

A Holistic Lens: Evaluating Curriculum Impact on Student Wellbeing in Southern Punjab

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This article may be cited as Hassan, R., & Sheikh, S. (2025). A Holistic Lens: Evaluating Curriculum Impact on Student Wellbeing in Southern Punjab. *ProScholar Insights*, 4(1), 88-96. <https://doi.org/10.62997/psi.2025a-41049>

Abstract: This study is used to explain the public High and Higher Secondary school Principals and teachers in meaningful curriculum development evaluation measures from the perspective of the Holistic approach in southern Punjab. The meaningful curriculum development and evaluation measures in perspective of the Holistic Approach to students' cognitive, social and economic development in their institutes that are effective by the Principals and teachers in the development and implementation of the curriculum in their institutes. The study objective is to examine the holistic variable of meaningful curriculum development evaluation measures in southern Punjab, which includes a sample comprising 55 principals and 299 teachers from secondary and higher secondary schools. Data were collected using a structured questionnaire and analyzed through descriptive statistics (mean and standard deviation) and inferential statistics (t-test). Principals (mean = 5.38, SD = 1.84) and teachers (mean = 5.2, SD = 1.86) hold comparable opinions about the relevance of a holistic approach in curriculum evaluation. The T-value is 0.6443, and the P-value is 0.5198, which is above the conventional significance level of 0.05. These findings suggest general agreement between the two groups on the importance of this approach. A holistic curriculum supports the growth of well-rounded individuals prepared to thrive academically, socially, and emotionally.

Keywords: Curriculum, Development, Evaluation, Holistic, Public, Principal, teachers, Perception



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Introduction

Education plays a pivotal role in ensuring the stability of a nation, both socially and economically. It is through education that individuals learn their responsibilities and become aware of their rights, both on a personal and national level. Pakistan, as a developing country, faces numerous challenges, such as political instability, economic fragility, sectarian violence, illiteracy, and widespread poverty. These issues stem largely from a lack of awareness, patience, and an ineffective educational system. Education in Pakistan has long been underfunded, which results in poor quality, and despite the implementation of over 25 educational policies over several decades, the system has struggled to achieve its goals of national development in economic, political, and social realms (Ahmad, 2014). The Prophet Muhammad (S.A.W.W) stated, "My Lord refined (addaba) me and made my education (ta'dib) most outstanding" (Al-Ghazali, 1993).

- ▶ **Curriculum:** Defines the structure for organizing the syllabus, teaching sessions, and suggested study materials, ensuring alignment with educational goals.
- ▶ **Syllabus:** Includes specific chapters, topics, reference books, and guidelines for students and educators, essentially serving as a roadmap for the academic period.

- ▶ **Textbooks:** Follow the guidelines established by both the curriculum and the syllabus, providing the detailed content required for the academic year or semester

Curriculum Development Process

The curriculum development process is a critical aspect of any country's educational framework. Lunenburg (2011) emphasizes that curriculum development involves identifying the learning experiences, topics, and goals. However, the curriculum development process in Pakistan is more complex and less standardized than in many developed countries. Experts in Pakistan focus primarily on the subject matter rather than considering questions such as what, how, and when to teach. This approach has led to challenges in creating a cohesive teaching and learning experience.

Curriculum Evaluation

1. Curriculum evaluation plays a crucial role in assessing whether a curriculum is fulfilling its objectives and if students are learning effectively. Evaluation is a fundamental aspect of any educational program, academic or otherwise, as it provides insights into the effectiveness of teaching and learning. As Pawilen (2019) emphasizes, "evaluation is about assigning importance or drawing conclusions".
2. **Ralph Tyler (1949):** Tyler, a proponent of objectives-based curriculum evaluation, emphasized the importance of ensuring relevance between curriculum goals and assessment. He argued that curriculum evaluation should directly measure whether the curriculum meets its objectives, ensuring that what is taught aligns with student learning outcomes.
3. **John Dewey (1902):** Dewey, an advocate of experience-based learning, believed that evaluation should consider both measurable and immeasurable aspects of education. He valued the experiential process of learning, which may not always be captured through formal assessments but still contributes to the overall educational experience.

Types of Assessment (Scriven)

Scriven identifies three primary types of assessment:

1. **Formative Assessment:** This type of assessment occurs during the development of the curriculum. It aims to support the improvement of the educational program. Through formative assessment, educators can identify weaknesses in the curriculum and make necessary adjustments before its full implementation.
2. **Summative Assessment:** Summative evaluation measures the overall impact of the curriculum once it has been fully implemented. It assesses whether the curriculum has achieved its intended goals by evaluating its final outcomes.

Diagnostic Analysis

Diagnostic testing serves two purposes: first, to properly place students at the beginning of a learning level (e.g., high school), and second, to identify the causes of any educational difficulties students may face in particular subject areas.

Functions of Evaluation

Evaluation is integral to teaching and learning, constantly informing curriculum development. It provides the foundation for decision-making within educational systems. Regular evaluations of student learning progress are essential.

1. **Placement Functions**
 - ▶ Helps assess students' initial abilities.
 - ▶ Assists in personalized teaching strategies.
 - ▶ Identifies students' readiness for further education or specialized courses.
 - ▶ Helps educators improve teaching methods and approaches.
 - ▶ Supports the development of realistic educational goals.
 - ▶ Guides curriculum design and instructional planning.



2. Assessment of Educational Processes

- ▶ Measures the feasibility of learning goals.
- ▶ Contributes to the improvement of teaching methods and instructor quality.
- ▶ Aids in the design of effective learning techniques.

3. Diagnostic Functions

- ▶ Identifies program and student weaknesses.
- ▶ Suggests corrective actions.
- ▶ Recognizes and nurtures each student's unique abilities and interests.
- ▶ Tailors lessons to meet students' individual needs.

4. Predictive Functions

- ▶ Anticipates students' future talents and potential achievements.
- ▶ Aids in guiding students in course selection.
- ▶ Informs educational policy and decision-making.
- ▶ Supports the overall development of students.

5. Administrative Functions

- ▶ Assesses the effectiveness of educational administration.
- ▶ Ensures accurate reporting of student performance.
- ▶ Aids in planning educational activities and goals.
- ▶ Supports teachers in providing appropriate learning resources.
- ▶ Enhances public relations and organizational communication.
- ▶ Contributes to improving educational standards.

6. Guidance

- ▶ Assists students in course and career selection.
- ▶ Provides feedback on students' learning progress.
- ▶ Helps teachers better understand students' learning, vocational, and personal needs.

7. Motivation

- ▶ Encourages and motivates students to engage in their learning process.
- ▶ Reinforces the importance of continuous education and improvement.

8. Development

- ▶ Focuses on the development of teachers, students, and teaching methodologies.
- ▶ Aims to improve overall educational quality and outcomes.

9. Research

- ▶ Simplifies the research process.
- ▶ Encourages further studies and exploration within the educational field.
- ▶ Promotes action research in teaching and learning.

10. Communication

- ▶ Facilitates reporting on student progress.
- ▶ Keeps parents informed about their child's development.
- ▶ Enhances communication with other educational institutions regarding student achievements.

Holistic Perspective on Curriculum Evaluation

From a holistic perspective, curriculum evaluation is not just about assessing knowledge acquisition but also about considering broader learning outcomes. This approach takes into account the emotional, social, and intellectual development of students.

1. **Elliot Eisner (1998):** Eisner, a critic of standardized testing, advocated for qualitative approaches to evaluation. He suggested combining traditional assessments with more creative evaluations, such as student presentations, projects, and conceptual works, to provide a well-rounded understanding of student learning.



2. **Nel Noddings (1984):** Noddings, who supports care-based educational theories, argued that evaluation should consider students' overall well-being, motivation, and engagement, not just their academic achievements.

Holistic Evaluation Methods

A holistic approach to curriculum evaluation may use methods such as:

- ▶ **Student Portfolios:** A collection of work showcasing a student's progress and achievements.
- ▶ **Performance-Based Evaluation:** Assessing students based on their ability to apply skills in practical situations.
- ▶ **Peer and Self-Evaluation:** Involving students in assessing their own work and the work of their peers.
- ▶ **Teacher's Observations:** Teachers can provide insights into students' growth, engagement, and areas for improvement.

A holistic evaluation approach helps to:

- ▶ **Encourage Student Strengths:** Recognizing talents in various domains, such as creativity, leadership, and problem-solving.
- ▶ **Promote Deep Learning:** Encouraging students to make connections across different subjects and apply their knowledge in real-world contexts.
- ▶ **Inform Curriculum Development:** Identifying areas where the curriculum can better support diverse learning needs and objectives.
- ▶ **Foster Well-Rounded Development:** Developing students' cognitive, emotional, and social skills.

Through this approach, curriculum evaluation becomes a tool for considering the entire student, not just their academic performance. This method allows teachers to provide more meaningful and personalized learning experiences that prepare students for the complexities of the modern world.

The Holistic Approach to Education

(Jelena et al., 2014) emphasized that education must embrace a holistic approach that allows each student to develop their unique abilities at their own pace. This approach nurtures their growth, fosters curiosity, encourages a continuous inquiry into the world, and promotes individual and cultural sensitivity. The study explores the theoretical and conceptual aspects of a holistic approach to primary education, viewing it as a process to break down the separation between discrete subjects and help students not only follow but also apply new material. The paper examines relevant perspectives, frameworks, and examples, drawing from suitable philosophies and scientific principles to support the feasibility of a holistic approach in shaping primary education content. Data collected from primary school teachers in Latvia were analyzed to explore the essence of this approach and evaluate its potential for shaping the curriculum. The research used a combination of quantitative methods to conduct an empirical study, reflecting the teachers' views on the holistic approach. The findings confirmed the potential of using this approach to define primary learning content and presented a typology of teachers based on their preference for either a formal or holistic teaching style.

Lauricella and MacAskill (2015) investigate whether university students feel that greater exposure to holistic principles during their K-12 education would have been beneficial for their success in higher education. On average, about 70% of respondents believed that having more access to holistic teaching would have helped them in university. They felt that holistic teaching would have helped them better navigate their learning journeys, understand their career opportunities after graduation, and develop a broader understanding of the social, environmental, and cultural contexts in which they interact. However, students who did not experience holistic principles felt that such teaching was either not theoretical or best suited for personal time, and they believed they were already familiar with these values.

Defining Holistic Teaching

A consistent definition of holistic teaching remains elusive, as it is described in various ways in existing literature. The Holistic Teaching Network (2003) defines it as "a multileveled practical journey of discovery, presentation, and mastery where all students and teachers learn and grow together" (para. 1). Hare (2010) offers a definition that describes it as



"a collection of principles, approaches, values, and overall designs that share family resemblances" (p. 3). An earlier description by Rinke (1985) defines holistic teaching as "a purposeful modern teaching model that focuses on the whole educational environment, modifying the teaching-learning approach to meet the needs of the student, teacher, and context in a way that produces learning outcomes greater than the sum of their parts" (p. 67). For this paper, holistic teaching is operationalized using Ron Miller's (2000) definition, which describes it as "a philosophy of learning based on the principle that each person finds character, meaning, and purpose in life through connections to society, the natural world, and caring values such as empathy and harmony" (para. 2). Miller's definition was chosen because it encompasses the broad scope of learning possibilities while recognizing the role of the individual in their learning process.

The roots of holistic education can be traced back to philosophers like Jean-Jacques Rousseau, Ralph Waldo Emerson, and Rudolf Steiner. However, holistic learning formally emerged in North America during the 1960s and 1970s, a response to global challenges such as environmental destruction, the threat of nuclear war, and the disintegration of traditional cultural values (Paths of Learning, 2012). Holistic learning was seen as a positive response to the strains of globalization, cultural erosion, and ecological damage, offering a way to understand the interconnectedness of individuals and the world. Miller (2000) based his philosophy on the principle that nothing can be understood fully by examining its individual components but must instead be viewed as part of a greater whole to understand how each part functions within the system.

Research Objectives

1. To examine the perceptions of Principals and Teachers regarding the measures for meaningful curriculum development evaluation.
2. To compare the perceptions of Principals and Teachers about the measures for meaningful curriculum development evaluation.

Research Questions

1. What are the perceptions of Principals and Teachers regarding the measures for meaningful curriculum development evaluation?
2. **Hypothesis (H01):** There is no significant difference between the perceptions of Principals and Teachers regarding the measures for meaningful curriculum development evaluation.

Significance of the Study

- ▶ **Alignment with Educational Goals:** Curriculum evaluation ensures that educational programs are aligned with the institution's overall objectives.
- ▶ **Relevance and Currency:** It allows teachers to ensure that the content and teaching strategies used in the curriculum are up-to-date.
- ▶ **Consistency and Coherence:** A well-developed curriculum provides students with a consistent and coherent learning experience.
- ▶ **Knowledge Outcomes and Assessment:** Effective curriculum development aids in defining specific learning outcomes.

Research Design

In this study, descriptive statistics such as percentages, means, and standard deviations were employed to summarize the data and provide a comprehensive overview of the responses. Inferential statistics, specifically the t-test, were utilized to test the hypotheses and determine statistically significant differences between groups. This combination of descriptive and inferential methods ensured a thorough examination of the collected data, enabling the researcher to derive accurate conclusions and actionable insights.

This study's population included principals and subject specialists (SSTs) from secondary and higher secondary schools. Based on data obtained from the School Information System (ajksis.pitb.gov.pk), the total population



consisted of 654 principals and 3,642 teachers, yielding a total of 4,296 participants. The inclusion of these groups provided a comprehensive perspective, capturing diverse viewpoints related to the study's objectives.

Table 1*Population Distribution*

Division	Principals	Teachers	Total
D.G.KHAN	164	918	1082
Muzaffargarh	203	1127	1330
Layyah	192	1226	1418
Rajanpur	95	371	466
Total	654	3,642	4296

Source: School Information System (ajksis.pitb.gov.pk)

Table 2

Sampling Size of the Study

Division	Principals	Teachers	Total
D.G.KHAN	14	76	90
Muzaffargarh	17	93	110
Layyah	16	100	116
Rajanpur	08	30	38
Total	55	299	354

Table 3

Perceptions of Principals regarding the meaningful curriculum development evaluation measures in perspective holistic approach.

Respondents	Holistic Approach														Total
	SD		D		SWD		N		SWA		A		SA		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Principals	3	5.8	3	5.8	4	7.7	4	7.7	3	5.8	17	32.6	18	34.6	52
Teachers	11	3.8	23	7.8	30	10.3	35	11.9	40	13.6	43	14.6	112	38	294

The table illustrates principals' views on incorporating a holistic approach in curriculum development evaluation measures. Out of the 52 principals surveyed, 5.8% strongly disagreed, 5.8% disagreed, and 7.7% somewhat disagreed with the relevance of this approach. A neutral position was held by 7.7% of respondents. In contrast, 5.8% somewhat agreed, 32.6% agreed, and 34.6% strongly agreed. These findings indicate that the majority of principals support the integration of a holistic approach in curriculum evaluation, with a significant portion expressing strong agreement. However, a small group of respondents showed either disagreement or neutrality.

The table illustrates teachers' perceptions of the importance of a holistic approach in curriculum development evaluation measures. Among the 294 teachers surveyed, 3.8% strongly disagreed, 7.8% disagreed, and 10.3% somewhat disagreed with the relevance of a holistic approach. 11.9% were neutral, 13.6% somewhat agreed, 14.6% agreed, and 38% strongly agreed. This indicates a strong majority of teachers support the inclusion of a holistic



approach, with a significant proportion strongly agreeing. While a smaller segment expressed disagreement or neutrality, the overall response underscores broad support for the importance of a holistic approach in curriculum evaluation. There are no significant differences between the Perceptions of Principals and Teachers regarding meaningful curriculum development evaluation measures from the perspective of a holistic approach. (Align with Obj # 2)

Table 4*Holistic Approach*

No.	Stakeholders	Frequency	Mean	S. D	T _{cal}	T _{tab}	P-value
1	Principals	52	5.38	1.84	0.6443		0.5198
2	Teachers	294	5.2	1.86			

The table shows that there is no significant difference in the perceptions of Principals (mean = 5.38, SD = 1.84) and Teachers (mean = 5.2, SD = 1.86) regarding the importance of a holistic approach in curriculum development evaluation measures. The T-value is 0.6443, and the P-value is 0.5198, which is above the usual significance threshold of 0.05. This indicates that the difference between the perceptions of principals and teachers is not statistically significant, suggesting that both groups generally agree on the value of a holistic approach in curriculum evaluation.

Findings**Descriptive Statistics**

Holistic Approach in Curriculum Evaluation: According to Table 3, 34.6% strongly agreed, and 32.6% agreed on the relevance of a holistic approach in curriculum evaluation. However, 5.8% strongly disagreed, 5.8% disagreed, and 7.7% somewhat disagreed. Neutral responses accounted for 7.7%, with 5.8% somewhat agreeing. The majority perception was positive, though some disagreement and neutrality were evident.

Holistic Approach in Teachers' Opinions: According to Table 3, 38% of teachers strongly agreed, and 14.6% agreed on the importance of a holistic approach. In contrast, 3.8% strongly disagreed, 7.8% disagreed, and 10.3% somewhat disagreed. Neutral and somewhat agreeing responses were 11.9% and 13.6%, respectively. The findings suggest overall support, though some remain unconvinced.

Principals' Prioritization of Evaluation Measures: Table 4 shows that principals prioritize curriculum the holistic approach (mean = 5.38, SD = 1.84) are also valued, though with greater variability.

Teachers' Prioritization of Evaluation Measures: Table 4 indicates that teachers place the highest importance on the holistic approach (mean = 5.2, SD = 1.86) and are also considered significant, with slightly more variability.

Inferential Findings

Holistic Approach: Table 4 demonstrates that principals (mean = 5.38, SD = 1.84) and teachers (mean = 5.2, SD = 1.86) hold comparable opinions about the relevance of a holistic approach in curriculum evaluation. The T-value is 0.6443, and the P-value is 0.5198, which is above the conventional significance level of 0.05. These findings suggest general agreement between the two groups on the importance of this approach.

Conclusions**Descriptive Analysis**

The study's findings highlight that both principals and teachers have a largely favourable view of the essential measures for curriculum evaluation on holistic approaches. A strong consensus exists on the inclusion of these measures in curriculum development, particularly regarding the importance of holistic approaches, which also enjoy widespread support, albeit with slightly more variability in responses. These findings suggest the need for further discussions to address differing viewpoints and to ensure a more inclusive approach to curriculum planning. Both principal's and teachers' holistic approaches are also considered valuable; they show greater variability in opinion.



Inferential Analysis

The results of the inferential analysis indicate no statistically significant differences between the perceptions of principals and teachers regarding the importance of various curriculum evaluation measures. Both groups exhibit similar views on holistic approaches. The statistical tests confirm that the observed differences in their responses do not reach the threshold of significance. This suggests a shared understanding and agreement between principals and teachers about the role of these measures in evaluating and improving curriculum development processes.

Discussions

A holistic approach to curriculum evaluation garners substantial support. Among principals, 34.6% strongly agreed, and 32.6% agreed, while among teachers, 38% strongly agreed, and 14.6% agreed. This approach aligns with the aim of fostering balanced student development that addresses cognitive, emotional, and social dimensions. A holistic curriculum supports the growth of well-rounded individuals prepared to thrive academically, socially, and emotionally.

Holistic Approach in Curriculum Evaluation: Table 4 demonstrates a consensus between principals (mean = 5.38, SD = 1.84) and teachers (mean = 5.2, SD = 1.86) on the importance of a holistic approach in curriculum evaluation. The T-value of 0.6443 and P-value of 0.5198 indicate no meaningful differences between their perceptions, supporting the integration of approaches that address cognitive, emotional, and social aspects of student development.

Recommendation

Holistic Approach in Curriculum Evaluation: Adopt interdisciplinary curricula and train educators in holistic evaluation methods that address academic, emotional, and social dimensions of learning.



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