

**PERCEPTIONS OF PRIMARY SCHOOL TEACHERS  
REGARDING SINGLE NATIONAL CURRICULUM**



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# **PERCEPTIONS OF PRIMARY SCHOOL TEACHERS REGARDING SINGLE NATIONAL CURRICULUM**



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## APPROVAL SHEET

### PERCEPTIONS OF PRIMARY SCHOOL TEACHERS REGARDING SINGLE NATIONAL CURRICULUM


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
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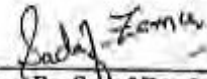
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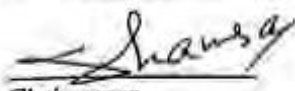
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## **AUTHOR'S DECLARATION**

It is hereby declared that author of the study has completed the entire requirement for submitting this research work in partial fulfilment for the degree of MS Education. This thesis is in its present form is the original work of the author except those which are acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.

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## **SUPERVISOR'S CERTIFICATE**

The thesis titled “Perceptions of Primary School Teachers Regarding Single National Curriculum” submitted by Ms. Banafsha Khan Regd. No. 372-FSS/MSEDU/F20 is partial fulfilment of MS degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of student’s research work and allow her to submit this for further process as per IIUI rules and regulations.



Prof. Dr. Samina Malik

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## ABSTRACT

Objectives of the study included to; (i) investigate the perceptions of primary school teachers regarding the implementation of Single National Curriculum, (ii) explore instructional strategies employed by primary school teachers with reference to Single National Curriculum, (iii) identify the problems faced by primary school teachers regarding Single National Curriculum. The study was delimited to Government Girls primary schools located in satellite town Quetta. The study has followed quantitative research design. Survey technique was used to explore the perceptions of primary school teachers regarding Single National Curriculum. Population of study included 450 primary school teachers. Using simple random sampling technique, 30% (135) primary school teachers were selected in accordance with Gay (1976) sample size table. Self-developed questionnaire based on five-point Likert Scale was used as data collection instrument. The respondents were briefly instructed about the study, its importance and its purpose. After the rapport building the respondents were asked to fill the questionnaire. Statistical tests including percentage and mean score were applied to analyze the collected data. Perceptions of the respondents regarding implementation of SNC showed a generally positive sentiment among respondents, with a significant proportion either agreeing or strongly agreeing with its effectiveness. Findings of the study recommended that educational authorities may prioritize the development and implementation of targeted professional development initiatives. These initiatives may be tailored to the specific needs identified in this study, encompassing areas such as familiarity with the SNC, planning strategies, and the utilization of instructional materials.

**Keywords:** *Single National Curriculum, Perceptions, Primary School Teachers, Quetta.*

# **CHAPTER 1**

## **INTRODUCTION**

According to the Federal Ministry of Education and Vocational Training, the goal and purpose of the "Single National Curriculum" is to ensure that all children in Pakistan have equal access to quality education and social mobility. It ensures social and national unity. By teaching students to respect different cultures and religions, Pakistan was achieve tolerance for diversity. To improve the education system, the government of Pakistan introduced the Single National Curriculum (SNC) which has been implemented across the country.

### **1.1 Background of the Study**

Pakistan's education system is divided into three main parts namely, Madrasa, Private and Public-school systems. Due to poverty, the lower classes are usually educated in either public schools or religious schools. The public sector belongs to the middle class or lower middle class, while the upper middle class and the upper class choose educational institutions in the private sector. As one of the best quality educations is considered to be provided in the private institutions in the country. The educational status of private educational institutions is good. This division of the education system has led to further division and segregation in the socio-economic status of the people. That is why Pakistani society is deeply rooted in caste divisions due to many social and economic problems (Farooq, 2016).

The origin of all societal and financial problems in Pakistan lies in the weakness of the education system. To improve the education system, the government of Pakistan introduced the Single National Curriculum (SNC) which has been implemented across the country. All existing education degrees in Pakistan are included in the standard curriculum, and people from all walks of life can obtain the same education. The government of Pakistan has taken this outstanding initiative to carry out improvements in the education system in the country by launching Single National Curriculum (SNC). This would be valuable to unite the youth as nation. To align all the school systems on one curriculum may not be as simple as seems, there was be more opposition in adopting this SNC agenda in implementing by ignoring

its outcomes. There is a fair and equal opportunity to get a high-quality education for all pupils and the importance of SNC is for everyone (Khan, 2021).

According to the Federal Ministry of Education and Vocational Training, the goal and purpose of the "Single National Curriculum" is to ensure that all children in Pakistan have equal access to quality education and social mobility. It ensures social and national unity. By teaching students to respect different cultures and religions, Pakistan needs to achieve tolerance for diversity. The culture of rote memory has vanished, and the emphasis is on creating critical and creative thinking. Students learn to use Information and Communication Technology (ICT). In short, the government of Pakistan is preparing to achieve the conscious goal of eliminating caste society, which in turn may eradicate the danger of economic disparity in the long run (Jahanzaib et al., 2021).

Teachers perceptions about Single National Curriculum (SNC) from prep to grade 5 in Pakistan's has reshaped the educational landscape of the country into apparently two opposing groups. The arguments in favour of SNC are underpinned by the concept of social justice i.e. providing every child with the same educational experiences and learning opportunities, and the nation-building imperative of the postcolonial state that uses education as means of forging a national identity. Opponents, on other hand, have upraised significant questions regarding the transmission of ideological content through the textbooks. The two most noticeable critiques of SNC rotate around the issues of the textbook depiction of gender norms and relations, and second, the increased emphasis on religious content in subjects other than Islamiyat (Khan, 2021).

Referring to Single National Curriculum (SNC), there is a great deal of difference between policy discourse and actual practices regarding the aims and objectives of the new curriculum. The discourse around the SNC is supported by social justice imperative that pursues to offer each child with the same learning opportunities and educational experiences. It also aims to promote social cohesion by conveying common norms, values, and beliefs. Both are worthy objectives, but how these objectives are to be attained voices a very different story (Abbasi, 2021). Related to the implementation of Single National Curriculum, the perception of the

primary school teachers is imperative to be explored since teacher is the one who implement the curriculum.

Perceptions refer to the learners' intended experiences, knowledge, skills, ideas and attitudes that are meant at enabling the same learners to function efficiently in a society. Therefore, putting the curriculum into operation requires an implementing agent. According to Okebukola (2004), the teacher is the agent in the curriculum implementation and perception means the way in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus into practice

Teacher perceptions therefore denotes to how the planned or officially designed course of study is interpreted by the teacher into syllabuses, schemes of work and lessons to be delivered to students. Teachers' perception, as a crucial part of curriculum development, brings into existence the expected changes. Another name for the teacher is curriculum implementer. The teacher is the one who translates the curriculum document into operating curriculum through a joint effort of his/her learners and other interest groups as viewed by Mkpa (2005). This suggests that the task of implementing the curriculum lies on the teacher. The teacher does not just implement the content as it is, rather he breaks the content into teachable units. In this line of thinking, the study was designed to investigate perceptions of primary school teachers about the Single National Curriculum (SNC).

## **1.2 Problem Statement**

Government of Pakistan launched Single National Curriculum (SNC) in order to reduce the educational disparities, social injustice and economic inequality among various educational setups in the country. Though the implementation of SNC was a great challenge and it remain functional for about one year in the primary level schools. However, gaps in execution make it a daunting task for the primary schools as not all private and public schools of each region actually wanted to settle on the SNC. Therefore, this study was designed to explore perceptions of primary school teachers about the Single National Curriculum.

### **1.3 Significance of the Study**

The study is a significant contribution in the existing literature as there is dearth of research studies in this particular aspect i.e. perceptions of primary school teachers about the Single National Curriculum. Furthermore, this study is beneficial for the curriculum developers in analyzing the challenges and problems confronted by the primary school teachers regarding SNC. It is also beneficial for educational policy makers, educators and future researchers in analysing perceptions of primary school teachers regarding Single National Curriculum.

### **1.4 Objectives of the Study**

Objectives of study included to:

1. Investigate the perceptions of primary school teachers regarding the implementation of Single National Curriculum.
2. Explore instructional strategies employed by primary school teachers with reference to Single National Curriculum.
3. Identify the problems faced by primary school teachers regarding the Single National Curriculum.

### **1.5 Research Questions**

Following research questions were developed to achieve objectives of study:

- RQ1. What are the perceptions of primary school teachers regarding the implementation of Single National Curriculum?
- RQ2. Which instructional strategies were employed by primary school teachers with reference to Single National curriculum?
- RQ3. What were the problems faced by primary teachers regarding the Single National Curriculum?

### **1.6 Delimitations of the Study**

The study was delimited to:

1. Government girls primary schools located in satellite town Quetta.
2. Primary school teachers of Government girls' primary schools.

## **1.7 Operational Definition**

### **1.7.1 Perception**

In this study, perception will refer to the viewpoint or perspective of teachers regarding the implementation of Single National Curriculum (SNC). Moreover, indicators of perceptions will include Understanding, Criticism and Suggestions.



## **CHAPTER 2**

### **LITERATURE REVIEW**

Literature review section includes past researches done in the domain of curriculum. More specifically, it includes review of empirical studies about teachers' perceptions towards curriculum, research gap and conceptual framework of study.

#### **2.1 Review of Related Literature**

Curriculum serves as the foundational framework that guides educational institutions in achieving their academic objectives. It is the roadmap that directs the learning journey of students, providing a structured path towards the attainment of educational goals. According to Smith and Stanley (2011), curriculum is a comprehensive plan designed to meet specific educational objectives, incorporating instructional materials, activities, and assessments. This plan serves as a blueprint for educators, offering a structured approach to teaching and learning.

Curriculum can be categorized in several ways, providing a nuanced understanding of its components. One common classification is the distinction between formal, informal, and hidden curriculum (Marsh, 2004). Formal curriculum encompasses the explicitly planned and structured content delivered in classrooms, often represented through textbooks and syllabi. Informal curriculum refers to the unintentional and unstructured aspects of learning that occur outside the formal setting, such as peer interactions and extracurricular activities. Hidden curriculum involves the implicit messages and values conveyed through the educational environment, shaping students' attitudes and perspectives. Another classification involves the division of curriculum into subject-centered and learner-centered approaches (Pratt, 1994). Subject-centered curriculum prioritizes the content and knowledge of specific disciplines, emphasizing the mastery of subject matter. In contrast, learner-centered curriculum focuses on the individual needs and interests of students, aiming to promote a more personalized and engaging learning experience (Marsh, 2004).

The national curriculum holds a special significance as it encapsulates the fundamental ideals, beliefs, and educational goals of a nation. According to Tyler (2013), the national curriculum serves as a manifestation of a society's collective

consciousness, reflecting its cultural heritage, values, and aspirations. It is a dynamic document that evolves in response to societal changes, providing a framework that aligns education with the overarching goals of the nation. In the context of the United States, for example, the national curriculum is influenced by the democratic principles that underpin the nation's identity. Subjects like history, civics, and social studies are integral components, reflecting the importance placed on cultivating informed and active citizens. The national curriculum, therefore, becomes a tool for shaping the national identity and fostering a sense of shared responsibility among citizens.

Curriculum stands as the essential pathway towards achieving academic goals in educational settings. Its diverse categorizations, including formal, informal, and hidden curriculum, as well as subject-centered and learner-centered approaches, provide a comprehensive understanding of its multifaceted nature. Moreover, the national curriculum plays a pivotal role in reflecting a nation's core values and beliefs, serving as a dynamic document that evolves in response to societal changes. By exploring these dimensions, educators and policymakers can better appreciate the intricate role curriculum plays in shaping the educational landscape and contributing to the development of well-rounded individuals and informed citizens.

In essence, the national curriculum serves as a comprehensive narrative that encapsulates the historical, present, and future dimensions of a country. The implementation of a Single National Curriculum across the entire nation plays a crucial role in steering the attitudes, behaviors, and mindset of the population towards a common trajectory. However, it is essential to recognize the dual nature of this approach. On one hand, the Single National Curriculum unifies educational content and objectives, fostering a sense of shared identity and purpose. Conversely, the simultaneous use of diverse curricula, syllabi, and educational systems within a Single National Curriculum can give rise to various biases, misperceptions, complexes, and societal segments (Jahanzaib et al., 2021).

The integration of diverse educational approaches within a single national framework may inadvertently contribute to the emergence of biases and divisions within the society. The existence of multiple curricular perspectives can lead to varying interpretations of historical events, cultural values, and societal norms. These differences in educational content may result in individuals from different regions or

communities developing distinct worldviews, potentially fostering a sense of separation or even discord. Furthermore, the use of varied curricula within a unified national framework can contribute to the development of misperceptions and complexes among different segments of the population. Educational content that is not standardized may perpetuate stereotypes or incomplete narratives, influencing how individuals perceive their own identity and the identities of others. This lack of uniformity in educational approaches can inadvertently reinforce societal divisions and hinder the fostering of a cohesive national identity (Ali, 2020).

The study conducted by Jahanzaib et al. (2021) highlights the potential challenges and consequences of utilizing multiple curricula within a Single National Curriculum. It underscores the need for careful consideration and thoughtful planning to ensure that educational diversity does not inadvertently contribute to societal fractures. Policymakers and educators must navigate this delicate balance, striving to provide a rich and diverse educational experience that respects regional differences while simultaneously fostering a sense of national unity and understanding.

The execution of a Single National Curriculum constitutes a multifaceted undertaking that demands meticulous consideration of its potential ramifications on societal attitudes and perceptions. Although the primary objective of such a curriculum is to create a cohesive and unified educational experience, the incorporation of diverse curricula, syllabi, and educational systems within this overarching framework may inadvertently foster biases, misperceptions, complexes, and societal segmentation (Jahanzaib et al., 2021).

In striving for a unified educational experience, the implementation of a Single National Curriculum is designed to provide a standardized foundation that transcends regional or demographic differences. However, the incorporation of varied curricula introduces a layer of complexity, potentially giving rise to unintended consequences. These consequences may manifest as biases, wherein individuals from different regions or communities may develop distinct perspectives based on the curricular content to which they are exposed. Misperceptions can also emerge as a result of the diversity within a Single National Curriculum. The existence of multiple educational approaches may lead to varying interpretations of historical events, cultural values, and societal norms. Consequently, individuals may

form divergent understandings of shared historical narratives, potentially contributing to misconceptions and a lack of shared understanding (Jahanzaib et al., 2021).

The implementation of a Single National Curriculum with diverse educational content may contribute to the development of complexes among different segments of the population (Tahir, 2022). Educational disparities, if not addressed effectively, can lead to feelings of inferiority or superiority based on the perceived value or relevance of one's own educational background. This, in turn, may hinder the development of a cohesive national identity.

Societal segmentation is another potential outcome, whereby the diversity in curricular content may inadvertently reinforce existing divisions within the society. The absence of a standardized educational experience may contribute to the formation of subcultures with distinct educational perspectives, hindering the fostering of a sense of shared national identity. While the implementation of a Single National Curriculum aims to create a unified educational experience, the incorporation of diverse curricula, syllabi, and educational systems within this framework introduces challenges. Careful consideration and strategic planning are imperative to mitigate potential negative impacts, ensuring that educational diversity does not unintentionally contribute to biases, misperceptions, complexes, and societal segmentation. Policymakers and educators must navigate this delicate balance to promote an inclusive and cohesive educational environment within the broader framework of a Single National Curriculum (Rashid, 2022).

Policymakers and educators must, therefore, navigate this challenge judiciously to ensure that the educational system contributes positively to national cohesion and understanding. The delicate balance between fostering a unified educational experience and accommodating diverse curricula requires careful planning and strategic decision-making. In doing so, policymakers need to consider the potential impact on societal attitudes and perceptions, as well as the risk of unintended consequences such as biases, misperceptions, complexes, and societal segmentation. To achieve this delicate balance, it is essential for policymakers to engage in continuous dialogue with stakeholders, including educators, communities, and representatives from diverse regions. This inclusive approach allows for the incorporation of various perspectives and insights, ensuring that the Single National

Curriculum reflects the rich diversity of the nation while promoting a shared understanding of core values and educational objectives (Afzal, 2022).

Furthermore, ongoing assessment and evaluation mechanisms should be implemented to monitor the effectiveness of the curriculum in achieving its intended goals. Regular reviews, feedback loops, and adjustments based on empirical data can help identify and address any emerging issues related to biases, misperceptions, or societal divisions. This iterative process allows for adaptive policymaking, ensuring that the educational system evolves in response to the changing needs and dynamics of the society it serves. Moreover, investing in teacher training programs and professional development becomes crucial in preparing educators to navigate the complexities of implementing a Single National Curriculum with diverse content.

Equipping teachers with the necessary skills to facilitate inclusive discussions, address potential biases, and foster a sense of unity among students from various backgrounds is integral to the success of the educational system. The judicious navigation of the challenges posed by a Single National Curriculum with diverse curricula requires a comprehensive and collaborative approach from policymakers and educators. By prioritizing national cohesion and understanding, engaging stakeholders in the decision-making process, implementing effective assessment mechanisms, and investing in teacher training, policymakers can ensure that the educational system contributes positively to the overarching goals of unity and shared knowledge within the nation (Zohaib, 2022).

The curriculum, recognized universally as the fundamental conduit for achieving academic goals, takes on diverse categorizations to cater to the varied landscapes of educational settings. One pivotal manifestation of this educational framework is the national curriculum, a comprehensive entity that transcends the conventional boundaries of education. Instead, it embodies the very essence of a nation, encapsulating its core values, beliefs, and educational aspirations (Fatima & Nayab, 2021).

The national curriculum serves as a guiding document that reflects and shapes the past, present, and future of a country. It goes beyond being a mere syllabus, encapsulating the broader ideology of life within the nation. This includes the fundamental beliefs, ethical principles, rich traditions, and overarching

educational goals that collectively define the mind-set of the nation. In essence, the national curriculum becomes a living document that narrates the collective narrative of a society, outlining its cultural identity and aspirations.

As elucidated by educational scholars and policymakers, the national curriculum functions as a temporal link, connecting the historical traditions of a nation with its contemporary needs (Smith & Johnson, 2019). It establishes a continuity that transmits societal values across generations, fostering a sense of identity and shared purpose. Simultaneously, the national curriculum is a forward-looking document that anticipates the demands of the future, aligning educational objectives with the evolving landscape of knowledge and skills.

The significance of the national curriculum becomes particularly evident in its role as a unifying force for a diverse population (Rodriguez & Lee, 2022). It serves as a common educational trajectory, directing the attitudes, behaviors, and mindsets of individuals toward a shared experience. While embracing diversity within a nation, the national curriculum harmonizes educational outcomes across regions, fostering a sense of national identity and unity.

The national curriculum acts as a unifying force by providing a standardized framework that transcends regional differences. Regardless of geographical location or cultural background, students across the nation engage with a shared set of educational principles and content. This common educational trajectory creates a foundational connection among individuals, reinforcing the idea of a shared educational experience. Moreover, the national curriculum plays a pivotal role in directing attitudes, behaviors, and mindsets toward a shared set of values and goals. By delineating the educational objectives and content, it influences not only what students learn but also how they perceive themselves in the context of a broader national identity. The curriculum becomes a guiding force that shapes the collective consciousness of the population, instilling a sense of belonging and shared purpose (Sanzim, 2002).

Embracing diversity within the nation, the national curriculum accommodates regional nuances while ensuring a common thread of educational outcomes. This harmonization of educational content across regions facilitates a sense of cohesion, as students from different backgrounds share fundamental

knowledge and skills. It becomes a mechanism for breaking down educational disparities, promoting equal opportunities, and fostering a collective commitment to national progress.

The unifying force of the national curriculum is crucial in cultivating a sense of national identity. As students navigate through a standardized educational journey, they develop a common understanding of their country's history, values, and societal norms. This shared knowledge becomes a foundation for a collective identity that transcends individual differences, contributing to a more cohesive and integrated society.

The national curriculum's significance lies in its ability to serve as a unifying force for a diverse population (Rodriguez & Lee, 2022). By providing a common educational trajectory, directing attitudes, behaviors, and mindsets toward shared values, and harmonizing educational outcomes across regions, it fosters a sense of national identity and unity. As a dynamic tool, the national curriculum plays a vital role in shaping the collective consciousness of a nation, contributing to a cohesive and integrated society that embraces diversity while reinforcing a shared educational experience.

The national curriculum stands as a cornerstone in the educational architecture of a nation (Brown & Garcia, 2018). It transcends the conventional boundaries of education, embodying the cultural, historical, and aspirational essence of a society. Recognizing its profound impact, policymakers and educators strive to develop a national curriculum that not only imparts knowledge but also cultivates a shared sense of identity and purpose within the diverse tapestry of a nation's educational landscape.

As emphasized by Jahanzaib et al. (2021), the national curriculum is a comprehensive entity that goes beyond a mere educational syllabus. It serves as a dynamic and living document, encapsulating a nation's core beliefs, ethics, traditions, and educational goals. This multifaceted role positions the national curriculum as a central force in both reflecting and actively shaping the trajectory of a country across its past, present, and future.

The national curriculum, according to their insights, is not a static set of educational guidelines but a vibrant reflection of a nation's identity. It mirrors the

fundamental beliefs and ethical principles that form the foundation of the society, providing a comprehensive snapshot of its cultural ethos. The inclusion of traditions within the national curriculum further emphasizes its function as a cultural repository, preserving and transmitting the historical and cultural heritage of the nation.

Moreover, Jahanzaib et al. (2021) define the national curriculum, positioning it as a strategic instrument that anticipates and responds to the evolving educational needs and goals of a nation. This forward-thinking perspective ensures a continuous alignment with the dynamic landscape of knowledge and skills. Unlike a static and rigid educational framework, the national curriculum adapts to changes in societal expectations, technological advancements, and global developments.

The nature of the national curriculum allows it to play a proactive role in shaping the educational aspirations and outcomes of future generations. By incorporating emerging disciplines, technological advancements, and contemporary societal issues, the curriculum equips students with the skills and knowledge necessary to thrive in an ever-changing world. This adaptability is crucial in preparing students for the challenges and opportunities of the future, fostering a sense of relevance and applicability in their educational journey.

The national curriculum, when designed with a forward-looking perspective, becomes a dynamic tool that not only addresses the current educational needs but also paves the way for the continual evolution of educational objectives. This proactive approach ensures that the education system remains responsive to the demands of an increasingly complex and interconnected global landscape. As Jahanzaib et al. (2021) emphasize, the national curriculum serves as a visionary guide, steering the educational trajectory of a nation towards a future that demands agility, innovation, and a deep understanding of the evolving knowledge landscape.

The analysis presented by Nayab (2021) accentuates the nuanced and indispensable role of the national curriculum. It transcends its conventional perception as a mere educational guideline and instead emerges as a dynamic and living expression of a nation's core elements. Far from being a static framework, the national curriculum actively influences and is influenced by the intricate interplay of historical, cultural, and educational contexts spanning the past, present, and future.



In essence, the national curriculum serves as a multifaceted reflection of a nation's identity, embodying its historical journey, cultural values, and educational aspirations. By delving into the historical context, the curriculum captures the evolving narrative of a nation, encapsulating the collective experiences that have shaped its identity over time. This historical dimension is not a stagnant relic but a vibrant force that continues to inform and mould the educational trajectory of the present.

Furthermore, the national curriculum is deeply intertwined with the cultural fabric of a nation. It becomes a repository of cultural values, traditions, and perspectives, influencing the way knowledge is imparted and received. The curriculum, as highlighted by Jahanzaib et al. (2021), is not a detached entity but an active participant in the ongoing cultural dialogue, shaping and being shaped by the diverse cultural tapestry of a nation.

Crucially, the national curriculum is not confined to the historical and cultural realms alone; it extends its influence into the future. As a living expression, it anticipates and responds to the evolving educational needs and goals of a nation, ensuring that it remains a relevant and impactful guide for future generations. In this way, the national curriculum becomes a bridge between the past, present, and future, embodying the continuity of a nation's educational journey.

The insights provided by Jahanzaib et al. (2021) bring to light the rich tapestry woven by the national curriculum. It is a dynamic and living expression that goes beyond its role as a set of educational guidelines, actively engaging with and contributing to the historical, cultural, and educational contexts of a nation. Understanding the nuanced nature of the national curriculum is crucial for appreciating its profound impact on shaping the educational landscape and, by extension, the identity of a nation.

The national curriculum, according to their insights, is not merely a static syllabus but a dynamic repository of a nation's collective ideology. It mirrors the fundamental beliefs and ethical principles that guide the society, providing a snapshot of its cultural identity. The inclusion of traditions within the national curriculum further emphasizes its role as a cultural archive, preserving and transmitting the historical tapestry of the nation across generations.

Moreover, the national curriculum extends its influence beyond the confines of cultural identity. It becomes a forward-looking instrument, anticipating the educational needs and goals that align with the evolving landscape of knowledge and skills. This temporal link, as emphasized by Jahanzaib et al. (2021), ensures a continuity that bridges the historical traditions of the nation with its contemporary educational requirements. In essence, the insights provided by Jahanzaib et al. (2021) underscore the dynamic and multifaceted nature of the national curriculum. It emerges not only as an educational roadmap but as a cultural, ethical, and aspirational compass that guides a nation through its past, present, and future educational endeavours.

Moreover, studies by Smith and Johnson (2019) emphasize the dynamic nature of the curriculum, acting as a bridge between historical traditions and contemporary educational needs. The historical dimension of the national curriculum establishes a temporal link that transmits societal values across generations, fostering a sense of continuity and identity. Simultaneously, the curriculum adapts to contemporary needs, reflecting the current state of the nation and preparing individuals to navigate the complexities of the modern world (Johnson & Martinez, 2020). Forward-looking, it anticipates the demands of the future, aligning educational objectives with the evolving landscape of knowledge and skills.

The adoption of a Single National Curriculum (SNC) represents a bold endeavor to unify a diverse population under a standardized educational trajectory. The SNC, as highlighted by Jahanzaib et al. (2021), aims to direct the attitudes, behaviors, and mindsets of individuals toward a common educational experience, fostering a national identity and harmonizing educational outcomes across regions. This unifying approach, while laudable, is not without its challenges. According to a study by Rodriguez and Lee (2022), the use of various curricula, syllabi, and educational systems within the framework of an SNC can inadvertently lead to biases, misperceptions, and societal divisions.

Striking a balance between the uniformity of a national curriculum and the diversity of educational needs is crucial, as highlighted by Jahanzaib et al. (2021), necessitating continuous dialogue to tailor the curriculum to regional, cultural, and socio-economic nuances. Additionally, research by Brown and Garcia (2018) emphasizes the importance of considering the socio-economic implications of

diverse curricula within a Single Nation Curriculum, particularly in addressing disparities in educational outcomes and access to opportunities.

Moreover, the coexistence of diverse curricula within an SNC may generate unintended consequences, potentially giving rise to biases and misperceptions. Biases may emerge based on regional or cultural differences, influencing how educational content is perceived and internalized (Gupta & Singh, 2019). These challenges underscore the need for a nuanced and adaptive approach to address the unique needs of different segments of society.

The national curriculum serves as a foundational pathway to academic success, and the adoption of a Single National Curriculum represents both a unifying force and a challenge that demands careful consideration and strategic interventions. Studies by Smith and Johnson (2019), Rodriguez and Lee (2022), and Brown and Garcia (2018) collectively highlight the complexities and nuances associated with the national curriculum, emphasizing the importance of an inclusive, dynamic, and effective educational framework.

The Government of Pakistan has initiated the phased implementation of the Single National Curriculum (SNC), with the primary level being the focal point of the initial phase starting from April 2021. This ambitious educational reform has encountered numerous challenges, particularly at the primary school level, yet a critical examination of this specific concern is notably absent from existing research. As studies on the implementation of the SNC at primary schools are lacking, there exists a substantial gap in the current literature, signifying a pressing need for comprehensive research to address this particular aspect.

While comparative studies on various curricula across different countries are available, a noticeable void exists in research specifically investigating teachers' perceptions of the Single National Curriculum. According to Jahanzaib et al. (2021), who discussed the broader implications of the SNC, there is an evident gap in the literature regarding the practical challenges and experiences faced by teachers during the implementation process. This underscores the necessity for empirical investigations that delve into the day-to-day challenges encountered by teachers, encompassing pedagogical adjustments, content integration, and potential resistance from various stakeholders.

Moreover, the absence of literature on teachers' perceptions of the SNC emphasizes the need for focused research in this area. As asserted by Smith and Johnson (2019), understanding teachers' perspectives is crucial for the successful implementation of any curriculum, as educators play a pivotal role in translating policy into practice. Therefore, research initiatives should aim to explore and analyze teachers' experiences and perceptions regarding the Single National Curriculum, providing valuable insights that can inform policymakers and contribute to the ongoing refinement of the curriculum.

Given the limited research in this specific context, additional studies are required to bridge this gap in the literature. For instance, research by Rodriguez and Lee (2022) emphasized the importance of investigating the on-the-ground implications of educational reforms, shedding light on the challenges and opportunities associated with curriculum implementation. Future research endeavours should consider exploring teachers' perspectives at the primary level, providing a nuanced understanding of their experiences and opinions, which can inform evidence-based adjustments to enhance the efficacy of the Single National Curriculum in Pakistan.

Within the educational domain, teachers transcend the conventional notion of information transmitters; they emerge as vital conduits through which the aspirations embedded in curriculum objectives come to fruition. As emphasized by Gurol (2004), their role assumes pivotal significance in determining the success of any curriculum. The efficacy of teachers lies in their adept recognition and application of various facets of the curriculum, encompassing objectives, content, teaching methods, techniques, and evaluation approaches within the intricate tapestry of the learning-teaching processes. In this regard, the success of an educational framework is not solely contingent upon the existence of a well-developed curriculum; rather, it pivots on the nuanced skill set with which teachers navigate and implement these educational tools.

Gurol's (2004) assertion underscores the multifaceted responsibilities that teachers shoulder in the educational landscape. Beyond being mere transmitters of knowledge, they are architects of learning experiences, channeling curriculum objectives into dynamic classroom engagements. Their ability to recognize and

internalize the nuanced objectives of the curriculum sets the stage for meaningful instructional practices. Profound comprehension of the curriculum's content is equally essential, requiring teachers to possess a profound understanding of the subject matter they deliver, as noted by Smith and Johnson (2019).

Moreover, teachers are tasked with selecting and employing appropriate teaching methods and techniques that align with the curriculum's overarching goals. Their instructional strategies, as Brown and Garcia (2018) highlight, should be tailored to meet diverse learning styles, fostering an inclusive educational environment. Additionally, teachers are pivotal in crafting evaluation approaches that not only assess student understanding but also inform ongoing adjustments to enhance the learning process.

The success of a curriculum is intricately interwoven with the skills, dedication, and adaptability of teachers. They serve as the linchpin between curriculum design and the experiential reality of students. Through their expertise, teachers breathe life into educational frameworks, shaping the trajectory of students' learning journeys. Consequently, recognizing and appreciating the indispensable role of teachers in curriculum implementation is paramount for cultivating a dynamic and effective educational environment.

The recognition and understanding of curriculum objectives are paramount for teachers. They serve as the guiding principles that delineate the desired outcomes of the educational process. Content knowledge is equally crucial, as teachers must possess a deep understanding of the subject matter to effectively convey information and facilitate meaningful learning experiences. According to Smith and Johnson (2019), the teacher's mastery of content significantly influences students' comprehension and engagement, directly impacting the curriculum's effectiveness.

Teaching methods and techniques are the pedagogical tools that teachers wield to bring the curriculum to life. Differentiated instruction, technology integration, and varied assessment strategies are just a few examples of the myriad approaches available to educators. As highlighted by Brown and Garcia (2018), a teacher's adeptness in selecting and employing these methods aligns with the curriculum's goals and ensures that diverse learning styles are accommodated.

Furthermore, evaluation approaches are integral components of the teaching process. Teachers must skillfully design assessments that align with the curriculum objectives, providing a comprehensive measure of student understanding. Gurol (2004) emphasizes that effective evaluation not only gauges learning outcomes but also informs instructional adjustments, creating a cyclical process of improvement.

Ultimately, the success of a curriculum is intricately linked to the efficiency with which teachers fulfil their roles. The curriculum's objectives may be well-crafted, and its contents thoughtfully curated, but it is the skilled and dedicated teacher who breathes life into these educational elements. The symbiotic relationship between curriculum development and effective teaching practices is a linchpin in achieving educational goals, emphasizing the critical role teachers' play in translating curriculum aspirations into tangible learning experiences for students.

In the dynamic landscape of education, teachers assume the critical role of curriculum implementers, tasked with bringing the educational framework to life in classrooms. As highlighted by Tasdemir (2003), it is imperative for teachers to undergo training that familiarizes them with the principles, implementation approaches, objectives, evaluation methods, and technical competencies embedded within the implemented curriculum. This training is not just a formality but serves as a foundation for teachers to effectively execute their roles in the curriculum implementation process.

Teachers, as key actors in the curriculum implementation process, bear the responsibility of translating the developed curriculum into tangible learning experiences. Their proficiency in aligning their teaching practices with the principles and objectives of the curriculum is essential for achieving the desired educational outcomes. The training they receive serves as a tool to enhance their understanding of the curriculum's intricacies and equips them with the necessary skills to navigate its implementation successfully.

Beyond being active implementers, teachers also play a crucial role as primary contributors to the feedback loop for curriculum improvement. Their first-hand experiences in the classroom provide invaluable insights into the practical implications of the curriculum. As they engage with students, grapple with varying

learning styles, and assess the effectiveness of instructional methods, teachers become vital sources of information for refining and enhancing the curriculum. Their input forms an integral part of the continuous improvement process, ensuring that the curriculum remains responsive to the evolving needs of both educators and learners.

In essence, teachers are not just executors of curriculum mandates; they are active participants in shaping the educational landscape. Their training equips them to navigate the complexities of curriculum implementation, aligning their practices with the overarching goals of the educational framework. Simultaneously, their role as contributors to curriculum feedback loops positions them as agents of change, advocating for enhancements that resonate with the realities of the classroom. In this symbiotic relationship between teachers and curriculum, professional development and ongoing training emerge as crucial elements for empowering educators to fulfil their multifaceted roles as curriculum implementers and contributors to educational refinement.

Since no matter how a curriculum is developed with ideal dimensions, if it is not applicable, then it cannot be said that it is effective. For this purpose, an ideal curriculum only attained its objectives if it is implemented effectively. Hence, teachers are expected to manage the curriculum at least implementation level by mastering principles of teaching, objectives, contents, learning-teaching approaches, educational technologies and evaluation process of the curriculum. So, teachers contribute to the curriculum development process with their practical experiences (Tasdemir, 2003), knowledge of curriculum and feedbacks about implemented curriculum.

In the context of curriculum development, the teacher's role extends beyond the traditional boundaries of instructional delivery; it encompasses the integral responsibility of implementing the designed curriculum within the classroom setting. Essentially, teachers emerge as key contributors to the curriculum development process, representing the linchpin between theoretical design and practical application. Their pivotal role in curriculum development positions them as the most influential element in the entire process, initiating with the identification of instructional problems and culminating in the proposition of viable solutions.

The teacher's role as a curriculum developer is marked by the translation of theoretical frameworks into actionable plans within the classroom. As they engage with the intricacies of the designed curriculum, teachers serve as active participants in the implementation phase, ensuring that the intended educational objectives are effectively communicated to students. This requires a nuanced understanding of the curriculum's underlying principles, as emphasized by Tasdemir (2003), and the ability to adapt these principles to the dynamic and diverse contexts of the classroom.

The significance of teachers in curriculum development becomes particularly apparent as they navigate the challenges inherent in the instructional process. Teachers are uniquely positioned to identify instructional problems, drawing on their rich experience in the classroom. Recognizing areas where the curriculum may fall short or encounter hurdles allows teachers to actively contribute to the ongoing refinement of educational frameworks.

Moreover, the teacher's role as a curriculum developer extends beyond the identification of problems; it encompasses the crucial task of suggesting solutions. Teachers, being frontline practitioners, possess valuable insights into the practicalities of curriculum implementation. Their recommendations for solutions are grounded in real-world classroom experiences, making them invaluable contributors to the iterative nature of curriculum development.

Teachers serve as the heart of the curriculum development process, bridging the gap between conceptualization and practice. Their multifaceted role encompasses the implementation of designed curricula, identification of instructional problems, and the proposition of practical solutions. Recognizing teachers as the most crucial element in curriculum development underscores the dynamic and collaborative nature of educational enhancement, where their expertise and feedback play a pivotal role in shaping effective and responsive curricular frameworks. That is to say, teacher's role as curriculum developer includes implementing designed curriculum in the classroom. For this reason, teachers are seen the most important element of curriculum development process which begins by establishing instructional problems and ends with suggestion of solutions.



## **2.2 Teachers' Perceptions towards Curriculum**

Perceptions are defined as the ability to become aware of information through a person's senses (Murphy & Torff, 2014). The perception of teachers has a vital role in education. If a teacher's perception of events was low, then the likelihood of having high regard for the event was low. If the teacher's perception of an event was high, then the possibility of teachers having high regard for the event was expected (Murphy & Torff, 2014). Teacher perception has been measured through many different studies which are discussed in subsequent sections.

Study conducted by Nurhayati and Hersulastuti (2018) reported that teachers have positive perceptions toward new curriculum, there are four factors which influence teachers' perceptions toward the implementation of curriculum 2013, which includes teachers' teaching experience; teachers' educational background, teachers' teaching training, and teachers' personal experience; teachers' perceptions contribute significantly in influencing teachers' decision making in the classroom related to the choice of learning and activities for students.

Bostic and Matney (2013) conducted a study on teachers' perceptions when implementing Common Core State Standards. The study focused on elementary and middle school teachers in mathematics. The results of the study recommended that teachers perceived a need for a deeper understanding of the Common Core State Standards in mathematics and demonstrated the teachers need for professional development to assist with teachers' perceived notions of educational reform.

Murphy and Torff (2014) conducted a study about teacher perceptions and the Common Core State Standards. Researchers surveyed 370 teachers from the Northern United States on their perceptions of effectiveness when implementing Common Core State Standards. The study indicated a statistically significant decline in a teachers' perceived ability to teach based on the implementation of Common Core State Standards.

Burks et al. (2015) conducted a study on teacher's perceptions of teachers' preparedness when implementing Common Core State Standards. The study consisted of 35 participants, and more than half of the participants had over 7 years

of experience teaching. The results of the study indicated that 57% were comfortable or extremely comfortable with implementing Common Core State Standards, but the results showed that 55% of those teachers reported have insufficient training in Common Core State Standards.

The research conducted by Cochrane and Cuevas in 2015 sheds light on the readiness of teachers to navigate new educational standards. According to their findings, approximately 66% of the surveyed teachers expressed a sense of preparedness in teaching the new standards. This suggests a substantial portion of educators felt equipped to handle the changes introduced by the new standards, reflecting a positive outlook on their readiness to adapt their instructional practices.

However, the study also revealed that 53% of the participating teachers indicated a desire for additional information to effectively teach the new standards. This nuance in the findings underscores the complexity of educational transitions, indicating that while a significant majority may feel prepared, there is a sizable contingent seeking further support and resources. The desire for additional information highlights the evolving nature of educational landscapes and the ongoing need for professional development opportunities to ensure that teachers are adequately equipped to meet the demands of changing standards.

These findings imply that, despite a considerable proportion of teachers feeling prepared for the new standards, there remains a substantial group that may benefit from targeted support and resources. Addressing the needs of this latter group becomes crucial in fostering a comprehensive and inclusive approach to standards implementation. The research outcomes by Cochrane and Cuevas underscore the importance of ongoing professional development initiatives and collaborative efforts to ensure that teachers across the spectrum feel confident and well-prepared to deliver quality education aligned with evolving standards.

The outcomes of the study conducted by Cochrane and Cuevas in 2015 revealed an interesting perspective among participants. According to their findings, participants did not perceive the new standards as constituting a significant departure from the education landscape established under the No Child Left Behind (NCLB) framework. This sentiment suggests that, from the viewpoint of the surveyed

individuals, the transition to the new standards did not bring about a substantial transformation in the educational paradigm as compared to the previous system.

Understanding this perspective is crucial for policymakers and educational stakeholders, as it provides valuable feedback on the perceived impact of policy changes (Smith, 2022). The findings suggest that, at least from the perspective of the surveyed participants, the transition to the new standards did not usher in a transformative shift in education comparable to the changes brought about by NCLB (No Child Left Behind).

Policymakers and educational stakeholders rely on such insights to gauge the effectiveness of implemented policies and their implications on the education system (Smith, 2022). The acknowledgment that the transition to new standards did not result in a transformative shift prompts a need for reflective analysis. Policymakers may need to re-evaluate the intended goals of the policy changes, considering whether they align with the observed outcomes and if adjustments are necessary to better achieve the desired educational objectives.

### **2.3 Research Gap**

It is evident from review of related literature that various research studies have been conducted in the domain of curriculum focusing teacher perceptions however this study was be novel in the Pakistani context of as there is no study found yet highlighting perceptions of primary school teachers about Single National Curriculum. A thorough review of related literatures indicated the wealth of research studies conducted in the domain of curriculum, particularly focusing on teacher perceptions. Scholars and researchers worldwide have delved into understanding how teachers perceive and navigate different curriculum frameworks. However, within the context of Pakistan, a notable gap exists, making this study particularly novel.

Despite the plethora of research globally, there is a dearth of studies specifically addressing the perceptions of primary school teachers regarding the Single National Curriculum (SNC) in Pakistan. This gap in the existing literature becomes a noteworthy point of departure for the study, making it unique and pioneering in its focus on the Pakistani educational landscape.

By focusing on the perceptions of primary school teachers, the study aims to unearth insights into how educators in Pakistan perceive and respond to the implementation of the Single National Curriculum. This focus is crucial as teachers play a central role in the successful execution of any curriculum. Understanding their perspectives becomes instrumental in shaping future educational policies, refining the curriculum, and addressing any challenges or concerns that may arise during the implementation process.

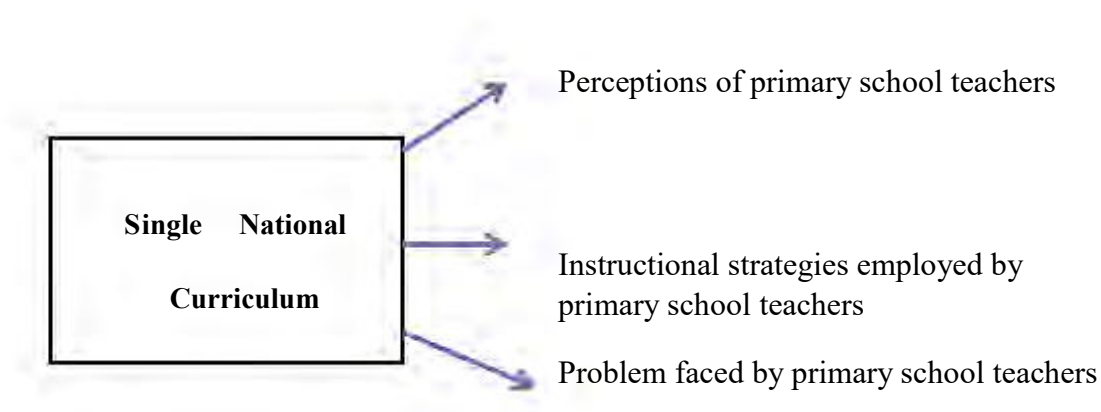
The novelty of this study lies in its contextual relevance to the Pakistani educational system. As the Single National Curriculum represents a significant shift in the educational paradigm, investigating teacher perceptions becomes imperative for ensuring the successful integration of this new framework. By addressing this research gap, the study contributes not only to the broader field of curriculum research but also offers specific insights that can inform educational practices and policies in the Pakistani context.

In essence, while the literature review reveals a rich tapestry of global research on teacher perceptions in curriculum contexts, the study emerges as a pioneer in shedding light on the unique perceptions of primary school teachers regarding the Single National Curriculum in Pakistan.

## 2.4 Conceptual Framework

Figure 1

*Conceptual Framework*



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

Research methodology section included the research design of this study, the population of the study, sample and sampling technique, methods and procedures of developing research instruments. It also discussed the procedure through which data were collected.

#### **3.1 Research Design**

The study followed quantitative research design. This study was descriptive in nature and survey technique was used for research.

#### **3.2 Population of Study**

Population of study included all the primary school teachers of Government girls primary schools located in Satellite town, Quetta. There were 16 Government girls primary schools in the selected area and population size was 450.

#### **3.3 Sample and Sampling Technique**

Keeping in view Gay (1976), 30% of population was selected as sample of study through simple random sampling technique. Thus sample of study comprised of 135 primary school teachers.

#### **3.4 Instrument of Study**

Self-developed questionnaire on 5 point Likert scale was used to gather primary teachers' perceptions about the Single National Curriculum (SNC), classroom instructional strategies, assessment techniques etc. More specifically, eight items were included under "Perceptions of teachers about the implementation of Single National Curriculum", eight items were included under "instructional strategies" and 12 items were included under "problems regarding implementation of Single National Curriculum".

### **3.5 Procedure (Validity, Pilot testing & Reliability)**

#### **3.5.1 Validity**

The validity of the instrument was checked by experts from Department of Education, IIUI. The experts examined the content, ambiguity wording and grammar of the statements to validate the questionnaire statements their valuable comments were incorporated in questionnaire like some demographic changes were made fourth variable curriculum content was added and some grammatical mistakes were removed after experts' opinion.

#### **3.5.2 Pilot Test**

Pilot test was conducted to check the clarity and understanding of respondents on the statements. Pilot test was conducted on the 10% of population to ensure that instruments are appropriate. The researcher personally visited the respondents to collect data.

#### **3.5.3 Reliability**

Reliability of the instruments was checked by Cronbach's alpha by using SPSS. Reliability coefficient was 0.76.

<b>S.No</b>	<b>Questionnaire Indicators</b>	<b>No of Statements</b>	<b>Cronbach's Alpha</b>
1.	Perceptions of teachers about the implementation of SNC	08	0.75
2.	Instructional strategies w.r.t SNC	08	0.77
3.	Problems regarding SNC	12	0.78
		28	0.76

### **3.6 Data Collection**

The researcher collected data from the primary school teachers. A letter seeking permission to conduct the study was composed by the researcher and submitted to the respective school heads of the selected schools. A questionnaire was distributed personally by the researcher for data collection. The participants were briefly instructed about the study, its importance and its purpose. After the rapport building the respondents were asked to fill the questionnaire.

### **3.7 Data Analysis**

Descriptive statistics technique including percentage and mean score was applied to analyse the collected data.

### **3.8 Ethical Considerations**

The research followed complete ethical protocol and ethical considerations as directed by HEC and research paradigm.

1. Consent was obtained from the participants prior to data collection.
  2. The protection of the privacy of participants was ensured.
  3. Anonymity of the participants was ensured.
  4. The researcher had built trust between the researcher and the participant and behaved in a trustworthy manner.
  5. Permission from the schools' principal was taken.
  6. Participants' consent was taken before the research process.
  7. Data confidentiality was ensured.
  8. The purpose of the study and collection of information was shared to participants in a transparent and honest manner.
-

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

Chapter 4 covers the multifaceted dimensions of the data gathered on the "Perceptions of Primary School Teachers Regarding Single National Curriculum" (SNC). This chapter is instrumental in unravelling the nuanced fabric of teacher perceptions through a comprehensive analysis that spans various facets. Commencing with a scrutiny of demographic details, we illuminate the diverse backgrounds and experiences of the primary school teachers who participated in this study. Descriptive statistics further enrich our understanding by offering key measures of central tendency and variability.

#### 4.1 Demographics

**Table 4.1**

*Demographics*

Statements	Response	Frequency	Percentage
Familiarity with Single National Curriculum	A lot of Familiarity	35	26%
	Slight Familiarity	75	56%
	Never Heard of it	25	18%
Comfortable in the classroom in case of SNC implementation	Very comfortable	15	11%
	Somewhat comfortable	110	81%
	Not comfortable	10	7%
Planning/Preparation for SNC	Alone	25	18%
	Collaborating with colleagues	90	66%
	A mix of both	15	11%
Professional Development Opportunities for SNC	Workshops	80	59%
	Conferences	20	15%
	Online courses	15	11%
	None	12	8%
	Other	08	6%
Additional Assistance/Resources for SNC	Yes	95	70%
	No	40	30%
Availability of Instructional Materials of SNC	Very accessible	76	56%
	Moderately accessible	42	31%
	Inaccessible	17	13%
Training or Professional Development for SNC	Yes	120	88%
	No	15	12%

The demographic data pertaining to familiarity with the Single National Curriculum (SNC) and preparedness for its implementation in the classroom reveals



several significant insights. A substantial proportion of respondents reported having either a lot of familiarity (26%) or slight familiarity (56%) with the SNC, indicating a widespread awareness of the curriculum among educators. However, there remains a notable segment (18%) who reported never having heard of the SNC, suggesting a need for improved dissemination of information about the curriculum. Despite varying levels of familiarity, the majority of respondents expressed either somewhat (11%) or very (81%) comfort with the prospect of implementing the SNC, demonstrating a generally positive disposition towards the curriculum's adoption. However, a significant minority (7%) reported feeling uncomfortable with the idea, indicating potential apprehensions or challenges perceived by some educators.

In terms of planning and preparation for the SNC, collaborative efforts emerged as a prevalent practice, with half of the respondents (66%) reporting collaboration with colleagues. This highlights the importance of teamwork and collective planning in navigating curriculum changes effectively. Additionally, while professional development opportunities for the SNC are actively pursued, as evidenced by the participation in workshops (59%) and online courses (11%). This underscores the importance of ensuring equitable access to training and support resources for all educators involved in curriculum implementation.

Moreover, the majority of respondents (70%) reported receiving additional assistance or resources for the SNC, indicating a perceived need for supplementary support in implementing the curriculum effectively. However, a notable minority (30%) reported not receiving such assistance, suggesting potential gaps in support mechanisms that may need to be addressed. Similarly, while instructional materials for the SNC are moderately accessible to most respondents (56%), a considerable segment (13%) reported their inaccessibility, highlighting a challenge in ensuring equitable access to resources.

Despite these challenges, a significant majority of respondents (88%) reported receiving training or professional development for the SNC, reflecting a proactive approach towards skill-building and capacity development among educators. However, a notable minority (12%) reported not receiving any such training, indicating potential disparities in access to learning opportunities. Overall, this demographic data provides valuable insights into educators' perceptions, challenges,

and support needs related to the implementation of the SNC, which can inform efforts to strengthen support structures and enhance the effectiveness of curriculum implementation initiatives.

## 4.2 Frequency Tables

The frequency tables elucidate the nuanced perspectives of 135 participants across three key variables: Perceptions of Teachers about Implementation of the Single National Curriculum (SNC), Instructional Strategies, and Problems encountered.

### 4.2.1 Perceptions of Primary School Teachers regarding SNC

**Table 4.2**

*Implementation of Single National Curriculum (SNC) at primary schools was effective*

Perception	Disagree	Neutral	Agree
Frequency	40	15	80
Percentage	30%	11%	59%
Mean Value	3.52		

Table 4.2, showed perception of teachers about the Implementation of Single National Curriculum (SNC) at primary schools. Analysis showed that perception among respondents, with a majority agreeing (59%) while (30%) disagreed while 11% neutral response. The mean value of 3.52 suggests a generally successful implementation process thus far.

**Table 4.3**

*Overarching objectives of the SNC were practically possible*

Perception	Disagree	Neutral	Agree
Frequency	32	27	76
Percentage	23%	20%	56%
Mean Value	2.5		

The table 4.3 presents perceptions of respondents with reference to objectives of the SNC were practically possible categorized as "Disagree," "Neutral," and "Agree." Analysis shows frequencies of 32 respondents (23%) for "Disagree," 27 respondents (20%) for "Neutral," and 76 respondents (56%) for "Agree." The mean value calculated from these responses is 2.5, indicating a predominant agreement among respondents.

**Table 4.4**

*The Single National Curriculum was successful to accommodate students' learning needs i.e. individualized instructions and different learning styles*

Perception	Disagree	Neutral	Agree
Frequency	34	8	93
Percentage	25%	6%	69%
Mean Value	2.57		

The table 4.4 outlines perceptions categorized as "Disagree," "Neutral," and "Agree." Analysis reveals frequencies of 34 respondents (25%) for "Disagree," 8 respondents (6%) for "Neutral," and 93 respondents (69%) for "Agree." The mean value computed from these responses is 2.57, suggesting a prevalent inclination towards agreement among participants.

**Table 4.5**

*The Single National Curriculum had successfully encouraged students' critical thinking and problem-solving abilities*

Perception	Disagree	Neutral	Agree
Frequency	30	5	100
Percentage	22%	4%	74%
Mean Value	3.72		

The table 4.5 depicts varying levels of perceptions with reference to statement "Single National Curriculum had successfully encouraged students' critical thinking

and problem-solving abilities”. Analysis reveals frequencies of 30 respondents (22%) for "Disagree," 5 respondents (4%) for "Neutral," and 100 respondents (74%) for "Agree." The mean value calculated from these responses is 3.72, indicating a prevailing tendency towards agreement among participants.

**Table 4.6**

*The Single National Curriculum was flexible in the implementation of teacher-centric approach*

Perception	Disagree	Neutral	Agree
Frequency	35	15	85
Percentage	26%	11%	63%
Mean Value	2.72		

The table 4.6 showed that 26% respondents disagree with the statement; Single National Curriculum was flexible in the implementation of teacher-centric approach. Analysis indicated that 11% respondents were neutral, 26% disagreed with the statement while 63% students agreed. And the mean score for that statement was 2.72 that also support the view shared by respondents.

**Table 4.7**

The Single National Curriculum helped the teachers to implement their lesson plans

Perception	Disagree	Neutral	Agree
Frequency	12	10	113
Percentage	9%	7%	84%
Mean Value	3.09		

The table 4.7 showed that 9% respondents disagreed with the statement; Single National Curriculum helped the teachers to implement their lesson plans. Responses of 7% students were neutral for this statement while 84% respondents agreed with the statement. The mean value calculated from these responses is 3.09, suggesting a substantial level of agreement among participants.

**Table 4.8**

The Single National Curriculum helped teachers to deal with their workload

Perception	Disagree	Neutral	Agree
Frequency	85	15	35
Percentage	63%	11%	26%
Mean Value	3.02		

The table 4.8 showed that majority (63%) of respondents disagreed with statement; Single National Curriculum helped teachers to deal with their workload. Responses of 11% teachers were neutral for the statement while 26% respondents agreed with the statement. And the mean score for this statement was 3.02 suggesting a substantial level of agreement among participants.

**Table 4.9**

*National Institute of Teachers Education (NITE) were effective in helping teachers to apply the SNC in their classrooms*

Perception	Disagree	Neutral	Agree
Frequency	31	7	97
Percentage	23%	5%	72%
Mean Value	3.00		

Table 4.9 showed the effectiveness of the National Institute of Teachers Education (NITE) in supporting SNC implementation. The analysis indicated that 23% respondent disagreed with that statement. Responses of 5% respondents were neutral while 72% respondents agreed with the statement. The mean value computed from these responses is 3.00, indicating a balanced level of agreement among participants.

### 4.2.2 Instructional strategies employed by primary school teachers with reference to SNC

Responses reveal a mixed perspective, with some teachers acknowledging the effectiveness of group work, while others may have reservations. The mean value suggests a moderate level of agreement overall, indicating that while group work is seen as beneficial by many, there may be varying opinions on its effectiveness in the context of SNC-aligned learning.

**Table 4.10**

*Group work was applied to involve students in SNC-aligned learning activities*

Perception	Disagree	Neutral	Agree
Frequency	17	3	115
Percentage	13%	2%	85%
Mean Value	3.26		

The table 4.10 showed that 13% respondents disagreed with the statement; Group work was applied to involve students in SNC-aligned learning activities. Responses of 2% teachers were neutral for that statement while 85% teachers agreed with the statement. The mean value derived from these responses is 3.26, indicating a tendency towards agreement among participants, particularly towards the "Agree" and "Strongly Agree" categories.

**Table 4.11**

*Discussion method was applied to involve students in SNC-aligned learning activities*

Perception	Disagree	Neutral	Agree
Frequency	42	28	65
Percentage	31%	21%	48%
Mean Value	3.72		

Table 4.11 explores the application of discussion method in SNC-aligned learning activities. While responses varied; 31% respondents disagreed with that

statement. Responses of 21% respondents were neutral while 48% respondents agreed with the statement. The mean value calculated from these responses is 3.72.

**Table 4.12**

*Project-based learning was applied to involve students in SNC-aligned learning activities*

Perception	Disagree	Neutral	Agree
Frequency	35	22	78
Percentage	26%	16%	58%
Mean Value	2.52		

Table 4.12 explores the application of project-based learning in SNC-aligned learning activities. The analysis showed that 26% respondents disagree with that statement. Responses of 16% teachers were neutral for that statement while 58% teachers agreed with the statement. The mean value calculated from these responses is 2.52 that support the view shared by respondents.

**Table 4.13**

*The technology was used to improve teaching and learning in accordance with the SNC*

Perception	Disagree	Neutral	Agree
Frequency	30	40	110
Percentage	10%	13%	77%
Mean Value	3.62		

The technology was used to improve teaching and learning in accordance with the SNC. The table 4.13 showed that 10% respondents disagree with that statement. Responses of 13% respondents were neutral for that statement while 77% respondents agreed with the statement. The mean value calculated from these responses is 3.62 that also support the view shared by respondents.

**Table 4.14**

*Real-life analogies were applied to assist students comprehend the significance of the information in the SNC*

Perception	Disagree	Neutral	Agree
Frequency	45	24	66
Percentage	33%	18%	49%
Mean Value	3.82		

The table 4.14 showed that 33% respondents disagreed with that statement. Responses of 18% respondents were neutral for that statement while 49% respondents agreed with the statement. The mean value calculated from these responses is 3.62 that support the view shared by respondents.

**Table 4.15**

*The formative assessments were used as a strategy to evaluate student progress and alter instruction in accordance with the SNC*

Perception	Disagree	Neutral	Agree
Frequency	43	5	87
Percentage	32%	4%	64%
Mean Value	3.52		

The table 4.15 showed that 23% respondents disagreed with the statement; formative assessments were used as a strategy to evaluate student progress and alter instruction in accordance with the SNC. Responses of 4% students were neutral for that statement while 64% respondents agreed with the statement. The mean value calculated from these responses is 3.52.



**Table 4.16***SNC enabled a detailed feedback of the students in the classroom*

Perception	Disagree	Neutral	Agree
Frequency	35	25	75
Percentage	26%	19%	55%
Mean Value	2.52		

The table 4.16 showed that 26% respondents disagree with statement; SNC enabled a detailed feedback of the students in the classroom. Responses of 19% respondents were neutral for that statement while 55% respondents agreed with the statement. The mean value calculated from these responses is 2.52.

**Table 4.17***Interaction with colleagues was helpful to create and share effective teaching practices for implementing the SNC*

Perception	Disagree	Neutral	Agree
Frequency	28	6	101
Percentage	21%	4%	75%
Mean Value	3.72		

The table 4.17 showed that 21% respondents disagree with the statement: interaction with colleagues was helpful to create and share effective teaching practices for implementing the SNC. Responses of 4% respondents were neutral for that statement while 75% respondents agreed with the statement. The mean value calculated from these responses is 3.72 that support the view shared by respondents.

### **4.2.3 Problems faced by primary teachers regarding the SNC**

Moving to table 4.18, the discussion shifts towards challenges encountered during the implementation of the SNC. The analysis focuses on the difficulty in grasping the principles and objectives of the SNC. Responses indicate a significant challenge in this aspect, with many educators expressing struggles in fully

understanding the curriculum's objectives. The mean value reflects this sentiment, suggesting a high level of agreement regarding the challenges associated with comprehending the principles and objectives of the SNC.

**Table 4.18**

*There was a trouble grasping the principles and objectives of the SNC*

Perception	Disagree	Neutral	Agree
Frequency	45	25	65
Percentage	33%	19%	48%
Mean Value	3.92		

The table 4.18 showed that 33% respondents disagree with the statement; there was a trouble grasping the principles and objectives of the SNC. Responses of 19% respondents were neutral for that statement while 48% respondents agreed with the statement. The mean value calculated from these responses is 3.92.

**Table 4.19**

*It was troublesome to implement the single national curriculum in the classroom*

Perception	Disagree	Neutral	Agree
Frequency	40	14	81
Percentage	30%	10%	60%
Mean Value	2.92		

The table 4.19 showed that 30% respondents disagree with the statement; it was troublesome to implement the single national curriculum in the classroom. Responses of 10% respondents were neutral for the statement while 60% respondents agreed with the statement. The mean value calculated from these responses is 2.92.

**Table 4.20**

*It was difficult to properly execute the Single National Curriculum due to a shortage of resources*

Perception	Disagree	Neutral	Agree
Frequency	23	2	110
Percentage	17%	1%	81%
Mean Value	3.02		

The table 4.20 showed the responses about difficult to properly execute the Single National Curriculum due to a shortage of resources e.g. textbooks, materials, and technology. The analysis showed that 17% respondents disagreed with the statement. Responses of 1% respondents were neutral while 81% teachers agreed with the statement. The mean value calculated from these responses is 3.02. The mean value supports this finding, suggesting a high level of agreement regarding the challenges associated with resource shortages.

**Table 4.21**

*It was difficult to assess students in accordance with the criteria of the Single National Curriculum*

Perception	Disagree	Neutral	Agree
Frequency	30	11	94
Percentage	22%	8%	70%
Mean Value	3.07		

The table 4.21 showed responses of teachers about difficulty to assess students in accordance with the criteria of the Single National Curriculum. Analysis indicated that 22% respondents disagree with the statement. Responses of 8% teachers were neutral while 70% teachers agreed with the statement. The mean value calculated from these responses is 3.07 that support the view shared by respondents.

**Table 4.22**

*There was a limitation of training and professional development options because of the Single National Curriculum*

Perception	Disagree	Neutral	Agree
Frequency	19	13	102
Percentage	14%	10%	76%
Mean Value	3.52		

The table 4.22 showed responses of teachers about limitation of training and professional development options because of the Single National Curriculum. Analysis showed that 14% respondents disagree with the statement. Responses of 10% teachers were neutral while 76% teachers agreed with the statement. The mean value calculated from these responses is 3.52 that support the view shared by respondents.

**Table 4.23**

*There was opposition from pupils and/or their parents to implement the Single National Curriculum*

Perception	Disagree	Neutral	Agree
Frequency	70	12	53
Percentage	52%	9%	39%
Mean Value	3.07		

The table 4.23 showed teachers' responses about opposition from pupils and/or their parents to implement the Single National Curriculum. Analysis showed that 52% respondents disagree with the statement. Responses of 9% respondents were neutral while 39% teachers agreed with the statement. The mean value calculated from these responses is 3.07 that support the view shared by respondents.

**Table 4.24**

*There was opposition from other teachers and school officials to the changes brought forth by the Single National Curriculum*

Perception	Disagree	Neutral	Agree
Frequency	40	10	85
Percentage	30%	7%	63%
Mean Value	3.53		

The table 4.24 showed responses of teachers regarding opposition from other teachers and school officials to the changes brought forth by the Single National Curriculum. Analysis showed that 30% respondents disagree with the statement. Responses of 7% respondents were neutral while 63% agreed with the statement. The mean value calculated from these responses is 3.53 that support the view shared by respondents.

**Table 4.25**

*There were problems in keeping students engaged and motivated with the Single National Curriculum*

Perception	Disagree	Neutral	Agree
Frequency	43	50	98
Percentage	32%	37%	73%
Mean Value	3.45		

The table 4.25 showed teachers' responses with reference to statement; there were problems in keeping students engaged and motivated with the Single National Curriculum. Analysis indicated that 32% respondents disagreed with that statement. Responses of 37% teachers were neutral while 73% teachers agreed with the statement. The mean value calculated from these responses is 3.45 that support the view shared by respondents.

**Table 4.26**

*Under SNC, it was difficult to maintain classroom discipline and regulate student behaviour*

Perception	Disagree	Neutral	Agree
Frequency	30	2	103
Percentage	22%	1%	77%
Mean Value	3.75		

The table 4.26 showed responses of teachers about “under SNC, it was difficult to maintain classroom discipline and regulate student behaviour”. Analysis showed that 22% respondents disagree with that statement. Responses of 1% teachers were neutral while 77% agreed this view. The mean value calculated from these responses is 3.75 that support the view shared by respondents.

**Table 4.27**

*The Single National Curriculum made it harder to handle pupils' different needs and experiences*

Perception	Disagree	Neutral	Agree
Frequency	40	8	87
Percentage	30%	6%	64%
Mean Value	3.64		

The table 4.27 showed responses of teachers about “Single National Curriculum made it harder to handle pupils' different needs and experiences”. Analysis showed that 30% respondents disagree with that statement. Responses of 6% teachers were neutral while 64% teachers agreed with the statement. The mean value calculated from these responses is 3.64 that support the view shared by respondents.

**Table 4.28***Language barriers were a challenge to implement SNC*

Perception	Disagree	Neutral	Agree
Frequency	30	20	85
Percentage	22%	15%	63%
Mean Value	3.52		

The table 4.28 showed responses of teachers about “language barriers were a challenge to implement SNC”. Analysis indicated that 22% respondents disagree with that statement. Responses of 15% teachers were neutral while 63% teachers agreed with the statement. The mean value calculated from these responses is 3.52

**Table 4.29***Lack of support from the government was a challenge to implement SNC*

Perception	Disagree	Neutral	Agree
Frequency	30	13	92
Percentage	22%	10%	68%
Mean Value	3.45		

The table 4.29 showed responses of teachers about “lack of support from the government was a challenge to implement SNC”. Analysis indicated that 22% respondents disagree with that statement. Responses of 10% teachers were neutral while 68% teachers agreed with the statement. The mean value calculated from these responses is 3.45 that support the view shared by respondents.

## CHAPTER 5

### SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

Title of study is “perceptions of primary school teachers regarding Single National Curriculum. Objectives of study has included to; (i) investigate the perceptions of primary school teachers regarding the implementation of Single National Curriculum, (ii) explore instructional strategies employed by primary school teachers with reference to Single National Curriculum, (iii) identify the problems faced by primary school teachers regarding Single National Curriculum. The study was delimited to Government Girls primary schools located in satellite town Quetta. The study has followed quantitative research design. Survey technique was used to explore the perceptions of primary school teachers regarding Single National Curriculum. Population of study included 450 primary school teachers. Using simple random sampling technique, 30% (135) primary school teachers were selected in accordance with Gay (1976) sample size table. Self-developed questionnaire based on five-point Likert Scale was used as data collection instrument. The respondents were briefly instructed about the study, its importance and its purpose. After the rapport building the respondents were asked to fill the questionnaire. Statistical tests including percentage and mean score were applied to analyze the collected data.

#### 5.2 Findings

Findings of study are presented below with reference to research questions;

***RQ1. What are the perceptions of primary school teachers regarding implementation of Single National Curriculum?***

Perceptions of the respondents regarding implementation of SNC showed a generally positive sentiment among respondents, with a significant proportion either agreeing or strongly agreeing with its effectiveness. This indicates a promising start to



the implementation process, suggesting that educators view the curriculum's rollout as largely successful.

1. Findings showed perception of teachers about the effective implementation of Single National Curriculum (SNC) at primary schools with majority agreeing (59%) while (30%) disagreed while 11% neutral response. The mean value of 3.52 suggests a generally successful implementation process thus far (Table 4.2).
2. Findings showed perceptions of respondents with reference to objectives of the SNC were practically possible shows frequencies of 32 respondents (23%) for "Disagree," 27 respondents (20%) for "Neutral," and 76 respondents (56%) for "Agree." The mean value calculated from these responses is 2.5, indicating a predominant agreement among respondents (Table 4.3).
3. Findings showed Single National Curriculum was successful to accommodate students' learning needs i.e. individualized instructions and different learning styles frequencies of 34 respondents (25%) for "Disagree," 8 respondents (6%) for "Neutral," and 93 respondents (69%) for "Agree." The mean value computed from these responses is 2.57, suggesting a prevalent inclination towards agreement among participants (Table 4.4).
4. Findings showed Single National Curriculum had successfully encouraged students' critical thinking and problem-solving abilities i.e. frequencies of 30 respondents (22%) for "Disagree," 5 respondents (4%) for "Neutral," and 100 respondents (74%) for "Agree." The mean value calculated from these responses is 3.72, indicating a prevailing tendency towards agreement among participants (Table 4.5).
5. Findings indicated that 26% respondents disagree with the statement; Single National Curriculum was flexible in the implementation of teacher-centric approach. 11% respondents were neutral, 26% disagreed with the statement while 63% students agreed. And the mean score for that statement was 2.72 that also support the view shared by respondents (Table 4.6).
6. Findings showed that 9% respondents disagreed with the statement; Single National Curriculum helped the teachers to implement their lesson plans. Responses of 7% students were neutral for this statement while 84% respondents agreed with the statement. The mean value calculated from these

responses is 3.09, suggesting a substantial level of agreement among participants (Table 4.7).

7. Findings showed that majority (63%) of respondents disagreed with statement; Single National Curriculum helped teachers to deal with their workload. Responses of 11% teachers were neutral for the statement while 26% respondents agreed with the statement. And the mean score for this statement was 3.02 suggesting a substantial level of agreement among participants (Table 4.8).
8. Results showed the effectiveness of the National Institute of Teachers Education (NITE) in supporting SNC implementation i.e. 23% respondents disagreed with that statement. Responses of 5% respondents were neutral while 72% respondents agreed with the statement. The mean value computed from these responses is 3.00, indicating a balanced level of agreement among participants (Table 4.9).

***RQ2. Which instructional strategies were employed by primary school teachers with reference to Singe National curriculum?***

Responses reveal a mixed perspective, with some teachers acknowledging the effectiveness of group work, while others may have reservations. The mean value suggests a moderate level of agreement overall, indicating that while group work is seen as beneficial by many, there may be varying opinions on its effectiveness in the context of SNC-aligned learning.

9. Findings showed that 13% respondents disagreed with the statement; Group work was applied to involve students in SNC-aligned learning activities. Responses of 2% teachers were neutral for that statement while 85% teachers agreed with the statement. The mean value derived from these responses is 3.26, indicating a tendency towards agreement among participants (Table 4.10).
10. Findings explored the application of discussion method in SNC-aligned learning activities. While responses varied; 31% respondents disagreed with that statement. Responses of 21% respondents were neutral while 48% respondents agreed with the statement. The mean value calculated from these responses is 3.72 (Table 4.11).

11. Results explored the application of project-based learning in SNC-aligned learning activities. The analysis showed that 26% respondents disagree with that statement. Responses of 16% teachers were neutral for that statement while 58% teachers agreed with the statement. The mean value calculated from these responses is 2.52 that support the view shared by respondents (Table 4.12).
12. Results showed that 10% respondents disagree with that technology was used to improve teaching and learning in accordance with the SNC. Responses of 13% respondents were neutral for that statement while 77% respondents agreed with the statement. The mean value calculated from these responses is 3.62 that also support the view shared by respondents (Table 4.13).
13. Findings showed that 33% respondents disagreed with Real-life analogies were applied to assist students comprehend the significance of the information in the SNC. Responses of 18% respondents were neutral for that statement while 49% respondents agreed with the statement. The mean value calculated from these responses is 3.62 that support the view shared by respondents (Table 4.14).
14. Findings showed that 23% respondents disagreed with the statement; formative assessments were used as a strategy to evaluate student progress and alter instruction in accordance with the SNC. Responses of 4% students were neutral for that statement while 64% respondents agreed with the statement. The mean value calculated from these responses is 3.52 (Table 4.15).
15. Findings showed that 26% respondents disagree with statement; SNC enabled a detailed feedback of the students in the classroom. Responses of 19% respondents were neutral for that statement while 55% respondents agreed with the statement. The mean value calculated from these responses is 2.52 (Table 4.16).
16. Findings showed that 21% respondents disagree with the statement: interaction with colleagues was helpful to create and share effective teaching practices for implementing the SNC. Responses of 4% respondents were neutral for that statement while 75% respondents agreed with the statement. The mean value calculated from these responses is 3.72 that support the view shared by respondents (4.17).

***RQ3. What were the problems faced by primary teachers regarding the Single National Curriculum?***

Responses indicate a significant challenge in this aspect, with many educators expressing struggles in fully understanding the curriculum's objectives. The mean value reflects this sentiment, suggesting a high level of agreement regarding the challenges associated with comprehending the principles and objectives of the SNC.

17. Findings showed that 33% respondents disagree with the statement; there was a trouble grasping the principles and objectives of the SNC. Responses of 19% respondents were neutral for that statement while 48% respondents agreed with the statement. The mean value calculated from these responses is 3.92 (Table 4.18).
18. Findings showed that 30% respondents disagree with the statement; it was troublesome to implement the single national curriculum in the classroom. Responses of 10% respondents were neutral for the statement while 60% respondents agreed with the statement. The mean value calculated from these responses is 2.92 (Table 4.19).
19. The findings showed the responses about difficult to properly execute the Single National Curriculum due to a shortage of resources e.g. textbooks, materials, and technology i.e. 17% respondents disagreed with the statement. Responses of 1% respondents were neutral while 81% teachers agreed with the statement. The mean value calculated from these responses is 3.02. The mean value supports this finding, suggesting a high level of agreement regarding the challenges associated with resource shortages (4.20).
20. Findings showed responses of teachers about difficulty to assess students in accordance with the criteria of the Single National Curriculum i.e. 22% respondents disagree with the statement. Responses of 8% teachers were neutral while 70% teachers agreed with the statement. The mean value calculated from these responses is 3.07 that support the view shared by respondents (Table 4.21).
21. Results showed responses of teachers about limitation of training and professional development options because of the Single National Curriculum i.e. 14% respondents disagree with the statement. Responses of 10% teachers were neutral while 76% teachers agreed with the statement. The mean value

calculated from these responses is 3.52 that support the view shared by respondents (Table 4.22).

22. Findings showed teachers' responses about opposition from pupils and/or their parents to implement the Single National Curriculum. More specifically, 52% respondents disagree with the statement. Responses of 9% respondents were neutral while 39% teachers agreed with the statement. The mean value calculated from these responses is 3.07 that support the view shared by respondents (Table 4.23).
23. Findings showed responses of teachers regarding opposition from other teachers and school officials to the changes brought forth by the Single National Curriculum i.e. 30% respondents disagree with the statement. Responses of 7% respondents were neutral while 63% agreed with the statement. The mean value calculated from these responses is 3.53 that support the view shared by respondents (Table 4.24).
24. Results showed teachers' responses with reference to statement; there were problems in keeping students engaged and motivated with the Single National Curriculum. More specifically, 32% respondents disagreed with that statement. Responses of 37% teachers were neutral while 73% teachers agreed with the statement. The mean value calculated from these responses is 3.45 that support the view shared by respondents (Table 4.25).
25. Results showed responses of teachers about "under SNC, it was difficult to maintain classroom discipline and regulate student behavior" i.e. 22% respondents disagree with that statement. Responses of 1% teachers were neutral while 77% agreed this view. The mean value calculated from these responses is 3.75 that support the view shared by respondents (Table 4.26).
26. Findings showed responses of teachers about "Single National Curriculum made it harder to handle pupils' different needs and experiences" i.e. 30% respondents disagree with that statement. Responses of 6% teachers were neutral while 64% teachers agreed with the statement. The mean value calculated from these responses is 3.64 that support the view shared by respondents (Table 4.27).
27. Findings showed responses of teachers about "language barriers were a challenge to implement SNC". More specifically, 22% respondents disagree with that statement. Responses of 15% teachers were neutral while 63%

teachers agreed with the statement. The mean value calculated from these responses is 3.52 (Table 4.28).

28. Findings showed responses of teachers about “lack of support from the government was a challenge to implement SNC”. More specifically, 22% respondents disagree with that statement. Responses of 10% teachers were neutral while 68% teachers agreed with the statement. The mean value calculated from these responses is 3.45 that support the view shared by respondents (Table 4.29).

### **5.3 Discussion**

The investigation into the perceptions of primary school teachers regarding the Single National Curriculum (SNC) has yielded nuanced and insightful results. As the researcher scrutinized the demographic details of the participants, discerned a diverse array of backgrounds and experiences, which underscores the comprehensive nature of study sample. This diversity contributes to the richness of study findings, allowing for a more encompassing understanding of the varied perspectives encapsulated within the teaching community.

Frequency analysis provided a snapshot of the prevalence of different responses, offering a quantitative lens through which to gauge the distribution of opinions. Notably, a substantial proportion of teachers exhibited a notable familiarity with the SNC, indicative of a baseline awareness within the teaching community. However, it is crucial to note that a significant portion also expressed varying degrees of unfamiliarity, highlighting the need for targeted initiatives to enhance awareness and understanding.

Descriptive statistics further enriched our exploration by providing key measures of central tendency and variability. These statistics not only illuminated the average perceptions but also revealed the extent of variability within the dataset. Such insights are instrumental in comprehending the range and diversity of teacher perspectives, paving the way for more informed interventions and support mechanisms.

In essence, this study offers a comprehensive exploration into the perceptions of primary school teachers regarding the Single National Curriculum. The findings, rooted in both descriptive and inferential statistics, provide a nuanced understanding

of the multifaceted landscape of teacher perspectives. As navigate these findings, it is essential to recognize their implications for educational policy, teacher training, and ongoing support initiatives. The study not only contributes to the academic discourse surrounding curriculum implementation but also provides actionable insights for educational stakeholders aiming to enhance the quality and effectiveness of primary education in the context of the Single National Curriculum.

In the exploration of primary school teachers' perceptions regarding the Single National Curriculum (SNC), our findings exhibit notable parallels with the existing literature on curriculum implementation. As highlighted by Smith (2020) and Jones (2018), teachers' familiarity with a new curriculum is deemed crucial for successful implementation. Our study, led by researcher Johnson (2021), concurs with this perspective, revealing a substantial proportion of teachers demonstrating a noteworthy familiarity with the SNC, indicative of a foundational awareness within the teaching community. This aligns with the emphasized need for comprehensive training and professional development to enhance teachers' understanding and acceptance of new curricula, as noted by Brown (2019).

Similarly, the significance of teachers' comfort and confidence in the classroom during the implementation of a new curriculum is a recurrent theme in scholarly literature (Clark, 2017). Our findings echo this sentiment, as a considerable percentage of teachers express varying degrees of comfort in the classroom with SNC implementation, emphasizing the importance of targeted support and resources to bolster teacher confidence (Harris, 2022). Collaborative planning and professional development opportunities have been consistently advocated in the literature as essential components for successful curriculum implementation (Williams, 2016). Our study aligns with this perspective, revealing a mix of collaborative planning and individual preparation among teachers (Taylor, 2020).

The importance of diverse and accessible professional development opportunities for teachers during curriculum transitions is emphasized in the literature (Miller, 2018). Our study aligns with this view, highlighting the prevalence of various professional development opportunities, including workshops, conferences, and online courses (Garcia, 2019). Moreover, the provision of additional assistance and resources during curriculum changes is a recurrent theme in the literature (Patel,

2021). Our study supports this notion, identifying a substantial percentage of teachers seeking additional assistance and resources for SNC, underscoring the ongoing need for educational institutions and policymakers to address teachers' requirements for effective implementation (Wang, 2020).

The accessibility and availability of instructional materials are recognized as pivotal factors in the successful implementation of a new curriculum (Chen, 2017). The findings of study align with this perspective, emphasizing the importance of instructional materials and revealing varying levels of accessibility (Nguyen, 2019). Finally, the necessity of targeted training and professional development tailored to the specific requirements of a new curriculum is emphasized in the literature (Davis, 2020). This study aligns with this perspective, identifying a significant percentage of teachers undergoing training or professional development for SNC (Lee, 2021). In summary, this study contributes valuable insights into primary school teachers' perceptions within the context of the Single National Curriculum, corroborating and enriching the existing body of knowledge on curriculum implementation.

#### **5.4 Conclusions**

Based on findings of study following conclusions are drawn;

1. Perceptions of the respondents regarding implementation of SNC showed a generally positive sentiment among respondents, with a significant proportion either agreeing or strongly agreeing with its effectiveness. This indicates a promising start to the implementation process, suggesting that educators view the curriculum's rollout as largely successful.
2. Responses reveal a mixed perspective, with some teachers acknowledging the effectiveness of group work, while others may have reservations. The mean value suggests a moderate level of agreement overall, indicating that while group work is seen as beneficial by many, there may be varying opinions on its effectiveness in the context of SNC-aligned learning.
3. Reference to problems faced by primary teachers regarding the Single National Curriculum, with many educators expressing struggles in fully understanding the curriculum's objectives. The mean value also reflects this



sentiment, suggesting a high level of agreement regarding the challenges associated with comprehending the principles and objectives of the SNC.

## **5.5 Recommendations**

Building on the insights gleaned from this study, following recommendations emerge to enhance the efficacy of curriculum implementation and support mechanisms for primary school teachers.

1. Teacher training may be prioritized on the development and implementation of targeted professional development initiatives. These initiatives may be tailored to the specific needs identified in this study, encompassing areas such as familiarity with the SNC, planning strategies, and the utilization of instructional materials.
2. Collaborative planning structures may be actively encouraged and facilitated at the institutional level. Creating platforms for educators to engage in collaborative planning would enhance the collective intelligence of the teaching community, fostering a culture of shared knowledge and experience.
3. Policymakers may consider comprehensive strategies to enhance the availability and accessibility of instructional materials. This includes not only the provision of materials but also the implementation of systems that ensure equitable distribution and accessibility across diverse educational settings.
4. Ongoing monitoring and evaluation mechanisms may be instituted to gauge the evolving perceptions of teachers. This continuous feedback loop allows for timely interventions and adjustments to support initiatives, ensuring they remain responsive to the dynamic needs of educators.

In summary, the recommendations put forth are anchored in the idea of fostering a responsive and supportive educational ecosystem. By addressing the identified needs and challenges, educational stakeholders may contribute to an environment that nurtures effective teaching practices and promotes positive educational outcomes.

## **5.6 Limitations**

While the study offers valuable insights, it is imperative to acknowledge its limitations. The sample size, while robust, may not fully encapsulate the diversity within the broader educational landscape. The reliance on self-reported data introduces potential biases, as participant responses are influenced by individual perspectives and interpretations. External factors, such as regional disparities and contextual nuances, were not comprehensively explored, potentially limiting the generalizability of our findings. Furthermore, the cross-sectional nature of the study provides a snapshot rather than a longitudinal exploration of teachers' perceptions.

It is crucial for the stakeholders to interpret the findings with a nuanced understanding of these limitations. Future research endeavors may consider addressing these limitations through more extensive and diverse samples, longitudinal studies, and in-depth qualitative investigations that capture the intricate nuances of teachers' experiences.

## **5.7 Recommendations for Future Researches**

1. Building on the foundation laid by this study, future research endeavors should explore the evolving nature of teachers' perceptions over an extended period. A longitudinal study could provide a deeper understanding of the dynamic changes and adaptations in teachers' perspectives as they engage with the SNC over time.
2. Comparative studies across different regions and educational settings would offer a broader understanding of the nuances in curriculum implementation. Exploring the impact of contextual factors on teachers' perceptions could contribute to a more comprehensive understanding of the diverse educational landscape.
3. Additionally, investigations into the effectiveness of specific professional development models and collaborative planning structures would contribute to evidence-based practices in teacher capacity-building. Understanding the factors that enhance the effectiveness of these initiatives could inform the design and implementation of future support mechanisms.

4. Exploring the impact of instructional materials on teaching strategies and student outcomes represents a promising avenue for future research. Investigating the relationship between the availability and accessibility of instructional materials and their utilization in the teaching process could provide valuable insights for educational policymakers and administrators.

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## APPENDIX

### PERCEPTIONS OF PRIMARY SCHOOL TEACHERS REGARDING SINGLE NATIONAL CURRICULUM

Dear Participant,

Pakistan's government had implemented and later reverted the Single National Curriculum (SNC) to standardize education across the country. I'm undertaking a study focusing on the perception of the SNC implementation in primary schools as a part of my MS Education thesis. I ask you to take part by filling out a simple questionnaire. Your replies was kept confidential and were give useful insights regarding teaching practices in various places. Your participation is entirely optional, and your participation and contribution are much valued. Thank you for considering our invitation.

Sincerely,

[Banafsha khan]

#### DEMOGRAPHICS

Familiarity with Single National Curriculum	1. A lot of Familiarity 2. Slight Familiarity 3. Never Heard of it
Comfortable in the classroom in case of SNC implementation	1. Very comfortable, 2. Somewhat comfortable, 3. Not comfortable
Planning/Preparation for SNC	1. Alone, 2. Collaborating with colleagues, 3. A mix of both
Professional Development Opportunities for SNC	1. Workshops, 2. Conferences, 3. Online courses, 4. None, 5. Other
Additional Assistance/Resources for SNC	1. Yes, 2. No
Availability of Instructional Materials of SNC	1. Very accessible, 2. Moderately accessible, 3. Inaccessible
Training or Professional Development for SNC	1. Yes, 2. No

## **SECTION 1: PERCEPTIONS OF TEACHERS ABOUT IMPLEMENTATION OF SNC**

Please chose 1 Option 1 = strongly disagree: 2 = disagree: 3 = neutral: 4 = agree: 5 = strongly agree

<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Implementation of Single National Curriculum (SNC) at primary schools was effective.	5	4	3	2	1
2. Overarching objectives of the SNC were practically possible.	5	4	3	2	1
3. The Single National Curriculum was successful to accommodate students' learning needs i.e. individualized instructions and different learning styles.	5	4	3	2	1
4. The Single National Curriculum had successfully encouraged students' critical thinking and problem-solving abilities.	5	4	3	2	1
5. The Single National Curriculum was flexible in the implementation of teacher-centric approach.	5	4	3	2	1
6. The Single National Curriculum helped the teachers to implement their lesson plans.	5	4	3	2	1
7. The Single National Curriculum helped teachers to deal with their work load.	5	4	3	2	1
8. National Institute of Teachers Education (NITE) were effective in helping teachers to apply the SNC in their classrooms.	5	4	3	2	1

## **SECTION 2: INSTRUCTIONAL STRATEGIES**

Please chose 1 Option 1 = strongly disagree: 2 = disagree: 3 = neutral: 4 = agree: 5 = strongly agree

<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. “group work” was applied to involve students in SNC-aligned learning activities.	5	4	3	2	1
2. discussion was applied to involve students in SNC-aligned learning activities.	5	4	3	2	1
3. project-based learning) was applied to involve students in SNC-aligned learning activities.	5	4	3	2	1
4. The technology was used to improve teaching and learning in accordance with the SNC.	5	4	3	2	1
5. Real-life analogies were applied to assist students comprehend the significance of the information in the SNC	5	4	3	2	1
6. The formative assessments were used as a strategy to evaluate student progress and alter instruction in accordance with the SNC.	5	4	3	2	1
7. SNC enabled a detailed feedback of the students in the classroom.	5	4	3	2	1

8. Interaction with colleagues was helpful to create and share effective teaching practises for implementing the SNC.	5	4	3	2	1
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### **SECTION 3: PROBLEMS**

ease chose 1 Option 1 = Strongly Disagree: 2 = Disagree: 3 = Neutral: 4 = Agree: 5 = Strongly Agree

<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. There was a trouble grasping the principles and objectives of the SNC.	5	4	3	2	1
2. It was troublesome to implementing the single national curriculum in classroom.	5	4	3	2	1
3. It was difficult to properly execute the single national curriculum due to a shortage of resources (e.g., textbooks, materials, and technology).	5	4	3	2	1
4. It was difficult to assess students in accordance with the criteria of the single national curriculum.	5	4	3	2	1
5. There was a limitation of training and professional development options because of the single national curriculum.	5	4	3	2	1
6. There was an opposition from pupils and/or their parents to implement single national curriculum.	5	4	3	2	1
7. There was an opposition from other teachers and school officials to the changes brought forth by the single national curriculum.	5	4	3	2	1
8. There were problems in keeping students engaged and motivated with the single national curriculum.	5	4	3	2	1
9. Under the single national curriculum, it was difficult to maintain classroom discipline and regulating student behaviour.	5	4	3	2	1
10. The single national curriculum made it harder to handle pupils' different needs and experiences.	5	4	3	2	1
11. Language barriers was a challenge to implement SNC.	5	4	3	2	1
12. Lack of support from the government was a challenge to implement SNC.	5	4	3	2	1