

## TEACHERS' PERCEPTIONS REGARDING IMPLEMENTATION OF SINGLE NATIONAL CURRICULUM: A CASE STUDY OF PRIMARY SCHOOLS, DISTRICT KECH

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### **Abstract**

*The curriculum is considered the building block of education worldwide, containing a comprehensive set of topics and data to be studied. This study aimed to explore teachers' perceptions regarding the implementation of the Single National Curriculum at the primary school level in District Kech, Balochistan. The qualitative case study approach was used to conduct an in-depth study. Purposive sampling was employed for the selection of 20 primary school teachers from public schools in District Kech. The data were collected through semi-structured interviews. Data were analyzed, and themes were generated through NVivo 14 software. The study found that teachers faced many difficulties due to curriculum changes. It also revealed that teachers encountered various challenges in teaching the curriculum content, as they had not been provided with the necessary training needed to deliver courses efficiently. In addition, the study found that changes in the medium of instruction, lengthy course content, and delayed or inadequate supplies of educational materials, like books and booklets, exacerbated this situation. Moreover, the findings revealed that a high student-to-teacher ratio and limited classroom space compromised the quality of education. Even with the move toward innovative methods, students still lack basic resources such as charts and graphics, and there are insufficient resources to support the Single National Curriculum (SNC). Although the curriculum reform was introduced with good intentions, it has not considerably improved student learning outcomes because teachers have not been involved, trained, or supplied with the necessary resources. Teachers are disappointed and unsatisfied with the lack of professional supervision, since the new curriculum's complexity and the lack of assistance have made it difficult for them to impart knowledge. Furthermore, the present study emphasized the urgent need for professional development, especially for primary teachers. There should be checks and balances in schools, and schools should be equipped with essential materials such as textbooks, guidebooks, and graphic charts.*

**Keywords:** *Teachers' Perceptions, Single National Curriculum, Primary Schools*

## Introduction

The curriculum is regarded in any educational setting as the primary means of achieving academic objectives. The curriculum is divided into various divisions. An entire nation's core worldview, values, morality, traditions, and educational goals are reflected in its national curriculum. In other words, a state's past, present, and future are all included in the national curriculum (Sinnema et al., 2020). On the other hand, various presumptions, misconceptions, complexes, and ratios between various society sectors are produced when different curricula, syllabuses, and educational systems are used within a single nation's curriculum. Everybody in the nation adheres to the same curriculum, which predictably molds their attitudes, actions, and mindsets. The curriculum is the set of teaching and learning materials that are taught in a school, during a specific stage of study, or during a program. Even though curriculum is typically defined by the dictionary as an institution's advancement, this advancement is rarely used in real classroom environments (Irfan, 2021).

The units and lessons that teachers teach; the learning objectives or goals that students must meet; the assignments and homework projects that students finish; the documents, materials, movies, talks, and books. Expected challenges, merits, and demerits are all included in Pakistan's Single National Curriculum for schools; assessments, evaluations, and other methods for gauging student performance are also part of the curriculum. The collection of educational resources, projects, programs, and learning objectives that are utilized to organize and carry out a specific approach is known as an educator's set of courses (Sinnema et al., 2020).

One of the visions that is adhered to is the so-called Single National Curriculum (SNC). Its foundation is an idea that supports universal access to education. The same curriculum is the only one utilized in every class. Every grade level, from 1 to 12, follows the same teaching methodology. The government made the decision to establish a single educational system for all residents, eradicating inequality and socioeconomic-level differences, to give every child in the country an equal opportunity to get a top-notch education.

Education educationalists are the building block of nation development to improve quality education, and countries struggle to bring desirable development in education. To advance educational outcomes, educationalists and curriculum experts seek a standard curriculum. A curriculum guides educational institutions by providing a roadmap to achieve academic objectives. The creation of curricula is crucial to the success of a nation's educational system, as it serves as a blueprint for educational planners in shaping the direction of education. A country's essential values, beliefs, ethics, traditions, and educational aims are embedded in its national curriculum, which reflects its past, present, and future (Jahanzaib et al., 2021).

There are different types of educational institutions in Pakistan, and each one has its own curriculum, and there is a wide variety of educational establishments, each of which offers a unique curriculum. The Single National Curriculum was an initiative meant to address this problem (SNC). The proposal was based on the principle that everyone should have equal access to

educational opportunities. All grade levels can utilize the educational framework established by this program to guarantee that every child in Pakistan has access to a top-notch education free from the negative impacts of social class.

Implementing a uniform curriculum like the SNC aligns with Pakistan's commitment to Sustainable Development Goal 4 (SDG-4), which emphasizes inclusive and equitable quality education (Zaman et al., 2021). The SNC aims to foster the holistic development of children, align educational standards with international benchmarks, address local needs, and reduce disparities across different education streams (Khan et al., 2024).

The SNC also emphasizes English as a language, introduces Islamiyah as a separate subject from Grade 1, and promotes the integration of religious education with themes of patriotism and global citizenship in Social Studies. It encourages the adoption of modern teaching methods in subjects like Mathematics and Science (Jahanzaib et al., 2021).

The NCC is now the primary body responsible for the regular revision and updating of Pakistan's curricula. The introduction of the Single National Curriculum was a government-led initiative aimed at eliminating disparities between different educational systems, such as religious vs. secular and government vs. private schools. According to the PTI government, this unified curriculum is expected to promote social and economic cohesion. However, the rollout of the SNC encountered challenges due to ambiguity regarding its foundations and a lack of consensus among stakeholders. The process included contributions from provincial and federal representatives, along with teachers from private schools (Rubab et al., 2021).

Despite such reforms, Balochistan continues to face significant educational challenges. It has the lowest literacy rate among all provinces, and the quality of education remains poor. Several initiatives have been introduced, such as the Early Childhood Education (ECE), a provincial plan in eight districts, and the Education for All (EFA) Provincial Plan across thirty districts. Key partners in these efforts include private schools and the Balochistan Education Foundation (BEF). However, challenges related to accessibility and quality remain persistent.

The effective implementation of the SNC in Balochistan is particularly difficult due to a lack of qualified teachers, poor infrastructure, high out-of-school rates, and the widespread cheating culture during examinations. Addressing these foundational issues, there is an urgent need for government efforts to enhance teacher training, infrastructure development, and monitoring systems. By tackling these barriers, the government can pave the way for the successful implementation of the SNC in Balochistan and ensure that it contributes meaningfully to the province's educational development (Jan et al., 2023).

### **Statement of the Problem**

Educators hold significant responsibilities within the education system, including curriculum development, syllabus planning, policy formulation, and maintaining educational standards, and the state's ideological identity (Abbas et al., 2022). The SNC, while a commendable initiative to end educational inequalities, may not be sufficient to address deep-rooted disparities. While the SNC exists at a national level, there is a critical lack of on-the-ground evidence regarding

its implementation. Particularly, the voices and perceptions of the primary implementers—the teachers—are missing from the discourse, particularly in District Kech. This study was designed to explore teachers' perceptions regarding the implementation of the Single National Curriculum (SNC) at the primary level in Balochistan.

### Significance of the Study

The findings of this study offer valuable insights for teachers, curriculum experts, and policymakers concerning the effectiveness of the ongoing curriculum reform. The Single National Curriculum (SNC) represents a recent educational initiative in Pakistan, aiming to establish a unified education system that promotes equity and quality through the standardization of curriculum content, the medium of instruction, and assessment practices. The first phase of the SNC was launched in March 2021, targeting primary-level education.

### Research Objectives

- To explore teachers' perceptions regarding the implementation of the Single National Curriculum at primary schools
- To investigate the challenges experienced by teachers during the implementation of the Single National Curriculum at primary schools
- To examine the professional development provided to the teachers for the implementation of the Single National Curriculum at primary schools.

### Literature review

The curriculum has become an integral part of education worldwide since it provides guidelines to stakeholders on how to maintain sustainable and quality education countrywide (Stabback, 2016). To improve quality, the government of Pakistan developed a Single National Curriculum. This literature review intended to explore teachers' perceptions and assess the challenges of implementation of the Single National Curriculum and its vision and mission, key considerations, and challenges of implementation of the curriculum.

Pakistan has long struggled to establish a national identity. Since its founding in 1947, it has been distant in creating a shared identity for the nation-state, and its educational programs and curricula continue to reflect this fixation. In Pakistan, the focus on creating an identity via public education has turned learning into a tool for nation-building at the price of diversity, empathy, and peaceful sharing, as well as civic imagination and critical thinking. Pakistani policy has always aimed for education-based uniformity, and the government suggested a Single National Curriculum (Zaman et al., 2021).

Nevertheless, Pakistan faces numerous systematic challenges that affect the quality of education. The perception that a single curriculum can address all these difficult worries is easier said than done. The causes of educational inequality in Pakistan are more complex than the fact that students in private and state schools follow different curricula, are wealthy and impoverished, or choose to pursue higher education overseas rather than domestically (Naqvi & Maryam, 2021).

The article “Why a Single National Curriculum is Dangerous” correctly points out the disparity between the 22 million children who are not enrolled in school and those who are, will not go away regardless of the curriculum that is adopted. If different academic institutions use different teaching strategies and evaluation standards, then disparities in curriculum won't stop the imbalance in educational quality. Enrolling all out-of-school children and enhancing the physical facilities of academic institutions are necessary to reduce inequality. If there are classrooms under trees, without boundary walls, no water tanks, and without restrooms, then educational inequality will not end. Improving human capital through teacher training, internet access, and better teaching and assessment techniques is necessary to reduce inequality. Additionally, it demands that children who are cognitively and physically challenged make up generous (Farhatullah Babar, 2020).

In *Fiscal Devolution in Education: Case Study Reflecting Initial Responses*, primary schools are the most neglected tier of the education system. They receive the least attention in terms of the primary school system, resources, and management, while political interference in the system leads to corruption, nepotism, and favoritism (Zafar, 2003).

At the primary level, the supervision system is characterized by outdated practices and weaknesses. There is no efficient system in place to train teachers. There is no consistent training for teachers. The level of instruction provided in government primary schools has left parents dissatisfied. There is an extremely weak accountability mechanism in primary schools. Teachers in primary schools receive low pay and lack motivation. Due to inadequate implementation and evaluation procedures, subsequent educational policies have failed to result in any meaningful reforms. Primary school curricula and assessments are outdated (Ahmad et al., 2013).

There are over 22.5 million early dropouts in the nation, and every government has tried to keep these individuals enrolled in education. In this context, notable initiatives include the elimination of all fees, monthly scholarships, and the distribution of free books and notebooks. This underlying issue is addressed to some extent by the Single National Curriculum (SNC). This indicates that governments are now acting seriously and implementing specific measures to raise the standard of education delivered and to boost children's enrolment. However, the educational system of Pakistan is bound by complex problems. According to the study “Decolonizing Madrassa Reform in Pakistan,” reasons for educational inequality are more than the country following different curricula. The study highlights the factors of poverty and unsafe transportation services that threaten girls' education and increase dropout; consequently, SNC in schools will not resolve the problem (Tahir, 2022).

The federal government has mandated that all madrasas, whether they are private, public, or religious, follow a Single National Curriculum. Nevertheless, because of learning gaps, limited teacher education, inequality in society, and inconsistencies in the educational system, the implementation has not produced favorable outcomes (Ahmed, 2020). Pakistan is ranked 154 out of 189 countries in the United Nations Development Program (UNDP) Human Development Index (HDI). However, no progress has been made by Pakistan regarding education, such as literacy rate, gross enrolment ratio, and expenditure. The literacy rate of Pakistan is 57%, lags well behind its neighbors, and the dropout rate in primary schools is 22.7%, which is disappointing. According to UNICEF, Pakistan has the second-highest number of out-of-school children (OOSC). It is

estimated that 22.8 million children aged 5 to 16 are not attending school. Accordingly, the Pakistani elementary school system has some egregious administrative and structural issues. Compared to urban areas, the state of primary schools in rural areas is worse. Not even teachers are employed by the schools to carry out instruction and learning activities (Government of Punjab, 2004). Besides this, the study shows that education at the primary level is mismanaged and always neglected in Pakistan due to political interference, which leads to corruption, favoritism, and nepotism. The frequent educational policies are unsuccessful in bringing merit and establishing strong governance structures (World Education Forum, 2015).

The curriculum's implementation phase is vital and required. This is since, without putting the curriculum into reality, it is impossible to evaluate its merits and shortcomings, accomplishments, and weak points (Dzimiri & Marimo, 2015). Recognizing a curriculum's shortcomings gives teachers the inspiration to examine and rearrange the material (Ekawati, 2017). However, these challenges in implementation might have a negative impact on learning; students lose interest in that course, families are disappointed, and teachers feel discouraged (Rosen & National Research Council, 1989). Teachers who experience this tend to adopt an outdated mindset and revert to more traditional curricula and instructional strategies (Hurd, 1989). Importantly, a study *Understanding, Interpreting, and Enacting Arts Curriculum: A Kaleidoscopic View of Teacher Experience in Western Australian Primary Schools* highlighted that the curriculum is interpreted by the teacher, who then sets up the classroom appropriately. The teacher's interpretation of what is more appropriate for a class will determine whether it is a document, activity, or other curriculum component (Chapman, 2019). The teacher then reconstructs the curriculum by incorporating it with the student's personality traits, interactions, and surroundings. A teacher's organization determines how the educational program is implemented (Chaudhary, 2015).

Socioeconomic disparities have arisen because of notable knowledge gaps caused by Pakistan's academic system's lack of integration. The three categories of Pakistan's educational system are public or government schools, private schools, and madrassas. Due to the notable differences in the quality of education provided by these three systems, there is a discernible divide among the students who attend these institutions. The SNC was created with the intention of reducing the discrepancy between the three types of systems (Jahanzaib et al., 2021).

All students in Pakistani schools are now guaranteed equal educational attainment. However, Maryam Naqvi asserts that Pakistan's complicated educational problems can only be resolved with a sophisticated, composite material strategy and that there are numerous barriers to equal educational outcomes for Pakistani students. The Prime Minister of Pakistan, Mr. Imran Khan, unveiled the Single National Curriculum at the school level in Pakistan: anticipated difficulties, strengths, and weaknesses. The SNC was established to give all the country's children access to a common curriculum. Nevertheless, there is little indication of what the implementation of this curriculum will achieve considering the government's objectives (Irfan, 2021). According to Dilshad et al. (2024), the curriculum will be implemented in three stages: Grades 1–5 in 2021–2022, Grades 6–8 in 2022–2023, and Grades 9–12 in 2023–2024. The federal government has required that the SNC be implemented in public and private schools, as well as religious madrassas,

in every province except Sindh during the program's initial phase. It is questionable if it will be capable of addressing the educational inequalities that now exist in Pakistan (Ahmed, 2020).

## Methodology

### Research design

Research design refers to a specific plan that outlines methods for data collection, analysis, and interpretation to answer research questions (Creswell, 2012). It includes the framework, procedures, methodology, and techniques formulated to guide the investigation and address the variables of interest (Sekaran & Bougie, 2016).

This study adopted a case study design, which is appropriate for exploring complex phenomena within real-life contexts. A case study is a qualitative research method that involves a comprehensive investigation of real-life experiences related to a specific subject, such as an organization, community, individual, or program (Goundar, 2012). This approach enables a deeper understanding of participants' perceptions and lived experiences.

### Procedures

A semi-structured interview approach was used for data collection. This format allows flexibility while ensuring the researcher remains focused on key topics. It enables participants to express their views openly while providing rich, detailed responses (Magaldi & Berler, 2020). The interviews were conducted using a pre-designed interview guide, which was based on the research questions and objectives. The researchers interviewed by primary schools' teachers face to face the participants were encouraged to express their views regarding the teacher's perception regarding implementation of single national curriculum and interviews were recorded in the mobile phone by taking their consent. The interviewed recorded according to their local language Balochi and translated into English

### Participants

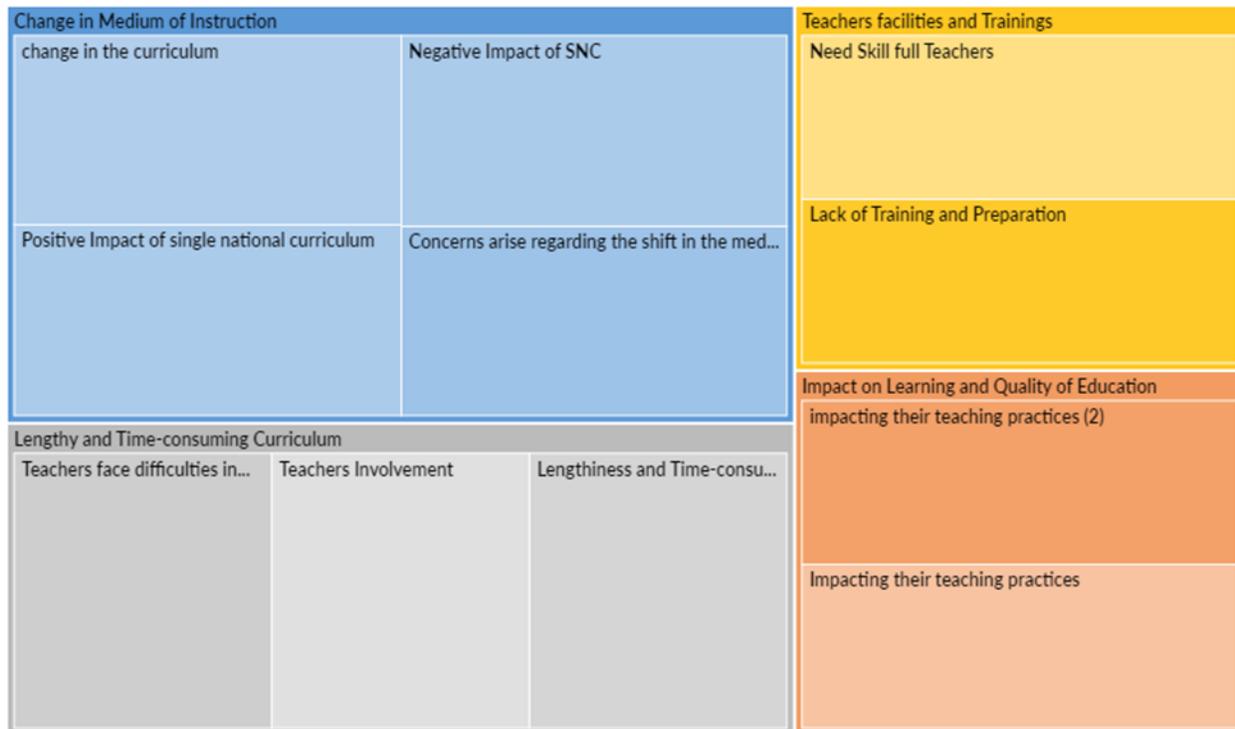
In this study, the target population consisted of primary school teachers in District Kech, Balochistan. There were approximately 8,329 primary teachers across 546 primary schools in the district. The data were collected from primary schools' teachers having six primary schools since the requirement of the study has reached to its purpose. A total of 20 primary school teachers were selected to provide an in-depth understanding of the phenomenon under investigation. It is often challenging to include the entire population in qualitative studies.

### Data analysis

One of the most crucial aspects of the study is data analysis, without which the collected information is useless, and the researcher is unable to produce reliable findings. Converting all raw data into meaningful data is the process by which the researcher does data analysis (Bryman, 2012). In addition, for the data analysis, the researcher used thematic analysis. A systematic method known as thematic analysis is used to locate, organize, and give a deeper understanding of significant patterns (also known as themes) within a dataset. The thematic analysis allows the investigator to understand and analyses collective or mutual implications and involvements by focusing on the inherent meaning contained throughout the data set (Braun & Clarke, 2012). For

thematic analyses, the researchers used NVivo 14, a software that is used for themes and accurate results according to data. For the data analysis, the researcher employed thematic analysis, a systematic method aimed at identifying and gaining deeper insights into significant patterns, also referred to as themes, within a dataset. In this study, NVivo 14 was utilized as software to conduct thematic analysis, ensuring reliable results according to the data

## Result and discussion



Hierarchy Chart for Findings of the Study

Education plays a vital role in the progress of Pakistan. Over the years, several policies have been introduced to address educational challenges. One of the most recent initiatives is the Single National Curriculum (SNC), which was introduced to eliminate educational disparities across the country. Its vision is to provide equal educational opportunities for all children. To achieve this, the federal government mandated that all provinces adopt a unified curriculum, including standardized content, a common language of instruction, and uniform assessment methods (Tayyab et al., 2022). However, the implementation of the SNC has encountered multiple challenges. Teachers interviewed during the study reported that the new curriculum has posed several difficulties in its practical application.

The following themes emerged from the analysis of the interview data: Education has an important role in the progress of Pakistan. Several policies were initiated to solve educational problems. The recent policy of the Single National Curriculum was introduced to

eradicate educational disparity in the country. The vision is to provide equal education to children. To eradicate educational disparity, the federal government has mandated that all provinces of Pakistan should follow one curriculum in their educational system regarding curriculum, language of instruction, and assessment (Tayyab, Umer, & Sajid, 2022). However, SNC caused various challenges. Teachers claimed during the interview that the new curriculum has posed many challenges in implementing the Single National Curriculum. Mentioned below are the themes that were found as the result of the interviews.

### Concerns Raised Regarding SNC

The findings from this interview revealed that teachers are concerned regarding this policy, which has created several challenges. They have not received training, guidelines, and resources. The sudden change is shocking because most teachers at the primary level in District Kech are unaware of the policy. This study revealed significant concerns among teachers regarding the policy's implementation. Many teachers reported a lack of training, clear guidelines, and essential resources. The sudden introduction of the curriculum was perceived as overwhelming, particularly because most primary-level teachers in District Kech were unaware or unprepared for such a shift. As the following respondent stated:

“One national curriculum is like something that is forced upon us to be followed at any cost. We have not been informed about the new curriculum; we are simply teaching as we did before” (Participant 7).

“Everyone has the right to learn about their culture, tradition, and language; it is better for all provinces in the country to design their curriculum in their own way. Additionally, students can better understand their language and can better answer questions in their language, and they can better understand their language. Besides this, in Balochistan, there are a lot of natural resources and beautiful cities like Kalat, Frances of Hope, and other historical places every student has the right to learn about” (Participant 13).

According to the response:

“One benefit of the curriculum change is the shift to English as the medium of instruction. I remember having trouble in higher classes as a student because of the medium of instruction, so this shift will be better. Pupils won't have the same difficulties as I had in upper grades. Students can start learning English from the beginning under the new curriculum. This approach helps students at higher education levels stay focused during their studies, but successful implementation needs teachers to be trained and informed” (Participant 2).

The findings suggest that the Single National Curriculum (SNC) carries both potential benefits and significant challenges. While the policy aims to unify and improve educational standards, most respondents criticized the lack of adequate preparation and support for teachers. They emphasized the urgent need for effective implementation strategies and robust support mechanisms. Concerns were particularly raised about the availability of resources, school readiness, and the abrupt nature of the policy's rollout, all of which underline the necessity for

comprehensive planning, professional training, and continuous teacher support to ensure successful implementation and a positive impact on educational quality.

The implementation of the SNC at the primary level without first equipping teachers with the required tools and knowledge has created considerable difficulties. This study revealed that the sudden shift in curriculum was unexpected and unsettling, as most teachers were not mentally prepared for such an immediate change.

Although many respondents acknowledged the potential value of a single national curriculum in reducing educational disparities, they also expressed concern over the practical challenges, particularly the change in the medium of instruction, which further complicated classroom instruction. The curriculum changes disrupted established teaching practices, especially for educators in Balochistan, who face additional barriers due to the lack of prior training, communication, and awareness.

### **Theme 2: Challenges Encountered During Implementation**

The study revealed significant challenges faced by teachers in adapting to the SNC. Respondents expressed dissatisfaction with the lack of institutional support and necessary resources from the education department. Key concerns included delays or inadequacies in the provision of textbooks and teacher guides, changes in the medium of instruction, overly lengthy course content, and a shortage of professional development workshops. Teachers emphasized that reforming written content alone is insufficient; meaningful, practical support is essential for effective implementation.

Despite the policy's shift towards a child-centered learning approach, many educators reported that its application remained theoretical due to a lack of ongoing feedback, monitoring, and oversight from District Education Officers (DEOs) and other government authorities. These challenges have implications not only for teachers' performance and morale but also for students' access to quality education. Participant claimed that:

“Yet I have not received adequate training for implementing SNC, and the modification of instructional methods has posed difficulties for me. Since I have not received assistance, resources, or training to deliver a lesson, teaching content is difficult. Some teachers can't accept such domestic change because they are not experts at adopting a new single national curriculum easily without training. Though there are teachers who can teach well because they are well-educated, in primary school, most of the teachers are older and might not readily accept a change in the medium of instruction” (Participant 14).

It was observed during the interview that teachers in District Kech did not receive any training, resources, or guidelines from their education department.

### **Theme 3: Change in the Medium of Instruction**

As previously discussed, the implementation of the Single National Curriculum (SNC) has posed significant challenges, particularly concerning the modification of the medium of instruction. This abrupt shift has disrupted teachers' established teaching practices, especially in the domains of science and mathematics, where precise language and conceptual clarity are essential. Many teachers reported difficulties adapting to the new medium, often due to limited prior training or inadequate language proficiency.

One of the respondents shared their concern, stating:

“Once, I visited a rural area of Turbat. Monitoring there, there were no English books. When I asked, teachers replied that we do not bring English books since we do not know English; therefore, we do not bring books to school” (Participant 8).

The change to English-medium education has been challenging, especially in areas like science and math. Lacked qualified English teachers and English language resources.

“As a mathematics teacher, I faced difficulties because the change in the medium of instruction was a challenging factor for me. Because I taught my students in Urdu, and I also learned in Urdu, it affected my teaching practice” (Participant 2).

Teachers are the basic implementers of the curriculum; it has affected the quality of education. As a result, the shift in the medium of instruction presented challenges for educators, particularly those working in primary schools, and disturbed learning.

### **Lack of Facilities and Resources**

#### **Theme 4: Absence of Resources for Implementation of SNC**

Teachers serve as the primary implementers of the curriculum, and any changes directly impact the quality of education. The shift in the medium of instruction has posed challenges for educators, especially those teaching at the primary school level, thereby disrupting both teaching practices and student learning outcomes.

“I try my best to deliver content with the help of the internet and the help of senior teachers” (Participant 9).

Another respondent viewed that:

“I face difficulties such as not receiving timely books and guidelines. With the help of the internet and books, I used to tackle small problems. There is no check-in balance by the education department, no feedback; I get help from other teachers” (Participant 7).

In addition to the challenges posed by the change in medium of instruction, the lack of essential resources, particularly the unavailability and inaccessibility of textbooks, has severely hindered effective curriculum delivery. As a result, teachers are often left to interpret and implement the curriculum independently, without adequate guidance. Furthermore, respondents emphasized that the successful implementation of the Single National Curriculum (SNC) is significantly constrained by a shortage of qualified instructors and insufficient infrastructure in

primary schools. Overcrowded classrooms and a high student-to-teacher ratio compromise the quality of instruction. The limited number of classrooms and teaching staff not only strains the learning environment but also reduces opportunities for interactive, student-centered learning, which is essential for meaningful engagement with the new curriculum.

### **Educational Barriers**

Teaching practice is influenced. The graph illustrates those teachers participating in this study emphasizing the adverse impact of the Single National Curriculum (SNC) on their teaching practices. The sudden implementation of the SNC without adequate training has disrupted instructional routines, particularly in relation to pedagogical methods. Teachers face difficulties in managing the extensive and unfamiliar content of the SNC, which negatively affects classroom management and overall teaching effectiveness. While the curriculum reform may have been introduced with positive intentions, its implementation has been undermined by the lack of teacher involvement, insufficient training, and inadequate resources. This lack of support significantly hinders the success of the reform and fails to improve student learning outcomes. The complexity of the new curriculum, combined with the absence of proper training and timely access to teaching materials, impairs teachers' ability to deliver content effectively. Consequently, this impedes students' academic progress and the broader goal of achieving quality education. As echoed by one participant, enhancing the quality of education demands targeted support for teachers and the refinement of teaching practices.

“As a teacher, I'm facing problems regarding the medium of instruction and additional activities because we lack resources like practical materials for students. Therefore, I was affected, and when teachers are not prepared, students cannot understand the content being provided to them” (Participant 12).

Many teachers expressed concerns about the adverse impact of the Single National Curriculum (SNC) on their teaching practices, particularly citing insufficient access to the necessary materials and resources required for effective implementation. The sudden shift to a unified national curriculum, without adequate preparation, training, or support, has created significant challenges for educators. As a result, this unprepared transition has hindered their ability to deliver quality education and effectively meet the curriculum's demands.

### **Lengthy and Time-consuming Curriculum**

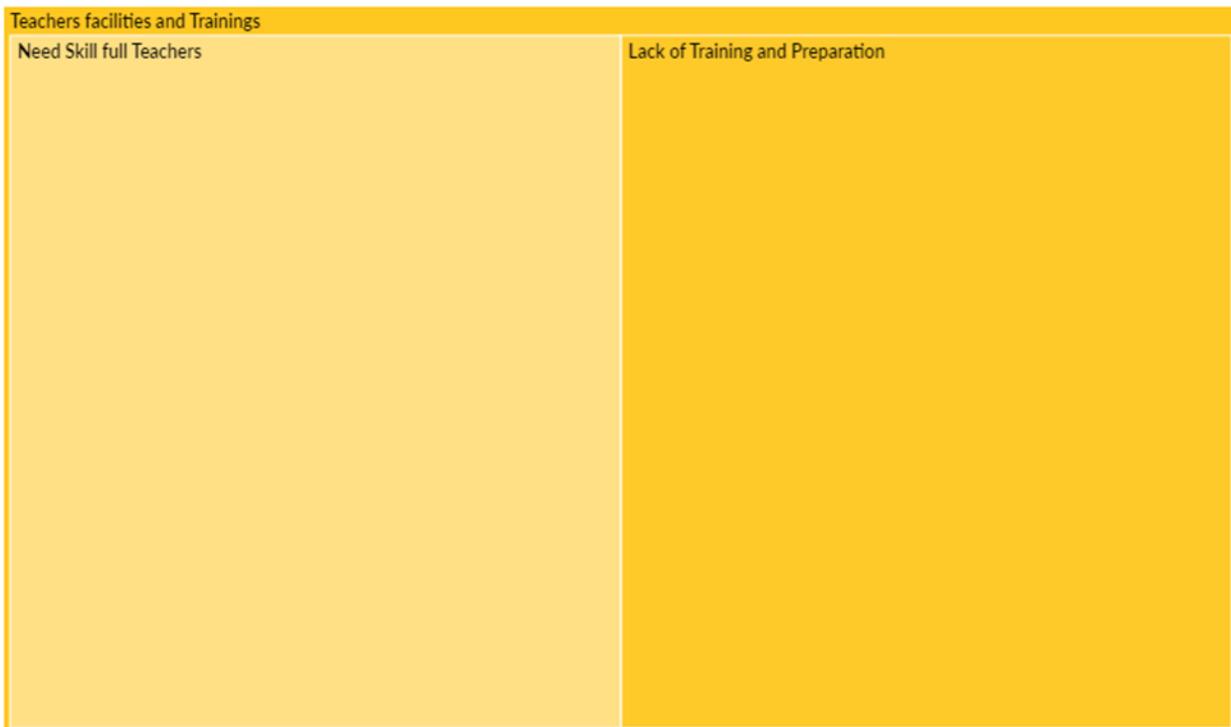
The findings of the study revealed that the curriculum is perceived as lengthy and time-consuming, significantly affecting teachers' instructional practices. Many respondents expressed concerns about the lack of access to essential materials and resources, which hindered their ability to effectively implement the demands of the Single National Curriculum (SNC). However, challenges in curriculum implementation are not unique to Pakistan; similar issues have been observed globally. The study emphasized the importance of addressing contextual, perceptual, and cognitive challenges before curriculum implementation. In this study, several participants noted that delivering lessons within the allocated time was particularly difficult. As one respondent stated:

*The new course is lengthy. It includes additional activities and requires materials such as chart graphics related to the chapter. As teachers, it's not possible to complete the course since this course is time-consuming. It is difficult to cover all the chapters as planned (Participant 6).*

**Responded view**

*“Most of us cannot teach this syllabus because the syllabus is lengthy and there are many activities; we have not received training yet” (Participant 12).*

Undoubtedly, one of the most crucial responsibilities of curriculum developers is to ensure that teachers, particularly at the primary school level, receive adequate training. Equally important is the provision of essential instructional materials, such as guidelines, graphic charts, and teaching models, to support the adoption of modern pedagogical approaches like the discussion method and problem-solving method. Respondents emphasized that delivering lessons within the allocated time frame remains a major challenge, especially when such support and resources are lacking.



**Lack of Training**

**Theme 7: Lack professional training**

The study revealed several critical shortcomings in the implementation of the Single National Curriculum (SNC), including insufficient teacher training, lack of funding, inadequate

institutional facilities, a shortage of qualified teaching staff, and poor overall school conditions. All respondents in this study reported that they had not received any formal professional training regarding the SNC. They expressed that the absence of guidance, official training sessions, or seminars left them struggling to implement the curriculum effectively. In the absence of institutional support, teachers were relying on senior colleagues for help, which was seen as an inadequate substitute for structured training. Additionally, participants noted that no instructional support or training was provided by educational departments or officials. The lack of expert consultation and resource materials was cited as a major barrier to implementing the SNC. As one interviewee remarked: “We hold meetings with our staff to learn from each other, exchange knowledge, and attempt to solve each other's problems. However, until now, we have not received any training from the education department. No resources were available. We received only books in low quantity. As a teacher, I try my best to get training from teachers, and we conduct training at our schools. We do help each other to solve our problems” (Participant 8). Another respondent stated that,

“We have not received any professional training. Sadly, we have few resources because our main source of instruction is books, which are inadequate and inaccessible to some students. As a result, we are left on our own to figure out how to proceed through the curriculum without the right direction or assistance. The deficiency of expert instruction and resources has a substantial influence on our capacity to execute the national curriculum efficiently” (Participant 17). The curriculum is designed to promote quality education through one curriculum for the entire nation. However, the lack of teacher training is challenging for teachers, especially in the province of Balochistan. Similarly, the participants also highlighted that,

“The absence of training and resources has resulted in numerous challenges in implementing the SNC. These challenges include difficulties in adjusting to changes in instructional methodologies, confusion among students due to technical inaccuracies in textbooks, and the need to rely on external sources like the internet for guidance” (Participant 20).

Through the absence of formal training and resources, teachers demonstrate resilience by relying on self-learning, peer support, and collaboration within their teaching communities to navigate the challenges of implementing the SNC (Participant 19).

The findings demonstrated that the Single National Curriculum (SNC) has both positive and negative impacts on teaching and learning. Most interviewees reported challenges in implementing the SNC, primarily due to a lack of professional training, insufficient resources, and the absence of clear instructional materials. These limitations hindered their ability to deliver the curriculum effectively in classroom settings. However, some respondents expressed optimism, acknowledging that the concept of a single curriculum is a step toward educational equity, as it aims to ensure that all children, regardless of background, have access to the same standard of education. This dual perspective highlights that while the vision behind the SNC is commendable, its successful implementation requires structured support, teacher preparedness, and sufficient resourcing to realize its intended outcomes.

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## Discussion

The Single National Curriculum (SNC) was initiative to ensure fair, equitable, and standardize education across Pakistan, aiming to provide all children, regardless of socio-economic background, with equal learning opportunities. Whereas the policy's goals are praiseworthy, its implementation has faced significant challenges, particularly in under-resourced regions such as Balochistan. Teachers reported a lack of prior training, guidance, and necessary teaching materials, which hindered effective lesson delivery, and reliance on senior colleagues or online resources became common. The sudden shift in the medium of instruction, especially in science and mathematics, further complicated classroom practices. According to study by Durjan et al. (2023), emphasize that teacher preparation, involvement in planning, and access to resources are critical for successful educational reform. Similarly, Veen and Slegers (2009) highlight the importance of incorporating teacher perspectives to ensure sustainable implementation. In conclusion, while the SNC has the potential to reduce educational disparities, its success depends on comprehensive teacher training, stakeholder engagement, and adequate resourcing to translate policy objectives into effective classroom outcomes.

## Conclusion

This study was conducted to explore teachers' perceptions regarding the implementation of the Single National Curriculum (SNC) at the primary school level in Kech District, Balochistan. The primary objective was to examine how primary school teachers perceive the newly introduced curriculum and to identify the challenges associated with its implementation. Overall, most teachers acknowledged that the SNC is a positive step toward educational uniformity, as it ensures that children across the country receive the same quality of education. However, they emphasized that successful implementation requires the fulfillment of certain essential conditions, such as teacher training, the availability of resources, and adequate infrastructure. The findings revealed that many teachers lacked sufficient preparation and institutional support. Most were mentally unprepared for the immediate and full-scale adoption of the SNC, which disrupted existing teaching practices. Teachers reported several key issues, including delays or shortages in the supply of educational materials such as textbooks and teacher guides, a sudden change in the

medium of instruction, excessively lengthy curriculum content, and a lack of professional development workshops.

Participants in the study stressed that simply changing curriculum content is not sufficient; there must be practical, on-the-ground support to ensure effective implementation. Although the SNC encourages a shift toward a child-centered learning approach, teachers indicated that they lacked the necessary materials and classroom resources to support such a pedagogical transition. Additionally, teachers expressed concern over the absence of regular monitoring and feedback from District Education Officers (DEOs) and relevant government authorities. This lack of oversight further complicated their efforts to adopt and implement the curriculum successfully. They also pointed out structural issues, such as an inadequate number of teachers and classrooms, which are exacerbated by a high student-to-teacher ratio. These challenges negatively affect the learning environment and reduce opportunities for interactive and hands-on learning experiences.

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