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| KEYWORDS                                                                                                                                      | ABSTRACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>Single National Curriculum, Curriculum implementation, Teachers' perceptions, Qualification, Professional experience</p>                   | <p>Education has been recognized to be an important factor in nation-building. Every student has a fair &amp; equitable opportunity to acquire a high-quality education within one education system which includes common curriculum, medium of instruction &amp; assessment platform. A Single National Curriculum is one step in that direction. In 2020, Pakistan's government implemented the SNC, a significant curricular reform aimed at reducing differences in the national curricula and promoting basic competencies for students. Prior to the adoption of SNC, many schools taught a diverse curriculum. The purpose of this study is to investigate teachers' perspectives on the implementation of a SNC in the province of Punjab, taking into account their qualifications &amp; experiences. A quantitative descriptive research design was applied. The results revealed that the highly qualified teachers demonstrated a stronger commitment to the SNC objectives, while experienced teachers exhibited varying level of acceptance showing higher positivity. The study suggested the need for teachers training and Continuous Professional Development programs in order to implement SNC effectively. The SNC's aim will only be accomplished if proposed assessment procedure is used, hence improving the examination system.</p> |
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## INTRODUCTION

Education is an important foundation of societal development and individual growth by providing the necessary knowledge, skills, and values for personal and professional success. The seeds of any nation's future are grown in its classroom. Education allows individuals to equip themselves with knowledge, skills & values to grow and prosper in their communities (Amin, Ali & Mahmood, 2023).

Quality of education has significant role in shaping a nation's destiny. Pakistan's education system has been proposing reforms to resolve equity, and quality accessibility issues in education for a long time. One of the latest developments in this domain is the implementation of the single National Curriculum (SNC) 2020 initiated by Government of Pakistan. The SNC aims to establish a uniform curriculum nationwide, SNC ensures to provide standardized, equitable opportunities for quality education, etc. irrespective of socioeconomic or geographical background of the students. Prior to implementation of SNC, disparities in curricula across public and private sectors exists. The SNC seeks to bridge these gaps by promoting inclusivity and standardization, ensuring all the students, regardless of their socio-economic or regional backgrounds, receive the equitable opportunities to excel. By integrating global best practices, contemporary pedagogical approaches, and a focus on critical thinking, the SNC aspires to equip students with the skills necessary to thrive in a rapidly developing world. This initiative also emphasizes the importance of fostering the national cohesion while respecting the country's cultural and linguistic diversity. Through this reform, Pakistan aims to address long-standing educational challenges and lay the groundwork for more progressive and unified society.

### Objectives of Study

1. To compare the teachers' perceptions on the implementation of Single National Curriculum in Punjab with respect to teachers' qualification.
2. To compare the teachers' perceptions on the implementation of Single National Curriculum in Punjab with respect to teachers' experiences.

### Hypothesis of Study

1. There is no significant difference in the perception of teachers based on their qualification in the implementation of Single National Curriculum (H-01).
2. There is no significant difference in the perception of teachers based on their experiences in the implementation of Single National Curriculum (H-02).

### Significance of Study

The goal of any research is to contribute to existing knowledge. The present study explains some important points regarding the changes in curriculum in Pakistan to create national cohesion amid the nation and one curriculum for whole nation. This study will also be major effort for contributing to different fields of education like; development of textbooks, English as a medium of instruction and global language, and training of teachers for professional development. This study will help researchers to better understand the behavior of teachers to implement single national curriculum. The study is expected to provide significant outcomes that may help in revisiting the curriculum in vogue. The finding of study will provide information and may guide the concern authority for the successful planning, teachers training and implementation of Single national curriculum in across the Pakistan.

### LITERATURE REVIEW

The effectiveness of any education system depends significantly on integration of well-researched and thoughtfully designed tools, methodologies, and frameworks in order to ensure the desired and

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leading objectives. Furthermore, the main focus of SNC's goal is delivering the equitable and high-quality education.

### Text Book

Textbooks as noted by [Asadi and Kiany \(2014\)](#) are a cornerstone in the educational process for both teachers and students. It offers reliable and useful foundations for learning throughout the course. Textbooks are considered powerful tools in helping classroom instruction, learning strategies, and implementation of learning activities. It empowers teachers to offer guidance for implementing the curriculum as well as designing and delivering activities based on curriculum and students' center classroom activities. In this regard, textbooks are frequently utilized and have a positive impact on student progress. However, they can also be controversial and reflect the power imbalances and cultural assumptions. They promote social and cultural ideals, shaping the students' perceptions of people and nationalities who differ from them. The textbook offers recommendations for teachers and students to facilitate curriculum-based & student-centered classroom activities ([McDonough & Shaw, 2003](#)). The SNC-2020 textbooks incorporate various strategies to achieve these goals, such as:

- ✓ Real-world connections: Activities that relate to students' daily lives, culture & environment.
- ✓ Collaborative learning: Group work & pair work to promote teamwork and communication skills.
- ✓ Visual aids: The Pictures and diagrams to enhance desired understanding and engagement.
- ✓ Language development: Opportunities to practice reading, writing, speaking, and listening skills.
- ✓ Teacher guidance: Clear instructions & suggestions for teachers to facilitate active learning. Thus, SNC-2020 seeks to equip students with knowledge, skills & values necessary for success in 21st century.

### Education for Sustainable Development (SDG)

Taking education for sustainability is a crucial approach to addressing the global challenges by empowering learners with knowledge, skills, values, and agency to create a sustainable future. It emphasizes the interconnectedness of the economic, social, environmental, and cultural dimensions, promoting responsible actions and informed decision-making ([Chhokar, 2010; Hicks, 2012](#)). For the sustainable future of nation. It helps in understanding the global issues, promoting the sustainable development, protecting ecosystem, fostering inclusive societies, preserving cultural heritage etc. that will beneficial for environment & social well-being ([Malik, 2015](#)). Personal health & hygiene are nuts and bolts for healthy living. According to health tips, handwashing, and sanitation are very vital for living healthy life. Other studies noted how hygiene matters for academics, for decreasing the risk of certain diseases. Availability of water and sanitation services at schools is vital to prevent transmission of diseases like diarrhea, and to enhance student academic performance ([Jasper, Le & Bartram, 2012](#)).

It is also important to promote hygiene education among children in order to improve their health ([Vivas, Gelaye, Aboset, Kumie, Berhane & Williams, 2010](#)). Diseases are transmitted through open defecation and inadequate sanitary facilities ([Shah, Nair, Shah, Modi, Desai & Desai, 2013](#)). The

sustainable sanitation at different levels also enhances health and hygiene as well as protects the environment (Dusingizumuremyi, 2010). Schools should encourage the practice of hand washing and provide children with passably equipped washrooms, sinks and promoting sanitary education. Projects on sanitation should integrate the communities and encourage the importance of hygiene. Education for sustainable development is essential to equip learners with sustainable thinking and skill to address challenges. Agendas of government units should include addressing improvement of sanitation and health promotion. In-Service Teacher Training–INSTT– began in 1940s with focus of fostering teacher growth and developing education. Other studies have been done focusing on the evolution, types, and how these programs have influenced the knowledge, skills and practices of the teachers.

Thosman (1949) and Pires' studies stressed the importance of continuous teacher training in career development. According to Ajit and Kumar (1996) trained teachers performed better in classroom as well as classroom-affiliated activities. Castellini (1988) as well as Ajit and Kumar (1996) stressed the importance of conducting in-service training programs because many teachers require further professional growth, especially regarding the knowledge, skills, attitudes & self-efficacy. Jangira, Ajit and Yadav (1995) focused in their research on teaching as the in-service training resulted in learning, planning, carrying out and assessing classroom transactions. This approach focuses upon providing feedback to the students and teachers to improve learning and development. The online training modality has brought about new sites for provision of teacher professional development. Online training, like any other form of training, has its relative advantages of cost and convenience, however, its demerits include the limited opportunities for the skill application as well as minimal social interaction.

### Classroom Methodologies

The teaching of English language in schools is designed to reach specific goals in a given timeframe. Students learn English as it is an important language for any nation as it bears a lot of the cultural significance and is a part of engaging as an active citizen in the world. The term "method" refers to a planned approach to instruction, while "teaching" involves guiding individuals or groups to learn school-related material. Effective English teaching methods & strategies are crucial for uncovering truths, rules, and concepts over time. English is taught in schools for various reasons, including its importance in developing countries for economic growth, its status as an international language, its use in the United Nations, its relevance in various professions, its role as the medium of instruction in many institutions, its access towards knowledge and information, and its social and cultural significance. The goals of teaching English include developing comprehension and communication skills in students.

The teachers should focus on language as a means of communication rather than solely on reading materials. Indian Educational Review (1997) stated that research on the achievement levels of the students in English has revealed the need for more in-service training for teachers, especially in rural areas. The effective teacher training programs can improve teachers' knowledge, skills, and practices. Thus, classroom methodology involves a variety of techniques and strategies, including communicative and collaborative approaches, interactive and skill-based activities, and student-

centered learning. [Single National Curriculum \(2020\)](#) suggest teachers to incorporate different instructional strategies and methods to address the students' diverse needs and promote language acquisition. By implementing these strategies, teachers can create engaging and effective English language learning experiences that empower students to communicate effectively and achieve their full potential.

### The Assessment

Assessment is vital process in education that involves gathering & analyzing evidence to evaluate student learning outcomes. It serves both perfection and accountability purposes. While traditional assessment often focused solely on summative evaluation, modern approaches focus assessment for learning, which uses assessment as a tool to enhance student learning and provide timely feedback ([Assessment Reform Group, 2002](#)). Assessment should be used to guide educational institutions and enhance student learning, instead of serving as the final judgment. This approach focuses on providing feedback to the students and teachers to improve learning and development ([Torrance & Pryor, 1998](#)). Assessment types include summative and formative assessments, which are both necessary components of the educational process. A variety of methods including selected response items (objective) and constructed response items (subjective), can be used to assess the student knowledge and skills. Good assessments are valid, reliable, practical, and aligned with curriculum objectives. The SNC emphasizes the use of a range of assessment methods to evaluate the students' language proficiency.

### RESEARCH METHODOLOGY

To observe current situation using collected data from a sample of the whole population, this type of research is considered as descriptive research ([Dulock, 1993](#)). So, the methodology of the research is descriptive, with the goal of investigating the implementation of a SNC in the Punjab province. A Five-point Likert scale questionnaire is developed for teachers' perception and administer to the stakeholders for data collection. Population of study was all public primary schools of Sargodha division, Punjab.

Table 1 Population of Study

| Province | Name of Division | Districts | Primary schools | English teachers |
|----------|------------------|-----------|-----------------|------------------|
| Punjab   | Sargodha         | Bhakkar   | 634             | 634              |
|          |                  | Khushab   | 548             | 548              |
|          |                  | Mianwali  | 518             | 518              |
| Total    |                  | 3         | 1700            | 1700             |

School Education department, Government of the Punjab, School Information System 2023-24

### Sampling & Sample-Size

The sample size for study was determined by using the [Krejcie and Morgan \(1970\)](#) formula to ensure representativeness and statistical adequacy. A total of 170 English teachers were selected from Sargodha in Punjab, distributed proportionally across 3 districts based on respective populations of English teachers. sample from Bhakkar =  $\frac{634}{1700} \times 170 = 63$ , sample from Khushab =  $\frac{548}{1700} \times 170 = 55$ ,

sample from Mianwali =  $\frac{518}{1700} \times 170 = 52$ . This stratified sampling approach allowed for proportional representation of teachers from each district, ensuring that findings exactly reflect diversity within target population.

**Research Instrument**

The Likert scale consists of 60 statements, which researcher developed based on literature review and objectives of study. The scale was validated through a CVR (59.6), CVI (0.88) and pilot testing. The reliability of the instrument was (.89), which was measured by Cronbach’s Alpha using SPSS (Version, 21). The data was collected through personal visits, google form & with help of friends, and through post.

**DATA ANALYSIS**

The data, representing the main outcomes was arranged in the tables given below and inferential statistics (One way ANOVA), descriptive statistics mean and standard deviation was used to analyze collected data.

Table 2 Results of One-Way ANOVA for Teachers’ Perceptions Based on Experience

| Group          | Sum of Squares | df  | Mean Square | f     | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 1671.52        | 3   | 557.71      | 5.334 | .002 |
| Within Groups  | 17027.82       | 163 | 104.46      |       |      |
| Total          | 18699.35       | 166 |             |       |      |

According to table about implementation of SNC in view of experiences of teachers in Punjab, there was significant difference measured ( $t=5.334$  &  $p=0.002$  where  $p < 0.05$ ) among the four groups participating in the study (7 to 10, 11 to 20, 21 to 24, & 25 to 30 years’ experience). It means that there is significant difference in perception amid four groups about implementation of SNC in Punjab. The perception of the teacher regarding their Experience with implementation of a (SNC) on the aspect of the textbook, Sustainable development goal, health & hygiene, training, methodology, and assessment.

Table 3 Teachers’ Perceptions of SNC Implementation Based on Their Experience

| Experience     | Mean | SD   |
|----------------|------|------|
| 7 to 10 years  | 4.63 | 0.77 |
| 11 to 20 years | 4.32 | 0.63 |
| 21 to 25 years | 3.66 | 0.91 |
| 26 to 30 years | 2.99 | 1.19 |

The table shows teachers’ perceptions regarding their experience concerning all aspects of SNC, including textbook, achievement of sustainable development goals, education on health hygiene, professional training, teaching methodology, and assessment. The categorization is made according to the professional experience of teachers and their corresponding average indicators and standard deviation is indicated for every category of teacher. Teachers with 7-10 years of experience showed highest mean score of 4.63 and a standard deviation of 0.77 which indicates very high confirmation of perception and considerable extension of the respondents’ views. Teachers with 11-20 years of

experience (4.32 mean score & SD of 0.63) come next presenting relatively negative sentiment than the previous group but with higher levels of consistency than other groups in the research. The mean score for teachers who have taught for period of 21 to 25 years is considerably lower than the general mean.

Table 4 Results of ANOVA for Teachers' Perceptions Based on Qualification

| Group          | Sum of Squares | df  | Mean Square | F      | Sig. |
|----------------|----------------|-----|-------------|--------|------|
| Between Groups | 145859.54      | 3   | 48619.84    | 204.48 | .000 |
| Within Groups  | 38756.69       | 163 | 237.771     |        |      |
| Total          | 184616.24      | 166 |             |        |      |

Based on the data in table regarding implementation of SNC in the view of qualified teachers in Punjab, there was significant difference measured ( $f=204.48$  &  $p=0.000$  where  $p < 0.05$ ) among the four groups participating in study (Ph.D, M.Phil. M.A & B.A qualification). It means that there is significant difference in perception among four groups about implementation of SNC in Punjab. The perception of teacher regarding their Qualification on the implementation of (SNC) on the aspect of the textbook, Sustainable development goal, health and hygiene, training, methodology and assessment.

Table 5 Teachers' Perceptions of SNC Implementation Based on Qualification

| Experience | Mean | SD   |
|------------|------|------|
| PhD        | 4.81 | 0.29 |
| M.Phil.    | 4.37 | 0.63 |
| MA         | 3.73 | 1.26 |
| B. A       | 3.00 | 1.19 |

The above table illustrates teachers' attitudes according to their competence level towards SNC. It evaluates their attitudes concerning textbooks, degree of interfacing with capitalist understanding of SDGs, health and hygiene. The teacher training, methods of teaching, and forms of assessment. Teachers who possessed Ph.D. degree have the highest mean score (4.81) which indicates a positive perception to implementation of SNC in all its dimensions. Among all groups, SD (0.29) is the least which shows that there exists a relative homogeneity in perceptions in this group. M.Phil. teachers have mean score of 4.37, differences were captured by a standard deviation of 0.63 which shows a constant difference between the levels. The mean score (3.73) of those teachers who have an MA. degree. The highest standard deviation (1.26) in this category which shows that there is a wide variation in individual perceptions in group. Bachelor degree holder has least average competence mean score was 3.00, which was least agreeable perception of implementation of SNC. The SD of 1.19 although less than that of the MA qualified teachers, however, does expose the fair and suitable amount of variation.

**FINDINGS OF STUDY**

- ✓ Teachers with 7–10 years of experience possessed highest positive perception regarding implementation of National Curriculum among textbook, SDGs, health & hygiene, teacher

training, teaching methodology and assessment. They are on the high as indicated by their mean score (4.63); still, there is some variability in terms of how strongly they feel about it (S.D. = 0.771).

- ✓ Teachers with 11–20 years of experience scored lower than the previous group (mean score: 4.32) But group was most consistent in their perceptions (SD = 0.633), i.e., interpretations of respondents about SNC implementation.
- ✓ Teachers in 21–25 years of experience category had a mean score significantly lower than that for all subjects combined (a negative view of SNC implementation). It signifies perhaps this segment is facing difficulties or are not very happy.
- ✓ Among the respondents, Ph.D. teachers (mean score 4.809) seem to have the most favorable perceptions of SNC, indicating high satisfaction on the dimensions evaluated. The standard deviation of low 0.285 indicates that there is uniformity among group's members and that their responses were about the same thing.
- ✓ Mean score (4.372) of M.Phil. teachers indicates a positive perception, but it is less than that of, Ph.D. holders. The response level shows moderate standard deviation of (0.63) indicating moderate consistency in differences among the members in the group.
- ✓ M.A. teachers' Mean scored (3.73) reveal moderate SNC perception level which is lower than Ph D and M.Phil. groups. The highest standard deviation of (1.26) indicates that there are wide diversities in their responses, which in turn means that perceptions differ quite considerably across people.
- ✓ SNC implementation was least performed by teachers with BA degree level (3.00 mean score). Since variation is not as large as in MA teachers, it can be noted that group in question does have a relatively high SD (1.19).

### DISCUSSION

The research results indicate a substantial discrepancy in qualified teachers' perception regarding the implementation of the SNC across different academic levels. The p-value of .004 indicates that this variation is highly significant at the 05 level. It can be inferred that there are disparities in the understanding, application, or effectiveness of SNC implementation among teachers with different levels of education. The teachers with higher qualifications may have a better understanding of the SNC, may possess stronger pedagogical skills and knowledge, more confident and motivated in their ability to implement the SNC and leading to more successful outcomes. Providing tailored professional development programs for teachers at different qualification levels can help address knowledge gaps and improve SNC implementation. Establishing mentorship programs, guidance and access to resources can help teachers, particularly those with the lower qualifications (Tabira et al., 2020).

The finding that there is a significant difference in teachers' experience regarding implementing SNC in Punjab. The p value of .000 shows that this variation is highly significant in statistical terms, indicating that the observed fluctuations are unlikely to be chance. These findings suggest that the teachers with less experience (7–10 years) tend to have higher mean scores, indicating a potentially more positive experience with SNC implementation compared to teachers with more experience. This could be attributed to several factors; Newer approaches, reduced resistance, the adequate



training etc. (Goldman & Pellegrino, 2015). In contrast, the teachers with more experience (25-30 years) reported lower mean scores, suggesting potential difficulties or challenges in implementing SNC. This could be due to several reasons; Resistance to change, lack of training, workload & stress (OECD, 2012)

### CONCLUSION

In conclusion, Pakistan's Single National Curriculum (SNC) is an important step toward reforming the education system as a whole minimizing deficiency and offering high-quality of education to all students. The study main purpose was to investigate expectations of teachers for implementing of SNC at the elementary school level. A large number of experienced teachers who are not highly qualified could not fully implement SNC according to mentioned guidelines by Govt. of Pakistan. Experienced professors believe SNC will not contribute to Pakistan's future strength and unity. As a result, it is concluded that the majority of qualified teachers believe that SNC will promote the student equity, health and hygiene practices, and education for sustainable development, as well as provide the equal access to learning opportunities regardless of where they attend school or their socioeconomic status.

### Recommendations

1. Experienced teachers like the SNC, so keeping them excited and helping them with any new problems be done over ongoing training. When developing policies, training new teachers, and designing courses, rely on knowledge and experience of very skilled teachers.
2. For teachers in the middle of their careers, try to keep them interested by offering special workshops or mentorship programs. Exchange ideas to experienced teachers about specific difficulties they face and offer them extra help, like more training or resources.
3. There is a dire need to give detailed guidance, materials, and extra support to newer teachers so they can understand and use the single national curriculum effectively in order to ensure the desired and leading outcomes.
4. Make sure that teachers have all the tools and materials they need to implement the Single National Curriculum (SNC). Recognize and thank teachers for their efforts in helping to put the SNC into practice.

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