
Understanding the Perceptions of Teachers of Sukkur IBA Community Colleges and the Teachers of Public Schools of City Shikarpur about the Curriculum Ideologies: A Comparative Study

* Imran Ahmed Moriani, MPhil Scholar

** Naveed Ahmad Taseer, Research Scholar & PST

*** Amjad Ali Rind, MPhil Scholar (Corresponding Author)

Abstract

The current study aims at understanding the perceptions of teachers about curriculum ideologies in the context of Sindh, Pakistan. A quantitative approach was employed within it the descriptive design was used. The data was collected through an adopted questionnaire developed by Schiro 2008. The sample of the study was a hundred teachers and the convenience sampling technique was adopted in this study. The data were analyzed through SPSS (SPSS) version 23.0 and percentages were calculated to know the perceptions of teachers regarding four curriculum ideologies namely scholar academic ideology, social efficiency ideology, learner-centered ideology, and social reconstruction ideology. The results revealed that learner-centered ideology was the most preferred curriculum ideology among the teachers of Five Sukkur IBA Community colleges whereas the Scholar Academic ideology has been the least favorable for them. However, Scholar Academy ideology was the most preferred, and social reconstruction ideology was the least preferred among Teachers of Public Schools of Shikarpur City.

Keywords: Curriculum Ideologies, Learner-centered Ideology, Sukkur IBA Community Colleges, Public Schools of Shikarpur, Pakistan

Introduction

Change in modern life has become the frequently repeated topic by the educationists across the whole world as the prevailing mode of delivering knowledge is not meeting the needs of the students in general and the society in particular (Wallace & Priestley, 2011). There may be hardly a few people who would disagree that the world is changing at a rapid pace in terms of social changes which are putting a greater impact upon the educational theory and its practice particularly concerning curriculum (Rind & Mughal, 2020; Wang, 2009). It is an obvious fact that the curriculum reflects the cultural and political conditions of the society in which it is written (Turunen, Määttä, & Uusiautti, 2012). Developing a curriculum is a hard nut to crack as this process of development is found too messy and complex by the people involved in its development including the community, teachers, administrators, parents, professionals, and the society (Alanazi, 2016). The policies of curriculum create a huge disagreement between the people because, every new policy gives its own set of values, purposes, and decisions (Brennan, 2011). It can be claimed that these values and decisions have their educational expression in curricula.

There are several features of this educational expression to which we term curriculum ideologies. These ideologies are the personal beliefs of the educationists about what educational organizations must teach, for what ends, and for what purposes (Alanazi, 2016; Brennan, 2011). Curriculum ideologies are the attempts of the people when they get engaged in any activity related to the curriculum or when they talk and think about the curriculum issues (Schiro, 2008). The visions, the philosophies, the doctrines, the opinions, the conceptual framework, and the beliefs of educationists are collectively said to be the curriculum ideologies (Rind & Mughal, 2020; Schiro, 2008). The curriculum ideologies are categorized into four types by Schiro in 1978. These include Scholar Academy, Social Efficiency, Learner-centered, and Social Reconstruction.

* Department of Education, Sukkur IBA University Email address: imran.mphil18@iba-suk.edu.pk

** Government Elementary School, District Okara Email: taseer642nat1@gmail.com

*** Department of Education, Sukkur IBA University Email: amjad.mphil18@iba-suk.edu.pk

Objectives of the Study

1. To understand the perceptions of the teachers of Sukkur IBA Community colleges and the teachers of public schools of Shikarpur city about curriculum ideologies.
2. To know which curriculum ideology the teachers of Sukkur IBA Community Colleges and the teachers of public schools of city Shikarpur prefer the most and the least

Research Questions

RQ1: What are the perceptions of the teachers of Sukkur IBA Community colleges and the teachers of public schools of Shikarpur city about curriculum ideologies?

RQ2: Which curriculum ideology the teachers of Sukkur IBA Community Colleges and the teachers of public schools of city Shikarpur prefer the most and the least?

Literature Review

The purpose of the study was to explore the perceptions of teachers about curriculum ideologies working in secondary schools of Pakistan. This section focus on the theoretical underpinnings, curriculum ideologies, summary of the literature review

Theoretical underpinnings

In this study, the curriculum ideologies framework has been used to guide the research study. Schiro (2008) has given the four curriculum ideologies namely Scholar academy, social efficacy, the learner-centered, and social reconstruction ideologies. These four curriculum ideologies have been used to show the various features of the curriculum including the purpose of education, the concept of knowledge, instructional process, the concept of the learner, the concept of teaching, and assessment (Asad et al, 2020; Schiro, 2008).

Scholar Academy Ideology

Scholar academic ideology is also termed as a humanist disciplinarian by (Kliebard, 1986). It is also called intellectual traditionalist by (Schubert, 1996). This ideology asserts disciplining students through the transmission of specific discipline knowledge (Cotti & Schiro, 2004). It ensures the development of the students' discipline-specific thinking ability and thus, reflects the discipline of their specialization. Educationists in the possession of this type of ideology fundamentally see education through the lens of institutions (Schiro, 2008). Moreover, the purpose of education in scholarly academic ideology is to help the children in learning the accumulated knowledge. Knowledge is considered as objective reality as interpreted by academic disciplines/ didactic statements. Further, the instructional process includes the transmission of knowledge/ provision of content in scholar academy ideology. The learner is considered a recipient of knowledge. Whereas, Teachers are mini scholars or transmitters of knowledge/ source of knowledge. The student's progress is evaluated based on ranking.

Social Efficiency Ideology

The belief of this ideology holds the schools responsible for meeting the needs and interests of society (Schiro, 1978). The supporters of this ideology see the curriculum with their personal beliefs which suggest that it is an instrument that prepares the future assets/students as the contributing individuals of the society where the schools play an indispensable role in preparing the students for purposeful and meaningful adult life. The main objective of this ideology is to prepare the students for their specific roles which they will have to play in their adult life (Schiro, 2008). Social efficiency ideology is got inspiration from the view of Bobbit (Ellis, 2014) which says that the best education is one which by preparing students for the specific activities prepares them for the life and this is possible if the curriculum is a series of experiences which paves the way for the attainment of the objectives (Asad, 2020). In social efficacy ideology, the purpose of education is to meet the needs of society efficiently by training children in the required skills and efficiencies. Knowledge is applied in a real context to enhance the expertise of the learner. This ideology believes in learning by doing philosophy. It encourages an activity-based approach/ group work/ facilitated learning. The role of the learner is active and teachers use flexible strategies to accommodate the needs of students. Students' knowledge is assessed through diagnostic tests and evaluating progress.

Learner-Centered Ideology

This ideology possesses the belief that the purpose of education is to facilitate the growth of students by guiding them to enhance their skills and abilities (Schiro, 2008). This ideology further implies that students had better learn to write by writing, learn to sing by singing and it is possible if the schools provide an enjoyable setting to the students where they can naturally train themselves for

socialization. Teachers' role according to this ideology is to present the experience for the students full of meaning so that effective and constructive meaning takes place. Moreover, learner-centered ideology sees the child as an important source of the content of the curriculum where his/her means are thought to be the ends and means of the curriculum (Schiro, 1978). In this ideology, education is focused on the needs of students whereby students acquire knowledge themselves and teachers act as a facilitator to help students stages of growth. The assessment is carried out employing a subjective assessment.

Social Reconstruction Ideology

This curriculum ideology believes that society is too much deteriorated and shattered so it needs to be reconstructed by the students with the help of schools (Schiro, 2008). The advocates of this ideology consider the education of the students as the social process by which the society can be reconstructed on strong and sustainable foundations. The prime purpose of this ideology is to develop a curriculum in a way so that students may be able to understand the nature of their society and develop a vision for it and maybe be enabled to implement the vision to reconstruct a better society. The supporters of this social reconstruction ideology believe that human beings can influence their world by making use of their intelligence, knowledge, and skills to solve all the social problems (Cotti & Schiro, 2004). Each one of the four curriculum ideologies has its particular features with which it sees the concept of school, the concept of teacher, concept of learning, concept of knowledge, concept of childhood, and the concept of evaluation. In social reconstruction ideology, education aims to facilitate the construction of a new and more just society that gives maximum satisfaction to all members of society. Knowledge is acquired through the interpretation of the individual about the past, present, and future of the society. Knowledge is transmitted through social means and the learner is considered as receiver of information. The student's progress can be measured concerning their abilities (Zhang & Liu, 2014).

Research Methodology

Research Design

This comparative research study was systematically planned and rigorously conducted as a survey descriptive research to understand the perceptions of teachers of Sukkur IBA Community Colleges and the teachers of public schools of city Shikarpur about curriculum Ideologies (Punch, & Oancea, 2014).

Research Instrumentation

The questionnaire used in the data collection process was adopted from the work of Schiro in 2008 and which he had used in the exploration of teachers' curriculum ideologies (Schiro, 2008; Asad, et al, 2020). It contained 24 statements and six parts. Each part contained four different statements about four curriculum ideologies including scholar academic ideology, social efficiency ideology, learner-centered ideology, and social reconstruction ideology. The six concepts about school, teacher, learning, knowledge, childhood, and evaluation are highlighted by all four different curriculum ideologies. Four points Likert scale ranging from strongly agree to strongly disagree was used for ranking the statements.

Population and Sample of the study

The targeted population of the study was the teachers of five Sukkur IBA Community Colleges including IBA Community college Khairpur, IBA Community College Nausheroferoz, IBA Community College Jacobabad, IBA Community College Dadu, and IBA Community College Ubauro, and the five Government secondary schools of Shikarpur city including Government High school No: 1, Government High School No: 2, Government boys high school Haji Fateh Mohammad, Government Shah Latif High school and Government Qazi Habibullah High School Shikarpur. The sampling size of the study was 100 teachers 50 each from community colleges and public schools of Shikarpur city. Ten teachers from each community college and public school Shikarpur were taken. The sampling technique used in the study was convenient random sampling keeping in view the context of the study (Zirkel, Garcia, & Murphy, 2015).

Data collection and Analysis Procedure

The data was collected from teachers by visiting the research site physically. The respondents were told the explanation of each statement in the questionnaire at the time of collecting data. Moreover, the data were analyzed through descriptive statistics employing percentages to see the most and the

least preferred curriculum ideology among school teachers of IBA Community Colleges and Public Schools of Shikarpur city.

Findings and results

Table 1: Teacher’s Concept of School

	Teachers of Community College		Teachers of Public School Shikarpur city	
Curriculum Ideologies	Agree	Disagree	Agree	Disagree
Scholar Academy	8%	92%	70%	30%
Social Efficiency	44%	56%	48%	52%
Learner-Centered	94%	6%	35%	65%
Social Reconstruction	72%	28%	26%	74

The results of (Table 1) show the perceptions of the teachers of IBA Community colleges and the teachers of public schools of city Shikarpur about curriculum ideologies concerning the concept of the school. Regarding this, the most popular ideology among teachers of IBA community colleges was found to be the learner-centered ideology, 94% of the teachers has supported that the schools must be in the possession of enjoyable, stimulating, and child-centered environments where teachers should prioritize developmental needs and interests of the children. Moreover, 92% of teachers disagree with the scholar academy. They don't like this idea that schools should be communities where collected knowledge of the culture is transmitted to the youth. The most popular ideology for the teachers of public schools of city Shikarpur is scholar academic ideology with 70% of the teachers believe that schools should be communities where collected knowledge of the culture is transmitted to the youth. The least popular ideology of the teachers of city Shikarpur is social reconstruction ideology. 74% of teachers disagree with the idea that schools should fulfill the needs of society by training students to perform as mature constructive members of society.

Table 2. Concept of Teacher

	Techers of Community College Sukkur		Teachers of Public School Shikarpur city	
Curriculum Ideologies	Agree	Disagree	Agree	Disagree
Scholar Academy	48%	52%	76%	24%
Social Efficiency	44%	56%	56%	34%
Learner-Centered	98%	2%	16%	84%
Social Reconstruction	72%	28%	50%	50%

The findings of (table 2) revealed the perceptions of the teachers of IBA Community colleges and the teachers of public schools of city Shikarpur about curriculum ideologies about the concept of the Teacher. Regarding this, the most popular ideology among teachers of IBA community colleges was found to be the learner-centered ideology, 98% of the teachers agreed with the idea that teachers should behave with students like companions in the school environment so that they may learn effectively. On the other hand, the least popular ideology among teachers was found to be the social efficiency ideology where 56% of the teachers disagree with the idea that teachers are the supervisors of the students' learning and with their utilization of instructional strategies, the learning of the students is optimized. The most popular ideology for teachers of Shikarpur is scholarly Academic Ideology where 76% of teachers agree that teachers should be knowledgeable people and keep transmitting that which is not known by the empty minds of the students. The least popular ideology of the same teachers is a learner-centered ideology where 84% of the teachers disagree that teachers should behave with students like companions in the school environment so that they may learn effectively.

Table 3. Concept of Learning

	Techers of Community College Sukkur		Teachers of Public School Shikarpur city	
Curriculum Ideologies	Agree	Disagree	Agree	Disagree
Scholar Academy	00%	100%	74%	26%
Social Efficiency	44%	56%	39%	61%
Learner-Centered	96%	4%	58%	42%
Social Reconstruction	96%	4%	18%	82%

The descriptive findings of the study (Table 3) show the perceptions of the teachers of IBA Community colleges and teachers of public schools of city Shikarpur about curriculum ideologies regarding the concept of Learning. Regarding this, the most popular ideology among teachers of IBA

community colleges was found to be the learner-centered ideology. 96% of the teachers agree with the idea that the best learning takes place when students are presented with clear and accurate knowledge that they need. Scholar academy on the other side of the picture is seen to be the least popular ideology with 100% of the teachers feel disagreed with an idea that learning takes place in the best way when students are presented with an appropriate stimulus and positive reinforcement. The most popular ideology for the teachers of public schools of Shikarpur is scholar academic ideology where 74% of the teachers agree that learning takes place in the best way when students are presented with an appropriate stimulus and positive reinforcement. The least popular ideology of the teachers of Shikarpur is social reconstruction ideology where 82% of the teachers disagree with the idea that learning occurs when students face real social crises and participates in the construction of a solution to that crisis.

Table 4. Concept of Knowledge

	Techers of Community College Sukkur		Teachers of Public School Shikarpur city	
	Agree	Disagree	Agree	Disagree
Curriculum Ideologies				
Scholar Academy	48%	52%	89%	11%
Social Efficiency	44%	56%	57%	43%
Learner-Centered	96%	4%	51%	49%
Social Reconstruction	74%	26%	13%	87%

The descriptive findings of (Table 4) revealed the perceptions of the teachers of IBA Community colleges and the teachers of public schools of city Shikarpur about curriculum ideologies concerning the concept of knowledge. Regarding this, the most popular ideology among teachers of IBA community colleges was found to be the learner-centered ideology. About 96% of the teachers agree with the idea that the most valuable knowledge is that which is personal meaning of oneself and one's world coming from one's direct experiences in the world and one's response to such experience. Social efficiency ideology is experienced to be the least popular ideology by the teachers about the knowledge. About 56% of the teachers do not believe that the most valuable knowledge is one that is the set of social ideals and the commitment to the ideals and the understanding of how to get these ideas implemented. The most popular ideology for the teachers of public schools of city Shikarpur is scholar Academic ideology where 89% of the teachers agree with the idea that the most valuable knowledge is the structured knowledge and ways of thinking which have come to be valued by the culture over time. The least popular ideology of these teachers of Shikarpur city is social reconstruction ideology where 87% of the teachers disagree that the most valuable knowledge is the specific skills and capabilities for action that permit an individual to live a constructive life.

Table 5. Concept of Childhood

	Techers of Community College Sukkur		Teachers of Public School Shikarpur city	
	Agree	Disagree	Agree	Disagree
Curriculum Ideologies				
Scholar Academy	10%	90%	80%	20%
Social Efficiency	44%	56%	47%	61%
Learner-Centered	96%	4%	28%	72%
Social Reconstruction	72%	28%	32%	68%

The findings from (Table 5) discovered the perceptions of the teachers of IBA Community colleges and the teachers of public schools of city Shikarpur about curriculum ideologies concerning the concept of Childhood. Regarding this, the most popular ideology among teachers of IBA community colleges was found to be the learner-centered ideology. 96% of the teachers with the advocacy of learner-centered ideology believe that childhood is the time when students start opening according to their natures, they feel needs, impulses, and internal timetables. The focus should remain fixed on the children in their childhood rather than the focus on their adulthood. The least popular ideology here is scholar academy whereby 90% of the teachers disagree with the idea that childhood is the period of intellectual development due to growth of reasoning ability and capacity for memory. Through this growth, the children absorb more cultural knowledge. The most popular ideology for the teachers of public schools of city Shikarpur is Scholar academic ideology with 80% of the teachers agree with the idea that childhood is the period of intellectual development due to growth of reasoning ability and capacity for memory. Through this growth, the children absorb more cultural knowledge. The least popular ideology for these teachers is a learner-centered ideology where 72% of the teachers

disagree with the idea that childhood is the time when students start opening according to their natures, they feel needs, impulses, and internal timetables. The focus should remain fixed on the children in their childhood rather than the focus on their adulthood.

Table 6. Concept of Evaluation

	Techers of Community College Sukkur		Teachers of Public School Shikarpur city	
Curriculum Ideologies	Agree	Disagree	Agree	Disagree
Scholar Academy	10%	90%	82%	18%
Social Efficiency	44%	56%	50%	50%
Learner-Centered	94%	6%	50%	50%
Social Reconstruction	72%	28%	25%	75%

The results of the descriptive statistics (Table 6) show the perceptions of the teachers of IBA Community colleges and the teachers of public schools of city Shikarpur about curriculum ideologies regarding the concept of the evaluation. Regarding this, the most popular ideology among teachers of IBA community colleges was found to be the learner-centered ideology where 94% of the teachers believe that the purpose of the evaluation is to diagnose the needs and the growth of the students to promote further growth by appropriate adjustment of their learning environment. On the other hand, 90% of the teachers with the least popular ideology which is scholar academy disagree with the idea that evaluation must objectively determine the amount of knowledge that students have acquired. Through this students can be ranked into great intellectuals and weaker. The most popular ideology of the teacher of Shikarpur is Scholar academic ideology where 82% of the teachers agree with the idea that evaluation must objectively determine the amount of knowledge that students have acquired. Through this students can be ranked into great intellectuals and weaker. The least popular ideology of the teachers is social reconstruction ideology where 65% of the teachers disagree with the idea that evaluation should be a subjective comparison of students' performance with their capabilities. Its purpose is to indicate to both the students and others the extent to which they are living up to their capabilities.

Discussion on Findings

The findings of the study revealed that the most popular ideology concerning the school of IBA Community colleges was found to be learner-centered ideology (94%), Whereas the least preferred ideology was scholar academy ideology (92%) teachers disagreed with scholar academy ideology. Moreover, for the concept of teacher in the view of teachers learner-centered ideology was the most preferred, (98%) teachers agreed with the idea that teachers should behave with students like companions in the school environment so that they may learn effectively. On the other hand, the least popular ideology among teachers was found to be the (56%) social efficiency ideology. Regarding the concept of learning, the learner-centered ideology (96%) of the teachers was in favor of learner-centered ideology. However, Scholar academy is seen to be the least popular ideology with 100% of the teachers feel disagreed with an idea that learning takes place in the best way when students are presented with an appropriate stimulus and positive reinforcement. Further, (96%) the teachers preferred learner-centered ideology the most because they believe that the most valuable knowledge is that is personal meaning of oneself and one's world coming from one's direct experiences in the world. In contrast, Social efficiency ideology (56%) is experienced to be the least popular ideology by the teachers about knowledge. In addition to this, the most preferred ideology of teachers to childhood is a learner-centered ideology (96%) teachers believe that childhood is the time when students start opening according to their natures, they feel needs, impulses, and internal timetables. While the least popular ideology was found to be scholar academy (90%) whereby the teachers disagree with the idea that childhood is the period of intellectual development due to growth of reasoning ability and capacity for memory. Regarding the purpose of evaluation, the most popular ideology among teachers was found to be the learner-centered ideology where 94% of the teachers believe that the purpose of the evaluation is to diagnose the needs and the growth of the students to promote further growth by appropriate adjustment of their learning environment. On the other hand, 90% of the teachers with the least popular ideology which is scholar academy disagree with the idea that evaluation must objectively determine the amount of knowledge that students have acquired.

The results of the study revealed that the most popular ideology for the teachers of public schools of city Shikarpur is scholar academic ideology with (70%) of the teachers believe that schools should be communities where collected knowledge of the culture is transmitted to the youth. In

contrast, the least popular ideology was social reconstruction ideology (74%) among teachers. Regarding the concept of teacher, the most popular ideology was found to be scholar Academic Ideology where (76%) of teachers agree that teachers should be knowledgeable people and keep transmitting that which is not known by the empty minds of the students. The least popular ideology of the same teachers is a learner-centered ideology were (84%) of the teachers. Also, the most popular ideology for the teachers regarding the concept of learning (74%) teachers indicates that they follow scholarly academic ideology because they believe that learning takes place in the best way when students are presented with an appropriate stimulus and positive reinforcement. However, the least popular ideology among teachers was social reconstruction ideology where (82%) of the teachers disagree that learner cannot construct their meaning. Furthermore, (89%) teachers favored the scholar academy ideology concerning knowledge sharing the teachers believe that the most valuable knowledge is the structured knowledge and ways of thinking which have come to be valued by the culture over time. On the other hand, the least popular ideology of these teachers was social reconstruction ideology where (87%) of the teachers disagree that the most valuable knowledge is the specific skills and capabilities for action that permit an individual to live a constructive life. While responding to the concept of childhood (80%) of the teachers supported scholar academy ideology they believe that childhood is the period of intellectual development due to growth of reasoning ability and capacity for memory. However, (72%) of the teachers disagreed. Hence, the learner-centered ideology was least preferred by the teachers concerning the concept of childhood. In last, the most popular ideology of the teachers regarding the concept of the evaluation was Scholar academic ideology where (82%) of the teachers agree with the idea that evaluation must objectively determine the amount of knowledge that students have acquired. Whereas, social reconstruction ideology (65%) was less liked by the teachers.

Based on the above discussion on findings of the study, the current study concluded that the IBA public Schools teacher preferred learner-centered ideology the most and scholar academy ideology the least. Whereas, the teachers of the Public Schools of Shikarpur preferred the most scholar academy ideology and the least preferred curriculum ideology was social reconstruction ideology. Thus, teachers of both schools were following different ideologies concerning the learner, teacher, instructional process, knowledge, childhood, and evaluation. Hence, the findings from the public School Shikarpur correlates with the Asad et al. (2020) as well as Marulcu and Akbiyik (2014) in which scholar ideologies were given first preference.

Conclusion

This comparative descriptive survey investigated the perceptions of teachers of Sukkur IBA Community colleges and the teachers of Public schools of city Shikarpur towards the four curriculum ideologies including Scholar Academic Ideology, Social Efficiency Ideology, Learner Centre Ideology, and Social Reconstruction Ideology. The comparative results show that learner-centered ideology is the most favorable among the teachers of Five Sukkur IBA Community colleges whereas the Scholar Academic ideology has been the least favorable for them. This further elaborates that the teachers of community colleges are well acquainted with the educational environment of their respective community colleges and they seem to be highly active in the humanitarian fields, giving greater emphasis on human relations and interactions with the students. They follow the learner-centered curriculum in which they firstly observe and assess the needs and interests of the students. Secondly, they create a learning environment that multiplies growth and self-actualization. Thirdly, they design activities according to the needs and interests of the students and provide appropriate materials to them, and finally, they make an ideal classroom.

On the other side of the coin, the results show that the most preferred curriculum ideology among the teachers of five Public schools of city Shikarpur is Scholar Academic Ideology and the least preferred ideology for them has been the social Reconstruction Ideology regarding the concept of School, learning, knowledge and the evaluation and learner-centered ideology concerning the concept of teacher and the childhood. These findings further elaborate that the teachers of these public schools of city Shikarpur are more concerned about the curriculum content than the child, they believe that only knowledge enables the children to understand the world in a better way, they perceive that learning is nothing but the result of teaching, they believe that teachers are mini scholars, knowledge transmitters, presenters of discipline rather than creators of new knowledge and in the last, they

advocate that the only purpose of education is the promotion of intellectual excellence among the students.

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