



Addressing Crisis in the Educational System for A Self-Driven Curriculum Development

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Abstract

The study aims to analyze addressing crises for the educational system and self-driven curriculum development as trends in the quality of teaching and learning. Phenomenological qualitative research methods are employed in the study. It analyzes the critical problem needs to be addressed in curriculum designing for the educational system alignment evolvement of the educational needs among students as centers of learning, educational crisis balance standard flexibility in a self-driven curriculum system, resource limitations address the needs of the self-driven curriculum in the educational system for the learners, and hindrances on the success of teacher preparedness and training in minimizing the crisis for the self-driven curriculum in the educational system. The study consisted of Fifty (50) participants only. Results show that self-driven curriculum determines the educational system and quality of learning through skills and knowledge, show that evolvement of educational needs aligns curriculum in the rapid work change on outdated content to meet the modern teaching workforce requirements, show that balance standard flexibility ensures consistency on the educational curriculum to cater diverse needs and lack of flexibility, show that resource limitation implements and develops curriculum requirements for high quality technology, teaching materials, and professional development, and show that teacher preparedness and training in the curriculum delivery due to lack of professional development alignment in the curriculum for self-driven system.

Keywords: Educational system crisis, self-driven curriculum design and development, evolution of educational needs

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Introduction

Educational crisis for a self-driven curriculum development equips students for better learning. It is a system failure in the educational system. It addresses the necessary skills, knowledge, and learning. Learning crisis disconnects with significant characterization for actual learning. It is the basic literacy necessary for critical thinking in fulfilling the essential skills in learning. The key aspects of educational crisis include low learning outcomes as the primary indicator of the inability of students to comprehend, read, and apply basic knowledge in the school setting. This also includes functional literacy after finishing education as a prerequisite for graduation. Lack of basic skills is one of the educational crises for a self-driven curriculum that needs to be addressed in terms of communication, critical thinking, and problem-solving. An ineffective system is one of the highlights in the crisis for education that fails in its mediating function and transforms knowledge into the world of experience (Suri et al., 2024). Further, an educational crisis for a self-driven curriculum development in dynamic educational goals and an advanced technology innovation process. It accelerates the educational crisis for skills through a self-driven curriculum. It assesses the effect of teaching and learning techniques to highlight the focus of educational crisis aspects. It influences the crucial elements to enhance the quality of learning in the educational setting. This ensures an emphasis on adaptable and dynamic integration of self-directed curriculum design. It transitions the improved process of self-directed learning curriculum to address the issues and challenges of the educational system (González-Prida et al., 2024); (Alfiyanti & Erita, 2023)

On the other hand, the role of education is necessary in resolving a value crisis because it develops morality and character by inculcating basic education values such as responsibility, integrity, honesty, passion, excellence, and consistency. It develops guidelines for the actions, words, and thoughts. It fosters a key approach to the development of students' comprehensive ability for deep learning in addressing the role of education through a self-directed curriculum. It promotes effective deep learning for various educational settings and challenges. It is a self-directed learning curriculum to promote effective deep learning in different educational settings and disciplines. It challenges the context of self-directed learning to facilitate support and strategies in the role of education. It addresses the effect of self-directed learning curriculum in the educational system and deep learning (Rui et al., 2024); (Syafnan et al., 2025). Hence, the role of education provides initiative for self-directed curriculum design, responsibility for when to learn, how, and choosing what to learn. It empowers students to tailor their learning for self-directed curriculum design for pace learning, personal interest, lifelong learning habits, and fostering autonomy. It aims to engage the various teaching techniques for the role of education, such as collaborative instruction, cooperative learning, think-pair-share, reciprocal teaching, or jigsaw. It implies a pedagogical approach and a development tool in teaching and learning. It is a competency process for the role of education in critical thinking and knowledge for the self-directed curriculum design. It contributes to the educational system in addressing the crisis for self-directed learning curriculum design. It influences the learning outcome and process for students as centers of learning in terms of knowledge, attitude, and skills (Pokhrel & Sharma, 2024).

Moreover, the crisis in educational management, especially for self-driven curriculum, must be addressed to the fullest. This is the ultimate goal of the school system to address the process from good, better, and best. It responds to foster a culture of the educational system based on the needs of students as centers of learning. The self-driven curriculum adapts the plan and potential risk to address the crisis for the educational system. It embarks on the policies in the educational system and management. It focuses on the emphasis and development of the crisis in the educational system and experiences for a self-driven curriculum and development. It focuses on the self-driven curriculum development based on the crisis in educational management for flexibility, adaptation, and empowerment. It influences the limitations and restrictions on the crisis management in the educational system for self-driven curriculum development (Viterouli et al., 2023). Certainly, the crisis in educational management, especially for self-driven curriculum, is related to the quality

assessment and condition of the policy and system. It focuses on the educational management crisis through self-driven curriculum and development. It challenges the educational system and management in different pedagogical settings, especially in the academic achievement of students as centers of learning. It is associated with the various school management in ensuring the support, access, educational resources, and psychological well-being of the learners. It analyzes the process of adapting the educational management and the condition of the complex crisis approach. It assesses the flexibility of the educational crisis. The educational crisis management implements support for the quality of sustainable education (Iliško et al., 2021).

Furthermore, the educational system plays an important role in overcoming the crisis for the self-driven curriculum because it strengthens the individual abilities and beliefs for a sense of purpose and to pursue further programs in addressing the crisis and adversity. It is rooted in the educational stages in shaping the students as centers of learning, as well as proactive in learning, critical, and reflective. It establishes the knowledge of engagement in identifying the understanding and deliberation of the role of educational crisis toward self-driven curriculum. It unfolds the identity and possibility of the educational system. It challenges and recognizes the contemporary configuration of the self-driven curriculum to equip students in the learning process. It is presented with the concept of dynamic deliberation in the educational system and crisis. The system provides the fundamental, comprehensive self-driven curriculum development formation to address the issues in the educational crisis system (Dorji, 2023). Lastly, the educational system plays an important role in overcoming the crisis as the self-driven curriculum impacts the perceptions of the diverse setting in teaching and learning. It contextualizes the application and practice of the educational landscape based on the needs of students as centers of learning. It highlights the program of student-led innovation response and emotional learning initiative in handling and adapting to the crisis in the school community. It leverages the resilience role of educational crisis in addressing the burden of conflicts in the school journey and trajectory. It develops a sustainable framework in the global educational engagement among stakeholders such as parents, students, teachers, and administrators. It tackles the challenges related to recovery of the educational crisis in a self-driven curriculum development (Orillon, 2024).

Research Questions:

1. What critical problems need to be addressed in curriculum design for the educational system?
2. How does curriculum design align with the evolution of the educational needs among students as centers of learning?
3. How does educational crisis balance standard flexibility in a self-driven curriculum design system?
4. What resource limitations address the needs of the self-driven curriculum design in the educational system for the learners?
5. What hinders the success of teacher preparedness and training in minimizing the crisis for the self-driven curriculum in the educational system?

Methodology

Theoretical Lens

The study is anchored on the “Educational System Theory, Concept, and Framework by (Mallillin, 2022), as this theory has relevance to addressing crises in the educational system for self-driven curriculum development. It identifies the concept of immersive learning, management learning, classroom learning interaction, social media learning, outside learning environment, and collaborative learning. It focuses on the educational system as part of teaching and learning development. It interacts with pave options on the framework and concept of teaching and learning approach in building a learning environment and interpersonal skills in adopting the educational crisis in a changing world full of challenges and knowledge. It emerges with the application of educational

crisis and intelligence for transformation design in the self-learning driven curriculum. It is a global approach in teaching and learning (Velasco, 2020).

Research Design

The research design employs the phenomenological qualitative method in addressing the crisis in the educational system for self-driven curriculum development. It analyses and evaluates the critical problems need to be addressed in curriculum designing for the educational system on how does curriculum design align with the evolvement of the educational needs among students as centers of learning, how does educational crisis balance standard flexibility in a self-driven curriculum design system, what resource limitations address the needs of the self-driven curriculum design in the educational system for the learners and what hinders the success of teacher preparedness and training in minimizing the crisis for the self-driven curriculum in the educational system. The research design and method analyze the phenomenological qualitative research in addressing the crisis in the educational system for a self-driven curriculum and development outcome as to dependability, trustworthiness, and credibility (Adeniran & Tayo-Ladega, 2024) (

Research Participants

The research participants are the self-driven curriculum designers, heads, and coordinators in the educational system in addressing the issues and crises in the school system, as to techniques, strategies, and transformation as to good, better, and best. They are chosen based on the criteria set by the researcher. This is to provide solutions and recommendations in addressing crises in the educational system to equip students with quality education and trends in the 21st-century era. The study consisted of Fifty (50) participants only.

Research Instruments

The research instruments are self-made based on the variables of the study in addressing the crisis in the educational system for a self-driven curriculum development. This forms part of the process in research. The research tools are focused on the critical problems need to be addressed in curriculum designing for the educational system, curriculum design alignment with the evolvement of the educational needs among students as centers of learning, educational crisis balance standard flexibility in a self-driven curriculum design system, resource limitations address the needs of the self-driven curriculum design in the educational system for the learners, and hindrance success of teacher preparedness and training in minimizing the crisis for the self-driven curriculum in the educational system.

Procedures in Gathering Information

Presented in this section is the procedure for gathering information on addressing crises in the educational system, which is explained below:

1. Mapping. The mapping is done through reading magazines, books, and browsing on the internet on possible topics to be part of the research in providing solutions and recommendations for the educational system.
2. Formulation of the topic. After the mapping is done, the topic is being formulated for the process of research writing. The research topic formulated is “Addressing Crisis in the Educational System for a Self-Driven Curriculum Development”. This is very timely at present because there are lots of issues in the educational system that need to be addressed.
3. Validation of Research Instruments. The research instruments are being validated by the experts in qualitative research methods and designs. They are doctoral degrees where they can suggest the best

improvement of the study. All their suggestions and recommendations emphasize the distribution of questionnaires.

4. Conduct of FGD. The researcher sets an appointment among the respondents for a short Zoom meeting to gather information on the prepared questionnaires in addressing the crisis in the educational system for self-driven curriculum development. The discussion meeting is recorded, and permission is obtained from the FGD process as part of the research process.

5. Analysis of Information. The recorded FGD is analyzed for the concrete result of the study as part of the conclusion process.

Trustworthiness of the Study

Trustworthiness and credibility of qualitative research have been an issue; however, the process is being followed from the start to the end products. The procedures are adopted by the study of (Ahmed, 2024), which emphasized the pillars of qualitative research trustworthy which explains the details below:

1. Credibility. The research ensures that the findings are accurate and are based on the experiences of the participants. This is achieved through triangulation, prolonged engagement, member checking, and peer debriefing through asking for confirmation and interpretation of the participants in using the multiple methods and sources.

2. Transferability. The research applies the findings based on the contents. This is detailed contextual information through the questions provided so that readers can apply the situation based on their experiences in providing a description in addressing the crisis in the educational system for self-driven curriculum development.

3. Dependability. It focuses on the findings and consistency, stability of the audit trail of the questionnaire in creating a detailed process, decision, method, and documentation. This applies the replication stepwise and peer examination.

4. Confirmability. It ensures that the findings from the participants are shaped accordingly, that is, free from any biases. This is a self-awareness of the researcher through reflexivity, achievement in data handling, and transparency.

Scope and Delimitation

The scope of the study is focused on addressing the crisis in the educational system for self-driven curriculum development. It is delimited to the critical problems need to be addressed in curriculum designing for the educational system, curriculum design alignment with the evolvement of the educational needs among students as centers of learning, educational crisis balance standard flexibility in a self-driven curriculum design system, resource limitations address the needs of the self-driven curriculum design in the educational system for the learners, and hindrance success of teacher preparedness and training in minimizing the crisis for the self-driven curriculum in the educational system.

Results

Presented in this section is the thematic analysis on addressing the crisis in the educational system for self-driven curriculum development through Focus Group Discussion (FGD) via Zoom, where the responses are recorded for analysis. Hence, identification and thematic analysis are observed where the themes, responses of the respondents, and core ideas are known. The interviews are categorized by taking into consideration the reaction and recurrence of the participants. The answers of the Focus Group Discussion are classified into General when the response and similarities fall on 50% and above, Typical when the response and similarities fall on 25-49%, and Variant when

the response and similarities fall on 24% and below. Lastly, text verbatim is included in the presentation for further analysis of the answers.

Table 1. Themes, Response of the Participants, and Core Ideas in Addressing Crisis for Self-Driven Curriculum Development

Themes	Response of the Participants	Core Ideas
1. Self-Driven Curriculum Design	General	● quality of learning ● system and impact ● outdated context ● leading to inefficient mastery ● curriculum learning knowledge ● framework support and resources
2. Evolvment of Educational Needs	General	● teaching workforce requirements ● latest trends in teaching ● global demands advancement ● learner-centered focus ● interactive teaching and learning ● adapts change needs
3. Balance standard flexibility	General	● flexibility in the educational curriculum ● educational crisis setting ● conducive learning adjustment ● adaptability and standardization ● core competency and context ● flexibility demands
4. Resource Limitation	General	● teaching materials ● limits the modern tool ● self-driven curriculum ● limitations in teaching challenges ● digital resources and literacy ● development and expectation
5. Teacher Preparedness and Training	General	● training and preparedness ● techniques in teaching ● quality of teaching ● self-driven curriculum change ● new model of teaching ● traditional mindset

1. Self-Driven Curriculum

The self-driven curriculum design addresses the critical issues in the educational system. It is widely considered deep learning, according to the participants. They say that self-driven curriculum fosters an approach for students' development, comprehensive ability in promoting the challenges for various educational settings, and promotes effective, deeper learning through a curriculum design approach. It is a self-driven curriculum to facilitate the learning process (Rui et al., 2024). The participants further emphasize that:
“It determines the curriculum design for the educational system and quality of learning through skills and knowledge”. T1-P39 & P11

“It provides challenges for implementation of curriculum design development in the educational system and impact”. T1-P37 & P12

“It addresses relevant learners and society curriculum for disconnection and being outdated from the cultural context, learners’ needs, and change from the demands of students as centers of learning”. T1-P36 & P14

“It overloads the content of the self-driven curriculum to cover various topics learning leading to inefficient mastery”. T1-P34 & P16

“It ignores the marginalized groups as to equity, diversity, and inclusivity of curriculum learning, knowledge, and systems”. T1-P33 & P17

“It fails professional development and teacher capacity for a well-designed curriculum for lecturers’ implementation framework support and resources”. T1-P31 & P19

2. Evolvment of Educational Needs

Evolvment of education needs aligns with the curriculum self-driven design in addressing the crisis for the school system among students as centers of learning. The participants further observed that inclusive education seeks a policy landscape to provide a quality system and equal opportunity in adapting to the learners’ needs and responses. It implements challenges in the inclusion and integration to examine the development stages in educational needs (“Alexandru Ioan Cuza” University of Iasi, Iași, România & Kopito, 2024). The participants further emphasize that:

“It aligns curriculum with the evolution of educational needs in the rapid work change on outdated content to meet the modern teaching workforce requirements”. T2-P44 & P6

“It provides the inability to integrate new skills and knowledge, such as problem solving, critical analysis, and advanced technology, to equip for the latest trends of teaching and learning”. T2-P41 & P9

“It collaborates to address the policy making among educators to ensure that curriculum evolution is based on the needs of students as centers of learning in line with the global demands and technological advancement”. T2-P38 7 P12

“It aligns with curriculum design for students’ needs through learner-centered, inclusive, and flexible approaches that are focused and developed on process, skills, and knowledge”. T2-P35 & P15

“It focuses on a learner-centered approach through modern shift of curriculum design, learning styles, prior knowledge, and students’ interest, making students interactive in teaching and learning”. T2-P32-P18

“It adapts to change and needs to match with evolving demands of the workplace, society, and technology, such as problem-solving, creativity, and critical thinking”. T2-P29 & P21

3. Balance standard flexibility

Balancing standard flexibility in addressing the crisis in the educational system for self-driven curriculum development shapes the resource allocation for the school system process. It utilizes the design in inducing the optimal input in the educational system to address reformation, balance standard flexibility in providing concentration of the educational system for teaching and learning (Hasyim Basid et al., 2024). The participants further emphasize that:

“It ensures consistency in balancing standardization and flexibility in the educational curriculum to cater to diverse needs and lack of flexibility”. T3-P47 & P3

“It adopts the one-size-fits-all frameworks as the common struggles in the local context of self-driven curriculum in addressing the educational crisis setting”. T3-P45 & P5

“It is limited to the adjustment of the suitability of the classroom as conducive to learning adjustment made by the lecturers”. T3-P41 & P9

“It strikes the balance between adaptability and standardization to ensure that curriculum design is implemented for both lecturers and students”. T3-P39 & P11

“It maintains a standard for equity and quality of the educational system process to uphold the minimum requirement learning process for core competency and context during crisis”. T3-P37 & P13

“It adapts flexibility demands for the delivery methods of teaching and learning, such as community-based learning, online platforms, and modular learning to meet the curriculum goals”. T3-P35 & P15

4. Resource Limitation

Resource and limitations addresses the needs of the self-driven curriculum design in the educational system. It utilizes the academic function of the lecturers and students in the era of advanced technology. It aims to focus on the benefits of resources in the educational system to equip students for better learning challenges in the academic world. It expanded knowledge in enhancing students' pedagogy and support for lifelong learning (Adil et al., 2024). The participants further emphasize that:

“It implements and develops resource limitations on curriculum requirements for high-quality technology, teaching materials, and professional development”. T4-P45 & P5

“It limits the modern tool access needed in the curriculum delivery to provide effective teaching and learning”. T4-P43 & P7

“It allocates adequate resources to aid necessary technology in learning for the success of self-driven curriculum development in the educational system”. T4-P40 & P10

“It addresses the needs of the educational system in the 21st century for the resources and limitations in teaching challenges”. T4-P39 & P11

“It integrates digital resources and literacy for the curriculum tools in a personalized learning path for students' knowledge and skills”. T4-P36 & P14

“It balances the need for resources on skill development to ensure learning experiences that align with self-driven curriculum development and expectations for the modern learners”. T4-P35 & P15

5. Teacher Preparedness and Training

Teacher preparedness and training hinder success in minimizing the crisis for the educational system through self-driven curriculum development. It designs the program to equip students as centers of learning in the new trend of educational technology. Knowledge and skills must be upgraded through seminars and workshops to help lecturers in the trend of the educational system, especially in the technological evolution and readiness of the school system (Mpuangnan, 2024). The participants further emphasize that:

“Inadequate training and preparedness in the curriculum delivery due to a lack of professional development alignment with the curriculum for a self-driven system”. T5-P48 & P2

“It limits access to modern education frameworks such as teaching strategy methods and techniques in teaching and learning”. T5-P46 & P4

“Being unprepared for the lesson and integration of technology to equip better quality of teaching through self-driven curriculum development”. T5-P43 & P7

“Inadequate training for the mentorship needed in the self-driven curriculum change from good, better, and best to equip quality teaching output”. T5-P41 & P9

“It hinders professional development opportunities for teachers that may lack high-quality training to adapt to the new model of teaching and learning process”. T5-P38 & P12

“Lack of resistance to change and traditional mindset to shift from the struggle of lecturers and approaches to teacher-centered, learner-driven”. T5-P36 & P14.

Discussion

It shows that self-driven curriculum needs to be addressed in the educational system based on the needs of students as centers of learning. It determines the curriculum design for the educational system and the quality of learning through skills and knowledge. It provides challenges for the implementation of curriculum design development in the educational system and impact (D. Mallillin, 2023a). It addresses relevant learners and society curriculum for disconnection and being outdated from the cultural context, learners' needs, and change in response to the demands of students as centers of learning. It builds challenges on the complex issues of student learning as to the application of core knowledge in the academic achievement of the learners. It discusses the principles of self-driven curriculum development in addressing the crisis for the educational system and practice. It nurtures the dilemma in teaching and learning (Huang & Ma, 2023). On the other hand, a self-driven curriculum needs to be addressed in the educational system, as it overloads the content process to cover various topics learning leading to inefficient mastery. It ignores the marginalized groups in terms of equity, diversity, and inclusivity of curriculum, learning, knowledge, and systems. It fails professional development and teacher capacity for a well-designed curriculum for lecturers' implementation framework support and resources (D. Mallillin, 2023). It is the implication of a self-driven curriculum in various disciplines of learning. It examines the parameters of self-driven curriculum in encompassing the concerns of the crisis in the educational system, as to challenges, perceptible impacts, technological integrations, strategic pedagogies, underlying theory, methodological approaches, and characteristics. It testifies to the multifaceted salience and competency of learning (Asyhari et al., 2023).

Furthermore, the evolution of educational needs in addressing the process for a self-driven curriculum development aligns with students as centers of learning. It aligns curriculum evolution of educational needs in the rapid work change, on outdated content to meet the modern teaching workforce requirements. It provides the inability to integrate new skills and knowledge, such as problem solving, critical analysis, and advanced technology, to equip students with the latest trends of teaching and learning (Mallillin, 2024). It collaborates to address the policy making among educators to ensure that curriculum development is based on the needs of students as centers of learning in line with the global demands and technological advancement. It advances the educational technology tailored to learning to equip quality education. It examines the focus on the design evolution of educational needs, insights, and relevant sources. It highlights visualization techniques (Park et al., 2023). Hence, the evolution of educational needs in addressing the process for a self-driven curriculum development aligns with curriculum design for students' needs through learner-centered, inclusivity, and flexibility that is focused and developed on process, skills, and knowledge. It focuses on a learner-centered approach through modern shifts of curriculum design, learning styles, prior knowledge, and students' interests, making teaching and learning (Mallillin, 2024). It adapts to change and needs to match the evolving demands of the workplace, society, and technology, such as problem-solving, creativity, and critical thinking. It maps with the continuous educational needs and evolution, indicating the digital learning approaches among student learners. It highlights the expansion and collaboration of educational needs and evolution for a self-driven curriculum. It contributes to providing insights into a deeper understanding of addressing the crisis in the educational system (Nguyen et al., 2024).

Moreover, balancing standard flexibility in a self-driven design curriculum ensures consistency in balancing standardization and flexibility in the educational curriculum to cater to diverse needs and lack of flexibility. It adopts the one-size-fits-all frameworks as the common struggles in the local context of self-driven curriculum in addressing the educational crisis setting (Mohiyeddini, 2024). It is limited to the adjustment of the suitability of the classroom as a conducive learning environment made by the lecturers. It explores innovative teaching practices with a focus on flexibility and execution challenges. It guides with the opportunity of effective implementation based on a self-driven curriculum in the educational system and practices. It enables the design experiences

on responsive needs and global dynamics as to training support and interactive realization of innovation intended for pedagogy in teaching (Romadhon et al., 2025). Also, balance standard flexibility in a self-driven design curriculum strikes the balance between adaptability and standardization to ensure that curriculum design is implemented for both lecturers and students. It maintains standards for equity and quality of the educational system process to uphold the minimum requirement learning process for core competency and context during crisis (Evangeline, 2025). It adapts flexibility demands for the delivery method of teaching and learning, such as community-based learning, online platforms, and modular learning, to meet the curriculum goals. It drives with advanced technology in accommodating diverse student needs and flexibility demands in the educational system. It intensifies and reflects the educational crisis demands for a self-driven curriculum. It recognizes the focus of instructional delivery and diverse flexibility practices and potential limits (El Galad et al., 2024).

Apparently, resource limitation in addressing the crisis of the educational system for a self-driven curriculum development implements and develop resource limitations on curriculum requirements for high-quality technology, teaching materials, and professional development. It limits the modern tool access needed in the curriculum delivery to provide effective teaching and learning (Mallillin & Lopez, 2024). It allocates adequate resources to aid in the necessary technology in learning for the success of self-driven curriculum development in the educational system. It conceptualizes and navigates the quality educational feature in the educational reform from good, better, and best. It analyzes the resource limitations of the educational system and constrains sustainable development goals. This suggests the interrelated component and framework innovation of the educational system through self-driven curriculum as to context features and policy (Poudel & Choi, 2022). Certainly, resource limitation in addressing the crisis of the educational system for a self-driven curriculum development addresses the needs of the educational system in the 21st century for the resources and limitations in teaching challenges. It integrates digital resources and literacy for the curriculum tools in a personalized learning path for students' knowledge and skills (Leovigildo Lito D. Mallillin & Mallillin, 2019). It balances the need for resources on skills development to ensure learning experiences that align with self-driven curriculum development and expectations for modern learners. It influences and promotes lifelong learning. It enhances the optimistic advanced technology in addressing crisis for limited resources in the educational system that affects the learners' performance and academic performance. It innovates the potential limitation for resources in enhancing lifelong learning in the global world (Regmi, 2024).

Finally, teacher preparedness and training hinder the success in minimizing crises for the self-driven curriculum in the educational system. Inadequate training and preparedness in the curriculum delivery due to a lack of professional development alignment in the curriculum for a self-driven system. It limits access to modern education frameworks, such as teaching strategy methods and techniques in teaching and learning. Being unprepared for the lesson and integration of technology to equip better quality of teaching through self-driven curriculum development. It equips with the needed knowledge, values, attitude, and skills. It explores the innovative pedagogical approaches to curriculum training and teaching. It requires quality teaching and training adequate for the provision of teacher training preparedness. It aims to uncover the pedagogical curriculum skills underlying the challenges of the lecturers (Mahmood, 2025). Lastly, teacher preparedness and training hinder the success in minimizing crisis for the self-driven curriculum in the educational system, where inadequate training for the mentorship needed in the self-driven curriculum changes from good, better, and best to equip quality teaching output. It hinders professional development opportunities for teachers who may lack high-quality training to adapt to the new model of teaching and learning process. Lack of resistance to change and a traditional mindset to shift from the struggle of lecturers and approaches to teacher-centered, learner-driven instructional. It suggests improving the professional growth and development of lecturers in addressing the educational crisis in the learning environment. It presents evidence for the changes in teacher preparation in the essential teaching skills through training and development (Barbour & Hodges, 2024).

Conclusion

It shows that a self-driven curriculum determines the educational system and quality of learning through skills and knowledge, where it provides challenges for the implementation of curriculum design development in the educational system and its impact. This includes addressing relevant learners and society curriculum for disconnection and being outdated from the cultural context, learners' needs, and changes in the demands and needs of students as centers of learning. It shows that the evolution of educational needs aligns curriculum in the rapid work change on outdated content to meet the modern teaching workforce requirements, where it provides the inability to integrate new skills and knowledge such as problem solving, critical analysis, and advanced technology, to equip the latest trends of teaching and learning. This includes collaborating to address the policy making among educators to ensure that curriculum development is based on the needs of students as centers of learning in line with the global demand and technological advancement. It shows that balance standard flexibility ensures consistency in the educational curriculum to cater to diverse needs, and a lack of flexibility where it adopts the one-size-fits-all frameworks, as the common struggles in the local context of self-driven curriculum in addressing the educational crisis setting. This includes limiting the adjustment suitability of the classroom to conducive learning made by the lecturers. It shows that resource limitation implements and develop curriculum requirements for high-quality technology, teaching materials, and professional development, which limits the modern tool access needed in the curriculum delivery to provide effective teaching and learning. This includes allocating adequate resources to aid in the necessary technology in learning for the success of self-driven curriculum development in the educational system. It shows that teacher preparedness and training in the curriculum delivery is limited due to a lack of professional development alignment in the curriculum for a self-driven system, which limits access to modern education frameworks, such as teaching strategy methods and techniques in teaching and learning. This includes being unprepared for the lesson and integration of technology to equip better quality of teaching through self-driven curriculum development.

Conflicts of Interest

No conflict of interest

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