The Effects of Constructive Model of Curriculum Implementation on Students at Secondary Level

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Abstract: The purpose of the study is to experiment that how a teacher conduct curriculum practice into class and design a framework by using the constructive model. Constructive model consist of three phases to conduct the various activities of students, assessment and outcomes. According to Bigg's model of curriculum, teaching learning activities consist of bloom taxonomy which checked the accuracy of model. The teacher conducts the two groups, one is experimental and other is controlled. The control group consists of previous module which is based on traditional studies mainly focused on the theory of critical reflection action and compares this module to a new module. The Experimental group consists of constructive model. Assessment was included the assessment reflection theory writtenreport, evidence of having completed the prescribed mentoring observation cycle. The outcomes were thus related to the student outputs results which concentrate on teacher's learning to support new curriculum activity to the phase of adaptation, if applicable. Then secondary level school teacher testifies it on student in class room environment and checks the ability of a student and investigate a new approach to implement in curriculum development. For this purpose, Government Secondary school was selected according to qualitative and quantitative both scheme of studies. The tests were designed to collect the results of this study through activities and practice thus concludes the results. The approach was focus on the achievements of student on both respective of controlled and Experimental groups. A qualitative data was obtained through using the approach of content analysis. This study was contained the pedagogical approach for teachers in respect to curriculum model of development, constructive model of curriculum comes into practice based curriculum; Internal and external factors to proposed curriculum also see the response of the teachers, students and school; scheme of studies follows the intended learning outcomes and assessment will prepared only to see the assessment criteria of students

The purpose of this study was to identify the different policies of curriculum implementation through constructive model from several types of curriculum development. The curriculum constructive technique was assured that how it's better than other methodologies. The purpose of this implementation was to conclude the better learning outcomes and encourage for the new textual design of curriculum.

INTRODUCTION: Curriculum implementation refers to that how a teacher delivers the lectures and academic curriculum either it consists of lessons plan, suggestions script and multimedia system or any other resources. Such designs are focused on instructions through the use of different resources which are based on the participation of expertise teacher that she uses methods to implement such strategies according to the level of school learning and maintain such structure of curricula to meet the desired objectives Wiles,J.W., & Bondi, J.C (2014). Curriculum implementation involves the whole activities into practice which is prescribed and consists in the detailed courses of study, syllabus and subjects Chikumbi, N. & Makamure, T. (2005).

Mkpa, M. A. (2007) defined curriculum implementation translate a curriculum into a specific task and divides a documents into operating curriculum through the use of students and teachers consecutive efforts and other concerned resources. Curriculum implementation demands the efforts of end -user in curriculum on all level to combine it through effective implementation and achieve the specific goal that directly effects on examination. These definitions define a curriculum as learning experiences which practice implementation techniques in government high schools. This definition implies both planned and unplanned knowledge, skills, and attitudes. Sowell, E. J. (2005). Most researchers expressed that students learn better in better condition classroom learning situations and in other classrooms they are frustrated because some teachers continue to develop students' skills while others do advance their professional skills with the same curriculum. It is current need to understanding of different curricula when implement a single curriculum.

1.1: Implementation of curriculum:

- Guru and Weber (2010) define the curriculum implementation as a conduct communication disputed and unpredictable process with the adaptation of the policy which laid down the results of unexpected outcomes. The definition of curriculum implementation is a complex process, which is to be a planned and systematic process that needs to be planned carefully by the designers. Although it's devoid of the complete attention it deserves. Patterson and Czajkowski

(2002) in most circumstances the whole procedure totally failed in adoption and no systematic planning is done to the implementation phase. They further add that curriculum changes are not properly organized in class room structure; even then they are not effective in day to day interaction neither between any institution and society nor between the teachers and the students.

- Education reforms have revolutionized many countries and teacher experience in several ways. The first curriculum reform was introduced in South Africa; Curriculum (2005) was introduced in 1997 after the arrangement of democratic Election in 1994. The introduction of 2005 emphasized greater autonomy for the requirement of updating of new knowledge for teachers to apply any kind of competencies, new technologies are presented through emergence of radical change to be a part of these demographic, cultural and compositional changes were introduced in classroom premises.

1.1.1: Intended learning outcomes:

- The learning outcome described that it is very beneficial to select the specified contents and the theory of plan to apply the instructional strategy to constructing a test and to evaluate the student for assessing to improve the overall.It should be specific, it should be achievable, it should be measurable, and it should be

relevant and timely. These outcomes may be applied after the specific formula and its advantages and the learning levels of bloom taxonomy studies.

1.1.2: Assessment:

- Assessment methods consist of pre/post test evaluation, the interview of the student and the time duration of the paper with exercise and standardized test instrument to gain the assessment information, a teacher should rewrite the modified objective, identify a student capability and the situation which she or he needed to be observed and clarifies what she want to teach. She would discuss it with their colleagues and their fellows and revise their assessment measurements. It is the base of design a curriculum implementation which comprises five questions that a student would be able to, according to teacher Desire is known to be an outcome, and the design of the curriculum that is according to the needs of the student in a well-organized and systematic way in order to do this well and the kind of activity the student will perform in the classroom. That the pedagogy that facilitates the learning and learner demands and demonstration of learning material through using the different assessment methods by collecting the information about the student and the criteria that he follows that the student knows and has done well or not.

1.1.3: Teaching learning activities:

- Linking the outcome with the teaching activities and assessment one is clearly defined in the outcomes. Clearly defined those outcomes according to the skill of the student that is needed to become a competitive learner the practical skills are assigned to the student in the form of task analysis. Topic analysis is a key against of the students and achieve the information which is required to meet at the end of the session Class, to observe that how is the learning phase appropriate for An individual and the what kind of hard work is necessary to evaluate his capacity of learning which are clearly written in a plan of assessment.

2: Purpose of the study:

2.1: Research objectives:

- To study the effectiveness of constructive model.
- To implement Constructive model of teaching
- To study the feasibility of curriculum implementation.

2.3: RESEARCH QUESTIONS: Research questions include the following question of the research;

- What techniques were used in the style of implementation techniques of curriculum implementation?
- How was it influenced on teachers and students?
- What was the relationship between the constructive model and previouslearning models?

FRAMEWORK:Daigram 3.2
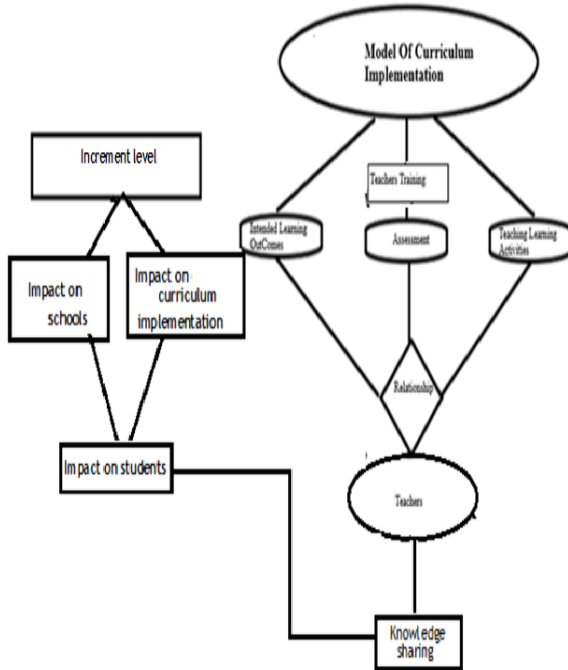
- The Effectiveness was measured through analyzing student academic Achievement.
- To measure the achievement, valid and reliable result was developed.
- The Sample size was 60. 30 was contained in each group

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3.1:EXPERIMENTAL GROUP METHODOLOGY:

- In this experimental Research; Quasi Experimental design was applied.

3.2:Cognitive Level

(Bloom, 1956) has distributed level into following categories.

LEVEL, Attribute, keywords and Example of CLO according to CognitiveDomain

COGNITIVE LEVEL	LEVEL ATTRIBUTES	KEYWORDS	EXAMPLE OF SLO's

C1 Knowledge	Rote, memorization, recognition or recall of fact	Find, Define, Label, Describe, memorize, locate, recognize, identify, record, name, tell, list, recite, select, relate.	Define: Define the chapter including its Future perspectives and technologies use like book marking, Flash cards, rote learning based on repetition and justify it through reading.
C2 Comprehension	Understanding what the facts means	Convert, transform, Examples, match, restart, paraphrase, change, rewrite, give express, illustrate, extend, generalize, summarize, interpret, compare, Explain, Predict	Explain: In subject wise topic choose appropriate methodology like in science choose experiments and in art and literature writing new sentences in Their own words. Rewrite the principle includes test writing Technology use in form of Google search, notes and libraries.
C3 Application	Correct use of Facts, rules, or ideas	Use, apply, Change, Solve, choose, sketch, modify, make, dramatize, discover, classify, prepare, show, produce, construct, paint demonstrate, illustrate	Apply: In mathematics, student need to perform by calculation based on critical thinking of their own. In Science, by using projectors need to show a movie or any other experiment to create a new thing. Need to practice on lab or class.
C4 Analysis	Breaking Down information into component parts	Analyze, classify, Survey, separate, distinguish, infer, categorize, sub divide, inquire, differentiate, probe, attribute, investigate, select, experiment, point out, compare, contrast	Investigate: To search out error from a piece of information which are given and elaborate it comparison to the future perspective and highlight its importance by organizing a debate and questioning in classroom. In Science subject, run a test and clarify confusions.
C5 Synthesis	Combining part to make a new whole	Plan, role-play, compose, invert, hypothesis, design, revise, construct, develop, collect, predict, formulate, create, organize, originate, combine,	Composer: After checking, Select the most appropriate methodology for selection the effective Procedure of the task. In science subject, Choose a further process for laboratory. In arts subjects, surveying and

		arrange	internet ad combine the piece of information into whole to increase its intensity.
C6 E valuation	Judging the value or worth of information or ideas	Appraise, deduce, critique, defend, recommend, con clued, decide, criticize, evaluate, consider, weight, judge, support, rate	Evaluate: Create a new model that is related to modify an old model. Write the whole operational work.
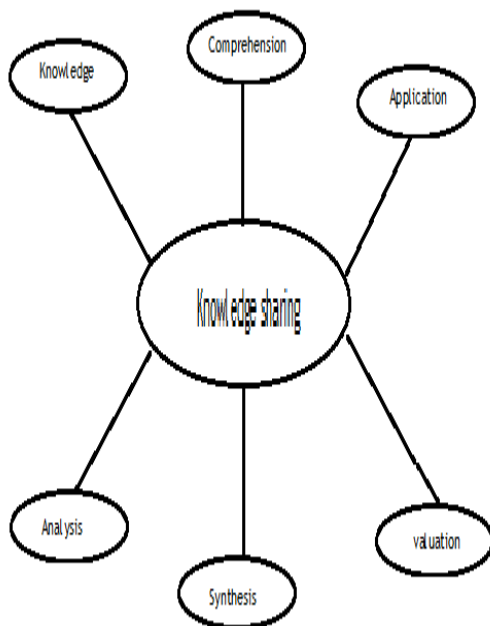
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4:Data collection: The scale for measuring which was used for intended learning outcomes assessment of the student and teaching activities to increase the level of the Curriculum implementation phase.The validity of the test was constructed by experienced supervisors and thus proved to be a hypothesis of experiment to be true.The consistency of item analysis was confined in two new items which adopted a technique of implementation to ensure that scales were appropriated; the final results are shown in table 1.Implementation strategy was to construct a new idea into practices in school and then organized the whole procedure (Marz & Kelchtermans,2013). Intended learning outcomes focused on the student important for future prospective teaching learning environment and assessment was taken during the class and then the teaching techniques and activities are made after this procedure table of specification was entirely focused on the technique of teachers and prepared by organizing the classroom and a workshop session by conduct a 15 days class before the experienced and control group both was organized. The whole process was discussed by the researcher herself.

The implementation strategy was based on Bloom's taxonomy and appropriate use of A.V AIDS and examines the intensity of school and teachers to create an effective procedure.It involves extensive use of collective feedback from the area teacher and includes leadership as well. The mechanism follows the multimedia, projectors, and all other resources of AV AIDS and the school underlying various problems of proper facilities but they concentrate on proper arrangement of these facilities to provide the new methodology influenced by a new form of learning to get desirable results. That

needs to be acquired through the classroom perfect arrangement. It also uses multiple ways of sharing knowledge and eliminates the information which is useless at this scale. At this larger scale reforms, it is used extensive need of improvement regarding old beliefs (petko et al., 2015; Ramberg 2014; Thoonen et al., 2012)

Teaching and Learning activities can be teacher controlled, Peer Controlled and self-Controlled. Assessment criteria are achieved through using verb association with higher levels of learning taxonomy. Reflective theory consists of John Dewey proposed critical action theory process of thinking about action. Participants were selected from government school and the cluster techniques were used through a data collection method. The teachers were selected for every workshop session. A result proposed until the session complete.

5:Data analysis: Data was obtained through the use constructing test, the reliability and accuracy. The resultwas based on Experimental group that is better than the control group.In this Phase the respondents provided a response after understanding and ensured to be the structure of taxonomy and teachers performances, which gathered information from the student by conducting tests. The reliability of the test depends upon the measurements which were estimated. The analysis shows that the structure of the implementation strategy was based on the activities of Bloom's taxonomy of cognitive domain and imposed a greater impact on the student and result found from the data. The theoretical framework shows that number of items in the list. Variables used to be a parameter the whole was being collected by the probability sampling of cluster technique and the students were being selected by equal probability of chance and measure the student

performance and students were selected according to their intellectual ability and for this purpose government school has been selected to this examine, the depth of study being observed through practice.

Findings: The result shows that the teacher involved in the curriculum implementation process using the strategy of constructive model in terms of knowledge sharing knowledge (.95),achieving (.90) and knowledge development (.85) that ongoing a large curriculum reform. It has a significant level on the school development work and sustaining the growth of educational level stability that perceived the curriculum implementation to align with the national curriculum as a Core and the suitable result found by constructive methodology it also focuses on the successful knowledge sharing, knowledge achieving and knowledge development by increase the level stability which received through the curriculum implementation technique. It increase accuracy and reliability within the curriculum the means, standard deviation and correlation all are composite in one table which are significant strategy follow. It increases the curriculum sustainable development at the National level of the schools.
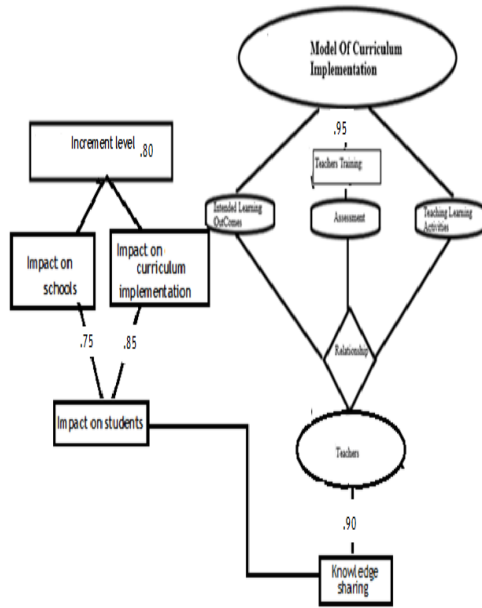
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Conclusions: The study contains the element of the successful educational model of Curriculum development interrelation between the curriculum implementation in term It impact on student their intellectual ability.

It provides the great significance at school level and development in educational system which is highly sustainable increase the accuracy off work it follows the complete objective and concentrates the goal which impacts on the curriculum implementation.

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