

AN EXAMINATION OF THE EFFICACY WITH WHICH TEACHERS AND EDUCATIONAL PROFESSIONALS DEMONSTRATE THEIR COMPETENCIES WITHIN THE CURRICULUM, INCLUDING AN ANALYSIS OF THE STRATEGIES REQUIRED AND THE SUBJECT AREAS THEY COVER.

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ABSTRACT

Teacher input is very useful for school improvement and curriculum development. The ideas, learning objectives, learning experiences, pedagogical tools, and summative assessments of a program should all be appropriately reflected in its curriculum for it to be considered successful. It could provide students a general idea of what they can expect or go into more depth depending on the subject. The tool should be useful in that it allows teachers to make personalised strategies, plans, and materials for their students' success. The main purpose of the research was to determine whether the primary school teachers in the Bay District had a good grasp of the concept of inclusive education and how it relates to the academic achievement of children with disabilities. The researchers set out to find out whether students' results on formative and summative tests were better when their instructors were more knowledgeable about inclusive education practises. The purpose of this research was to collect data on the demographics of the average responder, as well as their understanding of inclusive education, their confidence in using assessment tools, and their views on the topic of children with special needs' performance in the classroom. There was a robust correlation between respondents' knowledge and their attitudes towards inclusive education, according to the study findings. So, the hypothesis is wrong. Schools that practise inclusive education should give precedence in recruiting to applicants with experience working with students who have special needs, according to the study's findings and suggestions. Regular teachers who are tasked with instructing children with special needs should get supplementary trainings from the school administration. There has to be collaboration between the school, parents, teachers, and the town's education committee to address the challenges of inclusive education.

Keyword: Knowledge, Performance, Education, Curriculum Development, Pedagogical Tools, Supplementary Trainings.

INTRODUCTION

A society's norms, values, cultural practises, and accumulated knowledge are passed down from one generation to another via education. A widespread definition of

education is “the effect exerted by mature generations on those that are not yet ready for social life.” There is further agreement on this. Teachers have the wonderful opportunity to spend months getting to know each kid in their classes, with all their quirks, interests, needs, and abilities. The researcher has found great satisfaction in seeing the unique skill sets of my pupils blending into a harmonious classroom environment. From what I’ve seen, the diverse mix of students and instructors makes every classroom interesting and engaging in its own way. By stressing the need and significance of giving education to all educators, adolescents, and adults via Special Needs Education, the study’s authors argue that “Inclusion is connected to dedication to the notion of Education for all” (Chaula, 2019). With their most recent publication, *The Educational Right for persons who have disabilities: Towards Inclusion*, researchers are taking a giant leap towards their goal of having inclusionary practises institutionalised in more nations. The release of *Better Learning for All: A Global Report* by Inclusion International furthered the cause of inclusive education.

When designing a curriculum, it is important to keep the target audience’s culture, society, and expectations in mind. Hence, educational reform and the curriculum are both reviewed and adjusted on a regular basis. Although it may be challenging, everyone involved—especially those who interact directly with students—must be included in the process of creating a curriculum. Thus, this article discussed the following topics: the significance of teachers’ participation in curriculum development, the challenges educators face in this role, strategies for educators to overcome these challenges, and lastly, the proper responsibilities of educators. When it comes to effectively implementing the curriculum, the instructor is pivotal (Min, 2019). Teachers are vital to the process of creating curricula because of the wealth of information, experience, and skill they bring to the table. Outstanding educators play a pivotal role in their students’ academic achievement since they are the ones in charge of imparting course material and possess the most expertise in the field of education. Instructors are obligated to familiarise themselves with and implement any curriculum that have been created by others. That is why curriculum development should include those with expertise in education. For example, the curriculum should include space for instructors’ suggestions and feedback. However, keep in mind that instructors are part of the classroom’s broader ecology when the researcher plan classes. Educators’ perspectives are, hence, vital to the development of valuable curricula. Teachers are brought in during the latter phases of curriculum creation since they are also responsible for implementing the curriculum (Pešková et al., 2019).

BACKGROUND OF THE STUDY

Owing to the fact that there is a dearth of knowledge on school inclusion systems. The notion of Inclusive Education (IE) has not yet built a solid conceptual basis since there is not yet a clear national strategy for education that welcomes all pupils. If

there is insufficient preparation for successful instruction, it is difficult to express to everyone in the school community how they should be assisting children with special needs (CSN) in their educational pursuits. There is a rumour going around that a strategy for the merging of good schools is now being developed. A legally binding provision that “establishes inclusive education by special education in all private and public elementary and secondary schools nationwide for children and youth with special needs and establishes the bureau of special education creating the implementing machinery thereof, providing guidelines for government financial assistance, incentives, and support, and for other purposes” was established in 2011 under the name of the Special Education Provisions. When it comes to dealing with pupils that have special needs, the three most crucial factors are the teachers’ understanding, their attitudes, and their skills (Putwain & von der Embse, 2019). It has been shown that the inclusive education program that is administered by the Department of Education (DepEd) practices discrimination against students who have impairments, despite the fact that it has been in existence for more than a year. However, despite this, the vast majority of instructors working in public schools have not yet received enough training on the program. In order to ensure that inclusive or coordinated placements of students with special educational needs (SEN) in mainstream classrooms are successful, the author of the research believes that it is essential for instructors to have a common understanding of how to educate SEN children and to discuss their viewpoints on students who have SEN. According to the findings of a number of studies, modifying the attitudes that teachers have towards students who have been identified as having special educational needs might result in classrooms that are more inclusive for all students. In the event where regular classroom instructors do not regard providing assistance for students with special needs to be an essential part of their job responsibilities, they may attempt to transfer the responsibility of their students’ education to another individual, who is often the special education teacher, or even use techniques of informal segregation. There is a high objective that the DepEd has set for itself, and that is to achieve educational equity for all students. According to the findings of the research, the effectiveness of inclusion, which refers to the coordinated placement of children with disabilities in mainstream classes, is contingent on the attitudes of instructors and their understanding of how to educate children who have special educational requirements (Rauf et al., 2019). The attitudes that instructors have towards the education of children who have SEN have been the subject of a number of studies that have emphasised the significance of these attitudes as a method of cultivating inclusive classrooms. If the teachers in the mainstream classrooms do not place a high importance on these pupils’ education, the school may resort to covert segregation in order to guarantee that these students get the assistance they need. Therefore, in order for the educational system to be successful, the Internet Service Provider (ISP) has to include and stress topics linked to the Internet of Things (IT). In point of fact, the researcher ended up supporting teacher training in special education as a result of the data the researcher obtained

on inclusive education (Cerit, 2019). It is suggested that the regional offices of the DepEd solicit feedback from parents, guidance counsellors, nurses, and teachers, and that they include trainings for educators who specialise in working with pupils who have special needs into their action plans. In addition to that, the researcher underlined the relevance of IE trainings and seminars especially for educators. Additionally, the research suggested taking into consideration a variety of aspects, including the accessibility of clean drinking water and facilities, the size of the class, the ratio of textbooks to students, and the presence of partnerships between parents and teachers. The key recommendation that emerged from the study was to improve educator KSA, which stands for knowledge, skills, and attitude, in order to better accommodate students who have impairments. Special education has been included into the standard school curriculum in the District of Bay, Division of Laguna, since the year 1990 marked the starting point. Barangay Dila was the location of the preliminary meetings during which the brainstorming sessions were implemented. Since the year 2000, the number of students who are enrolled in special education at Bay Laguna has significantly increased, significantly expanding from its very small beginnings. Beginning with the early years of the district, there is a long and dramatic history of inclusive education that can be traced back to its beginnings. Given that this is the case, it is only fair that the researcher continues to provide financing for the program so that it can expand (Yıldizer & Munusturlar, 2021).

THE PURPOSE OF THE RESEARCH

The objective of this research is to evaluate the degree to which educational professionals and teachers demonstrate their knowledge and abilities via the delivery of classroom instruction. The evaluation will assess their understanding of the subject area as well as their teaching techniques, and it will also investigate how their expertise corresponds to the requirements of the course. Analysing teaching techniques, assessment processes, and pedagogical approaches in the study allows for the identification of key strategies that are needed for effective teaching across a variety of subject areas. In addition to this, it examines the challenges that educators have while attempting to adapt to the ever-evolving requirements of their pupils while working in the classroom. In addition to this, the research takes into consideration the impact that professional development programs have on the effectiveness of educators. Through an analysis of these data, the project intends to shed light on what successful strategies are for increasing student accomplishment and to ensure that educators have the resources they need to cover all of the content that is included in the curriculum. The findings will assist in shedding light on the link between the competencies of teachers and the achievement of students, as well as the quality of education in general.

LITERATURE REVIEW

A good educator should be patient, understanding, adaptable, empathetic, and a good communicator and listener. They should also be able to work effectively with others. Not only does a great teacher have a thirst for knowledge and a knack for passing it on to their students, but they also model these qualities themselves. A great teacher has many qualities, and this is one of them. People whose job it is to train the next generation of educators may find work in both elementary and secondary schools (often called “school-based educators”) and universities. Some people work exclusively in teacher preparation; others are regular classroom instructors or university professors who also have adjunct positions in this area. To draw in spectators and entice them to take part, organisers put up what is known as a spectacle. Empty classrooms are depressing, therefore it’s important to make the most of this space. It is imperative that all the available wall space be used with exhibitions (Caldwell et al., 2021).

Just because someone holds the position of “teacher” does not mean they are an educator; an educator is someone who really teaches pupils in a formal classroom environment. However, the definition of a teacher remains the same: someone who teaches their pupils. A great educator is a dedicated and skilled instructor. This is the single most crucial difference between a teacher and an educator. Participating in skill-based learning occurs when they impart new abilities to students. In addition to helping students achieve the right answer during practice, this also gets them ready for when they may need to utilise the same skill in real life. The phrases “subject” and “subject area” have been mostly superseded by the more generalised “content area” when describing the particular knowledge and abilities imparted to pupils in the classroom. The public-school curriculum primarily consists of four subjects: English, mathematics, science, and social studies. “Direct instruction” is a kind of education in which the teacher actively participates and guides the class. The instructor had to stand at the front of the classroom and give the lesson while simultaneously answering student questions. Students are given comprehensive, precise instructions by their teachers (Tümekaya & Miller, 2020).

RESEARCH QUESTION

How do teaching strategies act as a link between teacher efficacy and curriculum effectiveness?

METHODOLOGY

RESEARCH DESIGN

The quantitative data analysis was conducted using SPSS version 25. The odds ratio and 95% confidence interval were used to ascertain the strength and direction of the statistical link. The researchers developed a statistically significant criterion at $p < 0.05$. A descriptive analysis was performed to determine the key characteristics of the data. Quantitative approaches are often used to evaluate data obtained from

surveys, polls, and questionnaires, as well as data modified by computational tools for statistical analysis.

SAMPLING

The Rao-soft program estimated a sample size of 620. A total of 720 questionnaires were issued, 685 were returned, and 36 were discarded due to incompleteness. A total of 649 individuals from China were approached and surveyed for the research.

DATA AND MEASUREMENT

A questionnaire survey served as the principal tool for data gathering in the study. The survey had two sections: (A) General demographic information and (B) Responses on online and offline channel variables assessed using a 5-point Likert scale. Secondary data was obtained from many sources, mostly on internet databases.

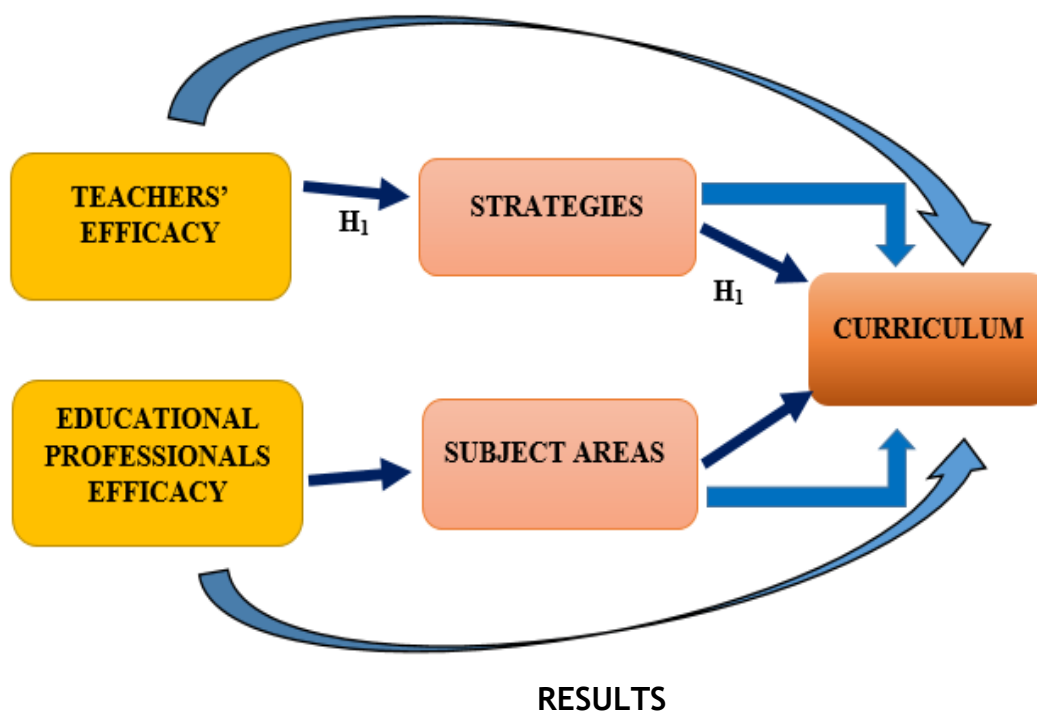
STATISTICAL SOFTWARE

MS-Excel and SPSS 25 were used for Statistical analysis.

STATISTICAL TOOLS

To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

CONCEPTUAL FRAMEWORK



Factor Analysis: The process of verifying the underlying component structure of a set of measurement items is a widely used application of Factor Analysis (FA). The observed variables' scores are believed to be influenced by hidden factors that are not directly visible. The accuracy analysis (FA) technique is a model-based approach. The primary emphasis of this study is in the construction of causal pathways that connect observable occurrences, latent causes, and measurement inaccuracies. The appropriateness of the data for factor analysis may be assessed by using the Kaiser-Meyer-Olkin (KMO) Method. The adequacy of the sampling for each individual model variable as well as the overall model is assessed. The statistics quantify the extent of possible common variation across many variables. Typically, data with lower percentages tends to be more suited for factor analysis.

KMO returns integers between zero and one. Sampling is deemed adequate if the KMO value falls within the range of 0.8 to 1. It is necessary to take remedial action if the KMO is less than 0.6, which indicates that the sampling is inadequate. Use the researcher best discretion; some authors use 0.5 as this, therefore the range is 0.5 to 0.6.

- If the KMO is close to 0, it means that the partial correlations are large compared to the overall correlations. Component analysis is severely hindered by large correlations, to restate.

Kaiser's cutoffs for acceptability are as follows: A dismal 0.050 to 0.059.

- 0.60 - 0.69 below-average

Typical range for a middle grade: 0.70-0.79.

Having a quality point value between 0.80 and 0.89.

The range from 0.90 to 1.00 is really stunning.

Table 1: KMO and Bartlett's Test.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.958
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

The overall significance of the correlation matrices was further confirmed by using Bartlett's Test of Sphericity. A value of 0.958 is the Kaiser-Meyer-Olkin sampling adequacy. By using Bartlett's sphericity test, researchers found a p-value of 0.00. A

significant test result from Bartlett's sphericity test demonstrated that the correlation matrix is not a correlation matrix.

INDEPENDENT VARIABLE

Teachers Efficacy: Teachers' efficacy is the confidence they have in their capacity to affect the learning of their pupils and reach the learning objectives they have set for them despite obstacles. This entails having confidence in the implementation of teaching strategies, being competent in classroom direction, and having students actively engage in the learning process. High degrees of teacher effectiveness are correlated with the existence of intrinsic drive, resilience, and willingness to using novel teaching strategies. Particularly effective in the classroom are those that challenge their students, modify their lessons based on the special requirements of their students, and never give up until their students have achieved what they set out to do. This idea is especially important in terms of its capacity to impact classroom environments as students are more likely to have positive attitudes, higher academic performance, and better learning experiences when their instructors believe in their own capacities. Regarding the formation of educational quality, the fact that professional development, experience, and support systems all affect teacher effectiveness emphasises the need of teachers who are both competent and confident in their teaching capacity. Ultimately, it is a necessary element for guaranteeing a dynamic and flexible approach to instruction in a range of classroom environments and thereby increasing the results for the students (Polesel et al., 2020).

MEDIATING VARIABLE

Strategies: One needs a well-considered plan if one wants to reach certain goals in a timely and efficient way. They find use in various fields, including education, business, and problem-solving, thereby optimising outcomes and overcoming challenges. By use of many teaching styles, classroom management techniques, and assessment tools, educational strategies seek to enhance learning and student involvement. Successful strategies depend on thorough planning, adaptability, and a strong awareness of objectives. For individuals and businesses, they help with improved decision-making, resource optimisation, and navigating of difficult situations. Strategic thinking involves assessing one's surroundings, setting goals, and then implementing carefully considered plans to reach those aims. Any profession where success is sought—including education, leadership, and self-improvement—developing and using successful strategies is absolutely vital. Ultimately, in both personal and professional environments, a well-considered strategy supports success, effectiveness, and overcoming of obstacles (Deslauriers et al., 2019).

DEPENDENT VARIABLE

Curriculum: The Latin roots of the English word “curriculum”—“action of running” and “courses of action”—suggest that the educational process must travel through this foundation in order to achieve any particular objective. A body of information and expertise was formerly thought to be what the word meant. In that case, it was the expertise of professionals from many fields, not the educand’s requirements, that were implied. Bent and Kortenbergh provide a more contemporary definition of the word, proposing that a curriculum is a structured presentation of subject content that is tailored to students’ needs. As a result, modern curricula include teachings and activities that equip students to deal with the wide range of real-world challenges. ‘Curriculum’ obviously encompasses much more than just a set of books; it also has to account for extra curriculars, the school’s atmosphere, and a host of other factors that aren’t covered in textbooks. According to Kortenbergh and Bent, “Curriculum in its broadest sense, includes the complete school environment involving all the courses, activities, reading and association furnished to the pupils in the school” (Chiu et al., 2021).

Relationship Between Teachers Efficacy and Curriculum Through Strategies: The relationship of the curriculum with its efficacy depends much on the way teachers present their materials. Good teachers believe they can satisfy their students’ requirements, change their courses as necessary, and overcome challenges in the classroom. Their confidence shapes how teachers execute curricular requirements, therefore ensuring that students engage actively in the topic of study. Effective teaching tools include formative assessments, active learning strategies, and diversified instruction help teachers to fulfil the needs of their students in many ways.

The capacity of the instructors to grasp and apply their approaches within that framework determines the success of a well-organised curriculum. To increase student accomplishment, effective teachers are more inclined to experiment in the classroom, utilise technology, and modify their courses depending on student comments. Moreover, they ensure that, by evaluating learning results, the objectives of the curriculum are successfully reached, thereby enhancing their approaches (Caldwell et al., 2021).

Teachers who lack confidence in their own ability might find it challenging to pique their students’ interest in the topic, which would lead them to use rigid teaching techniques. Professional development programs provide instructors tools supported by studies so they may feel more confident in their capacity to satisfy the demands of the curriculum. When teachers believe they can affect student learning, they are more likely to create interesting, student-centered classrooms consistent with curriculum goals. The quality of education affects students’ achievements and learning opportunities; so, the interplay of teacher effectiveness, curriculum, and strategies determines the quality of education eventually (Hennessy, 2023).

Based on the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between Teachers Efficacy and Curriculum through Strategies.

H₀₁: There is no significant relationship between Teachers Efficacy and Curriculum through Strategies.

H₁: There is a significant relationship between Teachers Efficacy and Curriculum through Strategies.

Table 2: H₁ ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	215	5655.517	1,055.922	.000
Within Groups	492.770	433	5.356		
Total	40081.390	648			

This investigation yields remarkable results. The F value is 1055.922, attaining significance with a p-value of .000, which is below the .05 alpha threshold. This signifies the “**H₁: There is a significant relationship between Teachers Efficacy and Curriculum through Strategies**” is accepted and the null hypothesis is rejected.

DISCUSSION

The degree of effectiveness of a teacher’s or school administrator determines greatly how successfully they exhibit their curricular competencies. Teacher effectiveness, the independent variable, affects instructional strategies, classroom management, and student involvement quite a bit. Strong feeling of their own efficacy teachers is more likely to have trust in their own ability to clearly and fully provide course content, therefore benefiting their students. Still, pedagogical strategies help to control the dependent variable—the link between teacher performance and the curriculum.

Through influencing the delivery and understanding of knowledge, instructional strategies help to balance teacher effectiveness with curriculum application. Highly successful teachers more commonly use creative and student-centered strategies include technological integration, active learning, and individualised instruction to raise the quality of the curriculum. These strategies improve the learning process by changing course of instruction to fit the many needs of students. On the other hand, even the best teachers might fail catastrophically given a curriculum influenced by ineffective methods.

Furthermore, as the choice of strategies depends on the topic they teach, instructors must change their approaches according to the complexity and nature of every field

they cover. Professional development initiatives are essential in giving teachers practical answers if the researcher is to improve their performance. Since the connection of teacher effectiveness, strategies, and the implementation of the curriculum determines the success of educational results, instructional approaches must always be improved.

CONCLUSION

In the end, the degree to which instructors are able to effectively apply the material is determined by the teaching techniques, which are key mediators. Those in the field of education who have high levels of efficacy are more likely to have faith in their own capacity to successfully communicate knowledge about the course, attract students, and accommodate a wide range of learning styles among students. However, the influence that teachers have on the way the curriculum is executed is determined by the tactics that they use in the classroom. Differentiated instruction, the use of technology, and methods that are centred on the student are all effective instructional tactics that help teachers to make the curriculum goals entertaining and relevant to their students.

There is a correlation between teachers who have faith in their own capacity to alter the classroom environment and the likelihood that they will engage in novel activities inside the classroom, which may lead to lectures that are more engaging and productive. On the other hand, ineffective tactics may impede even the most educated educators from using the curriculum in the manner in which it ought to be applied. Professional development programs are very necessary in order to enhance the ways in which courses are delivered and to increase the effectiveness of teachers. Given the linked nature of teacher effectiveness, methods, and the success of curricular initiatives, it is imperative that continuing investments be made in teacher development and instructional innovation. The strengthening of this connection will contribute to the improvement of the quality of education as well as the enhancement of student performance in a variety of sectors.

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