



Factors Influencing the Successful Curriculum Implementation in Secondary Schools of Punjab

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Vol. V, No. III (Summer 2020)

Pages: 340 – 349

DOI: 10.31703/gesr.2020(V-III).33

Abstract: *The role of the principal has been explored through using Goleman's leadership styles and leadership strategies in curriculum implementation. However, there are certainly other factors as well which influence successful curriculum implementation, such as teaching characteristics and provision of facilities. The data was collected from 600 teachers and 36 headteachers across Punjab using multistage sampling. The data were organized and recorded with SPSS 21. Descriptive and inferential analysis was used to determine the interactive effect of factors (leadership styles, teaching characteristics, and leadership strategies) in curriculum implementation. The results indicate that both dissonant and resonant leaders achieve their objectives in different ways. Resonant leaders adopt more visionary and coaching style to be successful with progressive teachers; whereas, dissonant leaders use the more commanding style with traditional teachers. Content analysis has been used to analyze structured interviews with headteachers; comparison between the responses of teachers and school principals helped us to identify gaps in leadership and successful implementation of the curriculum.*

Key Words: Leadership Styles, Resonant & Dissonant Leadership Styles, Strategies Traditional Teaching, and Progressive Teaching

Introduction

The current study will be exploring the Factors influencing the successful curriculum implementation in Secondary Schools of Punjab. The study is motivated to words an enacted curriculum. The essence of the achievement of curriculum objectives depends on its implementation process during the study year. The concept of leadership is more like the words independence, love, and coherence. The curriculum refers to what a learner is required to encounter, study, practice and master during a course of study.

The curriculum is not something fixed; it is a dynamic process because of continuous changes undergoing in society (Egan, 2003; English, 2010). Dynamic and adaptive definition of curriculum is more relevant in this age of change as curriculum represents a set of desired goals or values that are activated through a development process and culminate in successful learning experiences for students (Wiles & Bondi, 2007).

Curriculum implementation is the main responsibility of school principals, and it is under the continuous discussion of teachers, educationists and researchers across the globe. Curriculum implementation is defined as the application of the desired change in the curriculum (Onojerena, 2015). It is a complex process that requires coordinated efforts of various organizations with multiple jurisdictions. Monitoring and evaluation of curriculum implementation is primarily the job of the Provincial Education Departments (PED) (CIFP, 2014).

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Leadership has become a touchstone for education systems seeking to realize their organizational goals and identity through performance. Leadership is most often recognized as the activity by which national curriculum goals are translated into instructional objectives for various subjects taught in the school. The leadership task is to develop a system in which all parts are at their place and work in coordination and collaboration to realize educational goals for development and continuous improvement. Relatively little is known about how and by whom curriculum leadership and management occurs inside secondary schools, especially in Asian contexts. When school principals act as leaders, they manage a quality culture in their schools, emphasizing a congenial environment for teaching and learning and a climate of social responsibility. It is a must for school principals to execute their supervisory functions as well for successful curriculum implementation. Principals are expected to take a more hands-on approach and work more collaboratively with teachers during the implementation of the curriculum. The principals' role is to promote academic performance to get accredited for the best, which happens in their schools.

[Chitiavi \(2002\)](#) stated that school principals who act as leaders are as much keen on the academic achievement of their students as they are striving for healthy interpersonal relationships to prove their leadership during curriculum implementation effective (Mchunu, 2013). [Goleman \(2013\)](#) stated that leaders achieve because they are able to work on their emotions and not because they are good at giving vision and powerful ideas or strategies.

Goleman and his associates gave the idea of resonant leadership (Goleman, 1998; Boyzatis & Mckee, 2005; [Goleman et al., 2013](#)); in his book *Primal Leadership* and he explained the six types of leadership. The original job of leadership is emotional. This concept of sentiment in the workplace is frequently confused. The leaders' duty is that they understand their personality by becoming keen self-aware evaluators, expert managers of our moods, empathic observers of other's feelings, and designers of believing work relationships. Once we are tapping into those four key areas, we can create workplace resonance by creating the correct situations where people are factually on the same emotive wavelength as others, subsequent in symphonic teamwork and increase the overall impact of our own leadership.

This idea of resonance is not only related to leaders' choice in order to select the appropriate leadership according to the situation and to do in a specific nature, or skillfully they connect the right things at the right times, but also it is about the existence strategic about choosing styles of leadership depends upon the current situations ([Pepper, 2010](#)). Leadership styles can promote resonance. Think of this ability as an artist with a blank opus in front of her. Her tools are paints, brushes and the vision she faiths to transfer shaking inside her head. She selects her tools from a large collection of different sized brushes to apply the paint in the consistency that brings her vision to life on the opus, alternating between lighter or heavier brushstrokes. The accurate brush allows her to deliberately use her paint and her aptitude to create an image that vibrates with viewers. So, too, does the selection of leadership styles enable bests to affect the employed atmosphere that best brings into line with their idea?

Therefore, the contract's evaluation is planned and active leadership. They are Visionary, Coaching, Affiliative, Democratic, Pacesetting, and Commanding. Four of the approaches greatly foster the resonance (resonant) needed for positive workplace performance, and two of them interfere with resonance (dissonant) when used ineffectively. However, all six should be part of your leadership toolbox. The four styles impartial labelled most often contribute to the optimistic resonance that increases employee routine. The last two classes should also be part of a spearhead's toolkit, but use them with carefulness and only in situations where it will truly work. Now your toolbox is rich with six strategic choices to create resonance. The most effective leaders change elegantly through these six styles, meaningful when and where to apply them as desired.

The factors which influence the curriculum implementation process are the leadership styles of principals', i.e. resonant and dissonant, teachers characteristics, which are consisting of teaching style, i.e. progressive, as well as traditional teaching and provision of facilities, i.e. staff preparedness and provision of infrastructure.

Principal Leadership Styles

[Goleman \(2002\)](#) has given the idea of resonance as the leadership of six types. According to the idea of resonance, the leader uses their knowledge according to the situation to communicate the right things at the right time. He follows the principles of strategic management when dissecting the situation but selects approaches related to human development to deal with situations instead of opting for structural improvements ([Darling-Hammond, 2007](#)). Leadership styles can encourage resonance: visionary, democratic, Affiliative, and coaching, while pacesetter and commanding do not commend resonance but dissonance. However, all six should be part of the leadership repertoire to deal with diverse situations.

Teachers' Characteristics

The teacher is the basic unit of the implementation process, he/she prepare daily lesson plan according to the curriculum division, which is consisted on aims, needs and students need by making practices from where they can acquire. The teacher rescheduled the class syllabus according to the pupil's needs and the ability to teaching ([Cheung & Wong, 2012](#)). The teacher uses their understanding, experience and abilities to understand and implement the curriculum on a daily basis ([Zeiger, 2014](#); [Chittom, 2012](#)). A significant characteristic of a teacher is to identify the problems and needs of the students. It is a basic characteristic of all teachers, but it is varied from teacher to teacher, so they influence the student's achievements ([Ajzen, 2001](#); [Ajzen & Fishbein, 2000](#)). In traditional teaching, the teachers have full control over the class. In reality, they have the power to change and manage the class activities and environment. They perform their duties as the instructors like the lecturer. They decide their curriculum content and specific achievements. They like to survive in an autocratic environment. The content and delivery of the lessons are the points on which teachers must focus and direct students to master content through drill and repeated practice. Rote learning is an aid, and all content may not be learned in its real context ([Novak, 2010](#); [Theroux, 2002](#)).

Constructivist teaching is that students learn how to learn by giving them the training to take the initiative for their own learning experiences. According to Gray (1999), constructivist classrooms are characterized as the learners are actively participated in, democratic environment, interactive activities & student-centred, the teacher facilitates while the students are stimulated to be independent.

In the progressive classroom, the teacher's role is too speedy and facilitates discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject ([David, Cohen & Bhatt, 2012](#)).

Provision of Infrastructure

The main focus of the school is to provide education by the addition of different programs and activities. All these activities and programs are successfully performed in the availability of proper infrastructure in the school. The term 'physical infrastructure' stands for the physical facilities of the school like buildings, grounds, furniture and apparatus along with equipment's essential for imparting education. The main components of academic infrastructure include examinations, curriculum frameworks, teacher qualification, accountability systems or other resources to check and improve the instruction ([David, Cohen & Bhatt, 2012](#)). The proper infrastructure in education is vital to increase school attendance, teacher motivation and thus improve the academic performance of students ([David, 2012](#)).

Preparedness of Staff

Preparedness means the preparation of a person before doing his service. Teachers' preparedness is one important factor by which they are prepared to meet the challenges that characterize their profession. Good teaching needs developing a healthy sense of judgment, not just about students learning, but teacher's own teaching as well, i.e., how a teacher prepares lessons and how a teacher engages students in the subject matter, provide a wide range of learning activities for diverse learning styles, and above

all, how teachers learn through these experiences and improve his/her own teaching ([Sockett, 2012](#); [Sherman, 2013](#)).

Purpose of the Study

The major purpose of this study is to determine the factors influencing the successful curriculum implementation in secondary schools of Punjab. The study is a cross-section that has collected data simultaneously from the teachers and principals of the secondary schools of Punjab. The study was based on (leadership styles, teaching characteristics, and leadership strategies) in curriculum implementation. It is assumed that teacher characteristics are the successful outcome of leadership planning and facilitation during curriculum implementation. Teachers are the chief actors and agent of change in any process of the school. The study is most significant to know the perceptions of teachers regarding the role of leadership during curriculum implementation in public secondary schools of Punjab. It adds to knowledge about the importance of principal leadership styles, teaching characteristics and leadership strategies as it influences curriculum implementation. Moreover, the study offers leadership of school principal and teaching characteristics during curriculum implementation, which may help future researchers in conducting research on a similar topic.

Objectives of the Study

The key purposes of the study are as follows:

1. To distinguish the leadership styles of school principals during curriculum implementation as perceived by secondary school teachers.
2. To explore the interactive role of secondary school principals leadership styles and teachers' characteristics upon successful curriculum implementation.
3. To find out the scope of improvement in curriculum implementation for the future.
4. To find the successful strategies of school principal which they used during the implementation process.

Research Questions

1. Which strategies adopted by school leaders are conducive to the successful implementation of the curriculum in the Punjab public secondary schools?
2. Which strategies (supervisory or facilitative) ensure the progress of curriculum implementation?
3. Which steps must be taken to certify the successful curriculum implementation?

Methodology

The quantitative and qualitative research methods were employed, using multiple data gathering techniques to identify what actually happens in a natural setting? These techniques included a rating scale for the teachers and headteachers in addition to their interviews for cross-checking and crossed validating its importance. In this research five-point, Likert type scales was used to address the independent variables like principal leadership, teachers characteristics and dependent variable like curriculum implementation. Interviews with principals and teachers were also conducted. A purpose-built questionnaire was used to obtain perceptions of public secondary school teachers. The instrument was pilot tested with 100 teachers in Lahore; the reliability coefficient was found to be 0.89

The researcher examined the data with the help of SPSS 21. The findings of quantitative research have been predictive, explanatory (Cresswell, 2012). Both the aspects of quantitative methodology, the descriptive and the inferential, have been used in this research. The researcher's hopes were met when obtained quantities yielded an [unbiased](#) result that is generalizable to a larger population. The three types of quantitative research are illustrated in fig 1.1

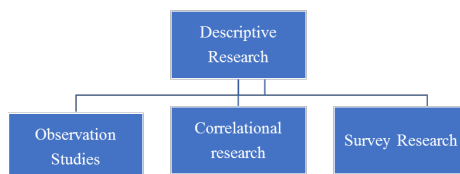


Figure 1: Types of Descriptive Research

Population

Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions, also known to have similar characteristics (Gay, 2014). The population will be consisting of the secondary school headteachers and teachers of secondary schools of Punjab. Data of 621 were collected from the Punjab secondary schools.

Sample

The researcher has randomly selected one principal and 20 teachers from each school using the school as a cluster. 800 questionnaires were distributed personally and with the help of friends. Multistage sampling was used to draw a sample from the population .3; divisions were selected out of 9 divisions, one each from southern, central and northern Punjab. From each division, one developed and one under-developed district was selected ($3 \times 2 = 6$). From each district, 4 secondary schools were selected, 2 girls and two boys ($6 \times 4 = 24$). Only those schools were selected which have a minimum of ten teachers teaching in the school ($24 \times 10 = 240$). Eight fifty questionnaires were distributed (many a time I had to resend) personally and with the help of friends. 650 returned, and only 621 were included in the final research. A convenient sampling technique will be used for the conduct of the study.

Data Analysis

Data collected from questionnaires or through scheduled interviews were organized and recorded in Statistical Package for Social Science (SPSS) edition 21 for Windows 2010 for further computation.

Table 1. One way ANOVA for Gender for Leadership Strategies and Successful Curriculum Implementation

		Sum of Squares	df	M	F	P
Ensuring Teacher Preparedness	Between Groups	8.064	1	8.064	12.919	.000
	Within Groups	385.770	618	.624		
	Total	393.834	619			
Leadership Facilitation	Between Groups	13.035	1	13.035	25.660	.000
	Within Groups	313.949	618	.508		
	Total	326.984	619			
Provision of Infrastructure	Between Groups	15.786	1	15.786	20.357	.000
	Within Groups	479.240	618	.775		
	Total	495.026	619			
Successful Implementation	Between Groups	9.888	1	9.888	19.000	.000
	Within Groups	321.615	618	.520		
	Total	331.503	619			

The Analysis of Variance Test (ANOVA) was accompanied to the extent gender differences (if any) existing in the male and female secondary school teachers about leadership strategies and successful curriculum implementation. The results tell us that gender differences in all factors are significant. The differences in all leadership strategies, i.e. leadership facilitation, ensuring teacher preparedness, provision of infrastructure, and curriculum implementation, are ($.000 < .001$). The Table has given above further explains the results.

Pearson’s Product Moment Correlation

A correlation matrix is simply a quadrilateral selection of numbers that gives the correlation coefficients of each variable with every other variable under investigation. After the factor analysis, the Pearson product-moment correlation test was applied to determine relationships among the factors under study, school principal’s leadership styles, teachers teaching characteristics, the strategies adopted for the implementation (Provision of Infrastructure, Staff preparedness, and leadership facilitation) on the successful curriculum implementation.

Table 2. Correlation Analysis between Leadership Styles, Teaching Characteristics, Leadership Strategies and Implementation Success (N =621).

Variables	1	2	3	4	5	6	7	8
1. Dissonant Leadership	-	.49*	.30*	.27*	.43*	.47*	.29*	.41*
2. Resonant Leadership		-	.23*	.30*	.51*	.48*	.27*	.52*
3 Traditional Teaching			-	.46*	.26*	.23*	.15*	.26*
4 Progressive Teaching				-	.32*	.27*	.22*	.41*
5 Preparedness of Staff					-	.66*	.45*	.76*
6 Leadership facilitation						-	.55*	.64*
7 Infrastructure							-	.46*
8 Implementation Success								-
<i>M</i>	3.59	3.80	3.73	3.95	3.64	3.65	3.39	3.69
<i>SD</i>	0.67	0.70	0.67	0.67	0.80	0.73	0.89	0.73
<i>A</i>	.817	.780	.718	.754	.865	.780	.707	.807

M= mean, *SD*= standard Deviation, α = Cronbach’s Alpha * $p < .00$

Results showed that all factors under study are significantly and positively correlated with each other. Both leadership styles, dissonant and resonant, were found to be significantly positively associated. The dissonant style is more strongly related to traditional teaching ($r=.300$; $p=.05$); whereas, the resonant style is more strongly related to progressive teaching ($r=.301$; $p=.05$). Both leadership styles are almost equally moderately correlated with leadership facilitation ($r=.475$, $p=.05$; $r=.483$, $p=.05$). Leadership facilitation is further strongly correlated with teacher preparedness ($r=.655$; $p=.01$) and provision of infrastructure ($r=.549$; $p=.01$). Successful curriculum implementation is best correlated with teacher preparedness ($r=.759$; $p=.01$) and leadership facilitation ($r=.637$; $p=.01$). Resonant leadership style is more strongly correlated with curriculum implementation ($r=.522$; $p=.01$) than dissonant leadership ($r=.413$; $p=.01$). Progressive teaching has stronger correlation with curriculum implementation ($r=.411$; $p=.01$) than traditional teaching ($r=.263$; $p=.01$).

Stepwise Regression

Since all factors were found to be positively correlated with each other, linear regression via the stepwise method was applied to assess the predictability of relationships. The aim is to find the strong predictors of successful curriculum implementation. The implementation success was a dependent variable, whereas the leadership styles, teaching characteristics, and leadership strategies were used as independent variables. 7 independent factors were added in the model; only 4 models have been generated with 4 leading factors responsible for successful curriculum implementation, these are teacher preparedness, leadership facilitation, progressive teaching, and resonant leadership style. Dissonant leadership, traditional teaching, and provision of infrastructure could not yield significant relationships and be excluded from the model. The model is further described in the figure below:

Table 3. Stepwise Regression for Successful Curriculum Implementation

Models	Predictor variable	Beta Coefficients	t-value	p-value
1.	Preparedness	.759	28.96	.000
2.	Preparedness	.598	17.99	.000
	Facilitation	.245	7.38	.000
3.	Preparedness	.554	16.93	.000
	Facilitation	.227	7.06	.000
	Progressive	.175	6.80	.000
4.	Preparedness	.520	15.54	.000
	Facilitation	.198	6.06	.000
	Progressive	.158	6.16	.000
	Resonant	.117	4.03	.000

4 models have been generated, which are explained as follows; the 1st model explains that teacher preparedness is singularly responsible for 75% variation in the success of curriculum implementation ($R=.759$; $p=.000$). The 2nd model explains that teacher preparedness and leadership facilitation are collectively responsible for 83% variation in the success of curriculum implementation ($R=.598$; $p=.000$; $R=.245$; $p=.000$). The 3rd model explains that teacher preparedness, leadership facilitation and progressive teaching are collectively responsible for 94% variation in the success of curriculum implementation ($R=.554$, $p=.000$; $R=.227$, $p=.000$; $R=.175$, $p=.000$). The 4th model explains that teacher preparedness, leadership facilitation, progressive teaching and resonant leadership are collectively responsible for 97% variation in the success of curriculum implementation ($R=.520$, $p=.000$; $R=.198$, $p=.000$; $R=.158$, $p=.000$; $R=.117$, $p=.000$).

The Most Successful Strategy in Curriculum Implementation

Responding to the question, “which is the most successful strategy in the implementation of the curriculum” “most of the school principals (89%) remarked that providing regular feedback to teachers regarding their performance works best in the execution of curriculum; according to 93% principals should hold regular meetings to access school needs for the curriculum implementation. Whereas 85% of school principals opined that teachers’ opinions must try to incorporate in problem-solving during the curriculum implementation. Leadership facilitation was rendered the best strategy for successful curriculum implementation.

Steps for Successful Curriculum Implementation

Responding to the question, “Which steps do you take for successful implementation of the curriculum in your school,” most of the school principals commented (94%) that they encourage their teachers’ set goals for the implementation of curriculum; they keep monitoring the individual progress of teachers in the process of curriculum implementation. They expressed their keen desire to master teacher appraisal. Keeping staff accountable for their actions and ensuring teacher preparedness is a vital strategy for successful curriculum implementation. The individual suggestions of school principals are enlisted below:

1. A school principal should keep an eye on the individual progress of teachers and provide all the facilities which they are needed.
2. The reinforcement plan, use of reward and punishment judiciously motivates the staff and keep the teachers accountable for their performance.
3. The principals should hold regular meetings of staff for successful curriculum implementation.
4. Principals should value the opinions and suggestions of teachers for curriculum implementation and discuss these suggestions showing a willingness to incorporate these suggestions and develop consensus for implementation.
5. Needs analysis must be conducted for training in leadership, and motivational skills, and the performance must be measured according to trainings taken by staff and school principals. The

latest and most interactive methodologies should be used for trainings to keep attendees' interest intact.

6. The harmony between the principal's vision and teachers' action is the need of the hour. The time for dictation has passed, and healthy interpersonal and professional relationships are in demand.
7. The curriculum which is to be implemented should be made in consultation with teachers, and SMART goals for implementation must be set with consensus.
8. All needed resources for curriculum implementation, advanced technology, AV-aids, and teaching materials should be provided in time to ease the teacher work.
9. Refresher courses should be planned according to the change in skills required by the new curriculum. All such courses must be graded, and future appraisal and promotions should be decided according to their grades in such courses.
10. The principal must promote teamwork and appreciate and reward teams rather than individuals so that peer learning may be enhanced.
11. Teachers should not only participate in curriculum development; their opinions must be sought during implementation and post-implementation for future improvements. It is very important to learn from the real experiences of teachers while delivering the curriculum.
12. In the second shift of the schools, the teaching time is reduced to 30 minutes, which is a major problem limiting student-teacher interaction and reducing chances for conceptual understanding of students.
13. The teacher-student ratio in public secondary schools is very high. 70-80 students in the class not only overcrowd the classes but makes one to one interaction and attention impossible. The teacher-student ratio must not exceed 1:40; otherwise, helper teachers or volunteers should be available to teachers to ensure discipline in the classroom.
14. Teachers must be inducted after taking an aptitude test, and they must be assigned duties according to their knowledge, skills and attitude, justifying appraisal.

Instruction needs to be carried out in a peaceful and tension free environment; therefore, all basic amenities to work must be provided to schools, such as clean water, toilets and electricity.

Discussion

The research was conducted to explore the factors influencing the successful curriculum implementation in secondary schools of Punjab. The findings of the research specify that though the schools had diverse leadership style having dissimilar nature of the impact on curriculum implementation. The principal has the dominant site and having the control over curriculum and its implementation. In all schools, the principal had the most about in curriculum implementation at the school, then to fluctuating degrees teachers.

Today, the responsibility of school principals include a deep involvement in the mechanics of teaching and learning evidence-based decision making; the aim is to engage teachers in meaningful and innovative professional development (King, 2002). The principal must ensure that his/her roles as a manager and instructor do not clash with each other; instead, both should complement each other and avoid all sort of competition (Shellard, 2003).

Principal's play a crucial role in the curriculum implementation, while there is depending upon the teacher's collaboration. It means the command of the principal is to manage the teaching process in the right way by using their leadership abilities according to the situations. If they feel that their teachers need training, so through their leadership facilities, confirm the preparedness of their teachers. Mostly the teachers used traditional and progressive teaching. There were two main paths that were famous in public schools, i.e., the combination of the traditional teaching and dissonant style, the progressive teaching and resonant leadership. In this two-path, the most famous was progressive teaching with resonant leadership in successful curriculum implementation.

Gender differences in perceptions of all leadership strategies, i.e. leadership facilitation, ensuring teacher preparedness, provision of infrastructure, and curriculum implementation, were significant ($.000 < .001$).

Leadership facilitation is further strongly correlated with teacher preparedness ($r=.655$; $p=.01$) and provision of infrastructure ($r=.549$; $p=.01$). Successful curriculum implementation is best correlated with teacher preparedness ($r=.759$; $p=.01$) and leadership facilitation ($r=.637$; $p=.01$).

Stepwise regression was applied to find the predictability of 7 independent factors on a successful curriculum. Most of the principals agreed that their teachers have the ability to participate in curriculum development & implementation of the new curriculum while they suggested that supervision is still needed during the implementation process. So the accountability is the most crucial strategy in the implementation process.

They argued that the provision of facilities is also the major sources that enhanced the implementation process complementing the efforts of human resources. Some principles pointed out lack of sufficient time for curriculum implementation. 4 models were generated with 4 leading factors responsible for successful curriculum implementation; these are teacher preparedness, leadership facilitation, progressive teaching, and resonant leadership style. Dissonant leadership, traditional teaching, and provision of infrastructure could not yield significant relationships.

Conclusions

The school principals play a major role in curriculum implementation. However, their role is more indirect, which is influenced through leadership facilitation strategies and assuring teacher preparedness.

All six leadership styles were identified in secondary school principals by their teachers, but resonant styles, especially visionary, coaching and democratic, were found to be more influencing than any other style. In dissonant styles, school principals were perceived as more pacesetter than commanding by the school teachers. Contrarily, the school principals perceived themselves, observing visionary, democratic and commanding styles. Teacher characteristics play a major role in successful curriculum implementation. Both resonant and dissonant leadership style have their distinct effect on curriculum implementation. Traditional teaching seems to mute all leadership influence for curriculum implementation.

According to the Pearson correlation and stepwise regression, the most significant factor which influences the curriculum implementation is the teacher preparedness, then leadership facilities and provision of infrastructure.

The Most Successful Strategy in Curriculum Implementation is to provide regular feedback to teachers regarding their performance works best in the execution of curriculum, and principals should hold regular meetings to assess school needs for the curriculum implementation. Whereas school principals opined that teachers' opinions must try to incorporate into problem-solving during the curriculum implementation. Leadership facilitation was rendered the best strategy for successful curriculum implementation.

Recommendation

- 1) Planned management principles should be practical for curriculum development & implementation to astound the holes between them.
- 2) Future research can assess by taking the view of students and parents about the role of headteacher and curriculum implementation.

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