Challenges to Primary School Teachers Regarding Implementation of Single Curriculum

Dr. Shabana Manzoor, Dr. Rakhshanda Naeem, Ms. Iqra Toor, Kalsoom Lughmani

1,2,3 Lahore College for Women University, Lahore, 4 Hazara University Mansehra, Pakistan

shabanamanzoor.sm@gmail.com

Abstract
The current study intended to explore the public and private primary school teacher’s perceptions regarding implementation of single national curriculum. The study also wanted to explore the primary school teacher’s challenges they faced regarding implementation of single national curriculum. The study used qualitative research design. Sixteen teachers were purposively selected for collection of in-depth data from eight schools (4 public & 4 private). Data was collected by using a semi-structured interview protocol. To sum up the received data from semi-structured interview was transcribed and analyzed through thematic analysis technique by using axial and open techniques. The findings of the current study showed that single national curriculum provides good opportunity to all the children to get equal chance of quality education. The study also revealed that Single national curriculum may improve national unity and reduce educational inequity. The study also found that lack of resources, lack of clear instructions regarding implementation of SNC, lack of proper budget and the lack of skilled teachers were the most common challenges. The study also recommended that The SNC should be fully implemented in all education systems to provide quality education. There should be more funding supplied to solve the dearth of resources in schools so that SNC can be effectively implemented. For school to meet the requirement of a varied student body, the structure, culture and educational programs of the curriculum and teaching must be adapted.

Keywords: Single National Curriculum, School Teachers, Challenges

Introduction
Curriculum consider as the introductory pathway to attain the destination of academic pretensions in any educational system. Curriculum classified in different ways. The public class represents the introductory testament of life beliefs, ethics, traditions, educational pretensions and intelligence of a nation. In other words, public class covers the history, present and future of a state. The single class for whole nation directs the stations, actions and intelligence of the people in a specific analogous
direction, but on the other hand, the use of several courses, syllabi and educational systems within a single nation class creates several prejudices, confusions, complexes and fragments among different sectors of society. The Single National Curriculum is one of the main particulars of the fiat of ruling party in Pakistan (Shaukat, 2021)

In 2020, Pakistan's government enforced the Single National Curriculum in order to achieve the fourth Sustainable Development thing. The single national curriculum is being considered a criterion for creating the equivalency between all individualities of society in Pakistan. It aims at furnishing an equal occasion and fair chance for furnishing the children with the necessary education. The ultimate ideal of public cohesion and integration will only be achieved through this. In Pakistan, the major problem that we face is about the three different education systems in which the knowledge is being circulated public institutes, private institutes, and Madrassahs (Memon, 2010).

There's a huge gap between them in terms of content and SNC will help in closing that gap by bringing equivalency across country. The global docket regarding universal education literacy and future isn't grounded upon the testament of a particular government as being allowed in case of Pakistan. The single public class primary precedence areas are Islamic and social beliefs, inclusive education, mortal rights and child protection, cleanliness and sanitation, environmental issues similar as environment change, and global citizenship and life skills. Single public class aspires to unify the nation's educational system, develop a religiously-grounded public identity, and bring progressive rudiments, global citizenship, and 21st century skills into the classroom (Irfan, 2021).

 Authorities proposed imposing a single country wide Curriculum (SNC) that could establish a uniform machine “in terms of curriculum, medium of education and a not unusual platform of assessment so that all children have a fair and equal opportunity to get hold of notable training”. Like the previous countrywide Curriculum in 2006, the cutting-edge SNC will best offer the minimum studying requirements that every child need to be capable of achieve in a specific concern at a certain grade stage. The first phase of the SNC was released in March 2021 and covers primary school children. The second and third stages protecting instructions 6 to twelve can be roll out by using 2023 (Shaukat, 2021).

**Structure of Education system:**

The instructional shape in Pakistan is broadly labeled into six-level as Pre-Primary, primary, middle, Secondary (SSC), higher Secondary or Intermediate (HSSC), that ends in further college applications (Undergraduate and Graduate and post Graduate). Primary stage education is on the
whole divided into Deni Madrasa and the modern-day education gadget, wherein the modern training structure is in addition labeled as English medium and Urdu medium. Mainly, English is a medium of guidance in each personal and public schools, but the Urdu medium is simplest used in public institute as Urdu is the reliable language of Pakistan. Deni Madrasa has only Urdu medium and further subdivided into every day and fundamentalist. Based totally on the medium of coaching and public/private institute, college students pursue their education primarily based on their higher secondary academic history from faculties, Universities, Technical establishments, or Deni Madrasa (Zaman et al; 2021).

Research Objectives

1. To explore the primary school teacher’s perception regarding single national curriculum.
2. To find out the most and least common challenges faced by school teacher’s in the implementation of single national curriculum.

Research Methodology

This study was qualitative in nature. Face-to-face interviews were conducted to collect in-depth information from the study participants. The focus of this present research was to exploring the public and private primary schools teachers’ challenges regarding implementation of single national curriculum.

Study Participants

The participants of the study were primary school teachers from all the public and private sectors of district Lahore. For qualitative data, a sample size of 4 public primary schools teachers and 4 private primary schools teachers were selected by using purposive sampling technique.

Data Collection

The study was qualitative in nature. The researcher was collected data personally from the selected primary schools teachers. The interview was audio-recorded with a normal recording gadget and later transcribed. Before conducting interview, permission taken from each applicant that the conversation would be recorded and kept confidential.

Data Analysis

The transcribe and analyzed with help of thematic analysis pattern. The data obtained from semi-structured interview was transcribed and analyzed with ‘open and axial coding’ techniques. The analysis of this study will be helpful for teachers.
Table 3.1.1 Alignment of the Study:

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Study findings and Conclusion

The study concluded the following findings from the data received from, school teachers perceptions regarding SNC and challenges regarding implementation of single national curriculum faced by the public and private school’s teacher.

Teachers Perception

1. Most school teachers perceived that implementation of SNC is helpful to develop the potential and ensure that all children in Pakistan will get the chance to avail equal opportunities for uniform and same quality of education.

2. Most of the private schools have not yet adopted the SNC, and public institution are unclear about how to implement the new curriculum in the light of the capabilities and resources they now have at their disposal. Whether or not SNC is implemented in public primary schools depends on student motivation and the availability of resources.
3. The study concluded that SNC will help in Pakistan's fight against poverty. SNC will increase national unity and decrease educational inequity.

4. SNC will also help students develop social and emotional behaviors.

Ministry of Federal Education and Professional Training was presented a report, (2020) that SNC is a fair and identical opportunity to get a first class tutoring for all students.

Challenges faced by School Teachers in the implementation of SNC

1. Teachers concluded that mostly parents are unwilling to send their children, to school owing to cultural difference and other implements the way.

2. The study concluded that It is difficult to adopt SNC in all education systems because to a lack of resources, lack of capacity and competence among teachers, resistance from teachers and stakeholders and barriers to excellent education.

3. All the participants reported that Students came different environment so difficult to understand their nature.

4. The participants respondent that the recent pool of primary school teachers have knowledge, skills and ability, some of the teachers are fully aware and trying to implement the SNC but still there are many who don’t have enough knowledge.

5. The participants reported that government should be conducted proper trainings and seminars for the better implementation of SNC.

It is also concluded that there are no major differences in the view of private and public schools’ about the challenges regarding implementation of single national curriculum. In conclusion, education is a regional issue. Pakistan is a association with a great deal of variety in ethnicity, religious, and other aspects. We do not have a unified culture here in the Pakistan (Sheikh,2020). The past studies also concluded that there should be some strategic planning before the implementation of Single National Curriculum (Robert, 2020)

Recommendations

The SNC should be fully implemented in all education systems to provide quality education.

There should be more funding supplied to solve the dearth of resources in schools so that SNC can be effectively implemented.

For school to meet the requirement of a varied student body, the structure, culture and educational programs of the curriculum and teaching must be adapted.
References


