriculum developers should plan, implement, and evaluate the curriculum as part of curriculum development. Futhermore, she also claimed that within that process, there is a set of steps to follow. No matter what curriculum model developers choose, they will experience similar steps, though the order may differ. Morales (2014) refered to the steps that are detailed below as part of the curriculum process/cycle that curriculum developers should follow in order to develop a curriculum for any subject. The Tyler's Model, developed in the mid-20th century, has served as a timeless framework that has shaped educational systems worldwide. However, the question of whether Tyler's Model remains relevant and effective in the context of transformation changes amongst the students' learning experiences is one that demands rigorous examination. In the ever-evolving landscape of education, curriculum development remains a critical aspect that determines the quality and effectiveness of the learning process. The 21st century has witnessed transformative changes in technology, society and the job market, which have led to a reevaluation of traditional teaching and learning

methods. This study explores the relevance of Ralph W. Tyler's Curriculum Model in the context of transformation changes student learning within private schools in Karachi, Pakistan.

The research aims to provide valuable insights into whether Tyler's Model can continue to serve as a guiding framework for curriculum development in private schools and whether adaptations or modifications are necessary to foster the holistic growth of students in a rapidly changing world. The study embarks on a journey to offer valuable insights into the enduring significance of Tyler's Curriculum Model in the transformative change of private schools in Karachi. It aspires to contribute to the ongoing dialogue on curriculum development, ensuring that students are well-equipped to thrive in a world defined by change, innovation and limitless possibilities. Private schools in Karachi, like educational institutions worldwide, are grappling with the question of how to best prepare students for a rapidly changing world. With advancements in technology, globalization and the diversification of career options, it is imperative to evaluate the efficacy of curriculum models. This research seeks to provide valuable insights into whether Tyler's Model is still relevant and effective in transforming changes and meeting the educational goals of 21st-century students.

## Objectives

### General Objective

- To assess the perception of educational leaders' about the relevance of Tyler's Curriculum Model in the context of transformation changes in students' learning in Karachi.

### Specific Objectives

- To find out the difference of perception of educational leaders' about the relevance of Tyler's curriculum model.
- To explain the relevance of Tyler's curriculum model in transforming the learning process.

## Hypothesis

$H_0$: There is no significant difference between the observed and expected value of relevance of Tyler's curriculum model in transforming the learning process.

$H_0$: There is no significance difference in the perception of educational leaders about the relevance of Tyler's curriculum model.

## Literature Review

## Introduction to Tyler's Curriculum Model

Tyler's model of curriculum development is a classical approach that has been widely used globally in curriculum design ventures. The theory is discussed Tyler (1949) book the Basic Principles of Curriculum and Instruction, in this book Tyler address the most essential issues regarding curriculum and it implement in schools. Tyler raised the following questions about the objectives of curriculum and school.

a)    What learning practices can be provided which are probably to achieve the goals?

b)    How these learning practices be organized effectively?

c)    How to evaluate whether these purposes are being accomplished?

These questions suggest a sequential four-step process in the curriculum development process: statement of objectives, selection of learning experiences, organization of learning experiences, and evaluation. According to Tyler, the first step is to state the objectives and it is the most important as all the other originated and informed. Tyler suggested three foundations of curriculum objectives: the students, society and subject-professionals. This involves an analysis of learners' requirements, interests and capabilities for whom the curriculum is prepared as well as the prerequisites, goals and trials in the social order (Syomwene & Kimengi, 2014).

Tyler's model informs the curriculum design process in higher education in many ways. First is the emphasis on objectives also known as expected learning outcomes in the curriculum design process. Second, the step-by-step procedure

outlined in this model is an indication of the noteworthy elements and logistics in the curriculum development and design process.

## Historical Context: Evolution and Foundations of Tyler's Model

Ralph Tyler is an educational pioneer whom sought to develop a set of rules to guide teaching and instruction. Tyler proposed a curriculum design that was sequential and systematic. For this reason, the model developed by Tyler is often referred to as the 'Linear Objectives' model. The 'Tyler Model' can be described as "an explicit set of procedures for planning which is based upon a scientific-rational approach" (Marsh, 1997). Tyler, (1949), recommends that "educational goals be derived from an analysis of the subject and content. His formula of educational design was revolutionary and provided purpose to educational practice. However, in his approach he disregards contextual influences, personal needs or prior learning of students. Nevertheless, his work became a bestseller for it struck the heart of educators who sought clarification of educational aims. His findings have significantly influenced curriculum and the process of instructional design. The success of his model has certainly shaped the curriculum of today and therefore, his findings are worthy of discussion and evaluation. Thus, critique of the model developed by Tyler is warranted because the 'Linear Objectives' model "short changes how teachers actually deal with their classes. It fails to consider how they deliberate and negotiate as they plan and implement curriculum (Brummelen, 1994).

The curriculum design prescribed by Ralph Tyler outlines a simple formula and consists of four key thoughts:

1. What are the educational purposes that a school should seek to attain? (Educational Objectives.

2. What learning experiences can be selected to fulfil the educational objectives? (Learning Experiences).

3. How should the learning experiences be organized to achieve the desired

outcomes? (Organisation of Experiences.)

4. What assessment and evaluation techniques can be used to determine the success of the    implemented curriculum?  (Assessment and Evaluating), (Enem, 2019).

The model is linear in nature, starting from objectives and ending with evaluation. In thismodel, evaluation is terminal. It is importantto note that:

· Objectives form the basis for the selection and organization of learning experiences.

· Objectives form the basis for assessing the curriculum.

· Objectives are derived from the learner, contemporary life and subject specialist.

To Tyler, evaluation is a process by which one matches the initial expectation with the outcomes.    (Mkpa & Izuagba, 2012). It proposed a comprehensive model for curriculum development. The first part of thismodel: the selection of objectives receives the greatest attention from other educators. Tyler recommended that curriculum planners identify general objectives by gathering data from the sources: the learners, contemporary life outside the school, and the subject matter.  The numerous general objectives are refined by filtering them through two screens: (1) educational and social philosophy of the school and (2) the psychology of learning and become specific instructional objectives (Duru, 2011). In describing general objectives Tyler referred them as "goals", "educational objectives", and "educational purposes". He further stated that the curriculum worker must begin analyzing data relevant to studentneeds and interest. These are educational, social, occupational, physical, psychological and recreational.  He recommended observations by teachers, interviews with students, interviews with parents,questionnaires and tests as techniques forcollecting data about students. By examining these needs, the curriculum developer identifies a set of potential objectives. The next step in the process of general objectives is the analysis of

contemporary life in both the local community and the society. From the needs of society flow many potential educational objectives (Asoegwu, 2009). For the source the curriculum planner turns to the subject matter, the disciplines themselves. From the three aforementioned sources, curriculum planners derived a multiplicity of general or broad objectives. Once this array of possible objectives is determined, a screening process is necessary to eliminate unnecessary and unimportant and contradictory objectives. Tyler advises the use of the schools educational and social philosophy as the first screen of these goals. In Philosophical screen Tyler advise teachers of a particular schools to formulate educational and social philosophy and to outline values by emphasizing four democratic goals:

·  The recognition of every individual as a human being regardless of his race, national, social and economic status;

·  Opportunity for wide participation in all phases of activities in the social groups in the society;

·  Encouragement of variability rather than demanding a single type of personality;

·  Faith and intelligence as a method of dealing with important problems rather than depending upon the authority of an autocratic or aristocratic group (Obasi, 2009).

In the Psychological screen, the teachers must clarify the principles of learning that they believed to be sound. "A psychology of learning as emphasized by Tyler not only includes specific and definite findings but it unified formulation of theory of learning which helps to outline the nature of the learning process, how it takes place, under what conditions, what sort of mechanism operate and the like."

Tyler explains the significance of the psychological screen in the following statements:

·  Knowledge in the psychology of learning enables us to distinguish

changes in human beings that can be expected to result from a learning process from those that cannot.

- Knowledge in the psychology of learning enables us to distinguish goals that are feasible from those that are likely to take a very long time or are almost impossible of attainment atthe age level contemplated.

- Psychology of learning gives us someidea of the length of time required to attain an objective and the age levels at which the effort is most efficiently employed (Mkpa, 2012).

## Transformative Changes in Education: Private Schools in Karachi

Having established the origins of Tyler's rationale, its history as a course, and it has manifested in several syllabi, it seems reasonable to suggest that Tyler's rationale is best understood in the context of education scholarship and practice in the US during mid-twentieth century, the time during which it emerged. From this perspective, five aspects of Tyler's rationale, which have been largely overlooked by many curriculum scholars, seem particularly notable for that time, and even subsequently.These aspects include are:

## Three sources

Tyler's (1949) embrace of the student, subject matter, and society as three imperative sources for the curriculum was not unprecedented, but it was unusual, if not extraordinary at the time. To begin with, at mid-century in the US earlier debates over whether the curriculum should be subject-centered, child-, or society-centered, were not forgotten--despite efforts such as those by Dewey (1916), the Commission on the Reorganization of Secondary Education (1918), and the National Society for the Study of Education's Committee on Curriculum to advocate consideration of all three sources. At the same time, the primacy of subject matter was touted again: Essentialists such as William Bagley (1938) and Isaac Kandel (1938) reasserted the importance of essential academic subject matter and academic specialists, such as the historian Alan Nevins (1942),

launched high-profile attacks on the failure of schools to teach students basic subject knowledge. These were not merely academic debates; many were waged publically in the popular press. There can be little doubt that Tyler was aware of these debates. In the midst ofthese controversies, however, in Education 360 and in his rationale Tyler advocateda synthesis of the three sources. For the time, this was as remarkable as it was progressive.

## Education as Experience

Second, in his rationale Tyler conceived of education as experience. As Tyler (1949) put it, fundamentally, learning takes place through the experiences which the learner has; that is, through the reactions he makes to the environment in which he is placed. Hence, the means of education are educational experiences that are had by the learner. And, the term "learning practice" refers to the collaboration between the learner and the external conditions in the environment to which he interact. Learning takes place through the active behavior of the student; it is what he does that he learns, not what the teacher does.

Tyler concluded, the essential means of education are the experiences provided, not the things to which the student is exposed. Tyler's approach to education as experience was influenced by Dewey (1987) and positioned the rationale in the mainstream of curriculum development theorists such as, for example, Bobbitt (1918,), Taba (1932), Caswell and Campbell (1935,) before him, and Smith *et al.* (1950), Stratemeyer *et al.* (1957), and Gwynn (1960) after him, all of whom conceived of curriculum not as a product, such as a curriculum guide, but as the experience students have in educational settings.

## Educational Leaders Perception

Finally, the call for teacher participation in curriculum development, implied in Tyler's expectations for his students in Education 360 and expressly stated in the short fifth chapter in the published book, also often is lost in critiques of the rationale. As Tyler (1949) put it, if a school-wide program of curriculum

reconstruction is undertaken, it is necessary that there be widespread faculty participation. And subsequently, in an article that could be considered an expanded iteration of that brief fifth chapter, Tyler (1953) elaborated his recommendations for teacher participation in curriculum development. Among other things, Tyler (1953) argued, "The fundamental element of democracy in administration is the respect for human personality, that is, respect for the dignity and worth of the individual. Guided by this attitude, the democratic administrator seeks continuously to provide and maintain a situation in which the contributions of each individual are maximized and respected",(pp. 204-05).

In practice, this required "that a good staff organization provides both formal and informal channels by which suggestions from any teacher will quickly be communicated to any or all parts of the staff to which they are relevant" (p. 206). Tyler's commitment to teacher participation in curriculum development was tied to his conception of curriculum development as a problem-solving process, and is not far from Dewey's (1991/1937) similar application of democracy to school administration. Sometimes it is claimed that Tyler's rationale has been widely influential in practical curriculum work in schools and other agencies.

## Research Methodology

## Research Design

The overall Research Design was quantitative research method where the researcher administered the questionnaire to find out educational leaders' views about the relevance of Tyler's curriculum model in the transformative changes in the Students' Learning in Private Schools of Karachi (3 Districts). This present research design was based on Survey Design Method. Surveys are the most popular and common way to collect data. It can be achieved by asking multiple questions to a broader population. Data analysis can easily be taken also by the use of online survey software that will automatically analyze the data for the researcher.

## Population and Sampling

The population comprises of all the teachers who are working in pre-primary, primary, elementary and secondary Private Schools of three districts East, South and Central are to be considered in this research. All the teacher of the pre-primary, primary, elementary and secondary have been considered to fill the questionnaire and they have given their views that how did they feel and experienced through critical analysis of the Relevance of Tyler's Curriculum Model in the transformative changes in the Students' Learning in Private Schools of Karachi. The sample size for the teachers was 124 using Cluster Sampling and further Stratified Sampling Design.

## Research Instruments

The following research instrument were developed:

1) Demographic Data

2) Questionnaire for Teachers

The items was designed by the researcher through the objectives and was further refined through expert. The questionnaire was designed comprising of 5 sections which consisted of the Demographics, Challenges faced by Private School, Alignment of Educational Goals and Evaluation, Incorporate 21$^{st}$ Century Skills into their curricula and Future demands of the Society.

## Pilot Testing

The researcher completed the pilot testing of the data collected from the sample (n = 10) using Cronbach's Alpha (> 0.70), where the value should be greater than 0.70. If the value is less then, the researcher has to either remove few questions or rephrase them in order to get the desired above value mentioned.

## Data Collection

Data was collected through personal visit, so that the researcher could explain the purpose of the research and the respondents were briefed about the purpose of the study, along with how to respond to the questionnaire. The data collected was

analyzed statistically by employing descriptive statistic and inferential statistics using Chi-Square, Chi-Square (Goodness to Fit) and independent sample t-test and One-Way Anova using SPSS software.

## Procedure

The current study about the Relevance of Tyler's Curriculum Model in the transformative changes in the Students' Learning in Private Schools of Karachi is designed to collect data from only one source with an attempt to validate the data by comparing their views of the relevance of Tyler's Curriculum Model in the transformative changes in the Students' Learning. The research tools i.e. teachers' questionnaire was pilot tested. Proper and requisite amendments were made in the research instruments in the light of the problems faced by the participants in understanding the questions. The study was initiated by taking the data from 30 Private Schools of 3 districts (East, South, Central) from 4 teachers each school from different levels of section i.e. Pre-Primary, Primary, Elementary and Secondary. Finally, the data was collected on an excel sheet to be imported on the software SPSS to investigate the results of the given data which was collected by the researcher and was validated by making use of the software.

## Plan of Data Analysis

The researcher analyzed the data in the following ways:

## i) Demographic Data:

The demographic data consist of Section I, where the respondent's particulars are mentioned which consist of variables Gender, Control, Ages, Degree, Teaching Experiences, Professional Degree and Section.

## ii) Challenges faced by Private School

The Section II, consist of the Challenges faced by Private School, the data was analyzed using Chi-Square, Chi-Square Goodness to fit and independent sample t-test in order to check if the null hypothesis is accepted or rejected.

## iii) Alignment of Educational Goals and Evaluation

The Section III, consist of the Alignment of Educational Goals and Evaluation, the data was analyzed using Chi-Square, Chi-Square Goodness to fit and independent sample t-test in order to check if the null hypothesis is accepted or rejected.

## iv) Incorporate 21st Century Skills into their curricula

In Section IV, to incorporate 21st. Century Skills into their curricula, the data was analyzed using Chi-Square, Chi-Square Goodness to fit and independent sample t-test in order to check if the null hypothesis is accepted or rejected.

## v) Future demands of the Society

In Section V, the Future demands of the Society, the data was analyzed using Chi-Square, Chi-Square Goodness to fit and independent sample t-test in order to check if the null hypothesis is accepted or rejected.

## Research Hypotheses:

To address the objectives, the following research Hypotheses will guide this study:

$H_0$: There is no significance difference in the perception of male and female teachers regarding the alignment of Tyler's model with current educational goals and evaluation.

$H_1$: There is a significance difference in the perception of male and female teachers regarding the alignment of Tyler's model with current educational goals and evaluation.

The pilot testing was conducted to check the validity and consistency of the scale. Validity was ensured by the opinion of experts. Cronbach's Alpha value was calculated to ascertain the reliability of the questionnaire. The detail of the reliability test has been given below:

## Table 1: Reliability Test:

| Cronbach's Alpha | No. of Items |
|:---:|:---:|
| .952 | 20 |

There were 20 items in the questionnaire about Relevance of Tyler's Curriculum Model in the transformative changes in students' learning in private schools of Karachi (only 3 districts). The value of the reliability index was **0.952**, which is statistically significant. The return rate of the questionnaires was **100 percent**. After data collection, the data were entered into SPSS for analysis. In descriptive statistics, frequencies, percentages, means, and standard deviations were obtained. In inferential statistics, Chi-Square, Independent Sample t-test and One-Way Anova was used to see the difference between male and female students.

Data Analysis

Demographic Information of Teachers

| Variables | Demographic | Percent | Mean | Std. Devi. |
|---|---|---|---|---|
| Gender | Male(62) | 50% | | |
| | Female(62) | 50% | | |
| | | | 1.50 | 0.50 |
| Control | Public (4) | 4% | | |
| | Private (119) | 96% | | |
| | | | 1.96 | 0.20 |
| Section | Pre-Primary(15) | 12.1% | | |
| | Primary(24) | 19.4% | | |
| | Elementary(20) | 16.1% | | |
| | Secondary(62) | 52.4% | | |
| | | | 3.09 | 1.10 |
| Age | 21-25 Years(28) | 22.6% | | |
| | 26-30 Years(24) | 19.4% | | |
| | 31-35 Years(14) | 11.3% | | |
| | 36-40 Years(18) | 14.5% | | |
| | 41 Years & Above(40) | 32.3% | | |

|  |  |  | 3.15 | 1.59 |
|---|---|---|---|---|
| Degree | Matriculation/O Levels(7) | 5.6% |  |  |
|  | Intermediate/A Levels(3) | 2.4% |  |  |
|  | Graduation(58) | 46.8% |  |  |
|  | Masters(51) | 41.1% |  |  |
|  | Others(5) | 4.0% |  |  |
|  |  |  | 3.36 | 0.84 |
| Teaching Experience | 1-5 Years(38) | 30.6% |  |  |
|  | 6-10 Years(26) | 21.0% |  |  |
|  | 11-15 Years(23) | 18.5% |  |  |
|  | 16-20 Years(17) | 13.7% |  |  |
|  | 21 Years and Above (20) | 16.1% |  |  |
|  |  |  | 2.55 | 1.97 |
| Prof. Degree | B.Ed.(63) | 50.4% |  |  |
|  | M.Ed.(15) | 12.1% |  |  |
|  | M.Phil.(12) | 9.7% |  |  |
|  | Ph.D.(7) | 5.6% |  |  |
|  | Others(24) | 19.4% |  |  |
|  |  |  | 2.64 | 1.45 |
| Districts | East(53) | 42.7% |  |  |
|  | South(40) | 32.3% |  |  |
|  | Central(11) | 8.9% |  |  |
|  | Others(20) | 16.1% |  |  |

| | | | | 1.98 | 1.08 |
|---|---|---|---|---|---|

Table 2

**Table 2** shows the demographic information of Teachers.

The sample of the study had different demographic characteristics (Gender, Control, Section, Age, Degree, Teaching Experience, Professional Degree and Districts). Total sample of the study was 124 Teachers from schools of 3 different districts i.e. (East, South, Central and Others).

### Chi-Square (Goodness to Fit)

$H_0$: There is no significance difference between Services and the Challenges faced by the Schools

$H_1$: There is a significance difference between Services and the Challenges faced by the Schools

### Challenges faced by the Schools (Table 3)

| | Challenges |
|---|---|
| Chi-Square | 71.500[a] |
| df | 16 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 7.3. | |

In the **Table 3**, shows that (Sig. 0.000), the Null Hypothesis is rejected, which shows that there is a significance difference between Services and the Challenges faced by the Schools.

### Alignment and Implementation of Curriculum (Table 4)

$H_0$: There is no significance difference between Services and Alignment & Implementation of Curriculum within the Schools

$H_1$: There is a significance difference between Services and Alignment & Implementation of Curriculum within the Schools

|  | Alignment |
|---|---|
| Chi-Square | 161.677a |
| df | 17 |
| Asymp. Sig. | .000 |

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.9.

In the **Table 4**, shows that (Sig. 0.000), the Null Hypothesis is rejected, which shows that there is a significance difference between the Services and the Alignment & its Implementation of Curriculum within the Schools.

## *Incorporate 21st. Century Skills into the Curricula (Table 5)*

$H_0$: There is no significance difference between Services and 21st. Century Skills within the curricula

$H_1$: There is a significance difference between Services and 21st. Century Skills within the curricula

|  | Incorporate |
|---|---|
| Chi-Square | 121.161a |
| df | 19 |
| Asymp. Sig. | .000 |

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.2.

In the **Table 5**, shows that (Sig. 0.000), the Null Hypothesis is rejected, which shows that there is a significance difference between Services and to Incorporate 21st. Century Skills into the Curricula within the Schools.

## Future Demands of the Society (Table 6)

$H_0$: There is no significance difference between Services and Future Demands of the Society of the students in the Schools

$H_1$: There is a significance difference between Services and Future Demands of the Society of the students in the Schools

| | Future Demands |
|---|---|
| Chi-Square | 123.645a |
| df | 17 |
| Asymp. Sig. | .000 |

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.9.

In the **Table 6**, shows that (Sig. 0.000), the Null Hypothesis is rejected, which shows that there is a significance difference between Services and Future Demands of the Society of the students in the Schools.

### Independent T-Test

An Independent Sample t-test for the analysis of the perception of male and female teachers regarding the alignment of Tyler's model with current educational goals and evaluation in Private schools of Karachi.

$H_0$: There is no significance difference between the perception of male and female teachers regarding the alignment of Tyler's model with current educational goals and evaluation

$H_1$: There is a significance difference between the perception of male and female teachers regarding the alignment of Tyler's model with current educational goals and evaluation.

### Table 6

### Independent Sample T-test

| Variables | Male | | Female | | $t(124)$ | $p$ | Cohen's $d$ |
|---|---|---|---|---|---|---|---|
| | $M$ | $SD$ | $M$ | $SD$ | | | |
| Emotional Intelligence | 4.14 | 0.31 | 4.11 | 0.39 | 2.74 | 0.007 | 0.85 |

In Table 6, shows that (Sig. 0.007) Null Hypothesis is rejected and there is a significant difference in the perception of male and female teachers regarding the alignment of Tyler's Model with current educational goals and evaluation.

## One Way Anova

One Way Anova for the Difference in their Section, Age, Degree, Teaching Experience, Professional Degree and Districts.

POSTHOC=TUKEY ALPHA (0.05).

## Table 7 (Sections)

### ANOVA

|  | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 5.434 | 3 | 1.811 | 3.773 | .013 |
| Within Groups | 57.613 | 120 | .480 |  |  |
| Total | 63.047 | 123 |  |  |  |

In Table 7, shows that (Sig. 0.013) Null Hypothesis is rejected there is a significance difference in the perception of male and female teachers regarding the alignment of Tyler's model with current educational goals and evaluation within the sections.

## Table 8 (Ages)

| ANOVA | | | | | |
|---|---|---|---|---|---|
| Services | | | | | |
|  | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 1.983 | 4 | .496 | .966 | .429 |
| Within Groups | 61.063 | 119 | .513 |  |  |
| Total | 63.047 | 123 |  |  |  |

In Table 8, shows that (Sig. 0.429) Null Hypothesis is accepted and there is no significance difference in the perception of male and female teachers regarding the alignment of Tyler's model with current educational goals and evaluation between the ages of the teachers.

Table 9 (Degrees)

| ANOVA | | | | | |
| --- | --- | --- | --- | --- | --- |
| Services | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 4.279 | 4 | 1.070 | 2.166 | .077 |
| Within Groups | 58.767 | 119 | .494 | | |
| Total | 63.047 | 123 | | | |

In Table 9, shows that (Sig. 0.077) Null Hypothesis is accepted and there is no significance difference in the perception of male and female teachers regarding the alignment of Tyler's model with current educational goals and evaluation between the degrees among the teachers.

Table 10 (Teaching Experiences)

| ANOVA | | | | | |
| --- | --- | --- | --- | --- | --- |
| Services | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 5.019 | 5 | 1.004 | 2.041 | **.078** |
| Within Groups | 58.027 | 118 | .492 | | |
| Total | 63.047 | 123 | | | |

In Table 10 shows that (Sig. 0.078) Null Hypothesis is accepted and there is no significance difference in the perception of male and female teachers regarding the alignment of Tyler's Model with current educational goals and evaluation among the teaching experiences of the teachers.

Table 11 (Professional Degrees)

| ANOVA | | | | | |
| --- | --- | --- | --- | --- | --- |
| Services | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | .789 | 4 | .197 | .377 | .825 |

| | | | | | |
|---|---|---|---|---|---|
| Within Groups | 62.258 | 119 | .523 | | |
| Total | 63.047 | 123 | | | |

In **Table 11** shows that (Sig. 0.523) Null Hypothesis is accepted and there is no significance difference in the perception of male and female teachers regarding the alignment of Tyler's model with current educational goals and evaluation of the professional degrees among the teachers.

Table 12 (Districts)

| ANOVA | | | | | |
|---|---|---|---|---|---|
| Services | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 2.193 | 3 | .731 | 1.441 | **.234** |
| Within Groups | 60.854 | 120 | .507 | | |
| Total | 63.047 | 123 | | | |

In Table 12 shows that (Sig. 0.234) Null Hypothesis is accepted and there is no significance difference in the perception of male and female teachers regarding the alignment of Tyler's model with current educational goals and evaluation among 3 districts of Karachi.

Findings, Discussion, Recommendations and Conclusion

Findings

The current study proves that the perception of male and female teachers regarding the alignment of Tyler's Model with current educational goals and evaluation has played an enormous role among the students' transformative changes in the students' learning in private schools of Karachi.

The current research paper shows that there is no significant difference in the perception of male and female teachers regarding the alignment of Tyler's model with current educational goals and evaluation.

The current study proves that the perception of male and female teachers regarding the alignment of Tyler's Model with current educational goals and

evaluation has played an enormous role among the students' transformative changes in the students' learning in private schools of Karachi.

The current research paper shows that there is significant difference in the perception of male and female teachers regarding the alignment of Tyler's model with current educational goals and evaluation.

1) By analyzing the statistical data i.e. Chi-Square (Test of Independence) of the demographics it was found that, except for Gender the Null Hypothesis was accepted, whereas for Sections, Ages, Degree, Teaching Experience, Professional Development and Districts, Null Hypothesis was rejected which show that there is a significant difference on the perception of male and female teachers regarding the alignment of Tyler's Model with current educational goals and evaluation.

2) In the Independent Sample T-Test it was found that the Gender (male and female teachers) in relation with Services, Null Hypothesis was rejected, hence there is a significance difference between the perception of male and female teachers regarding the alignment of Tyler's Model with current educational goals and evaluation.

3) One-Way Anova it was found except for Sections in relation with Services, Null hypothesis was rejected whereas (Ages, Degree, Teaching Experience, Professional Development and Districts) in relation with Services, Null Hypothesis was accepted and there is no significant difference between the perception of male and female teachers regarding the alignment of Tyler's Model with current educational goals and evaluation.

Hence, Null Hypothesis has been rejected overall and it has been proved that there is a significant difference between the perception of male and female teachers regarding the alignment of Tyler's Model with current educational goals and evaluation.

### Discussion

1. The analysis of data revealed that Tyler's Model follows a structured approach with predetermined objectives, which might not easily accommodate the diverse learning needs and cultural variations among students in Karachi. The population of Karachi is highly diverse in terms of languages, socio-economic status, and cultural backgrounds. A standardized model may struggle to cater to this diversity effectively. Successfully implementing Tyler's Model requires well-trained teachers. Ensuring that educators in Karachi's private schools are adequately trained and supported to adapt to this model can be a significant challenge. According to Tyler, the first step is stating the objectives and it is the most important as all the others emanate from and are informed by this step. Tyler postulated three sources of curriculum objectives: the learners, the society and suggestions from subject specialists. This involves an analysis of the needs, interests and abilities of the learners for whom the curriculum is prepared as well as the needs, aspirations and challenges in society (Syomwene & Kimengi, 2014).

2. The results indicated a significant difference between the perception of male and female teachers regarding the alignment of Tyler's Model with current educational goals and evaluation. The model might lack cultural relevance and sensitivity, as it was not originally designed for the specific context of Karachi. Adapting it without considering local cultural nuances could lead to alienation or disengagement. Tyler's Model heavily relies on standardized testing and assessments, which might not accurately measure the diverse skills and knowledge of students in Karachi, potentially disadvantaging certain groups.

To Tyler, evaluation is a process by which one matches the initial expectation with the outcomes (Mkpa & Izuagba, 2012).

3. When comparing the results by gender, there was a significance difference between the perception of male and female teachers regarding the alignment of Tyler's Model with current educational goals and evaluation. This finding suggests

that there is an alignment of Tyler's Model with current educational goals and evaluation. Balancing global educational standards with local needs and values might present a challenge. Tyler's Model, being a product of global educational theories, might need careful adaptation to align with local priorities.

4. An analysis of the data of different Sections in relation to services revealed variations in different sections of the perception of male and female teachers. Private schools in Karachi might face resource limitations, hindering their ability to fully implement Tyler's Model, especially concerning technology integration, teacher training, or infrastructure development. Introducing a new educational model can face resistance from various stakeholders, including teachers, parents, and administrators, especially if it requires significant shifts in teaching methodologies or assessment practices.

## Result

Hence, from the above findings and discussions, the Null Hypothesis has been rejected overall and its been proved that there is a significant difference between the perception of males and female teachers regarding the alignment of Tyler's Model with current educational goals and evaluation.

## Conclusion

This research work has demonstrated that there has been a great impact of Tyler's Model on Student Learning Outcomes. Tyler's Model, with its focus on objectives, organization, teaching, and assessment, can have several impacts on student learning outcomes.

The model emphasizes setting clear and specific learning objectives. This clarity helps students understand what is expected of them, leading to a more focused approach to learning. By organizing the curriculum around specific objectives, Tyler's Model provides a structured framework for teaching. This structure can help students follow a logical progression of learning, enhancing their understanding of concepts.

The model ensures that teaching methods and assessment align with the defined objectives. This alignment can improve the relevance of assessments, accurately measuring whether students have achieved the intended learning outcomes. With clearly defined objectives and assessments, the model fosters accountability among both students and teachers. Students are accountable for meeting the objectives, while teachers are responsible for facilitating that learning.

The model allows for tracking students' progress toward specific goals. This measurement helps identify areas where students might need additional support or where teaching methods might need adjustment. Tyler's Model promotes consistency in education by ensuring that all students are exposed to the same set of objectives and assessments. This consistency can contribute to more equitable learning outcomes across classrooms.

The emphasis on clearly defined objectives can lead to the development of specific skills and competencies outlined in the curriculum. Students are more likely to acquire the skills necessary for their academic and professional growth. The model encourages teachers to design instruction that directly supports the identified objectives. This focus on alignment can enhance teacher effectiveness in delivering content that facilitates student achievement. Clear learning objectives and assessments can better prepare students for higher education or the workforce by ensuring they have acquired the necessary knowledge and skills.

Hence, the impact of Tyler's Model on student learning outcomes depends on how effectively it is implemented, adapted to local contexts, and balanced with other pedagogical approaches that foster holistic development beyond the scope of defined objectives.

## Recommendations

The following recommendations can be used in order to customize Tyler's Model for local contexts, especially in Karachi's private schools, involves tailoring the

educational framework to align with the specific cultural, social, and economic aspects of the community.

*1. Cultural Integration:* Incorporate local history, customs, and traditions into the curriculum. This not only makes learning more relatable but also instills a sense of pride and identity in students.

*2. Language Emphasis:* Recognize the importance of language diversity. Karachi is a melting pot of languages. Incorporate multilingual approaches in teaching and learning to accommodate students from various linguistic backgrounds.

*3. Community-Oriented Projects:* Design educational projects that address local issues or challenges faced by Karachi. This could include community service initiatives, urban planning projects, or solutions for environmental concerns.

*4. Entrepreneurship Education:* Karachi is a hub for business and entrepreneurship. Introduce modules or programs that foster an entrepreneurial mindset, teaching students about innovation, problem-solving, and business development.

*5. Technology for Access:* Utilize technology not just for educational content but also to bridge gaps in access to education. Provide digital resources and tools that are accessible to students regardless of their socio-economic backgrounds.

*6. Inclusion and Diversity:* Embrace diversity in all its forms. Create an inclusive environment that respects and celebrates differences in ethnicity, religion, socio-economic status, and abilities

*7. Internship and Vocational Programs:* Forge partnerships with local industries to offer internship opportunities or vocational training programs. This practical exposure can better prepare students for future careers and job markets in Karachi.

*8. Environmental Education:* Karachi faces environmental challenges such as pollution and water scarcity. Integrate environmental education into the curriculum, educating students on sustainability and conservation efforts.

*9. Parental and Community Involvement:* Engage parents and the local community in the educational process. Organize workshops, seminars, and events

that involve community members in shaping the educational experience of students.

**10.Civic Education:** Teach students about civic responsibilities and democratic values. Encourage participation in local governance processes and community-building activities.

Therefore, customizing Tyler's Model for local contexts in Karachi's private schools involves not just adapting the curriculum but also embracing the values, challenges, and opportunities that are unique to the city. This approach can make education more relevant, impactful, and empowering for students within their specific cultural and societal context.

## Future Implications

Enhancing Tyler's Model in Karachi's private schools could be a significant step toward modernizing education. Here are some potential future directions to make it more relevant:

**1 Personalized Learning:** Integrate personalized learning approaches within Tyler's framework. Use technology to tailor education to individual student needs, allowing them to progress at their own pace.

**2 Technology Integration:** Implement digital tools and platforms to supplement traditional teaching methods. This could involve using educational apps, online resources, and interactive software to engage students and make learning more dynamic.

**3 Project-Based Learning:** Move toward project-based learning to encourage critical thinking and problem-solving skills. Design interdisciplinary projects that reflect real-world challenges in Karachi or Pakistan, making education more practical and applicable.

**4 Community Engagement:** Foster stronger ties between schools and the local community. Invite professionals, community leaders, and experts to share their experiences or mentor students, linking education to real-world contexts.

*5 Cultural Relevance:* Adapt the curriculum to include local culture, history, and societal contexts. This can make education more relatable and engaging for students, enhancing their connection to the material being taught.

*6 Skills Development:* Emphasize 21st-century skills like communication, collaboration, and adaptability. Introduce extracurricular activities or classes that specifically focus on developing these skills alongside academic learning.

*7 Teacher Training:* Provide continuous professional development for educators to keep up with evolving teaching methodologies and technologies. Empower teachers to innovate within Tyler's Model while ensuring they have the necessary support and resources.

*8 Assessment Reforms:* Rethink assessment methods to move beyond traditional exams. Include performance-based assessments, portfolios, and other forms of evaluation that better measure students' understanding and application of knowledge.

*9 Parental Involvement:* Encourage active participation from parents in their children's education. Regular communication, workshops, and involvement in school activities can strengthen the educational support system.

*10 Sustainability and Global Awareness:* Integrate sustainability education and global awareness into the curriculum. This could involve environmental studies, global citizenship programs, or initiatives promoting social responsibility.

Hence, by adapting Tyler's Model with these future directions, Karachi's private schools could create a more relevant, engaging, and impactful educational experience for students, preparing them effectively for the challenges of the future.

# References

Ali, F., Choy, D., Divaharan, S., Tay, H. Y., & Chen, W. (2023). Supporting self-directed learning and self-assessment using TeacherGAIA, a generative AI chatbot application: Learning approaches and prompt engineering, learning. *Research, and Practice.* https://doi.org/10.1080/23735082.2023.2258886

Adirika, B. N., & Okolie, V. C. (2017). Examining models of curriculum development and processes: Implications for African educational heritage and review. *Social Science and Humanities Journal, 6*, 325–342.

Aly, A., & Nurhakim, M. (2020). The role of transformation in the curriculum for sustainability of schools. *International Journal of Innovation, Creativity and Change,* *12*(1), 401–418. https://www.ijicc.net/images/vol12/iss1/12142_Aly_2020_E_R.pdf

Alvi, S. T., & Khanam, A. (2023). A proposed curriculum model of ethical and moral education for secondary schools in Pakistan. *February*.

Ashari, R., Ishomuddin, Tobroni, & Khozin. (2023). From theory to practice: Ralph W. Tyler's perspective on the curriculum transformation. *Al-Hayat: Journal of Islamic Education, 7*(2), 441–459. https://doi.org/10.35723/ajie.v7i2.410

Bhuttah, T. M., Xiaoduan, C., Ullah, H., & Javed, S. (2019). Analysis of curriculum development stages from the perspective of Tyler, Taba, and Wheeler. *European Journal of Social Sciences, 58*(1), 14–22.

Cruickshank, V. (2018). Considering Tyler's curriculum model in health and physical education. *Journal of Education and Educational Development, 5*(1), 207-214.

Dhanapala, R. M. (2021). Triangular framework for curriculum development in the education sector. *OALib, 08*(06), 1–10. https://doi.org/10.4236/oalib.1107490

Du, S. (2024). In defense of the Tyler rationale: As a model for curriculum development. The Educational Review, USA, 8(6), 837–841. https://doi.org/10.26855/er.2024.06.009

Huang, J. I. (2022). A conceptual framework for developing a glocalized school-based curriculum. *International Journal of Chinese Education, 11*(2), 1–16. https://doi.org/10.1177/2212585X221112526

Ibeh, A. I. (2021). Curriculum theory by Ralph Tyler and its implication for 21st-century learning. *UNIZIK Journal of Educational Research and Policy Studies, 4*(2), 52–61. Retrieved from https://unijerps.org

Luckett, K., & Shay, S. (2020). Reframing the curriculum: A transformative approach. *Critical Studies in Education, 61*(4), 1–16. https://doi.org/10.1080/17508487.2017.1356341

Mkpa, M.A., & Izuagba, A.C. (2012). *Curriculum studies and innovation* (Revised Ed.). Mercy Divine Publishers.

Morales, A. R. (2014). Curriculum development process-cycle [PowerPoint slides]. Retrieved July 20, 2014, from K-State Online website: https://online.ksu.edu/Templating/courseHomePage/index.jsp?courseId=257698

Null, W. (2016). *Curriculum: From theory to practice*. Rowman & Littlefield.

Primrose, K., & Alexander, C. R. (2013). Curriculum development and implementation: Factors contributing towards curriculum development in Zimbabwe higher education system. *European Social Sciences Research Journal, 1*, 55–65.

Shamim, N. (2024). To evaluate the application and implementation of Ralph Tyler's curriculum theory within the realm of elementary education in the contemporary era of the 21st century in Karachi: Ralph Tyler's curriculum theory within the realm of elementary education in the contemporary era of the 21st century. *Journal of Education And Humanities Research (JEHR), University of Balochistan, Quetta, 17*(1), 63–81. Retrieved from http://journal.uob.edu.pk/journal/index.php/jehr/article/view/448

Syomwene, A., & Kimengi, I. N. (2014). Perceptions of Bachelor of Education students on the sociological influences of the Kenya school curriculum. *International Journal of Innovation and Applied Studies*. Retrieved from http://www.ijias.issr-journals.org

Tyler, R. W. (1947). *Syllabus for Education 360: Basic principles of curriculum and instruction*. [Mimeographed manuscript]. Chicago, IL: University of Chicago Bookstore. Special Collections Research Center, University of Chicago Library.

Tyler, R. W. (1949). *Basic principles of curriculum and instruction* (29th ed., 1969). Chicago, IL: The University of Chicago Press.