

## DESIGNING THEORETICAL AND CONCEPTUAL FRAMEWORK FOR EVALUATION OF EDUCATION CURRICULUM (XI-XII) USING CIPP MODEL IN PAKISTAN

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### ABSTRACT

At the heart of any significant research endeavor lies the theoretical and conceptual framework, which serves as the guiding structure that shapes the study's objectives, methodology, and overall approach. By connecting research data back to the concepts and relationships outlined in the framework, researcher can derive meaningful insights and draw informed conclusions. The purpose of the curriculum evaluation is to assess the strengths and shortcomings of an existing curriculum so that improvements in curriculum design or content can be made. This, however, has not been the case in the Pakistani context and curricula often remain static for extended periods. This research aims to examine the curriculum of Education subject by designing theoretical framework applying the curriculum evaluation models. It helps to understand the evaluation procedure by developing the conceptual framework using the CIPP (Context, Input, Process, and Product) evaluation model developed by Stufflebeam (1971). The discussion highlights the significance of theoretical and conceptual framework in curriculum evaluation and researchers would be able to design these frameworks in social sciences. The findings would be beneficial for novice investigators in taking steps for selecting appropriate theoretical framework that will help to proceed the steps in curriculum evaluation and designing the conceptual framework.

**Keywords:** Curriculum Evaluation, CIPP model, Theoretical framework, Conceptual framework.

### 1.0 INTRODUCTION

Conceptual and theoretical frameworks are considered vital for strong research, but there are certain reasons why a researcher might appear to avoid them. Designing a sound framework requires critical thinking, thorough literature review, and clear communication. They get it as a process that can be challenging and time-consuming, especially for early career researchers, the pressure to publish quickly can sometimes lead to skipping this crucial step. Some research areas, particularly those focused on specific techniques or methodologies, might seem to prioritize those elements over the broader theoretical context. It's important to note, however, that this doesn't necessarily mean a framework is absent, just that it might be less emphasized. The use of frameworks can vary by discipline. Social sciences and education often place a stronger emphasis on them compared to fields like engineering or some areas of natural science. Researchers generally understand the importance of a strong foundation for their work, and frameworks provide just that. Research conducted by master's and doctoral students must have

a solid justification and be connected to both theory and data. Researchers typically turn to theory and create a theoretical framework after making observations, obtaining preliminary data, and determining the study topic or gap (Ludviga, 2023).

The significance of curriculum within an education system cannot be overstated. A well-designed curriculum not only caters to the growth and survival needs of individuals, enabling them to become productive members of society, but also serves as a conduit for transmitting cultural knowledge within a group or community. Evaluation is influential for any program of studies and also for its curriculum to understand its current state of operation, worth, and accountability, as well as flaws and difficulties. Previous studies on curriculum review of many subjects found that the curriculum has not been updated to keep up track with new world and that it requires research-based reforms (Shahzadi et al., 2024). Most of the curriculum evaluation studies in social sciences were conducted without development of conceptual and theoretical framework and utilization of evaluation models. A well-defined framework strengthens the validity and reliability of the research. It demonstrates a clear line of reasoning and provides a logical flow to your study, making your arguments more persuasive. Ukwoma & Ngulube points out that a theoretical framework helps determine "what things to measure and what statistical relationship to look for," ensuring the research is focused and coherent (2021).

Curriculum evaluation is necessary to determine the quality of curricula. It involves evaluating not only the courses but also the materials, technologies, time, and budget used in the curriculum, as well as the various sources employed throughout (Taş & Duman, 2021). Curriculum evaluation should be a required and significant component of any national education system. It serves as the foundation for curriculum policy decisions, input on ongoing curriculum modifications, and their implementation. Consequently, curriculum evaluation aids in curriculum planning and development based on the findings.

Under the rubric of Liberal Arts, the Humanities are sometimes thrown in with the arts and social sciences. The Humanities are part of a web of connected subjects, such as philosophy, psychology, history, arts, education, music and literature. In Pakistan's system of education, the subject Education is included in humanities discipline has its own significance in all levels of education and learning. The subject Education is defined as covering all aspects like philosophy, historical context, educational rules, psychology, evaluation and thoughts on education and especially the strategies of teaching. (Green, 2014) acknowledges that the terms "theoretical framework" and "conceptual framework" are often used interchangeably and can cause confusion for researchers. The author emphasizes that while some research methods may not explicitly state a theoretical or conceptual framework, these frameworks are implicitly present and underpin the research design.

In essence, the theoretical framework grounds your study within existing knowledge, while the conceptual framework provides a specific roadmap for your particular research project. Both are essential for a robust and insightful curriculum evaluation.

Those who are novice researchers frequently find these ideas concerning. Students find it challenging to comprehend the fundamentals of both frameworks, in part because of the inconsistent and often conflicting descriptions found in the literature. It's unclear what they mean, how they differ and how they are similar, and which one is better suited for the particular

kind of study project. One of the most infamous parts of a thesis for students is often the theoretical framework (Ludviga, 2023, p.1948).

### **1.1 Problem Statement**

In the Pakistani context, there is generally a lack of curriculum evaluation with a robust developed conceptual and theoretical framework, despite the importance of this process in making decisions about how to improve the quality and status of courses.

This study specifically related to Education subject at higher secondary level helped the researcher in finding evidence gap in current curriculum as only one study was conducted to evaluate the curriculum of Education subject using the SEC technique (Surveys of Enacted Curriculum) at higher secondary level. Specifically, no conceptual and theoretical framework was observed in the relevant study. When a recent study's findings contradict widely accepted conclusions, it reveals an evidential gap, except in one notable instance. This gap arises when earlier studies yield contradictory results, supporting individual conclusions but conflicting when viewed collectively. The initial step in identifying contradictory evidence involves analyzing each study independently, followed by the synthesis of findings from multiple studies (Müller-Bloch & Kranz, 2014).

It shows the need to conduct more studies to evaluate the curriculum of Education subject using other models to get a clearer picture of findings. A strong theoretical and conceptual framework is the backbone of any effective curriculum evaluation study. Most of the studies lack in theoretical and conceptual framework whereas a framework acts as a roadmap, focusing the evaluation on relevant aspects of the curriculum based on established theories or concepts. It clarifies which information is crucial and helps avoid getting lost in irrelevant details. This research focuses on designing conceptual and theoretical framework for curriculum evaluation of Education subject using CIPP model at higher secondary level.

## **2.0 SYSTEMATIC LITERATURE REVIEW**

### **2.1 Nature of theory**

A theory is a well-substantiated explanation of some aspect of the world. It's not just a hunch or guess, but a broad statement based on evidence and reasoning. Theories don't deal with specifics, but rather focus on general concepts and ideas. They aim to explain, predict, or describe the connections between different phenomena we observe. A comprehensive analysis of relevant literature enables one to comprehend that a theory is a generalized assertion of abstractions or ideas that, within the parameters of critical bounding assumptions that the theory expressly makes, asserts, explains, or predicts relationships or connections between or among phenomena (Gabriel, 2008).

### **2.2 The Theoretical Framework of the study**

"The theoretical framework is the structure that may contain or support a theory of a research investigation," Swanson (2013, p. 122) states directly. The theoretical framework for research is not a collection of own ideas about the topic. Rather, it is a synthesis of the ideas of leaders

in the particular field of study as they pertain to planned research, it serves as a guide for future researchers and it provides help in applying theories to your data (Kivunja, 2018).

Relevant literature helps in development of the theoretical framework. As a result, conducting a thorough literature research is the ideal approach to create your theoretical framework so that it can arise from that literature, as represented in the theoretical ideas articulated by experts in the field in which your thesis is placed (Scott & Usher, 2004).

A description of your personal ideas about your research is not the theoretical underpinning for your research proposal or thesis. Instead, it is a compilation of the ideas of luminaries in your field of study as they apply to the planned research or thesis, as you comprehend those theories, and how you plan to utilise them to interpret your findings. The theoretical framework essentially consists of what experts in your field of study have to say about your research topic, the issue you want to look into, and maybe even solutions to that issue, such as how to interpret the results of your data. (Kivunja, 2018).

There are many models for the purpose of curriculum evaluation but the Tyler's Objectives-centred Model (1949) and the Stufflebeam's CIPP Model (1960) are the well-known models that evaluators are most familiar with their implementation in their projects and researchers.

### 2.3 Tyler's Objectives-Centred Model (1949)

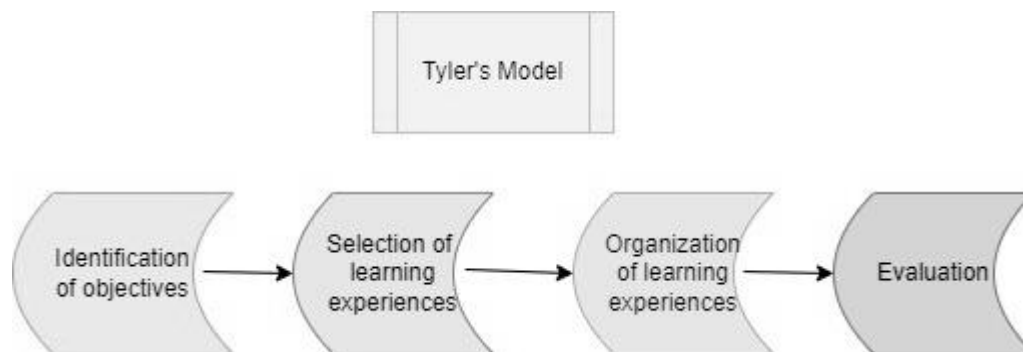
Ralph W. Tyler's Model of Curriculum Development, often referred to as the Tyler Rationale, is a widely recognized and influential curriculum design model. Tyler developed this model in 1949, and it continues to have a significant impact on curriculum development theory and practice.

Tyler's Curriculum Model (1949) is the oldest model and it is considered as a well simple for its applicability. Ralph Tyler's approach for curriculum evaluation from his 1950 monograph Basic Principles of Curriculum and Instruction is one of the oldest and is still used today in many assessment programs. The Tyler technique is applied in many large-scale evaluation projects, moved logically and methodically. (Guba & States, 1981).

(Cruickshank V, 2018) quoted that Tyler based his justification for the model on four central questions:

- i. What educational purposes should the school seek to attain?
- ii. What educational experiences can be provided that are likely to attain these purposes?
- iii. How can these educational experiences be effectively organized?
- iv. How can we determine whether these purposes are being attained?

### Figure 1.1 Tyler's Model of Curriculum Development



#### 2.4 This model consists of four key steps:

- i. **Identify Objectives:** The first step is to identify the specific learning objectives or outcomes that the curriculum aims to achieve. Objectives should be clear, observable, measurable, and aligned with the educational goals and needs of students.
- ii. **Select Learning Experiences:** Once the objectives are determined, appropriate learning experiences and activities are selected to facilitate the attainment of those objectives. These experiences can include lectures, discussions, projects, field trips, experiments, and other instructional strategies.
- iii. **Organize Learning Experiences:** The selected learning experiences are then organized in a logical sequence or structure. This step involves determining the order and progression of content and skills, ensuring a coherent and systematic learning process.
- iv. **Evaluate and Revise:** The final step involves evaluating the extent to which the curriculum is achieving its objectives. Evaluation methods, such as assessments, tests, and other measures, are used to gather data on student performance and achievement. Based on the evaluation findings, necessary revisions are made to improve the curriculum's effectiveness and address any shortcomings.

His model is regarded as technical since it evaluates the steps that must be taken in relation to the key parts of objectives, content, method, and assessment. (Brady & Kennedy, 2010). Tyler's Objectives-Centered Model places a strong emphasis on the importance of clearly defined objectives as the foundation for curriculum design and evaluation.

The model emphasizes a systematic and structured approach to curriculum development, ensuring that learning experiences are purposefully designed and aligned with desired outcomes. It promotes a learner-centered approach by focusing on the intended results of education and tailoring the curriculum to meet the needs of students.

This model has been influential in shaping curriculum development and evaluation practices, providing a framework for educators to create coherent and effective instructional programs. However, it is important to note that educational theories and approaches have evolved since the introduction of Tyler's model, and contemporary curriculum development often incorporates additional factors, such as cultural relevance, student engagement, and interdisciplinary learning (Al-Badi et al, 2020).

It is important to note that Tyler's model has received both praise and criticism over the years. Critics argue that the model places too much emphasis on objectives and testing, potentially

leading to a narrow and rigid curriculum. However, proponents argue that the model provides a structured framework that ensures clarity, coherence, and accountability in curriculum development.

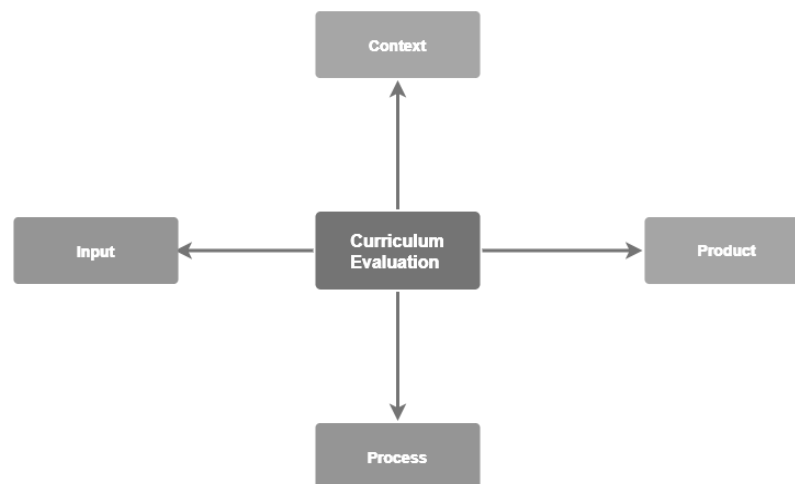
Overall, Tyler's Model of Curriculum Development has had a significant impact on curriculum design and continues to influence educational practices. By focusing on clear objectives, assessment, instructional strategies, and evaluation, educators can develop meaningful and effective curricula that promote student learning and achievement (Brady & Kennedy, 2010).

## 2.5 Stufflebeam's CIPP Model

The Stufflebeam's CIPP (Context, Input, Process, and Product) Model is a comprehensive evaluation framework developed by Daniel L. Stufflebeam. This model provides a systematic approach to evaluating educational programs, projects, and interventions. It encompasses four interconnected components that guide the evaluation process: context evaluation, input evaluation, process evaluation, and product evaluation.

As the model was developed by Danial-Stufflebeam in the late 1960s which aided in the evaluation of educational programs, institutions, and curriculum, and it has since been used to a variety of fields outside of education, including social programs, business, and the military (Stufflebeam, 2003) cited by (Al-Shanawani, 2019).

**Figure 1.2 CIPP Model**



**Note:** (Aziz & Rehman 2018).

CIPP is considered as the decision-focused approach designed to emphasize and evaluate information for managing the curriculum systematically. CIPP model depends on the cycle of reviewing, structuring, implementing, devising and planning the decision.

Here is a detailed explanation of each component:

### (a) Context Evaluation

This stage focuses on understanding the context in which the program operates. What actions are necessary? It evaluates issues, resources and needs in a specific setting and the stakeholders involved. Context evaluation helps identify the specific challenges, opportunities, and contextual factors that can influence the success of the program (Nouraey et al., 2020, p.4049).

## **(b) Input Evaluation**

Input evaluation is envisaged as a way to set up procedural designs, support systems and solution techniques for the program's future implementation. It also helps determine what modifications are necessary for a program to function properly. It assesses whether the resources allocated to the program are appropriate and sufficient to meet its objectives. In the words of Esgaiar & Foster (2019) input evaluation may involve analysing curriculum documents, instructional materials, staffing, facilities and other resources.

## **(c) Process Evaluation**

The phase of process evaluation examines how the program is implemented and imparted. When it comes to curricula for education, it involves employing various techniques to lay bare how to apply and carry out the curriculum in order to determine whether plans for implementation and execution are viable. It focuses on the actual instructional practices, teaching methods, and strategies employed within the program. This evaluation may involve classroom observations, interviews with teachers and students, and analysis of teaching and learning strategies (Al-Shanawani, 2019, p.3).

## **(d) Product Evaluation**

Product evaluation assesses the overall effectiveness of the program by measuring and analysing the outcomes both during and after the module. It assesses the extent to which the program has pulled off its anticipated goals and objectives. Product evaluation typically involves analysing student performance data, student achievements, and other measures of program impact. It helps determine the effectiveness and success of the program in producing desired outcomes (Lee et al., 2019).

The CIPP Model is designed to be iterative, with each phase informing the next and allowing for continuous improvement. The evaluation findings and recommendations from each stage can be used to inform decision-making, refine program implementation, and enhance the overall effectiveness of the educational program.

By considering the broader context, available resources, implementation processes, and program outcomes, the CIPP Model provides a holistic and comprehensive approach to program evaluation. It helps stakeholders understand the strengths and weaknesses of the program, make informed decisions, and guide continuous improvement efforts. CIPP is an evaluation model that requires the evaluation of context, input, process, and product in judging a program's value. The CIPP model is a comprehensive and flexible evaluation model that can be used to evaluate a wide range of programs. It is particularly well-suited for evaluating educational programs, as it allows for a holistic assessment of the program's context, design, implementation, and outcomes.

The CIPP model has been used to evaluate a wide range of programs, including educational programs, social programs, and business programs. The model has been shown to be effective in providing valuable insights into the effectiveness and efficiency of programs, identifying areas for improvement, and making informed decisions to enhance program quality and outcomes.

**Table 1.1 Curriculum Evaluation Models**

Tyler’s Model	Stufflebeam’s Model	Indicators
Identification of objectives	Context	Difference
Selection of learning experiences	Input	Similarity
Organization of learning experiences	Process	Similarity
Evaluation	Product	Similarity
Objective oriented Model	Management oriented Model	Difference
Deductive approach	Deductive approach	Similarity

This representation of curriculum evaluation models shows the similarity and differences between both models. Most variables are similar but presented with different headings.

Tyler’s model focuses on goals and objectives, on the other hand, the CIPP model examines a broader scenario of curriculum evaluation that takes into account the environment of curriculum implementation. This is an important concern while evaluating the teacher education curriculum. (Yusof et al., 2018). The Tyler's Model and the CIPP Model are frameworks used in education for curriculum development and program evaluation. They share similarities such as emphasizing the importance of objectives, incorporating evaluation as a component, and adopting an iterative approach.

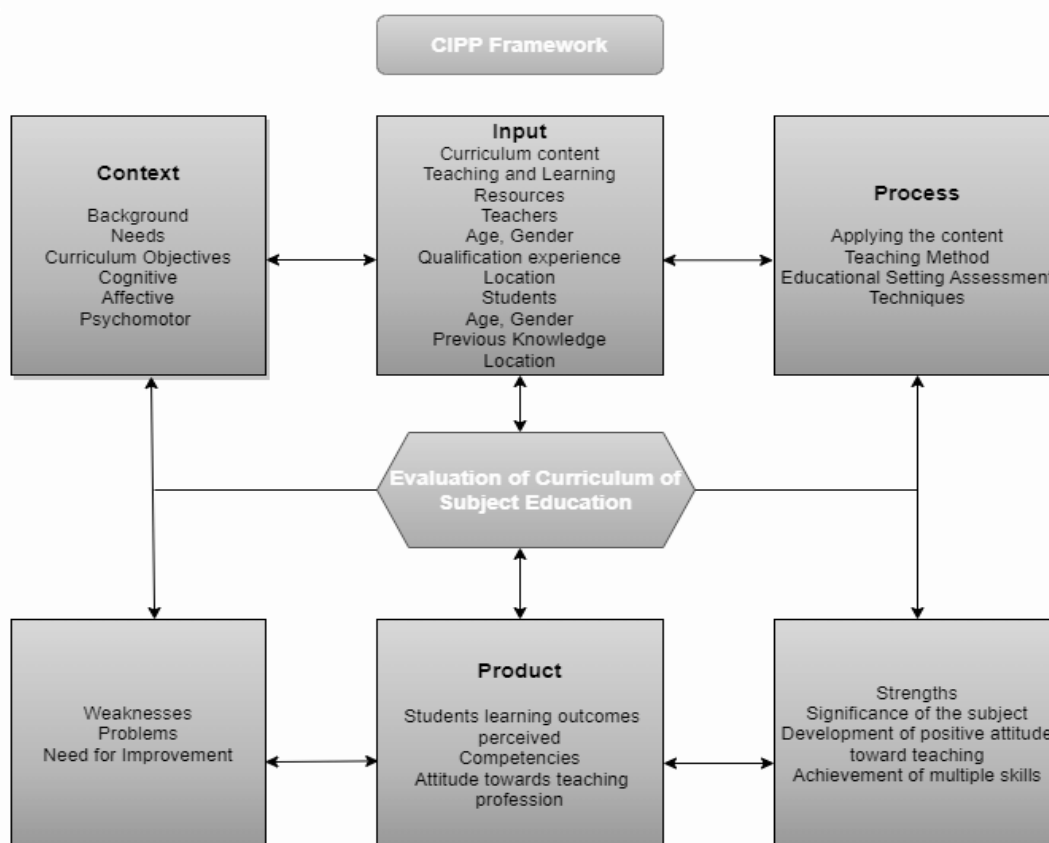
However, they differ in their scope and purpose, components, stakeholder involvement, and emphasis on context. Tyler's Model primarily focuses on curriculum development and instructional aspects, while the CIPP Model provides a comprehensive evaluation framework that examines the broader aspects of educational programs. Researchers have frequently utilized the CIPP model to carry out evaluations in a number of scenarios. Similarly, as it has been continually questioned and looked at by experts in the field, it would be preferable to utilize credible model. (Nouraey et al., 2020).

According to (Stufflebeam and Shinkfield, 2007:325) as cited (Esgaiar & Foster, 2019) the CIPP model's principal value is that it wasn't designed to analyze a certain kind of program. As a "complete framework for guiding formative and summative assessments of projects, programs, persons, products, institutions, and systems," it is adaptable and may be used in a variety of circumstances. The CIPP model differs from other approaches and frameworks because it is built on the fundamental idea of "improving rather than proving." (Stufflebeam and Shinkfield, 2007).



Keeping in view all the similarities and differences between both models, the researcher has taken the CIPP model because this model seems to be an appropriate approach focusing on different types of evaluation that can help in decision making.

**Figure 1.3 Theoretical CIPP Framework**



This framework combines the four elements of the model, as each element will be taken for collection of data according to the research questions to be answered. The researcher will concentrate the four categories of model that are closely linked with background and objectives, content, teaching methods, assessment and outcomes of the curriculum of Education subject at higher secondary level.

This most applied model seems to be a good coat hanger for data analysis according to the evaluation of curriculum and identify the strengths and flaws that can make a significant contribution in improvement of the curriculum of Education subject at higher secondary level.

### 3.0 CONCEPTUAL FRAMEWORK

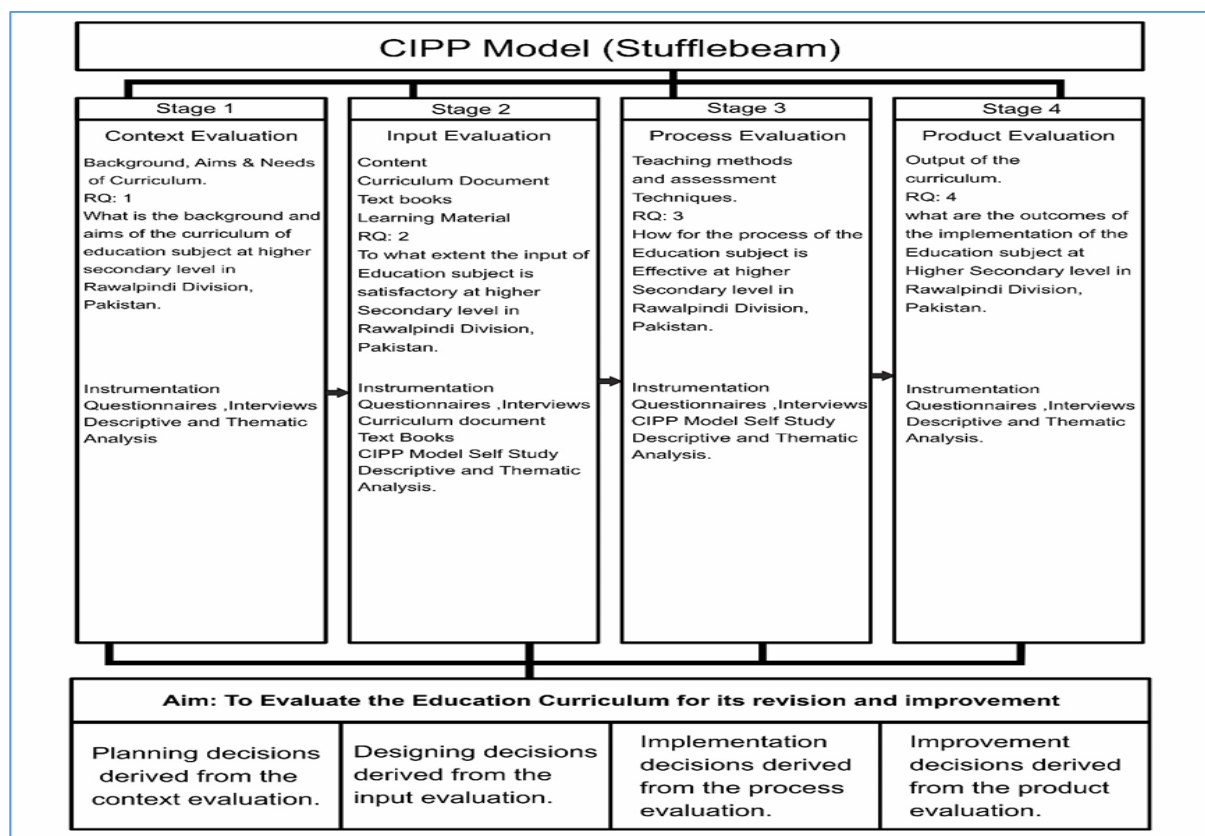
The conceptual framework is the umbrella word for all of the concepts employed in the conceptualization, design, implementation, and completion of a research project. The conceptual framework serves as a logical master plan of your complete study endeavor. A conceptual framework is a metacognitive, reflective, and operational part of the entire research process (Kivunja, 2018).

A conceptual framework is the full, logical direction and associations of everything that comprises the fundamental assumptions, frameworks, plans, strategies, and methods that will be used to carry out your entire research endeavor. Therefore, your ideas about choosing the research topic, the issue to be looked into, the questions to be asked, the literature to be reviewed, the theories to be applied, the methodology you'll use, the methods, procedures, and instruments, the data analysis and interpretation of findings, recommendations, and the conclusions you'll draw make up the conceptual framework (Ravitch & Riggan, 2017).

A conceptual framework can be written or visually represented, but it is often created based on a survey of the literature on previous research on your subject. Your research's major ideas and concepts will be identified through the literature review, which will also aid in your knowledge of how these theories are related to one another. You may utilize a conceptual framework to direct your study design and data analysis once you have created one. You may use the conceptual framework to identify the variables you need to measure and to create hypotheses about how these variables are related. A conceptual framework that has been carefully created can be an effective research instrument. It can aid in your understanding.

This study seeks to evaluate the higher secondary Education Curriculum using the CIPP (Context, Input, Process, and Product) developed by Stufflebeam in 1971. The CIPP is a widely recognized and prominent evaluation framework used to gauge various academic subjects. It encompasses four key components: context, input, process, and product, and is applicable for both formative and summative evaluations.

Figure 1.4: Conceptual framework of the study



The elements of the curriculum under evaluation include objectives, content, teaching methods, and assessment. These elements play a crucial role in formative and summative evaluations. The CIPP provides a comprehensive approach to evaluating each element by considering context, input, process, and output from multiple perspectives according to the research questions. The context component of the CIPP examines the environmental factors surrounding the Education subject, such as the cultural, social, and economic context in which it is taught. This evaluation helps spot how these contextual factors influence the effectiveness of the curriculum.

The input component focuses on the resources and materials used in the Education subject. It evaluates the adequacy and aptness of the curriculum's objectives, content, teaching methods, and assessment strategies. By assessing the input, educators and curriculum developers can determine if the resources provided align with the desired outcomes. The process component examines the instructional practices employed in teaching the Education subject. It evaluates the teaching methods, strategies, and techniques used to deliver the curriculum. This evaluation helps identify the strengths and weaknesses in the instructional process, facilitating improvements to augment student learning. The product component of the CIPP relates to the outcomes of the Education subject. It assesses the strengths and weaknesses of the existing curriculum, shedding light on areas that require revision or improvement. The findings from the product evaluation inform curriculum developers and textbook writers, enabling them to distil the curriculum to better congregate the desired educational objectives.

The model's holistic outlook ensures that all elements of the curriculum are meticulously evaluated, enabling a wide-ranging indulgent of its effectiveness. According to Stufflebeam (2003), the act of outlining, gathering, providing, and using descriptive data on the value and worth of some object's goals, form, fulfilment, and corollaries to provide guidance for development compromises, provide liability documents, update decisions, and spawn understanding of the covered experience (Ulumi, 2016, p.117).

#### **4.0 CONCLUSIONS & DISCUSSIONS**

This research has explored the design of a theoretical and conceptual framework for curriculum evaluation using the Stufflebeam's Context, Input, Process, Product (CIPP) evaluation model. The frameworks integrate relevant educational theories with the CIPP model's evaluation components to ensure a comprehensive evaluation that considers the curriculum's intended outcomes (context), resources and instructional methods (input), implementation fidelity (process), and student learning achievements (product). The frameworks acknowledge the multifaceted nature of curriculum. It provides a structured approach to assess not only student learning outcomes but also factors influencing curriculum effectiveness, such as resource allocation and teacher training. By systematically evaluating all aspects of the curriculum, the frameworks provide valuable data for informed decision-making. Educators and stakeholders can use this data to identify areas for improvement, refine curriculum design, and ultimately enhance student learning.

#### **4.1 Recommendations**

This research has laid the groundwork for a valuable curriculum evaluation framework using the CIPP model. Future research could investigate how the framework functions in real-world

classrooms across different subjects and grade levels. More studies could examine effective methods for data collection and analysis within each CIPP component. Involving stakeholders like teachers, students, and parents in the evaluation process using this framework is another area ripe for exploration. Future researchers could compare these frameworks' effectiveness to other curriculum evaluation models. Longitudinal studies tracking the impact of curriculum changes based on these frameworks' evaluations would provide valuable insights into its long-term influence. By pursuing these recommendations, researchers can strengthen these frameworks and contribute to a more comprehensive and impactful approach to curriculum evaluation.

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