

Improving Instruction through Curriculum Mapping in Federal Government Educational Institutions (Cantt/Garrison): Teachers' Perception

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ABSTRACT

Curriculum Mapping is a strategy employed by the teachers to improve instruction. The objectives for the study were framed to know teachers' perception about (a) the role of curriculum mapping for improving instruction, (b) the difficulties faced by teachers in conducting curriculum mapping, (c) the role of curriculum mapping for the performance of students in examinations. The sample of this study comprised of 30 teachers teaching English and General Science to students at Elementary School Level in Federal Government Educational Institutions (Cantt/Garrison) [FGEIs(C/G)] of Multan Region. The results revealed that Curriculum Mapping improves instruction and performance of students in exams. However, the majority of teachers were of the point of view that they were facing some difficulties as the lack of facilities, proper support, and non-availability of the proper platform by management in institutions. This study will be helpful for teachers to know about the curriculum mapping based strategies and techniques of instruction.

Keywords: Classroom Management, Curriculum, Curriculum Mapping, Instruction

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Introduction:

Educating the young generation is an enormous task that needs scientific planning and arty vision. Moreover, diversified and vastness of human knowledge has made it nearly impossible for a single teacher to be able to transmit it to the students. Joint efforts by different teachers are essential for the successful transfer of information, skills, values, and knowledge from one to next era. Curriculum mapping is such an effort that enables teachers to exchange their knowledge, skills, and experience for effective teaching. Curriculum mapping has given a significant chance to reflect on their unit and helped them to distinguish bearings to seek after in their instructing and changes they may make to their unit diagrams (Sumsion, & Goodfellow, 2004).

There is less awareness about the importance of curriculum mapping among teachers as a quality assurance tool. Valuation and leadership is common, which is the main reason to lemmatizing this technique (Fatima, 2015). The teacher must be skilled in their teaching subjects and have sufficient knowledge. Moreover, teachers must be equipped with lesson planning and teaching techniques. The management should conduct training sessions for teachers (Hussain, & Sarwar, 2013).

The researcher has been working as Elementary School Teacher (EST) since 2014 in FGEI's (C/G). Some teachers of FGEI's (C/G) Multan Region started curriculum mapping (although on small scale) using Social Media i.e. Whatsapp and Facebook. It requires investigation about its role. Therefore, this study was conducted to investigate the role Curriculum Mapping for the improvement of instruction in FGEI's (C/G) of Multan Region.

1.1. Review of the Related Literature:

Curriculum mapping was developed in the 1970s. It is the procedure of alignment of curriculum, which is actually taught in the classroom and defined by curriculum wing. More recently, curriculum mapping has expanded much due to the use of technology. In curriculum mapping, each teacher in the school records the content and skills that were covered in his classroom. The curriculum map includes the amount of time that was taken to cover those skills. The assessments that were used to evaluate the successful completion of each skill may also be recorded, and by using certain software the teacher can link the skills that were covered to the standards of his state. Some writers considered the diary as a curriculum map (Jacobs, 2004).

The Process of Curriculum Mapping

Achieving consent from all teachers on the strength of the process is the key element of the process. The staff, who considered mapping as a stock-taking may feel risk, while the ongoing promptness to maintain the process of mapping requires the transmission of firm attitudes of staff (Truesdale, et al., 2004).

Curriculum mapping process is as under:

Stage 1: Establish Program Goals: In the 1st place, start visible of the end! Compose or distinguish the program objectives that expressly establish with the course you're mapping. In some cases these program objectives area unit composed for you by associate

enfranchisement body or academic set up cluster, and in some cases, they must be composed with none preparation.

Stage 2: Establish Course Learning Objectives: Next, should select what skills, learning, or frames of mind would like the students to accomplish before the part of the discount. These should line up with the program objectives. On account of the blooming relationship, the stem is the issue that feeds the blossom. The accomplishment of the course destinations has to be compelled to provide students what they need to within the long-standing time accomplish the program objectives. Educational planners unceasingly hover back to the past strides to ensure arrangement. Once you have distinguished or composed the course learning destinations, hover back to ensure arrangement with the program objectives.

Stage 3: Prepare educational Support Materials: Next, you'll begin to acknowledge, assemble, and started the academic materials which will aid your instructional plans, and facilitate students to accomplish the course targets. This is often the info students would force and should incorporate a course book, open instructive assets, recordings, supplemental assets, learning things, programming or internet apparatuses, and others. You are not hovering considering the conveyance of the info however rather simply the info that's needed. Once you have organized the assistance materials, hover back to ensure arrangement with past advances. **Stage 4: Set up for Formative Course Assessment** Next, you've got to acknowledge and style exercises or assignments which will modify each you and your students to nonchalantly survey their accomplishment of the course goals. Students have to be compelled to be allowable to undertake things out before jumping straight into high check. All in all, what would students be ready to do to visualize their own advancement and modify you to ensure the area unit headed to accomplish the course goals before that additive appraisal? the biological process evaluations are often casual, reviewed or ungraded, lower-stakes exercises and assignments that modify students to taper off and try once more while not adverse outcomes. These would possibly incorporate self-check tests, study hall exercises as guided follow, free exercises as an assignment, or perhaps easy supporter pair-share exercises.

Stage 4: Set up for Summative Course Assessment: Next, you've got to tell apart and style additive appraisals which will modify you to formally survey student accomplishment of the course targets. This is often the perfect chance for students to point out their degrees of accomplishment. From these evaluations, you may nearly definitely gather data to assist in educational set up, educational systems, and eventually understudy learning. These appraisal's area unit often formal, reviewed or ungraded, higher stakes exercises, assignments, and tests that approach the students to point out the dominance of the course destinations. Models could incorporate customary tests, discourse analysis; cross-check articles, tasks, and so some.

Stage 5: Subsequent Stage: Educational Plans, The subsequent stage is to style the conveyance or steerage. This includes exercise composing techniques, educational procedures, study hall the board, and totally different contemplation. This is often the trainer conveyance of knowledge or doubtless, the understudy revelation of data and may approach students to land upping enclosed and fastened in. Basically, in what manner can you instruct with the goal that students will learn and achieve the destinations? (Lease, n.d.).

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Jacqui Murray processed program mapping method, begin with a summation of themes which will be schooled that year. This is often created dependent on Teacher input grade-level showing cluster and vertically adjusted educators' faculty program — the expansive mission of the varsity. This incorporates criteria, for instance, common core, reasoning, and state standards. Faculty learning to reason — this might incorporate stress on citizenship, important thinking, and also the improvement of deep-frozen students; Student wants to experience (Murray, n.d.).

Aligning curriculum and coveted skills or capabilities and evaluation to standard is the core of curriculum mapping (Jacobs, 2004).

Jacobs' Review and Revision Model of Curriculum Mapping

Mapping is a vigorous approach to the resolution of teaching and learning issues. She has suggested that schools establish a reason for it that is tied to the specific and discrete site-based learning issues that need tackling. Mapping teams try to address the issue by the steps. Gaining data concerning the operational program in any category, Analyzing gaps in student action, and also the gaps in corresponding maps, writing for unnecessary redundancies and repetitions, confirming standards, desegregation content, skills, and assessments for natural connections, change maps for timelines to get rid of previous program and replace it with up to date program. Jacobs' Review and Revision Model of the Curriculum Mapping offers a chance for skilled teachers to evaluate and take appropriate decisions regarding the map. The use of technology is the key strength of this model. A teacher can know about the taught curriculum, in the school through the department website. Collaboration is Key: Many studies indicated that quality curriculum and effective instruction occur when teachers work together (Jacobs, 2004a).

Curriculum Mapping's Claims

Curriculum Yearly Overview (CYO) is a 'road map' of the curriculum for teachers. It can also be called as 'milestone' that shows exact location to teachers in well-defined curriculum. Moreover, he claimed that this map shows that teachers are working in collaboration. The claim is enduring as long as a plan and degree of unity can be achieved. This shared or mutual planning's concept also points out that the traditional concept of a teaching's expert working as individually self-sufficient, cannot be persistent in this regard, where Joint effort and assistance is needed (Glass, 2007).

Rolling (2006) stated that learning is not a certain thing which can be mapped easily. It is clear that this claim only then is successful when teachers plan curriculum with collaboration. Educational program mapping was the center point that engaged crafted by the region on upgrading understudy accomplishment. Educational plan mapping gives a chance to instructors to progress toward becoming visionaries, and sure daring individuals in their journey to enable all students to wind up autonomous and long-lasting students (Johnson, & Johnson, 2004).

Objectives

The following objectives were framed to know about

1. To investigate the role of curriculum mapping for improving instruction
2. To find out the difficulties faced by teachers in conducting curriculum mapping
3. To know about the role of curriculum mapping for the improvement of performance of students in examinations.

Research Questions

1. What is the role of curriculum mapping for improving instruction?
2. Which difficulties faced by teachers conducting curriculum mapping?
3. What is the role of curriculum mapping for the performance of students in examinations?

Delimitations

The study was bounded to the teachers, those were conducting curriculum mapping. Moreover, it was delimited to the subjects of English and General Science at Elementary School Level.

1.7. Research Methodology

This descriptive study was carried out with the help of Cross-Sectional survey design. Initially, draft of Questionnaire was framed comprised 20 items then it was sent to experts, (Dr. Abdul Jabbar Bhati and Dr. Muhammad Nadeem Iqbal) for their expert opinion. After their expert opinion, it was revised and finalized questionnaire comprised 16 items. Then, it was distributed for pilot study to 5 teachers to ensure its validity and reliability. After pilot study, it was considered suitable for implementation and used as a research tool. This study was held in FGEIs (C/G). 30 Teachers teaching English and General Science in 21 Federal Government schools situated in Multan Region were made the population. Universal sampling technique was used for sample selection. For data analysis each category was assigned numeric value from 1 to 5. The response Strongly agree was allotted 5, Agree 4, Undecided 3, Disagree 2 and Strongly Disagree 1 for the calculation of mean. Total numbers of respondents were used for the calculation of percentages and mean.

Analysis of Data

Collected data were analyzed by simple statistical techniques of percentage and mean. Results were tabulated and interpreted in this section.

Table1

The role of Curriculum mapping for improving instruction

Statement	SA ¹ %	A ² %	UD ³ %	DA ⁴ %	SDA ⁵ %	Mean
Provide confidence to teachers	33	50	6	10	0	4.06
Promote collaboration among the teachers	57	27	7	7	3	4.26
Helpful in making instruction flexible according to student's individual needs	60	23	10	3	3	4.36
Very helpful in understanding the levels of learning outcome mentioned in the curriculum	67	30	0	3	0	4.6
Enable teachers to process the higher level thinking of students	63	30	0	7	0	4.5

Provide an opportunity for teachers to share and compare experiences	67	27	3	3	0	4.57
Keep teachers mentally alert	67	23	7	3	0	4.53
Enhance teachers understanding of curriculum.	60	33	0	7	0	4.46
Facilitate teachers in making classroom assessment according to the needs of Curriculum	47	50	3	0	0	4.43
Helpful for teachers in employing the teaching methods/techniques as suggested in the curriculum	50	40	3	7	0	4.33
Promote competition among teachers.	47	40	7	3	3	4.2

Table 1 shows the role of Curriculum Mapping for the improvement of Instruction. It is clear from the table that the teachers are of the view that curriculum mapping improves instruction. Mean value 4.06 indicates that most of the teachers (83%) think that curriculum mapping enhances classroom instruction by developing confidence among the teachers. Similarly, many teachers (57%) strongly agreed that curriculum mapping promotes collaboration among the teachers that result in improved instruction. In the same way, majority of teachers (60%) are of the opinion that curriculum mapping helps teachers making their instruction flexible according to students' individual needs. Moreover, most of the teachers strongly agreed that curriculum mapping was very helpful in (a) understanding the levels of learning outcomes given in the curriculum (Mean=4.6), (b) enabling teachers to process students' higher level thinking (Mean=4.5), and (c) providing an opportunity for teachers to share and compare experiences (Mean=4.56). Mean value 4.36 indicates that most of the teachers (90%) think that curriculum mapping enable teachers to employ different teaching methods in classroom. In the same way, majority of teachers (60%) are of the opinion that curriculum mapping enhance understanding of curriculum. Moreover, most of the teachers strongly agreed that curriculum mapping was very helpful in (a) promotion of competition among the teachers (Mean= 4.2), (b) facilitation of teachers in making classroom assessment according to the needs of Curriculum (Mean=4.5), and (c) employing the teaching methods/techniques as suggested in the curriculum (Mean=4.33).

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Table 2

Difficulties faced by teachers in conducting curriculum mapping

Statement	SA¹ %	A² %	UD³ %	DA⁴ %	SDA⁵ %	Mean
Unavailability of facilities for Curriculum Mapping in Institutions	67	33	0	0	0	4.66
Lack of support to teachers by school management.	40	50	0	10	0	4.2
Non provision of incentives	67	33	0	0	0	4.66
Non availability of proper platform	50	33	0	13	3	4.13

Table 2 demonstrates the perception of teachers about the difficulties which they faced in conducting curriculum mapping. It is clear from the table that the majority of teachers (67%) are of the view that they felt the problem of non-availability of facilities for Curriculum Mapping in Institutions. Similarly, many of the teachers (50%) were felt the lack of support by school management. Mean value 4.66 indicates that most of the teachers (67%) think that non provision of incentives is a hindrance to conduct curriculum mapping. In the same way, majority of teachers (83%) are of the opinion that non availability of platform creates hindrance for him to conduct curriculum mapping.

Table 3

The Role of curriculum mapping for the performance of students in examinations

Statement	SA¹ %	A² %	UD³ %	DA⁴ %	SDA⁵ %	Mean
Curriculum Mapping increase the performance of students in examinations	60	37	3	0	0	4.56

Table 3 indicates the role of curriculum mapping for the performance of students in examinations. Mean value 4.56 indicates that majority of teachers (97%) are of the opinion that curriculum mapping enhance the performance of students in examinations.

Discussion and Conclusion

The major purpose of the research was to investigate the role of Curriculum Mapping for improving instruction. It is clear from the table 1 that the majority of the teachers are of the view that curriculum mapping improves instruction. Similarly, many teachers (57%) strongly agreed that curriculum mapping promotes collaboration among the teachers that result in improved instruction. Rolling (2006) was also of the point of view that curriculum planning with collaboration results successful teaching. In the same way, majority of teachers (60%) are of the opinion that curriculum mapping helps teachers making their instruction flexible according to students' individual needs. Jacobs (2004b) also claims the same results. Moreover, most of the teachers strongly agreed that curriculum mapping was very helpful in (a) understanding the levels of learning outcomes given in the curriculum (Mean=4.6), (b) enabling teachers to process students' higher level thinking (Mean=4.5), and (c) providing an opportunity for teachers to share and compare experiences (Mean=4.56). Hale (2008) also highlights that educational plan mapping is not observer sport. It requests instructors continuous planning, and dynamic cooperation. It is this collaboration that helps teachers to know what is being taught by the other teachers in the school. Through Curriculum mapping,

teachers better understand their curriculum standards. Many of the teachers are of the view that it involves higher-level thinking and better assessment level. Curriculum Mapping establishes teachers' active involvement, and mutual participation in an institute's ongoing curriculum, assessment, instruction, and decision-making. Glass, T., (2007) claims same result of curriculum mapping.

The second objective of the research was to find out the difficulties faced by teachers in conducting curriculum mapping. Table 2 shows that majority of teachers are of the opinion, there are some difficulties, e.g. unavailability of facilities, lack of support to teachers by the school management, non-provision of incentives, non-availability of the proper platform which hinder teachers to conduct Curriculum Mapping.

Third objective of the research was to know about the role of curriculum mapping for the improvement of performance of students in examinations. Table 3 shows that most of the teachers (Mean= 4.56) claimed enhancement of performance of students in exams. O'Neil (2004) also claimed enhancement in the academic performance of students. He considered students as the most influenced group who gets directly advantage from the mapping of the curriculum. Jacobs (2004) also claimed a positive increase in students' results through curriculum mapping. O'Neil (2004) tabulated the benefits of curriculum mapping through a survey of teachers and claimed enhancement in the academic performance of students. He considered students as the most influenced group who gets directly advantage from the mapping of the curriculum.

Conclusion

Curriculum mapping improves instruction, increase academic results of students, enhance collaboration among teachers, and provide better understanding of curriculum standards to teachers. However, there are some difficulties, which hinder teachers to implement curriculum mapping in institutions.

Recommendations:

Following recommendations are suggested on the base of this study.

School management should provide

1. Proper facilities of training and material,
2. Financial and ethical support (incentives and quality awards) and
3. Proper platform for conducting Curriculum Mapping.
4. Curriculum Mapping should be included in the institutional curriculum and pedagogical books to improve instruction.
5. Moreover, it is recommended for further study researchers may adopt the experimental design of research for secondary or higher-level classes

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