

Challenges Faced by Teachers to Implement Single National Curriculum at Primary School Level in District Sahiwal

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Abstract

A national curriculum can also provide a basis for assessment and accountability by establishing standards for student achievement and providing a framework for evaluating students' progress and teacher effectiveness. Teachers can assess the efficacy of a single national curriculum based on its relevance to real-world contexts and future employability. The study aimed to determine the teachers' attitudes and perceptions about the single national curriculum at the school level. This study was conducted in the district of Sahiwal. After attaining the list, 25 primary schools were randomly selected for the data collection. In these selected schools, 128 teachers were working and were considered the sample of the present study. Well-structured questionnaires were used to collect data from teachers. Data were analyzed through Statistical Packages for Social Sciences (SPSS). The management is willing to implement the new curriculum, and 43% of the teachers agreed. 44% of teachers agreed that the new curriculum improves the students' critical thinking and problem-solving process. Results described that 37% of the teachers agree that for successful implementation of a Single national curriculum (SNC), the textbook should be provided to the staff to meet the standards followed by the teachers. It was recommended that collaboration among various stakeholders, such as government agencies, non-profit organizations, and local communities be encouraged.

Keywords: Single National Curriculum, Effective Teaching and Learning, Modern Teaching Materials.

Introduction

A curriculum refers to planned learning experiences and materials designed to help students achieve specific learning outcomes or goals. A curriculum typically outlines what knowledge, skills, and attitudes students should develop and the sequence and methods of instruction and assessment (Stobart, 2009). A single national curriculum system can meet multiple education criteria by addressing key educational quality, access, and relevance aspects. A unified national curriculum system ensures that content, learning objectives, and standards are consistent across

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the country's schools. This helps to establish a common baseline of knowledge and skills that all students should have, promoting educational consistency and standardization (Sivesind & Wahlström, 2016). A curriculum can be developed at various levels, such as national, state, district, or school, and can vary depending on the educational system and the subject area. For example, a mathematics curriculum may include arithmetic, algebra, geometry, and statistics. In contrast, a curriculum for social studies may include topics such as history, geography, economics, and civics (Irfan, 2021). Curriculum development involves several stages, including needs assessment, goal setting, content selection and sequencing, instructional strategies, assessment methods, and evaluation. It also requires collaboration between teachers, administrators, subject matter experts, and other stakeholders to ensure that the curriculum is effective and relevant for students. A curriculum serves as a roadmap for educators to plan and deliver instruction and for students to acquire knowledge and skills essential for their academic and personal development (Panditrao et al., 2020). A national curriculum is a set of guidelines or standards that define what students in a particular country should know and be able to do at each grade level or stage of their education. It is typically developed by the national government in collaboration with educators, subject matter experts, and other stakeholders (Jahanzaib et al., 2021). The purpose of a national curriculum is to provide a consistent and comprehensive framework for teaching and learning across the country, regardless of where a student attends school. A national curriculum can also ensure that students are exposed to a broad range of knowledge and skills, including language arts, mathematics, science, social studies, and other subjects (Khan, 2022).

Students' perceptions: can move seamlessly between schools or regions of the country thanks to a unified national curriculum system. It ensures continuity in their educational journey by providing a clear progression of learning outcomes and skills at each grade level. Assessment and evaluation guidelines are frequently included in a single national curriculum system to measure student performance and progress. It helps to align assessment practices with the curriculum, promoting fair and consistent assessment of students' knowledge and skills (Polizzi, 2020).

Teachers' perceptions: Teachers' perceptions of a single national curriculum can vary depending on a number of factors, including their own experiences and beliefs, as well as the specific context in which they work. Some teachers may be in favor of a unified national curriculum. They may appreciate its consistency because it allows for clearer school expectations and standardizations. They may see it as an opportunity to improve educational quality, close gaps, and ensure equal educational access (Jadon et al., 2022).

A single national curriculum may cause some teachers to be concerned about the lack of flexibility it imposes. They may be concerned that requiring them to strictly adhere to the prescribed curriculum with no room for adaptation to local needs or student interests will limit their autonomy and creativity in the classroom. Teachers may believe that their teaching philosophies and instructional approaches are best suited to the needs of their students. Some educators may believe that a unified national curriculum will contradict their preferred pedagogical methods, forcing them to teach in ways that contradict their beliefs about effective teaching and learning (Parent, 2013). Teachers may be concerned about the need for more adequate resources and support systems to effectively implement a unified national curriculum. They may be concerned about the availability of adequate textbooks, teaching materials, and professional development opportunities to teach the curriculum effectively. Teachers may be concerned about how a unified national curriculum will affect student engagement and motivation. They may be concerned that a standardized curriculum will fail to meet students' diverse learning needs and interests, potentially leading to disengagement or a loss of enthusiasm for learning (Standish & Joyce, 2016). Teachers may struggle to adapt their teaching methods, strategies, and resources to meet the demands of a single national

curriculum. They may express reservations about the readiness of schools and teachers to implement the curriculum effectively, especially if inadequate training or support mechanisms are in place. Teachers' views on the efficacy and impact of a single national curriculum on student learning outcomes may differ. Some may believe it can potentially improve educational quality and learning outcomes.

In contrast, others may be skeptical of its ability to meet students' diverse needs and interests (Lavrenteva & Orland-Barak, 2015). It is critical to acknowledge that teachers' perceptions can vary greatly, and their perspectives should be considered when developing and implementing a single national curriculum. Engaging teachers in the curriculum development process and allowing them to provide input and feedback can help address their concerns while also increasing their ownership and commitment to successful implementation (Walshe et al., 2022).

Significance of the Study

A national curriculum can also provide a basis for assessment and accountability by establishing standards for student achievement and providing a framework for evaluating students' progress and teacher's effectiveness. Overall, a national curriculum is an important component of the education system in many countries, as it helps ensure that all students have access to a quality education that prepares them for future success. A single national curriculum can also provide all children with a basis and equal opportunities. The current study will help to identify the importance of a single national curriculum at the school level and its impact on the student's academic achievement. Furthermore, the current study will explore the challenges teachers face in implementing SNC at the school level. The study results help the policymakers make policies according to the needs and demands of the students and teachers at the school level to implement a single national curriculum successfully.

Methodology

This section of the study explains the design of research on which research is based, the targeted population, sampling technique, instruments used for collection of data, validity, reliability, procedure of data collection, method of analysis of data, and ethical consideration. The researcher focuses on the measurement and conceptualization of basic results that are attained through conducting the latest survey. The methodology contains specific processes implemented in the research procedure to gather consistent data. It contains those instruments that help gather reliable material for a specific research program. Thus, the major objective of this chapter is to explain various tools and techniques employed for collecting, analyzing, and interpreting the data relating to the present study.

Population of the Study

This research was conducted in all the public primary schools of district Sahiwal. All primary school teachers were the population of this study.

Sample Size and Sampling Technique

The sample size of one hundred thirteen (128) teachers was determined using www.surveysystem.com with a 95% confidence level and a 7% confidence interval. To obtain a representative sample for the study, 128 teachers were selected conveniently from public primary schools of district Sahiwal.

Reliability

To determine the reliability of the research instrument (questionnaire), data from six (6) respondents (teachers) in the pretesting were collected to maintain internal consistency.

Cronbach's alpha value was 0.940, which shows that the research instrument was reliable and appropriate for the study.

Data Collection and Analysis

After administering the research tool, data was collected by the researcher using an online Google form and in manual ways. The researcher briefed the respondents on the objectives of the study. This enabled them to explain certain items on the questionnaire so that the questionnaire would be properly filled. Variables were used for investigation. After editing and coding, the collected information was entered into the Statistical Package for Social Sciences (SPSS) worksheet. The Statistical Packages for Social Sciences is used to analyze data on social sciences. Data was analyzed using tabulated and percentage methods.

Challenges in Data Collection

Data collection is often used to collect information for business decisions, strategic planning, and research. The collection of data provides information about certain parameters regarding study objectives. Data collection is considered the most specialized process during research in social sciences and other fields. Collected data should be accurate to ensure research results. Data may be collected through online surveys, mail questionnaires, face-to-face interviews, and Google Forms. Challenges often faced during the collection of data include data quality issues. Generally, data collection measures a design to minimize problems. The challenges faced during data collection were insufficient knowledge of respondents to use Google Forms and no interest in research. Most of the respondents were found more reluctant to give the required information. Only a few respondents looked very accommodating and fascinating. The administration of institutions also showed a non-cooperative attitude.

Results and Discussion

This section explains in detail the results used in this descriptive study. Data analysis or interpretation is the most important step in scientific research for concluding. These steps are necessary for generalization and prediction, which are the goals of scientific research, to be achieved. The characteristics of the respondents' attitudes toward the phenomena under investigation are used to draw generalizations and conclusions.

Demographic Characteristics of Respondents: Socio-economic characteristics like age, education in years, source of income in rupees, and family background of the respondents. These demographic characteristics directly or indirectly affect the respondents to achieve their academic goals.

Table 1: Demographic information of respondents

Sr.	Age in years	Frequency (<i>f</i>)	Percent (%)
1	25-30	27	21.09
2	>30-35	43	33.59
3	>35-40	25	19.53
4	>40	33	25.78
Marital status		Frequency (<i>f</i>)	Percent (%)
5	Married	97	75.78
6	Unmarried	31	24.22
Qualification		Frequency (<i>f</i>)	Percent (%)
7	M.Phil.	26	20.31
8	Masters	76	59.38
	Graduation	6	4.68

9	Undergraduate	20	15.65
Professional Qualification		Frequency (f)	Percent (%)
10	B.Ed.	71	55.46
11	M.Ed.	57	44.54
Professional experience		Frequency (f)	Percent (%)
12	Up to 4 Years	27	21.09
13	5 to 7 Years	32	25
14	8 to 10 Years	26	20.31
15	Up to 10 Years	43	33.60
Total		128	100

Age of respondent: Above table showed that 25.78% respondents age is more than 40 years, 19.53% were between 35-40 and almost more than one fourth (33.59%) of the respondents were in the age category of 30-35 and only 21.09% were in 25-30 age limit.

Marital Status: Table illustrated that more than one half (75.78%) of respondents were married whereas 24.22% of the respondents were single.

Academic Qualification: This table shows that 20.31% of respondents were having M. Phil. degree, 59.38% of the respondents have Master degree, 4.68% respondents were Graduate and 15.65% of the respondents were undergraduate.

Professional Qualification: It illustrates that less than half (44.54%) of the respondents were having B.Ed. as professional degree and more than half (55.46%) were having M. Ed.

Teacher's attitude and perceptions about the single national curriculum: Adoption of a single national curriculum can have serious consequences for teacher workload and classroom management. Implementing a new curriculum frequently necessitates teachers devoting additional time and effort to becoming acquainted with the content, instructional strategies, and assessment methods. They may need to revise their lesson plans, develop or modify instructional materials, and align their teaching practices with the new curriculum guidelines. This can lead to an increase in workload, especially during the early stages of implementation. Teachers must devote time to planning and preparing lessons that are aligned with curriculum objectives. They may need to review and adapt existing resources or create new materials to ensure that they address the prescribed content and learning outcomes effectively. This procedure necessitates careful consideration (Van de Oudeweetering and Voogt, 2018).

Table 2: Awareness level of the teachers to “the new curriculum is according to the learning need of students

(Scale: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Awareness level of respondents	Mean	S.D	Remarks
The new curriculum is according to the learning need of students	3.67	1.203	Agree
Does the teacher have ability to teach the new curriculum?	4.05	1.275	Agree
The change of curriculum is positive or negative	3.74	1.088	Agree
The management is willing to implement the new curriculum	3.90	1.276	Agree
Can the SNC help students in their future	3.51	1.251	Agree
It helps the students to practice what they are learn	3.57	1.271	Agree
SNC makes education more effective for students according to modern era	3.75	1.308	Agree
Boost the interest of teachers in advanced teaching methods	3.60	1.263	Agree

Discussion

Hayward, (2015) described that to effectively implement the single national curriculum, teachers must set aside time for collaboration and planning. Schools should allow teachers to

participate in collaborative planning sessions, team meetings, and curriculum development workshops. This time allows teachers to align their instructional practices, share ideas, and address challenges as a group. Mentorship and coaching program can provide valuable guidance and support to teachers during curriculum implementation. Experienced educators or instructional coaches can collaborate closely with teachers to provide feedback, model effective instructional strategies, and aid in curriculum alignment. These mentorship programs can help teachers gain confidence and competence in curriculum implementation. Burks *et al.*, (2015) discussed that policymakers and educational leaders can empower teachers to effectively implement a single national curriculum by providing these support systems and resources. Providing teachers with the necessary training, materials, collaborative opportunities, and support systems will boost their confidence, competence, and overall success in providing quality education that is aligned with the curriculum's objectives. Teachers' perspectives on the impact of a single national curriculum on student learning outcomes differ according to their experiences, perspectives, and contextual factors. Many teachers believe that a single national curriculum can improve learning outcomes consistency across schools and regions. They see it as a means of ensuring that all students, regardless of background, receive an equal education and have equal access to the same knowledge and skills.

Problems that hinder teachers to implementation of SNC: Implementing a Single National Curriculum necessitates adequate resources and infrastructure. Textbooks, learning materials, and technological tools are required for effective curriculum delivery in schools. Governments should set aside sufficient funds to ensure equitable resource distribution among all schools, particularly those in disadvantaged areas. Furthermore, infrastructure improvements such as classrooms, libraries, laboratories, and internet connectivity are critical to supporting curriculum delivery. Providing access to these resources will contribute to the SNC's successful implementation. Monitoring and evaluation mechanisms are critical for assessing the effectiveness of curriculum implementation and identifying areas for improvement. Regular assessments can help identify any gaps or challenges in curriculum delivery and allow policymakers to make necessary adjustments. Obtaining feedback from teachers, students, parents, and other stakeholders is also critical to understanding the practical challenges encountered during implementation. This feedback can help guide decision-making and allow for continuous curriculum improvement (Sentance and Csizmadia, 2017).

Table 3: Awareness level of the teachers to “the new curriculum is according to the learning need of students”

Awareness level of respondents of teachers	Mean	S.D	Remarks
Lack of resources at school level like library, laboratory	3.76	1.330	Agree
Lack of effective training workbooks, e-learning activities and exercise	3.92	1.167	Agree
Lack of Infrastructure according to the demand of SNC	3.59	1.258	Agree
Lack of technological according to the demand of SNC	3.57	1.331	Agree
Lack of administrative support for successful implementation of SNC	3.50	1.340	Agree

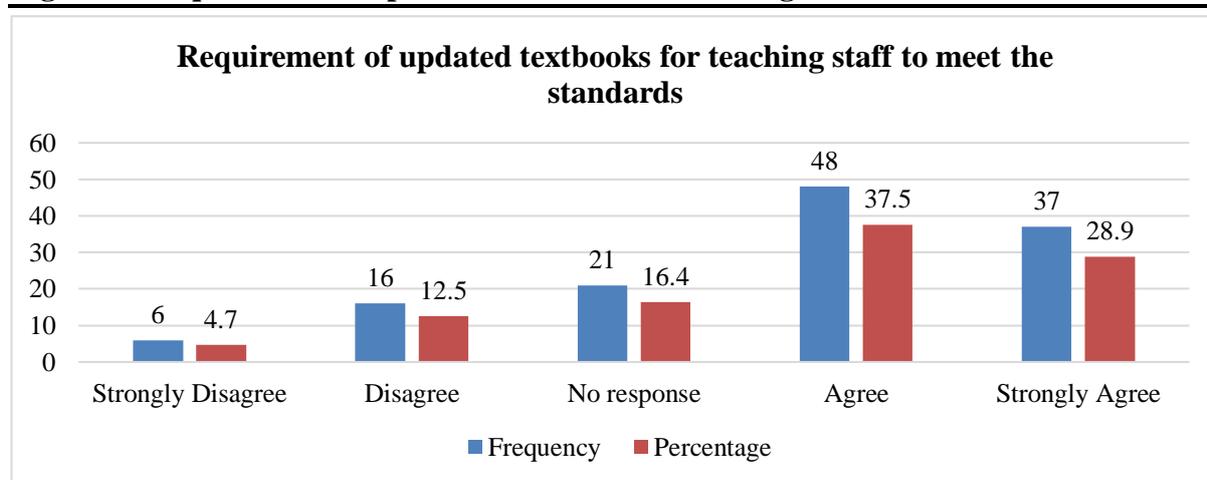
Discussion

Semple *et al.* (2017) discussed that teachers need time to become acquainted with the content, objectives, and assessment practices. Teachers may become resistant if they are overwhelmed by the demands of the transition process or if they lack support during this time. To ensure the successful implementation of a single national curriculum, policymakers and educational leaders must recognize and address potential barriers and resistance. Collaboration, communication, and professional development opportunities can help to mitigate these

challenges and promote teacher acceptance and engagement with the new curriculum. Santance and Csizmadia (2017) stated that implementing a Single National Curriculum necessitates adequate resources and infrastructure. Textbooks, learning materials, and technological tools are required for effective curriculum delivery in schools. Governments should set aside sufficient funds to ensure equitable resource distribution among all schools, particularly those in disadvantaged areas. Furthermore, infrastructure improvements such as classrooms, libraries, laboratories, and internet connectivity are critical to supporting curriculum delivery. Providing access to these resources will contribute to the SNC's successful implementation. Monitoring and evaluation mechanisms are critical for assessing the effectiveness of curriculum implementation and identifying areas for improvement. Regular assessments can help identify any gaps or challenges in curriculum delivery and allow policymakers to make necessary adjustments. Obtaining feedback from teachers, students, parents, and other stakeholders is also critical to understanding the practical challenges encountered during implementation. This feedback can help guide decision-making and allow for continuous curriculum improvement. Hewson (2013) mentioned that implementing a single national curriculum is a complex undertaking that presents numerous challenges to teachers. Teachers play a critical role in the successful implementation of any curriculum reform, from adapting to the new curriculum to addressing issues of flexibility, autonomy, resource availability, and workload. Policymakers and administrators must recognize and address these challenges by providing adequate support, opportunities for professional development, and resources. Implementing a single national curriculum can become a transformative force in achieving consistent, equitable, and high-quality education for all students by fostering a collaborative environment and involving teachers in decision-making.

Strategies and best practices to implement SNC: Policymakers and educational leaders can empower teachers to effectively implement a single national curriculum by providing these support systems and resources. Providing teachers with the necessary training, materials, collaborative opportunities, and support systems will boost their confidence, competence, and overall success in providing quality education that is aligned with the curriculum's objectives. Teachers' perspectives on the impact of a single national curriculum on student learning outcomes differ according to their experiences, perspectives, and contextual factors. Many teachers believe that a single national curriculum can improve learning outcomes consistency across schools and regions. They see it as a means of ensuring that all students, regardless of background, receive an equal education and have equal access to the same knowledge and skills (Burks et al., 2015).

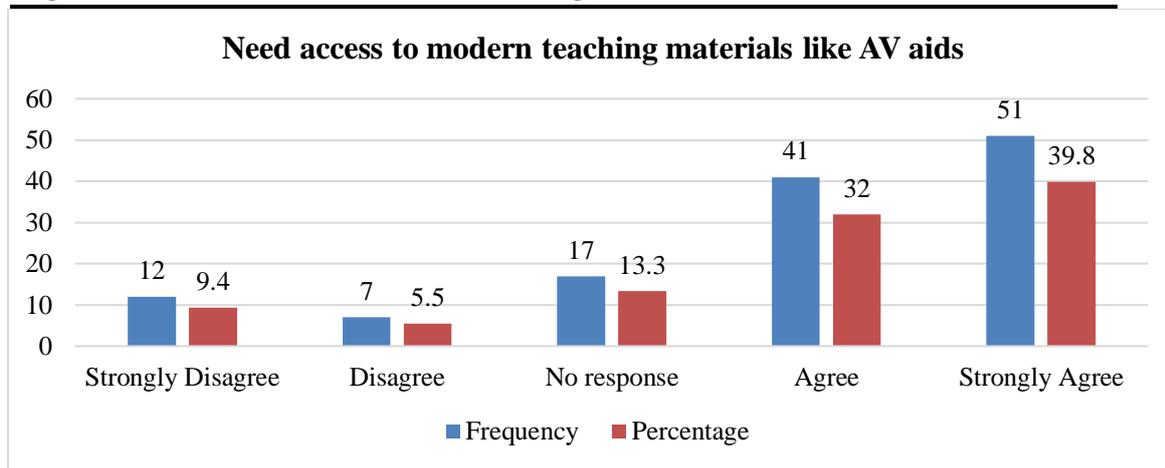
Figure 1: Requirement of updated textbooks for teaching staff to meet the standards



Discussion

38% of the teachers agreed that for successful implementation of SNC the text book should be provide to the staff to meet the standards followed by. The 29% on strongly agree and 16% were no response about this statement. Only 12% were disagreed and 4% were strongly disagree about the statement because they think that requirement of updated textbooks for teaching staff does not necessary to meet the standards.

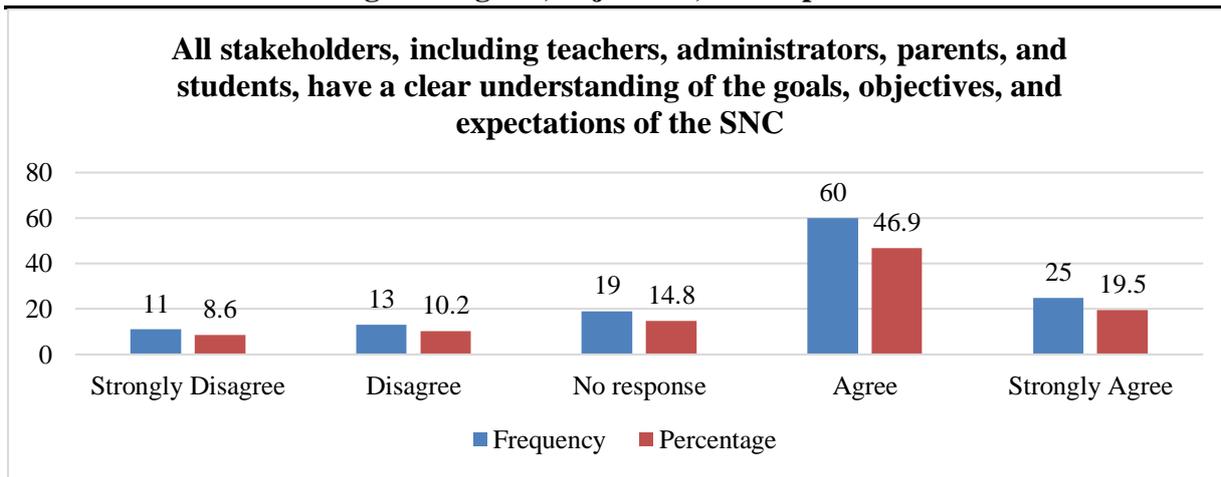
Figure 2: Need access to modern teaching materials like AV Aids



Discussion

More than 40% teachers strongly suggest that there is need access to modern teaching materials like AV aids for SNC while 32% were agree this statement followed by the 13% were no response about the current statement. Only 9% and 5% were in strongly disagree and disagree respectively on five point Likert Scale.

Figure 3: All stakeholders, including teachers, administrators, parents, and students' have a clear understanding of the goals, objectives, and expectations of the SNC

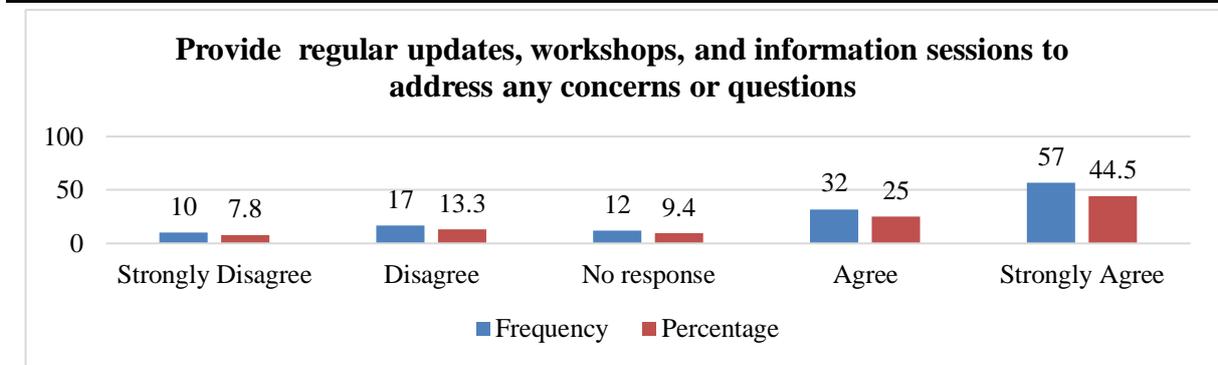


Discussion

47% teachers were agree on Likert scale that all stakeholders, including teachers, administrators, parents, and students, have a clear understanding of the goals, objectives, and expectations of the SNC 20% suggestion about the statement was at strongly agree and 15% were no response about the statement. 10% were disagree and 8% were on strongly disagree

that stakeholders, including teachers, administrators, parents, and students, have not a clear understanding of the goals, objectives, and expectations of the SNC. So there is need to some improvement. Retnawati et al., (2016) elaborated that involving all stakeholders is a critical strategy for overcoming obstacles in the implementation of an SNC.

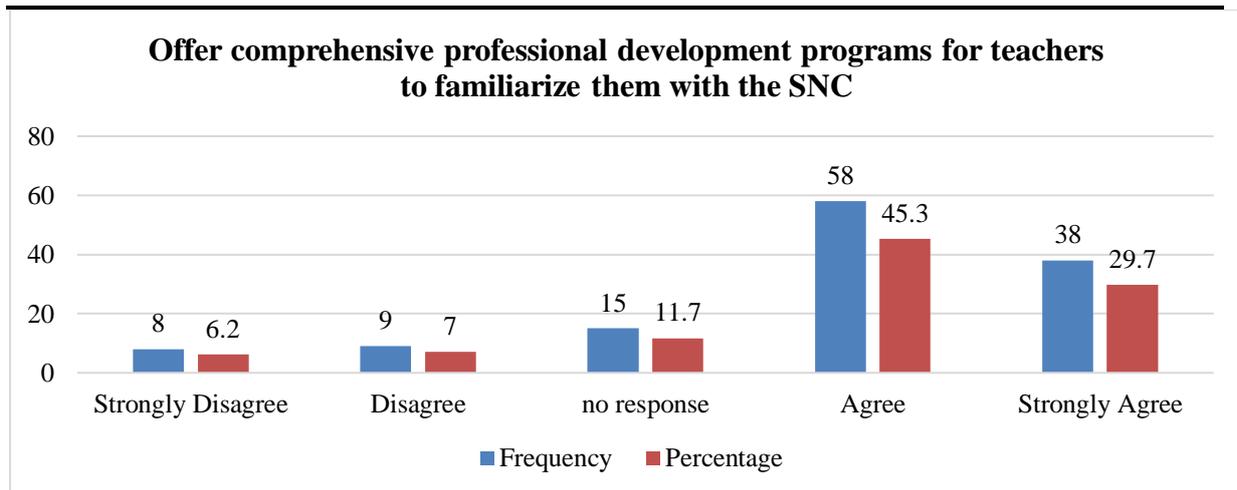
Figure 4: Provide regular updates, workshops, and information sessions to address any concerns or questions



Discussion

Above figure described the results about providing regular updates, workshops, and information sessions to address any concerns or questions. The results described that 45% were strongly agreed that there should provide regular updates, workshops, and information sessions to address any concerns or questions. 25% were agree statement about the variable while 9% were no response while 13% were disagree and 7% were strongly disagree and said that there is no need to provide regular updates, workshops, and information sessions to address any concerns or questions.

Figure 5: Offer comprehensive professional development programs for teachers to familiarize them with the SNC

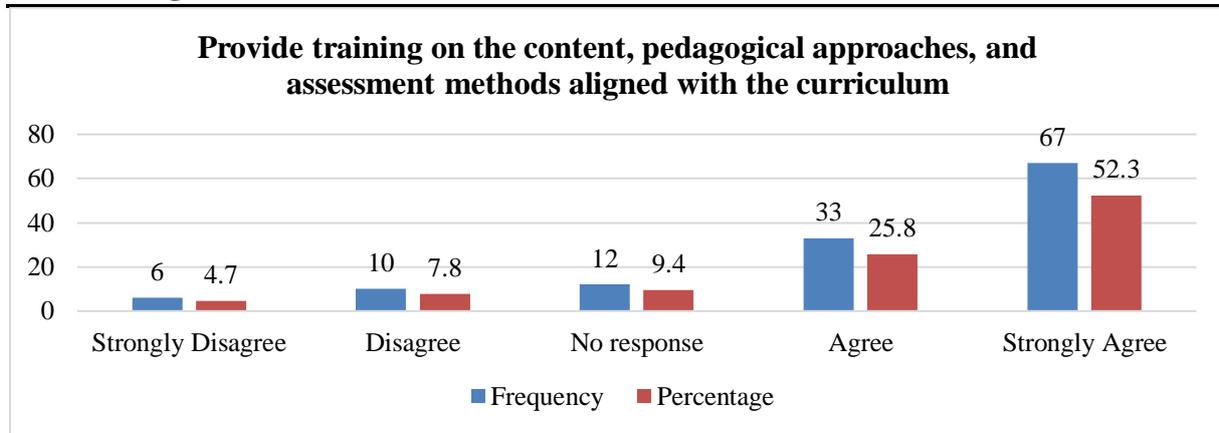


Discussion

According to the study results 45% teachers were agreed that there is need to offer comprehensive professional development programs for teachers to familiarize them with the SNC 30% were strongly agreed. 12% were no response about the statement while 7% were disagree and 6% were strongly disagree and they think that there is no need to offer comprehensive professional development programs for teachers to familiarize them with the

SNC.

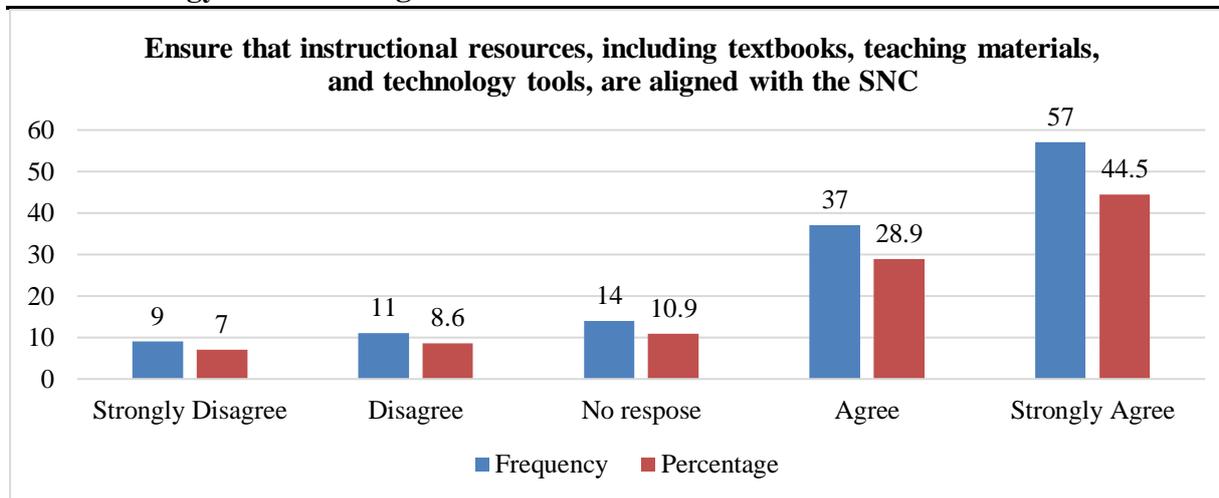
Figure 6: Provide training on the content, pedagogical approaches, and assessment methods aligned with the curriculum



Discussion

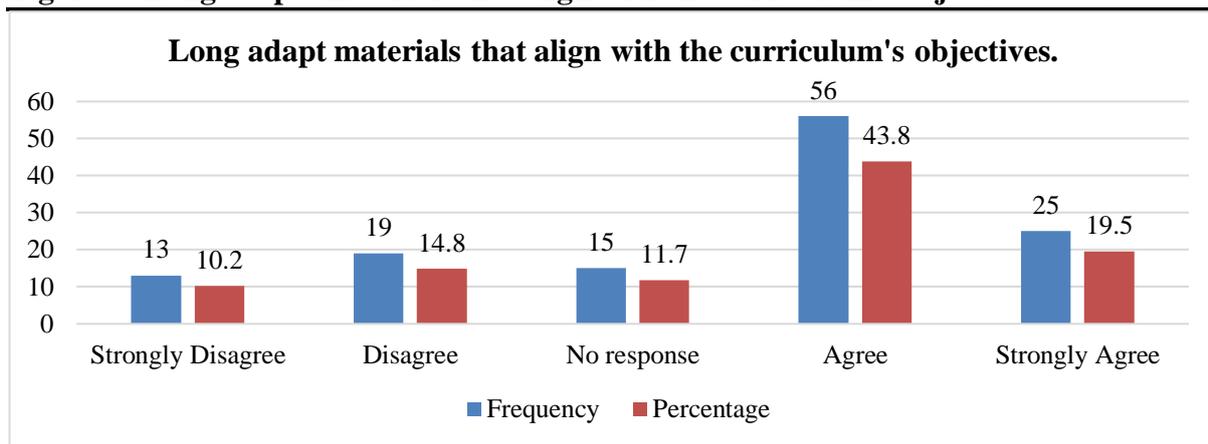
The study results described that 52% teachers were strongly agree that there is need to provide training on the content, pedagogical approaches, and assessment methods aligned with the curriculum. About 26% were agreed that this is compulsory for successful implementation of SNC. Only 9% were no response and they have no comments on it. 7% were disagree and 4% said that there is no need to provide training on the content, pedagogical approaches, and assessment methods aligned with the curriculum

Figure 7: Ensure that instructional resources, including textbooks, teaching materials, and technology tools' are aligned with the SNC

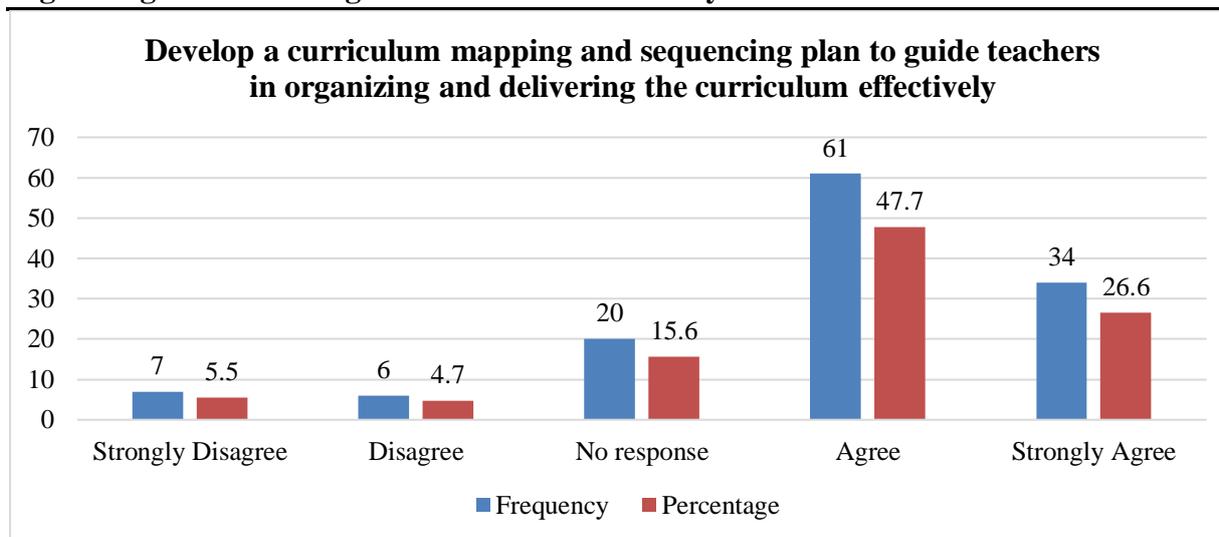


Discussion

According to the study results 45% teachers were strongly agreed on it that there is need to ensure that instructional resources, including textbooks, teaching materials, and technology tools, are aligned with the SNC. 28% were agreed in this statement. 11% no response about it while 8% were disagree and 7% were strongly disagree on it and suggested that there is no need to instructional resources, including textbooks, teaching materials, and technology tools, are aligned with the SNC.

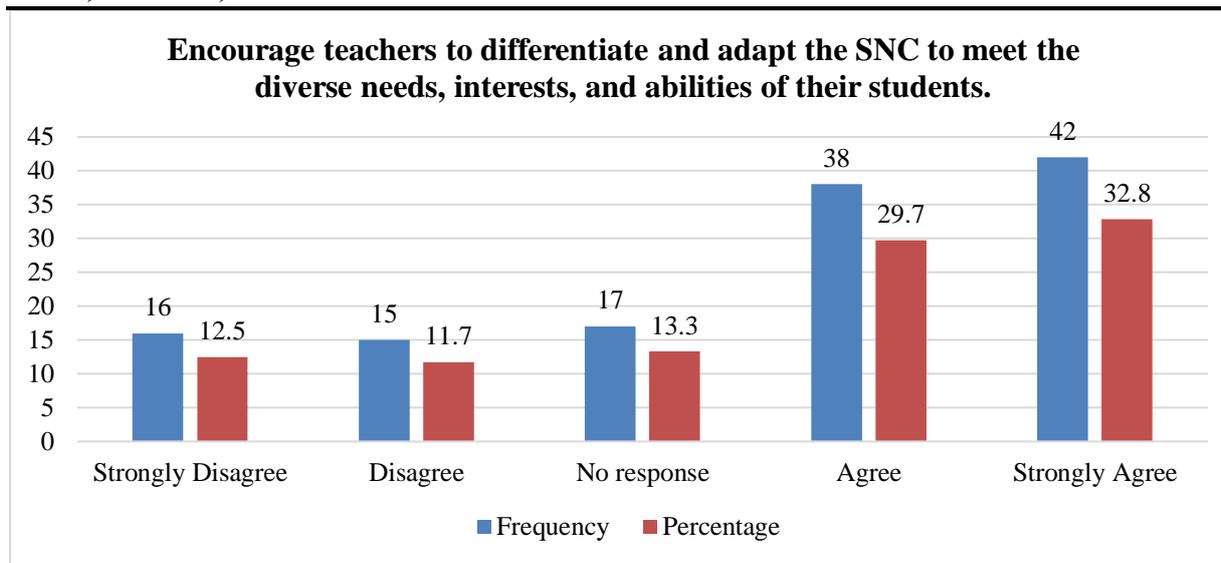
Figure 8: Long adapts materials that align with the curriculum's objectives**Discussion**

It was stated 43% teachers were agreed that long adapt materials that align with the curriculum's objectives is very necessary for successful implementation of SNC while 20% were strongly agree on this statement. Only 12% were no response about the statement. It was also concluded that 15% and 10% were in disagree and strongly disagree about the statement and said that there is no need to long adapt materials that align with the curriculum's objectives.

Figure 9: Develop a curriculum mapping and sequencing plan to guide teachers in organizing and delivering the curriculum effectively**Discussion**

48% teacher were agreed that develop a curriculum mapping and sequencing plan to guide teachers in organizing and delivering the curriculum effectively is very necessary for successful implementation of SNC while 26% were strongly agree on this statement. Only 16% were no response about the statement. It was also concluded that 5% and 5% were in disagree and strongly disagree respectively about the statement and said that there is no need to develop a curriculum mapping and sequencing plan to guide teachers in organizing and delivering the curriculum effectively.

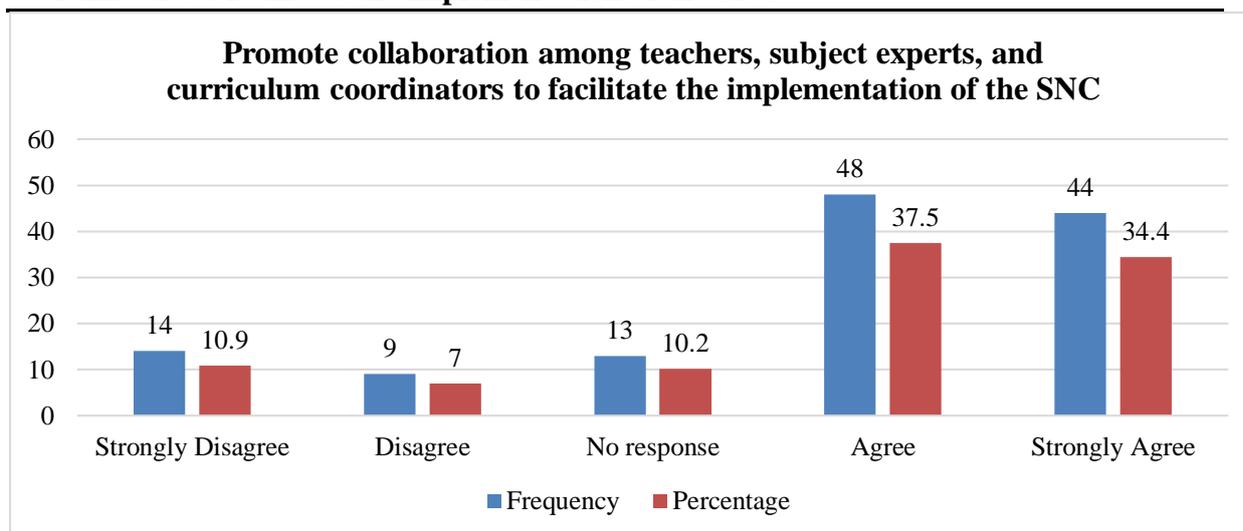
Figure 10: Encourage teachers to differentiate and adapt the SNC to meet the diverse needs, interests, and abilities of their students



Discussion

30% teachers were agreed that encourage teachers to differentiate and adapt the SNC to meet the diverse needs, interests, and abilities of their students is very necessary for successful implementation of SNC while 33% were strongly agree on this statement. Only 13% were no response about the statement. It was also concluded that 12% and 13% were in disagree and strongly disagree respectively about the statement and said that there is no need to encourage teachers to differentiate and adapt the SNC to meet the diverse needs, interests, and abilities of their students.

Figure 11: Promote collaboration among teachers, subject experts, and curriculum coordinators to facilitate the implementation of the SNC

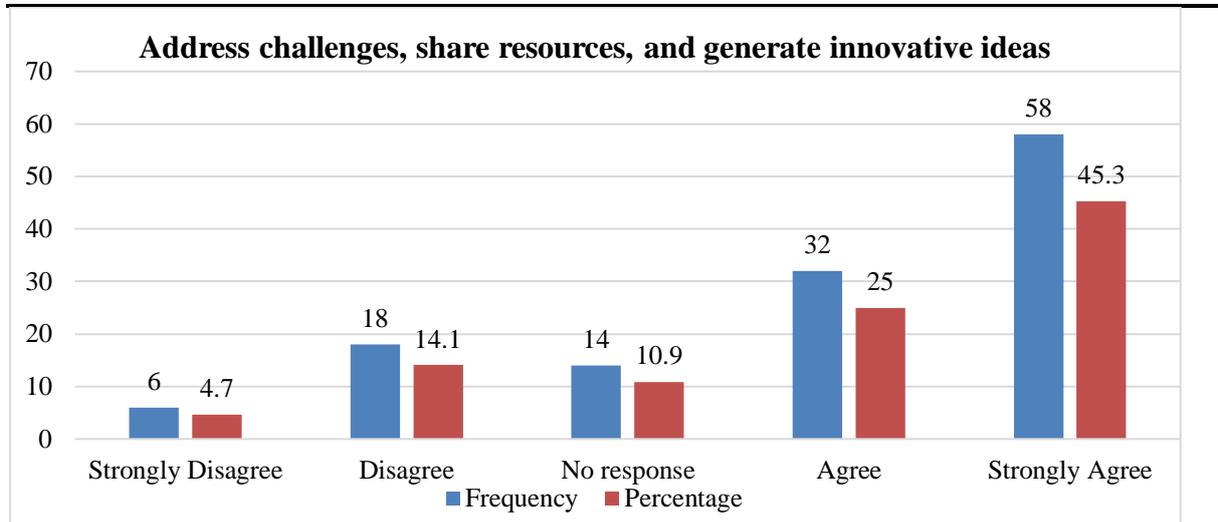


Discussion

37% teachers were agreed that promote collaboration among teachers, subject experts, and curriculum coordinators to facilitate the implementation of the SNC is very necessary for successful implementation of SNC while 34% were strongly agree on this statement. Only 10%

were no response about the statement. It was also concluded that 7% and 10% were in disagree and 11% strongly disagree respectively about the statement and said that there is no need to promote collaboration among teachers, subject experts, and curriculum coordinators to facilitate the implementation of the SNC.

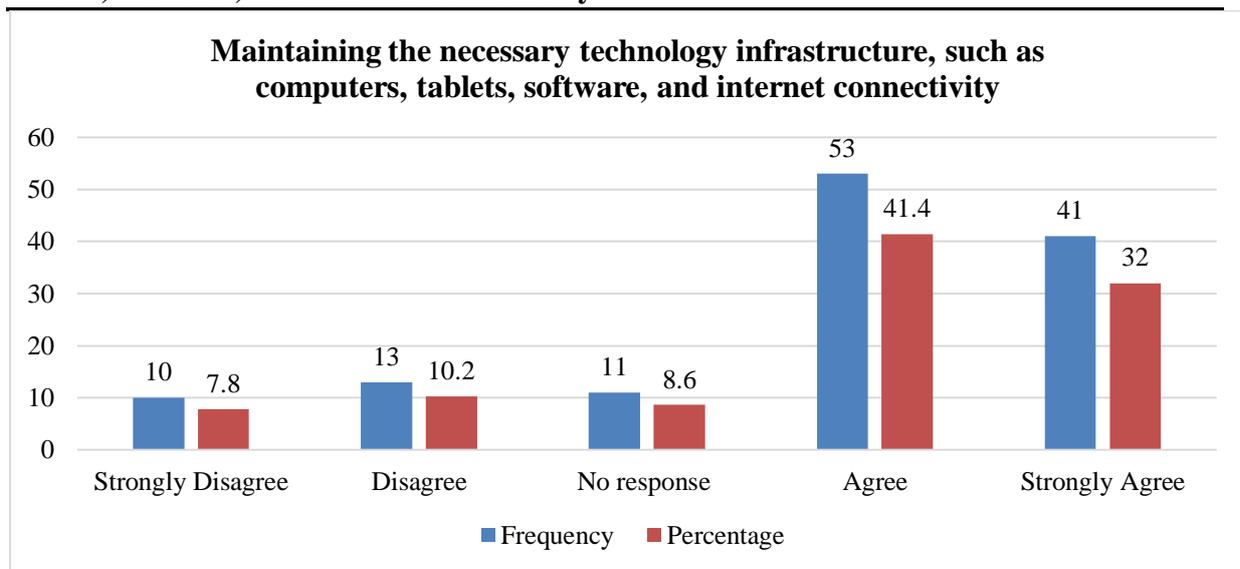
Figure 12: Address challenges, share resources, and generate innovative ideas



Discussion

25% teachers were agreed that address challenges, share resources, and generate innovative ideas to facilitate the implementation of the SNC is very necessary for successful implementation of SNC 45% were strongly agreed on this statement. Only 10% were no response about the statement. It was also concluded that 14% and 4% were in disagree and strongly disagree respectively about the statement and said that there is no need to address challenges, share resources, and generate innovative ideas.

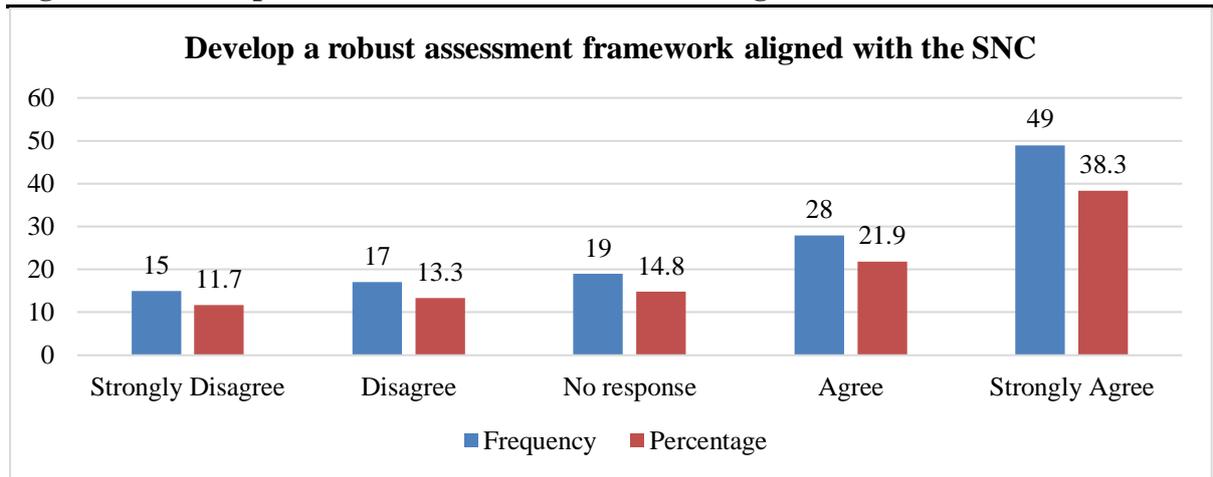
Figure 13: Maintaining the necessary technology infrastructure, such as computers, tablets, software, and internet connectivity



Discussion

41% teacher were agreed that maintaining the necessary technology infrastructure, such as computers, tablets, software, and internet connectivity to facilitate the implementation of the SNC is very necessary for successful implementation of SNC 32% were strongly agree on this statement. Only 9% were no response about the statement. It was also concluded that 10% disagree and 7% were in strongly disagree respectively about the statement and said that there is no need to maintaining the necessary technology infrastructure, such as computers, tablets, software, and internet connectivity.

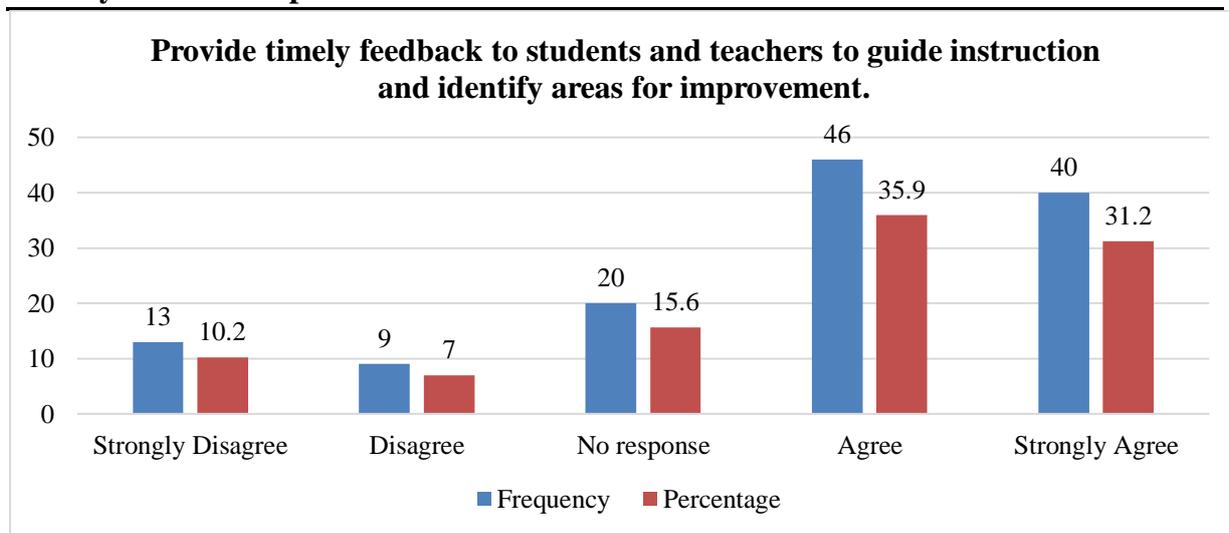
Figure 14: Develop a robust assessment framework aligned with the SNC



Discussion

38% teachers were strongly agreed that Develop a robust assessment framework aligned with the SNC to facilitate the implementation of the SNC is very necessary for successful implementation of SNC 22% were agree on this statement. Only 15% were no response about the statement. It was also concluded that 13% and 12% were in disagree and strongly disagree respectively about the statement and said that there is no need to develop a robust assessment framework aligned with the SNC

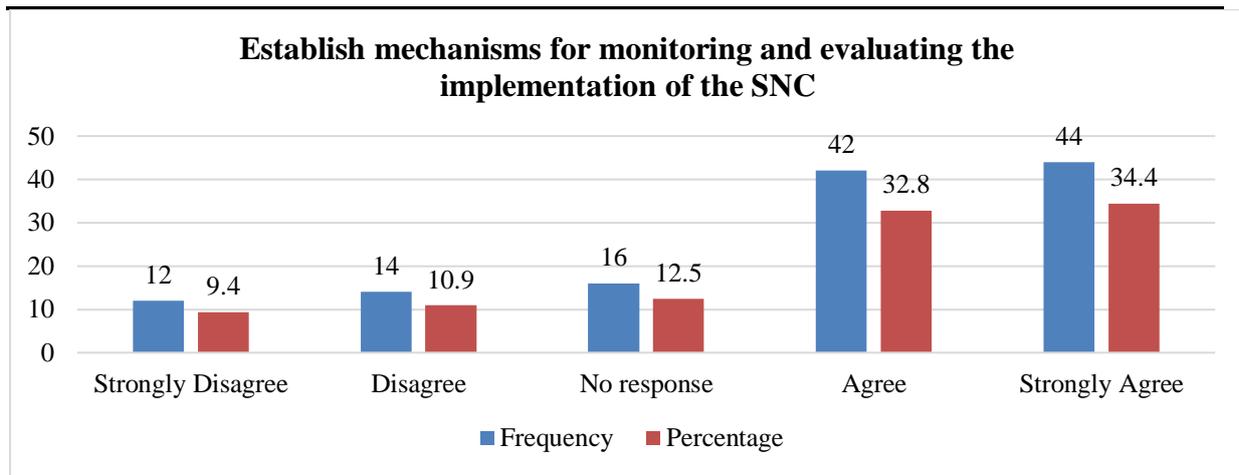
Figure 15: Provide timely feedback to students and teachers to guide instruction and identify areas for improvement



Discussion

It provides timely feedback to students and teachers to guide instruction and identify areas for improvement to the implementation of the SNC. It was stated 36% were agreed that provide timely feedback to students and teachers to guide instruction and identify areas for improvement is very necessary for successful implementation of SNC 31% were strongly agree on this statement. Only 16% were no response about the statement. It was also concluded that 7% and 10% were in disagree and strongly disagree respectively about the statement and said that there is no need to provide timely feedback to students and teachers to guide instruction and identify areas for improvement.

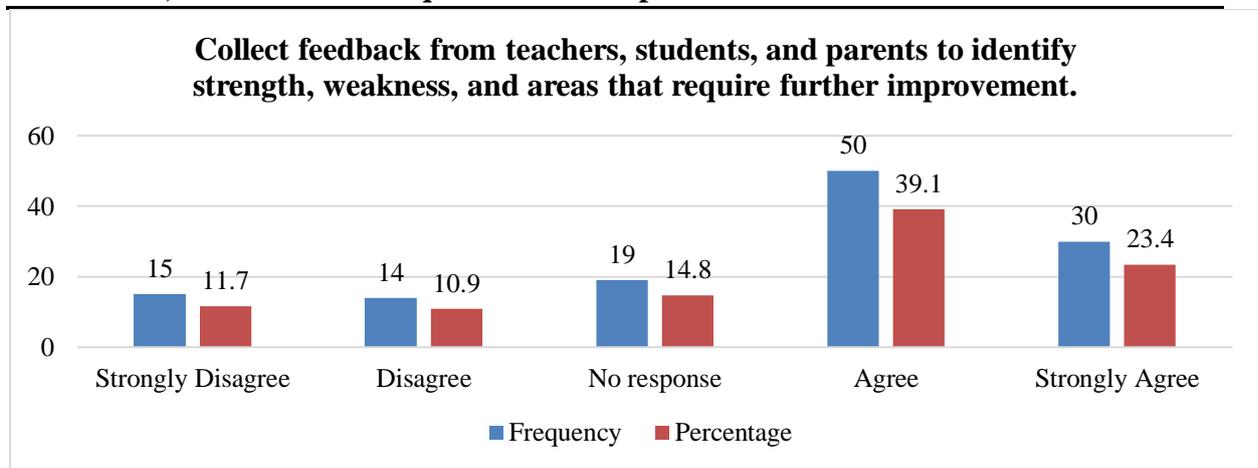
Figure 16: Establish mechanisms for monitoring and evaluating the implementation of the SNC



Discussion

33% teachers were agreed that establish mechanisms for monitoring and evaluating the implementation of the SNC is very necessary for successful implementation of SNC while more than one third 34% were strongly agree on this statement. Only 13% were no response about the statement. It was also concluded that 11% and 9% were in disagree and strongly disagree respectively about the statement and said that there is no need to establish mechanisms for monitoring and evaluating the implementation of the SNC.

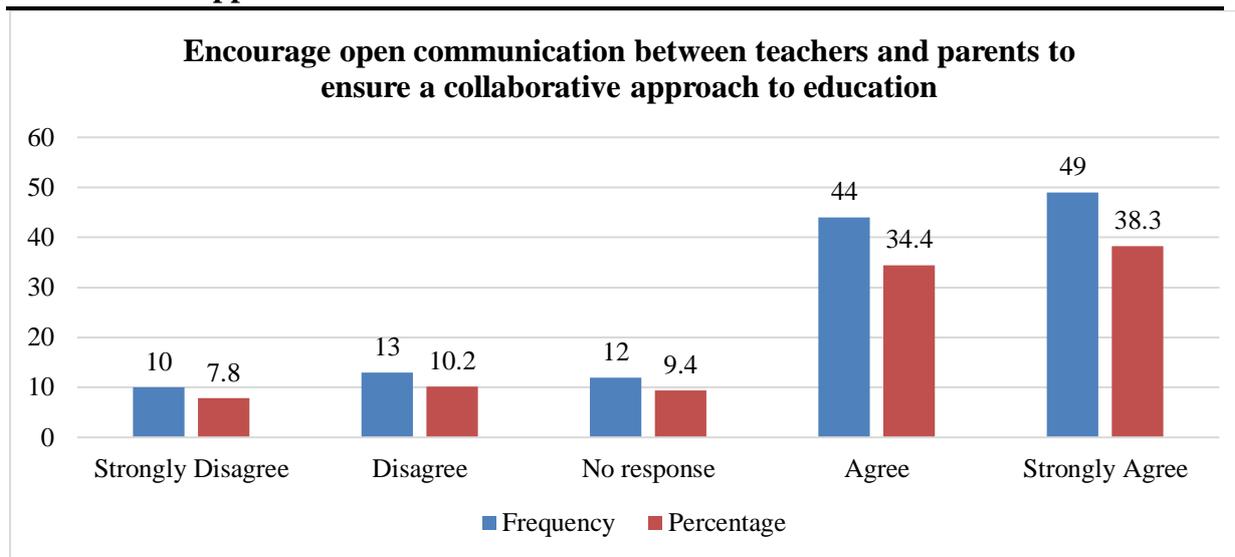
Figure 17: Collect feedback from teachers, students, and parents to identify strength, weaknesses, and areas that require further improvement



Discussion

39% teachers were agreed collect feedback from teachers, students, and parents to identify strength, weaknesses, and areas that require further improvement is very necessary for successful implementation of SNC while 23% were strongly agree on this statement. Only 15% were no response about the statement. It was also concluded that 11% and 12% were in disagree and strongly disagree respectively about the statement and said that there is no need to collect feedback from teachers, students, and parents to identify strength, weaknesses, and areas that require further improvement.

Figure 18: Encourage open communication between teachers and parents to ensure a collaborative approach to education



Discussion

34% of teachers agreed that encouraging open communication between teachers and parents to ensure a collaborative approach to education is necessary for the successful implementation of SNC. In contrast, more than 38% strongly agree with this statement. Only 9% had no response about the statement. It was also concluded that 10% and 7% disagreed and strongly disagreed with the statement and said there is no need to encourage open communication between teachers and parents to ensure a collaborative approach to education. Curriculum frameworks, scope and sequence documents, sample lesson plans, and suggested learning activities should all be included in these resources. Teachers can use these guidelines and materials as a road map to better understand the intended learning outcomes, content coverage, and instructional approaches. Teachers must have access to a variety of high-quality curriculum-aligned teaching resources. Textbooks, workbooks, digital resources, reference materials, and supplementary materials are all included. Adequate funding should be provided to schools to ensure they have the resources they need to support effective curriculum implementation.

Summary

A single national curriculum can help reduce educational disparities between different groups of students, such as those based on socioeconomic status or geographic location. This can lead to more equitable student performance outcomes. A national curriculum can lead to increased professional development opportunities for teachers, which can improve instruction quality and ultimately improve student performance. A single national curriculum can provide a clear set of expectations for student learning and teacher performance. This can enhance accountability for student performance outcomes and help teachers meet expected standards. Several factors

can affect the implementation and success of a single national curriculum in an education system. Political support: The support of policymakers and government officials is critical for successfully implementing a single national curriculum. The political climate and government policies can significantly impact the development and implementation of a national curriculum. The study aimed to determine the teachers' attitudes and perceptions about the single national curriculum at the school level. These studies were conducted in the district of Sahiwal. A list of total public primary schools was collected from District Education Officer (DEO) Sahiwal. After attaining the list, 25 primary schools will be selected randomly for the data collection. In these selected schools, 128 teachers were working and were considered the sample of the present study. Well-structured questionnaires were used to collect data from teachers. Data were analyzed through Statistical Packages for Social Sciences (SPSS). It was concluded that SNC plays a significant role in education and also improves the domains of learning and teaching style of the teachers, which motivates the students to attain a better education as demanded by the modern education system. Teachers faced many issues or challenges in the implantation of SNC at the school level, which may cause hurdles in improving the education among students and cause social distraction.

Conclusion

It was concluded that most teachers in the study area belonged to the mature age group 31-35 and were married according to their marital status. Most of them were master-level, master-level qualified, with more than ten years of experience in teaching. It was concluded that for the successful implementation of the SNC, the teacher could teach the new curriculum, provide good material according to the needs of the students, the training given to the teachers is effective, the new curriculum improves critical thinking, the problem-solving process of the students and the management is willing to implement the new curriculum beside this they also described that there are the many other challenges that may affect the effectiveness of the SNC such as inadequate training and professional development cause the poor implementation of SNC, lack of administrative support for successful implementation of SNC, lack of teaching resources textbook, programming tests, display material, lack of resources at school level like library, laboratory, and lack of infrastructure according to the demand of SNC were the major hindrances in implementation SNC. These hurdles can be minimized by providing regular updates, workshops, and information sessions to address any concerns or questions, offering comprehensive professional development programs for teachers to familiarize them with the SNC, and providing training on the content, pedagogical approaches, and assessment methods aligned with the curriculum.

Recommendations

Set up reliable monitoring systems to collect accurate and up-to-date data on various ecosystems. This information can be used to identify trends, track changes, and effectively inform conservation efforts. It is established among various stakeholders, such as Government agencies, non-profit organizations, local communities, and indigenous groups. Collaboration can result in a more holistic approach to conservation and increase the impact of initiatives. Provide adequate resources, staffing, and training to park rangers and other personnel to manage protected areas effectively. Protected areas can be strengthened to protect critical habitats, prevent illegal activities, and promote biodiversity conservation. Create and implement educational programs to raise conservation awareness in local communities, schools, and the general public. This can foster a conservation culture and encourage sustainable behaviors. Promote sustainable to-visit practices that minimize negative environmental impacts, respect local cultures, and contribute to natural area conservation. This can provide economic incentives for conservation while also raising tourist awareness.

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