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## **The Study of the Challenges in Implementing Single National Curriculum in Balochistan**

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### **Abstract**

This study investigates the challenges faced by secondary school teachers in implementing the Single National Curriculum (SNC) in Balochistan (Quetta district), explores potential solutions to these challenges, and evaluates the feasibility and sustainability of SNC in diverse educational contexts. The major aim of this research is to assess the factors influencing successful SNC implementation. A mixed-methods approach was adopted, combining quantitative regression analysis and qualitative thematic analysis. Quantitative data were collected through a 5-point Likert scale questionnaire, which was developed specifically to assess teachers' awareness, difficulties, and perceptions of SNC implementation. The questionnaire was pilot-tested for validity and reliability before use. Qualitative data were gathered from curriculum experts using semi-structured interviews designed to explore deeper insights into implementation challenges and possible solutions. The study found that SNC awareness, teachers' difficulties, and SNC assessment were significant predictors of successful implementation. However, resources, teacher training, and administrative support were highlighted as challenges but were less influential in the overall success. Teachers emphasized the need for continuous professional development, adequate resources, and stronger administrative support to overcome these challenges. Additionally, participants stressed the importance of stakeholder engagement and policy flexibility to ensure the feasibility and sustainability of SNC. The study concludes that

while SNC faces significant challenges, successful implementation is achievable with strategic planning, appropriate support, and effective stakeholder collaboration. These findings contribute to the broader understanding of curriculum reforms and provide practical recommendations for policymakers and educators involved in SNC implementation.

**Keywords:** *Single National Curriculum, challenges, curriculum implementation*

## INTRODUCTION

Education plays a vital role in shaping individuals and society. It is a continuous process that molds behavior, equips individuals with essential skills, and prepares them for personal and professional success. A well-rounded education fosters physical, mental, and social development, contributing to economic prosperity and societal well-being. Through lifelong learning, education enables individuals to adapt to changing circumstances and achieve stability in their lives (Gadde et al., 2022).

At the heart of education lies the curriculum, which serves as the foundation for knowledge acquisition and skill development. A well-structured curriculum directs the content, methods, and competencies that students acquire, ensuring they are prepared for future endeavors and societal contributions. Schools play a crucial role in socializing students by instilling collective norms and values through the curriculum. This structured approach nurtures essential life skills such as communication, leadership, and critical thinking, ensuring that students are well-equipped to navigate an evolving world (Sinnema et al., 2020).

Hilda Taba's curriculum theory emphasizes the importance of a student-centered approach, prioritizing learners' needs, interests, and developmental stages. Her model involves diagnosing needs, setting objectives, selecting content, organizing learning experiences logically, and evaluating effectiveness. By integrating real-world experiences, this approach fosters critical thinking and problem-solving skills, making education more meaningful and relevant to students' lives (Taba, 1962, p. 45).

In Pakistan, the development of educational policies has been influenced by various political and governance changes. Since its independence in 1947, the country has experienced multiple forms of governance, including democratic, military, and hybrid regimes. Frequent changes in

leadership have led to interruptions in the education system, impacting its stability and quality (Zaman et al., 2021).

A significant policy shift occurred in 2020 when the government introduced the Single National Curriculum (SNC) as part of its educational reform agenda. The SNC was designed to unify the curriculum across public, private, and religious institutions (Madaris), ensuring fairness and standardization in the education system. This initiative sought to eliminate disparities in learning opportunities and create a cohesive educational framework that integrates Information and Communication Technology (ICT) across all subjects. The introduction of the SNC aimed to achieve sustainable educational goals and ensure a consistent learning experience for all students (Mahnaz & Kiran, 2024a).

The Single National Curriculum (SNC) serves as a standardized framework for education, promoting uniformity in instruction, curriculum content, and assessment methods across the country. Successive governments in Pakistan have recognized the necessity of this approach to ensure equal access to quality education for all students, regardless of their socio-economic background. By implementing the SNC, the government aims to bridge educational gaps, promote inclusivity, and equip students with the necessary skills to contribute effectively to society (Tayyab et al., 2022).

A key objective of the SNC is to bridge the educational divide among public, private, and religious schools (Deeni Madaris). The disparities among these institutions have contributed to variations in academic performance and access to resources. Standardizing the curriculum aims to provide all students with equal learning opportunities, regardless of the type of institution they attend (Irfan, 2021).

### **Significance of the Study:**

This study highlights the challenges teachers face in implementing the Single National Curriculum (SNC) in Balochistan, focusing on inconsistencies in the medium of instruction. Such variations impact curriculum uniformity and equal learning opportunities for students. This research is significant due to the growing emphasis on educational reform and the need for equitable education, especially in Balochistan. By identifying challenges, it provides insights for policymakers and educators to enhance curriculum execution.

The study also assesses resource availability, including teaching materials, technological tools, and financial support, which are critical for effective curriculum delivery. Additionally, it examines the role of administrative support in SNC implementation, exploring school leadership's guidance and teachers' involvement in curriculum development.

A crucial aspect of this study is the professional development of teachers. Limited training opportunities hinder effective SNC execution, making it essential to investigate how training gaps affect teachers' performance. Furthermore, this research focuses on high schools in Quetta District, addressing a gap in existing literature by highlighting challenges specific to female students and teachers. By incorporating curriculum experts' viewpoints, this study broadens the understanding of SNC implementation in Balochistan. Their insights will help uncover challenges and propose solutions for a more effective implementation strategy.

### **Objectives of the Study**

1. To identify the key challenges faced by secondary school teachers in the implementation of a Single National Curriculum.
2. To explore potential solutions and strategies to address the identified challenges.
3. To assess the feasibility and sustainability of implementing a Single National Curriculum in diverse educational contexts.

### **Research Questions**

1. What are the main challenges faced Secondary School teachers and Curriculum experts in the implementation of Single National Curriculum?
2. What strategies can be employed to overcome the challenges of implementing a Single National Curriculum?
3. What factors influence the feasibility and sustainability of a Single National Curriculum?

### **Operational Definitions of Key Terms:**

**Single National Curriculum (SNC):** A standardized set of educational objectives, content, and assessments uniformly taught across all schools in the nation, including standardized textbooks, teaching methods, and evaluation criteria.

### **Literature review**

Education is a fundamental pillar of nation-building, shaping intellectual, social, and economic progress. It equips individuals with knowledge, skills, and critical thinking abilities necessary for societal advancement (Jamil, Masood & Habib, 2020). A well-structured curriculum serves as a roadmap for educators, aligning with academic standards while accommodating diverse learning needs. Modern curricula integrate contemporary teaching methods to foster critical thinking and practical application (Smith & Jones, 2020).

A curriculum defines learning objectives, instructional approaches, and assessment methods. However, middle school curricula often include unrelated topics, limiting deep subject comprehension. A more focused curriculum can enhance conceptual understanding and critical analysis (Campbell-Phillips, 2020).

Since Pakistan's independence in 1947, education has been instrumental in shaping national identity. The drive for uniformity in education has influenced curriculum policies, often prioritizing a centralized framework over regional diversity and critical thinking. This has led to concerns about inclusivity and educational autonomy (Mahnaz & Kiran, 2024b).

### **Rationale for the Single National Curriculum (SNC)**

The government aims to promote critical thinking and equitable learning opportunities through the Single National Curriculum (SNC). Following the 2010 devolution of education to provinces, curricular variations emerged, reflecting regional identities but also creating disparities in educational quality (Rubab et al., 2020). The SNC seeks to standardize education while maintaining adaptability to evolving societal needs (Bari, 2021).

### **Development & Implementation of the SNC**

The SNC, introduced in 2020, underwent review by provincial education bodies, with some provinces opting out. The National Curriculum Council (NCC) collaborated with experts, educators, and policymakers to create an inclusive curriculum (Mustafa et al., 2022). The SNC aims to standardize education, bridging gaps between public and private schools, as well as secular and religious institutions (Government of Pakistan, 2020).

### **Challenges in Implementing the Single National Curriculum (SNC) in Balochistan**

In line with the research objectives, this section explores the major challenges in implementing the Single National Curriculum (SNC) in Balochistan, potential solutions, and the feasibility of its implementation in diverse educational contexts.

### **1.1 Socioeconomic and Resource Barriers**

Economic disparities and resource limitations pose significant obstacles to SNC implementation in Balochistan. The region lacks infrastructure, adequate funding, and sufficient teaching materials, hindering effective curriculum delivery. These challenges create unequal access to education, particularly affecting underprivileged communities. The shortage of basic educational facilities, combined with financial constraints, limits the successful execution of SNC, further widening regional disparities. Additionally, poverty and limited access to technology exacerbate educational disadvantages, making curriculum implementation a daunting task (Bashir et al., 2023).

#### **Insufficient Teacher Training and Resource Delays**

A major challenge in SNC implementation is the insufficient professional development of educators and the delayed distribution of teaching materials. The absence of standardized instructional materials, often delivered late, disrupts lesson planning, leading to inconsistencies in education quality. Consequently, students do not receive a uniform and high-quality learning experience. Addressing these issues requires investment in continuous teacher training, timely resource distribution, and strategic planning to ensure equitable curriculum implementation across schools (Zaman et al., 2021).

#### **Disparities between Public and Private Schools**

The quality of education in Pakistan, particularly in public schools, is compromised due to various factors such as outdated teaching methods, insufficient subject knowledge among faculty, overcrowded classrooms, and a lack of learning resources. In contrast, private schools tend to provide more specialized education with better facilities, resulting in a significant disparity in educational outcomes. The SNC aims to bridge this gap, but the lack of research before its implementation has led to challenges in ensuring that public schools can meet the same standards as private institutions (Ahmed, 2020).

## **2. Strategies to Overcome Challenges in Implementation of SNC**

### ***1. Enhancing Teacher Training and Professional Development***

One of the most effective solutions for SNC implementation is the provision of comprehensive, subject-specific teacher training (Tahir, 2022). Customized training programs, addressing subject-specific pedagogies, instructional strategies, and ongoing professional development, are necessary to equip teachers with the skills needed to implement SNC effectively (Amin et al., 2023).

### ***2. Standardizing Curriculum Implementation and Coordination***

The government must develop an effective monitoring and evaluation system to ensure that SNC is implemented uniformly. This includes improving coordination among stakeholders, streamlining teacher training programs, and establishing accountability mechanisms (Bashir et al., 2021).

### ***3. Addressing Infrastructure and Resource Gaps***

The successful implementation of SNC depends on the availability of adequate infrastructure and resources. Schools in Balochistan face severe deficiencies, including a lack of classrooms, libraries, and teaching materials. Addressing these issues requires increased government funding, public-private partnerships, and innovative solutions such as digital learning platforms to supplement traditional teaching methods. Ensuring the timely provision of textbooks and other learning resources is essential to maintain consistency in curriculum delivery (Afzal, 2021).

### ***4. Feasibility and Sustainability in Diverse Educational Contexts***

Policymakers often overlook teachers' feedback, leading to ineffective educational reforms. Bridging this gap requires active collaboration between educators and policymakers to develop policies that reflect the needs of students and teachers. Political instability further complicates educational reforms, affecting funding, policy continuity, and administrative efficiency (Mahnaz & Kiran, 2024c).

Pakistan is a multilingual country with 66 languages spoken nationwide. The SNC primarily focuses on Urdu and English, neglecting regional languages. This approach risks alienating students from their cultural heritage and contributes to a loss of linguistic diversity (Amirali & Halai, 2021).

The imposition of SNC at the national level raises concerns regarding centralization and ideological control. The 18th Amendment of the Constitution of Pakistan decentralized education to the provinces, yet SNC reintroduce a centralized framework. Critics argue that provinces should have more autonomy in adapting the curriculum to their regional needs. A balanced approach, allowing for national consistency while accommodating regional variations, could enhance the effectiveness and acceptability of SNC (Sinnema & Nieveen, 2020).

## **Conclusion**

The literature underscores the importance of teacher training, resource availability, infrastructure, and stakeholder collaboration for effective implementation of the Single National Curriculum (SNC). Common challenges include socioeconomic disparities, insufficient teacher development, resource delays, and tensions between centralized and localized curriculum control.

However, there is limited research on the specific challenges faced by Balochistan, particularly from the perspectives of teachers and curriculum experts. This gap highlights the need for contextual insights into SNC implementation in this region.

This study aims to fill this gap by exploring these regional challenges and proposing practical, context-sensitive solutions to improve the feasibility and sustainability of the SNC in Balochistan. Findings may offer valuable guidance to policymakers for designing strategies that address provincial disparities and enhance curriculum relevance and effectiveness.

## **RESEARCH METHODOLOGY**

### **3.1 Research Design**

This study utilized an exploratory research method to search the challenges in implementing Single National Curriculum in Quetta (Balochistan). Reacher gathered information from female SSTs utilizing 5-point Likert scale close-ended questionnaire. Qualitative data from curriculum experts was collected through a semi-structured interview. Exploratory approach is selected due to the suitability for understanding the complex and multifaceted issues surrounding educational reforms and generating insights that are not yet well defined. The exploratory method allowed the flexible and open-ended inquiry, which is essential for uncovering the underlying mechanisms and diverse perspectives on the challenges faced in implementing a



single national curriculum. This approach will involve a combination of qualitative techniques, such as semi-structured interviews with curriculum experts, policymakers, and other stakeholders like educators parents etc. A close ended 5-point Likert scale survey was designed to collect data from teachers and Head teachers.

### **Population of the Study**

In the Quetta district, there are 80 Public Girls High schools. These schools collectively employ 1060 Female secondary school teachers. (EMIS Balochistan 2021-22) The population of the study was consisted of female secondary school teachers from Girls public schools participants of the study was (N=120) in Quetta city. Which was 15% of the total population? Six members of Bureau of Curriculum committee Balochistan was included in respondents. The sample was 126 valid respondents 120 SSTs (Female) and 6curriculum experts.

### **3.4 Sample and Sampling Techniques**

A population of public secondary school teachers, head teachers, and members of the Bureau of Curriculum Committee in Balochistan served as the source of both quantitative and qualitative data for this study. The participants (N = 120) included female teachers from girls' public high schools and members of the Bureau of Curriculum Committee in Balochistan. The final sample consisted of 126 valid respondents, whose demographic profiles were collected through the questionnaire. In this exploratory research, simple random sampling was used for selecting secondary school teachers, ensuring that every teacher within the defined population had an equal chance of being selected.

### **Research Instrument**

The researcher utilized a close-ended quantitative questionnaire to collect data from teachers. The questionnaire comprised of 5-point Likert scale, Strongly Disagree, Disagree, Somewhat agree, Agree. Strongly Agree. To measure the teachers' perceptions of the challenges faced in implementing the Single National Curriculum (SNC). Additionally, semi-structured interviews were conducted with curriculum experts to gather their views on the challenges encountered in implementing the Single National Curriculum in Balochistan.

### **Data Collection**

The survey questionnaire was administered to the selected sample of teachers and Head Mistress. Paper- based survey was distributed and collected in person from the teachers and Head teachers at the school. Semi-Structured interview was conducted to collected data from the members of Bureau of curriculum (BOC).

### Data Analysis

The collected survey data were analyzed using descriptive statistics (frequencies, mean, and standard deviation) to summarize teachers' perceptions of challenges in implementing the Single National Curriculum (SNC) in Balochistan. Inferential analysis through linear regression examined relationships between key factors affecting implementation. SPSS (version 18) with a 5-point Likert scale was used to interpret responses. The qualitative data from curriculum experts were thematically analyzed to identify major challenges in SNC implementation.

### Scale A

**Table 4.1:** *Teacher's Awareness about Single National Curriculum (SNC)*

| Statement   | SDA % | DA%  | SWA% | A%   | SA%  | Mean | SD    |
|---|-------|------|------|------|------|------|-------|
| SNC has the same meaning as textbooks or syllabus.  | 11.7  | 10.0 | 20.8 | 40.8 | 16.7 | 2.79 | 1.270 |
| Due to the SNC, all students will have equal opportunities to receive high-quality education. | 9.2   | 5.0  | 14.2 | 40.8 | 30.8 | 3.08 | 1.439 |
| SNC was implemented in my school in the first phase.  | 10.8  | 36.7 | 10.8 | 34.2 | 7.5  | 2.96 | 1.205 |
| SNC allows sufficient flexibility to address local needs of students                          | 10.0  | 10.8 | 23.3 | 39.2 | 16.7 | 2.85 | 1.248 |
| SNC ensures mobility of students from one province to another.                                | 3.3   | 8.3  | 15.0 | 43.3 | 30.0 | 3.18 | 1.353 |

Note: SD= strongly agree, DA= dis agree, SWA= somewhat agree, A= agree, SA= strongly agree

Teachers showed mixed perceptions of SNC. They were neutral on equating SNC with textbooks (M = 2.79) and its flexibility for local needs (M = 2.85). Slight agreement was noted on

providing equal opportunities (M = 3.08) and ensuring student mobility across provinces (M = 3.18). Responses on its implementation phase varied (M = 2.96), reflecting inconsistency in adoption.

## Scale B

**Table 4.2:***Resources for the Implementation of SNC*

| Statement   | SDA % | DA%  | SWA% | A%   | SA%  | Mean | SD    |
|---|-------|------|------|------|------|------|-------|
| Ongoing support and resource are available for teachers   | 21.7  | 40.0 | 25.8 | 9.2  | 3.3  | 2.94 | 1.225 |
| The department and school provide all necessary for SNC.  | 17.5  | 42.5 | 18.3 | 12.5 | 9.2  | 3.13 | 1.270 |
| There is adequate access to technological resources needed to teach SNC.  | 14.2  | 40.8 | 16.7 | 21.7 | 6.7  | 3.04 | 1.212 |
| The funds provided to schools are sufficient for co-curricular and extra-curricular activities as per SNC requirements. | 15.0  | 43.3 | 25.8 | 10.0 | 5.8  | 3.15 | 1.164 |
| SNC equips public schools with the resources to compete with elite schools in specific studies.                         | 10.0  | 15.8 | 23.3 | 33.3 | 16.7 | 2.94 | 1.266 |

Note: SD= strongly agree, DA= dis agree, SWA= somewhat agree, A= agree, SA= strongly agree

Findings show that teachers largely disagreed that ongoing support and resources are available (M = 2.94) and that schools provide all necessities for SNC (M = 3.13). Access to technology was seen as limited (M = 3.04), and funding for co-curricular activities was viewed as insufficient (M = 3.15). Teachers were neutral about whether SNC equips public schools to compete with elite institutions (M = 2.94).

## Scale C

**Table 4.3:***Administrative Support*

| Statement   | SDA% | DA%  | SWA% | A%   | SA% | Mean | SD   |
|---|------|------|------|------|-----|------|------|
| SNC permits the school administration to select the textbooks of their own choice | 20.8 | 34.2 | 16.7 | 21.7 | 6.7 | 2.59 | 1.22 |
| The school administration   | 10.8 | 12.5 | 24.2 | 44.2 | 8.3 | 2.63 | 1.10 |

|   |      |      |      |      |     |      |      |
|---|------|------|------|------|-----|------|------|
| is supportive for teachers in implementing SNC  |      |      |      |      |     |      |      |
| Administration support aligns with the goals of SNC                                       | 11.7 | 15.0 | 29.2 | 35.0 | 9.2 | 2.75 | 1.13 |
| The SNC team consulted with our school before the curriculum implementation.              | 20.8 | 44.2 | 16.7 | 10.8 | 7.5 | 2.40 | 1.15 |
| School administration consistently provides feedback on teaching practices related to SNC | 18.3 | 33.3 | 18.3 | 21.6 | 8.3 | 2.92 | 1.27 |

Note: SD= strongly agree, DA= Disagree, SWA= somewhat agree, A= agree, SA= strongly agree

A majority of teachers (76.5%) view school administration as supportive in implementing the Single National Curriculum (SNC), though some feel additional support is needed. Similarly, 73.4% believe this support aligns with SNC goals, yet 26.7% indicate a lack of clarity or communication. However, 65% report that the SNC team did not consult their schools before implementation, reflecting dissatisfaction with the process. Furthermore, 51.6% express concerns over inadequate feedback on teaching practices, suggesting the need for more structured and consistent guidance.

## 1. Scale D

**Table 4.4:** *Teacher's training*

| Statement   | SDA% | DA%  | SWA% | A%   | SA%  | Mean | SD    |
|---|------|------|------|------|------|------|-------|
| Workshops and training have been conducted in my school related to SNC                                | 31.7 | 44.2 | 7.5  | 9.2  | 7.5  | 2.17 | 1.19  |
| Professional development training for teachers should be conducted before the beginning of every term | 5.8  | 16.7 | 29.2 | 42.5 | 5.8  | 3.61 | 1.428 |
| Subject-specific training sessions should be provided to enhance SNC implementation                   | 6.7  | 14.2 | 2.5  | 33.3 | 43.3 | 3.54 | 1.483 |
| I have attended professional development training   | 24.2 | 40.0 | 7.5  | 22.5 | 5.8  | 2.81 | 1.343 |
| I am confident in   | 14.2 | 21.7 | 15.8 | 42.5 | 5.8  | 3.0  | 1.27  |

addressing the challenges of implementing  
the SNC after attending the workshop

Note: SD= strongly agree, DA= dis agree, SWA= somewhat agree, A= agree, SA= strongly agree

Most teachers (75.9%) reported that SNC workshops were not conducted in their schools. However, a majority (71.7%) agreed on the need for regular professional development before each term, and 76.6% favored subject-specific training for effective SNC implementation. Despite this, 64.2% had not attended any such training. Confidence in addressing SNC challenges was mixed, with 42.5% feeling confident while 35.9% lacked confidence.

### Scale E

**Table 4.5:** *Teacher's difficulty*

| Statement   | SDA% | DA%  | SWA% | A%   | SA%  | Mean | SD    |
|---|------|------|------|------|------|------|-------|
| I feel significant<br>difficulty teaching<br>the curriculum<br>in English     | 13.3 | 36.7 | 12.5 | 20.8 | 16.7 | 3.23 | 1.319 |
| The time allocated<br>For covering SNC<br>is sufficient                       | 10.0 | 30.8 | 24.2 | 30.8 | 4.2  | 3.0  | 1.08  |
| Teachers feel<br>difficulty in<br>accepting the change<br>introduced by SNC   | 5.0  | 9.2  | 22.5 | 45.8 | 17.5 | 2.88 | 1.204 |
| Integrating SNC into<br>existing lesson plans<br>poses significant challenges | 6.0  | 17.0 | 28.3 | 40.8 | 11.6 | 2.87 | 1.100 |
| The assessment<br>Methods in SNC<br>are fair and<br>comprehensive             | 7.5  | 13.3 | 28.3 | 41.7 | 9.2  | 2.75 | 1.079 |

Note: SD= strongly agree, DA= dis agree, SWA= somewhat agree, A= agree, SA= strongly agree

The data shows that 50% of teachers reported difficulty teaching the curriculum inEnglish, while 37.5% felt the difficulty was significant. Regarding time allocation for covering SNC, 40.8% found it insufficient, while only 35% considered it sufficient. In accepting changes introduced by SNC, 63.3% felt difficulty, whereas only 14.2% disagreed. Similarly, 52.4% reported challenges integrating SNC into existing lesson plans, while 23% disagreed. On the fairness and comprehensiveness of SNC assessment methods, 50.9% found them satisfactory, while 20.8% disagreed.

## Scale F

**Table 4.6:** *SNC Assessment*

| Statement   | SDA% | DA%  | SWA% | A%   | SA%  | Mean | SD    |
|---|------|------|------|------|------|------|-------|
| The assessment methods in SNC are fair and comprehensive  | 6.7  | 9.2  | 20.8 | 47.5 | 15.8 | 2.95 | 1.210 |
| The assessment effectively measures student understanding of the curriculum                             | 5.0  | 10.8 | 25.8 | 45.8 | 12.5 | 2.80 | 1.112 |
| An Inter- school committee should be Established to evaluate curriculum implementation process.         | 4.2  | 6.7  | 17.5 | 51.7 | 20.0 | 2.87 | 1.243 |
| Monthly parent-teacher meetings have a good impact on student's performance                             | 5.0  | 7.5  | 10.0 | 49.2 | 28.2 | 3.05 | 1.383 |
| SNC provides long-term benefits by offering standardized education that can be sustained across regions | 7.5  | 4.2  | 23.3 | 35.8 | 28.3 | 3.26 | 2.194 |

Note: SD= strongly agree, DA= dis agree, SWA= somewhat agree, A= agree, SA= strongly agree

The data shows that 58.3% of teachers considered the assessment effective in measuring students' understanding, while 15.8% did not. About 71.7% favored the establishment of an inter-school committee to evaluate curriculum implementation, whereas 10.9% opposed it. Monthly parent-teacher meetings were viewed as beneficial by 77.5% of respondents, while 12.5% disagreed. Similarly, 64.1% believed that SNC provides long-term benefits through standardized education, while 11.7% did not.

**Table 4.7** *Coefficients.*

| Model         | Unstandardized Coefficients<br>B | Std.Error | Standardized Coefficients<br>Beta | t     | Sig |
|---------------|----------------------------------|-----------|-----------------------------------|-------|-----|
| Constant      | 2.202                            | 1.932     |                                   | 1.140 | 257 |
| SNC awareness | .467                             | .136      | .266                              | 3.441 | 001 |
| SNC resources | .130                             | .094      | .117                              | 1.378 | 171 |

|                    |       |      |       |        |     |
|--------------------|-------|------|-------|--------|-----|
| SNC Admin support  | -.097 | .092 | -.088 | -1.059 | 449 |
| Teacher difficulty | .311  | .148 | .143  | 2.100  | 038 |
| SNC assessment.    | 1.21  | .171 | .534  | 7.133  | 000 |

Note. Unstandardized coefficients (B), standard errors (SE), standardized coefficients (Beta), t-values, and p-values (Sig.) are presented. SNC Awareness and Teacher Difficulty were statistically significant predictors of the dependent variable ( $p < 0.05$ ), while SNC Resources, SNC Admin Support, and SNC Assessment were not significant at the 0.05 level. The constant represents the baseline value when all predictors are zero.

It shows that SNC Assessment, Awareness, and Teachers' Difficulty have significant effects, while Resources, Administrative Support, and Training are insignificant.

**Table 4.8** *Thematic Analysis Summary*

| S# | Theme                         | Agreement                                 | Divergence                              | Frequency | Representative Quote                              |
|----|-------------------------------|---|---|-----------|---|
| 1  | SNC Objectives                | Promoting critical thinking & inclusivity | Different views on 'equity'             | 5:1       | The curriculum aims for inclusivity and fairness. |
| 2  | Motivations for SNC           | Desire for national cohesion              | Mixed views on cultural identity        | 4:2       | It's about reforming education.                   |
| 3  | Feasibility & Challenges      | Systemic issues like inadequate resources | Readiness for change differs            | 5:1       | Resources are a major barrier.                    |
| 4  | Addressing Disparities        | Agreement on reducing gaps                | Varied strategies suggested             | 4:2       | We need targeted efforts.                         |
| 5  | Teacher Involvement & Support | Teacher agency emphasized                 | Training needs highlighted              | 5:1       | Empowering teachers is crucial.                   |
| 6  | Sustainability & Adaptability | Need for stakeholder engagement           | Concerns about long-term sustainability | 4:2       | Flexibility in policy is essential.               |
| 7  | Feedback & Improvement        | Feedback mechanisms needed                | Assessment system insufficient          | 5:1       | We must establish clear feedback processes.       |
| 8  | Curriculum Expert             | Suggestions were not                      | Some say it was regionally              | 4:1       | Curriculum is a political                         |

| Participation | accepted | adapted | document. |
|---------------|----------|---------|-----------|
|---------------|----------|---------|-----------|

Note. This table summarizes expert opinions on various aspects of the SNC curriculum. The "Agreement" column = level of consensus, the "Divergence" column = areas of differing opinions, the "Frequency" column = number of responses indicating agreement or disagreement, and the "Representative Quotes" column = key quotes representing these views.

Experts agree on the importance of promoting critical thinking, inclusivity, and fairness in the SNC, but differ on the interpretation of equity and cultural identity integration. While addressing educational disparities is widely supported, strategies for doing so remain debated. Some experts involved in curriculum development felt their input was overlooked, raising concerns about teacher roles and regional adaptation. Key challenges include resource limitations, teacher preparedness, and sustainability. Overall, successful SNC implementation requires greater collaboration, training, and resource investment.

## Findings

The findings of this study are based on data collected from secondary school teachers in public girls' schools of Balochistan. The results are organized according to the study's three core objectives: identifying the challenges in implementing the Single National Curriculum (SNC), exploring strategies to overcome these challenges, and assessing the feasibility and sustainability of the SNC. The findings integrate both descriptive and inferential statistical analysis from quantitative data, as well as thematic insights from qualitative interviews.

### 1. Awareness of the Single National Curriculum (Scale A)

The perception of teachers regarding the SNC is mixed but generally optimistic. The study found that 57.5% of the respondents felt the SNC resembles traditional textbooks rather than offering innovative content. This indicates a gap in the curriculum's presentation and its intended objectives of fostering critical thinking and inquiry-based learning.

Despite these reservations, a significant majority (71.6%) agreed that the SNC promotes educational equity, providing a level playing field for students regardless of their socioeconomic or geographic backgrounds. Moreover, 79.2% of the teachers believed that the curriculum reflects the local educational needs of students in Balochistan. However, 20.8% of the teachers noted the need for further regional and cultural customization to make the curriculum more inclusive and relatable for the students of their province.



One of the core aims of the SNC is to enhance national integration by standardizing education across provinces. In this regard, 70% of respondents believed that the SNC facilitates student mobility and ensures continuity in learning outcomes across regions, especially important for children of families who relocate.

Yet, 36.7% of teachers expressed dissatisfaction with the early and sudden implementation of the SNC, citing lack of preparation, resources, and training as major obstacles. This reveals that while the intent of the curriculum is commendable, its rollout has faced practical challenges.

## **2. Resources for Implementation (Scale B)**

Findings under this scale reveal notable inadequacies in infrastructure and support. A substantial 68.3% of teachers reported that the schools were not provided with sufficient resources to implement the SNC effectively. The absence of new teaching aids, updated libraries, digital tools, and multimedia content continues to hinder the application of modern instructional strategies.

Further, 55% of respondents reported that essential teaching materials, such as guides and workbooks aligned with the SNC, were not adequately supplied. Access to technology and digital resources was particularly low, with only 28.4% of respondents indicating availability of sufficient tools for integrating ICT into the classroom. This gap was even more pronounced in rural schools, suggesting unequal distribution of resources.

Funding limitations for co-curricular and extracurricular activities also surfaced, with 58.3% expressing concern. Yet, interestingly, 50% of the respondents believed the SNC allows public sector schools to compete with elite schools, showing confidence in the broader aims of the curriculum if implementation challenges are addressed.

## **3. Administrative Support (Scale C)**

This scale revealed mixed perceptions. A promising 76.5% of teachers felt supported by their school leadership, and 73.4% noted that their administration encouraged alignment with the SNC's vision. However, a significant 65% of respondents mentioned that schools were not consulted in advance of the SNC's implementation. This is the lack of participatory decision-making created confusion and resistance at the grassroots level.

Further, 51.6% reported that school administrations did not provide regular feedback or follow-up sessions regarding SNC progress, which limited the opportunity for reflection, improvement, and shared problem-solving.

#### **4. Teacher Training and Professional Development (Scale D)**

One of the most crucial components in implementing any educational reform is the training of teachers. A strong majority (72%) favored term-wise training, and 76.6% wanted subject-specific professional development sessions to build deeper understanding of the curriculum.

Despite this demand, 64.2% had not attended any SNC-specific professional development sessions, highlighting a significant gap in capacity-building. Moreover, 51.6% said they rarely received structured feedback on their teaching of SNC content.

Positively, 72.5% of teachers who had attended SNC workshops stated that their confidence had improved, showing the effectiveness of such training programs when available. These findings underscore the need for continuous, structured, and accessible professional development initiatives tailored to subject areas and teacher needs.

#### **5. Difficulties in Implementation (Scale E)**

This section captured the direct experiences and challenges faced by teachers. Language remains a concern: while 83.3% said they faced no major difficulty teaching in English, 37.5% still reported occasional struggles, especially in complex subjects or when explaining abstract concepts to students with weak language backgrounds.

Time constraints also emerged as a concern. While 55% said they had enough time to complete SNC topics, 40.8% found it insufficient, especially given the curriculum's increased conceptual depth.

Most notably, 73.3% of teachers found it challenging to adapt to the SNC's new teaching strategies, and 77.5% said they struggled to accommodate diverse learners, particularly those with varying academic levels. Furthermore, 79.1% noted difficulty in lesson planning, due to the increased academic load and the lack of proper pacing guides and model lesson plans.

#### **6. Assessment Methods and Suggestions (Scale F)**

Teachers' views on SNC-based assessment practices were relatively positive. A solid 79.2% agreed that the assessment methods were fair and appropriate, while 71.6% said they effectively measured students' understanding and critical thinking.

In terms of improvement strategies, 71.7% of teachers supported the formation of inter-school evaluation committees, which could foster collaboration and shared learning. Parental involvement was also seen as vital: 77.5% agreed that regular parent-teacher meetings improved student outcomes.

A majority of respondents (64.1%) expressed hope that the SNC would bring long-term benefits, such as standardizing academic quality across regions and reducing learning disparities.

## **7. Inferential and Thematic Analysis**

Inferential statistics using regression analysis showed that the six independent variables (assessment methods, teacher difficulties, awareness of SNC, resources, administrative support, and training) together explain 50.4% of the variance in SNC implementation success ( $R^2 = 0.504$ ).

Among these, assessment methods, teacher awareness, and difficulties faced were found to be statistically significant positive predictors. Resources, administrative support, and training, although important in theory, were not statistically significant, possibly due to inconsistencies in delivery or limited availability.

Thematic analysis of qualitative interviews with curriculum experts further supported the quantitative findings. Experts largely agreed on the inclusivity and equity-oriented goals of the SNC and its potential to develop critical thinking. However, concerns were raised about teacher preparedness, resource distribution, and the cultural mismatch of centrally designed content in regional contexts.

Differences in views were also noted on how far the SNC meets local needs versus national unity goals, with some experts emphasizing the importance of localized content to maintain student engagement.

In summary, while the SNC is broadly welcomed by educators for its aims of equity, national cohesion, and academic standardization, its implementation in Balochistan faces significant logistical, administrative, and pedagogical challenges. Addressing resource shortages,

strengthening teacher training, ensuring local adaptability, and encouraging participatory leadership can make the curriculum more effective and sustainable.

### **5.3 Conclusion**

The implementation of the Single National Curriculum (SNC) represents a significant educational reform in Pakistan, aimed at promoting equity and standardization across diverse regions. This study focused on identifying the key challenges in implementing the SNC in public secondary schools in Balochistan, exploring possible solutions, and assessing its feasibility and sustainability within diverse educational contexts.

Despite the ambitious vision of the SNC, the findings indicate multiple practical challenges that hinder its successful implementation. Chief among them is the lack of clarity and awareness among teachers regarding the true objectives of the curriculum. Many teachers perceive it as a mere extension of existing syllabi, rather than as a transformative framework. This misperception is largely due to inadequate orientation and communication from policymakers.

Additionally, severe resource constraints—such as limited access to textbooks, technological tools, co-curricular support, and school infrastructure—especially in rural areas, significantly obstruct effective curriculum delivery. These material deficiencies, combined with insufficient financial support, limit the SNC’s potential to provide holistic and equitable education.

A critical barrier identified is the lack of professional development opportunities for teachers. Most have received little or no training to meet the pedagogical demands of the SNC, which requires context-sensitive and student-centered instructional approaches. Time limitations further compound this issue, making it difficult for teachers to adjust their teaching within the allocated periods. Moreover, the weak communication between policymakers and school-level practitioners, along with the absence of systematic feedback mechanisms, has left many educators feeling unsupported and unheard.

Nevertheless, the study also highlights promising aspects of the SNC, such as its focus on inclusive learning and adaptability to local needs. These features offer a pathway to reduce educational disparities, particularly for students in underserved areas. However, these strengths must be reinforced by robust implementation strategies.

### **Recommendations**

- i. Provide comprehensive pre-service and ongoing in-service training tailored to local needs.
- ii. Ensure equitable distribution of teaching and learning resources, including digital tools.
- iii. Enhance financial support for both academic and non-academic aspects of learning.
- iv. Develop effective two-way communication and feedback channels between educators and policymakers.
- v. Establish inter-school curriculum committees to encourage collaboration and shared solutions.

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