

Development of the Single National Curriculum; Opportunities at Primary Level

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Abstract

A good educational system has to involve all stakeholders to develop an effective curriculum. In Pakistan, school curriculum is usually developed with the consultation of the end users i.e. teachers and subject specialists. This research study explores the perceptions of stakeholders regarding opportunities of a single national curriculum; a study of public and private sector schools. Single National Curriculum implemented by the Prime Minister of Pakistan Mr. Imran Khan at school level in Pakistan that is the positive move towards the improvement in education system of Pakistan and elimination of educational inequality. The study used a mixed-method approach. It is based on unstructured interviews with six curriculum experts that revealed themes regarding opportunities in SNC. Quantitative data were collected by developing a questionnaire based on ten themes extracted from the interviews with subject specialists. Respondents to the questionnaire were 209 teachers of public and private schools. Data were collected by following all the ethical considerations. Financial ease, government engagement, activity-oriented, unified content and ICT integration are the opportunities regarding SNC. Quantitative data were analyzed through SPSS software (Statistical Package for Social Sciences) to explore teachers' perceptions regarding SNC opportunities. Quantitative data analysis that the majority of the teachers agreed with the highlighted themes and statements regarding opportunities in SNC. No significant differences were found among the responses of public and private school teachers.

Keywords

Single National Curriculum, Opportunities, Primary Level, Public Schools, Private Schools

1. Introduction

The progress and development of a country depend upon the quality of its educational system. A state that is not committed to educational standards will never be able to keep up with today's modern world of advancement. Pakistan's founder Muhammad Ali Jinnah had forcefully warned the nation about the importance of education, saying, "Education is a matter of life and death to our nations". Pakistan has a variety of educational systems with class differences and seems to be a big hurdle in bringing unity and harmony between different sections of society. The students in each education system come from different backgrounds. Educational inequality exists in Pakistan partly because students are studying different curricula, are enrolled in private and public schools, are elite and poor, and (those who can afford) opt for higher education abroad, compared to the local education. However, the reasons for educational inequality lie beyond these aspects.

Single National Curriculum introduced by the Prime Minister of Pakistan Mr. Imran Khan at school level in Pakistan. The term Single National Curriculum refers to a single idea that is based on a perception of unified education. Single National Curriculum means it has the same structure of curriculum and unified medium of instruction for all the grades 1 to 12. Pakistan has five provinces and all were instructed to implement the same system of education. Curriculum, method of teaching, assessment system will be the same for all to ensure that all pupils in Pakistan receives unbiased opportunity in term of education. Single National Curriculum is developed and implemented to provide uniformity in education and to eliminate the factor of inequality and status differences (Abbas, Basit, Akhtar, Mehmood, & Nazim, 2022).

When Pakistan came into being in 1947, all governments used curriculum and textbooks to support and instill the ideology of Islam and its values to the next generation to construct the same national individuality of a plural culture (Khalid & Khan, 2006). From 1947 till now, Pakistan has had eight educational policies in seventy-five years. Furthermore, throughout the time of several regimes in Pakistan, eight five-year plans as well as six, commissions and boards, many workshops, meetings and sessions were. Arranged dedicated to the idea of educational policies (Khalid & Khan, 2006).

Identity has appeared as a significant factor in education since the 1990s, mainly directed at sex, class, sexual, cultural and nationwide identities (Bhutto et al., 2020).

Qazi & Shah (2019) stated that national identity has always been the main focus of Pakistan. It has been passionate about discovering a unified identity for the state since 1947. It is obvious in the state's educational plans and curriculum. The core of it is founded on enthusiasm to carry madrasah departments for holy teaching that guides religion into middle-of-the-road community education and the wish to form an identical nation. Twenty-first century's development, education is considered to play the main part (Piliyesi & Ogada, 2020). Education must

be the development of a person's personality and the establishment of respect for the rights of people as well as basic liberty. Understanding, patience, and unity between nations, ethnic or Islamic groups, must be promoted.

Broadly, curriculum identifies the ethics, norms, set of instructions and purposes which validate the areas of the system of education or educational institute as well as a complete teaching-learning process that is involved in it (Williamson, 2013). The curriculum is defined in different stages, the public as well as institutional stage. The government is only responsible for the curriculum, but teachers and students should also play their role. According to Anderson, the system of education functions in some ways while taking part in making a transformed society.

In the present era, curriculum development plays an important role in bringing significant transformation in students. Single National Curriculum (SNC) has a vision. It outlines a single system of education for everyone in terms of curriculum, teaching, medium of instruction and a common evaluation platform so that all children of the state have a fair and equal chance of gaining quality education. The curriculum is a big plan that draws up state strategies by explaining aims, morals, and learning expectations to clarify the position of the modules, built on research and facts (Mottaghi & Talkhabi, 2019). Stakeholders, including policymakers, teachers, and educationists, interpret the curriculum countrywide. The process is known recommended curriculum.

The Single National Curriculum is the main foundation of resources, including the needed necessities, curriculum storage of any type as well as the development of any set of instructions to be delivered. The single curriculum text used in the national level of the educational system is a standard and ethics organized and logical in the process of development as well as creation of curricula for the whole country as well as based on the results fetched by research.

This research addressing particularly primary level and the reason was the implementation of SNC at primary level in the first phase. One of the prominent initiatives of the government of Mr. Imran Khan was the implementation of Single National Curriculum which was divided into different phases and the first phase was the implementation of SNC at primary level in the year of 2021 (Jahanzaib, Fatima, & Nayab, 2021). The step taken by the Pakistani government was beneficial for Pakistanis and dragged the researchers to pick it as a researcher needed topic.

2. Literature Review

The education predictor of Pakistan has been saddened with low literacy levels, ghost schools, and primary education rates to 73 percent, dropping to 24 percent in secondary schools with low administration. Without a clear understanding of the structure of the educational policies, any amount of human and financial help will not develop a better education system (Sheikh, Waqas, & Khan, 2018).

The main focus of the study is the opportunities faced by teachers in imple-

menting the SNC. The subject of the curriculum is broad in both scope and understanding. Definitions of curriculum are limitless and can incorporate several characteristics. The idea of the curriculum has progressed through the years into discussions of several overlapping concepts such as equal opportunity and unity. This research would explore the different dimensions and studies of curriculum in other countries as well.

An education system, it is influenced by educational policies, strategies, and ideas stated through the curriculum. The curriculum specifies goals to be achieved. The thinking of a child and the curriculum extensively influenced educational philosophy, specifically, the different scientific branches study the numerous sides of the curriculum. One of them is curriculum design and Dewey's work is appreciable in it (Bucura & Popa, 2016). Site-specific approaches are more appropriate for upper levels but at the system level curriculum development must be "generic". Curriculum development can be explained in detail, and also subject to continuous improvement in the process.

Kennedy (1997) stated that schools are an aid to social mechanisms and dominance as the dominance of the Population of Punjab can be seen in most of the curriculum plans of Pakistan. "To spread the dominant culture and inculcate popular ideology of nationhood; to forge the political and cultural unity of the burgeoning nation-state; and to cement the ideological hegemony of the dominant group" is the main object of designing and planning a new education system for the country. Kennedy was studying in a separate system and West Country but his statements are completely relatable to Pakistan's developing curriculum in which religion is the only instrument for the people of the Islamic Republic of Pakistan.

Plans of Pakistan in education embraced outlines from politics just to make the curriculum more religious, spreading rejected outsets of the country's nationwide individuality. Succeeding rules from the time when the foundation of Pakistan whether "Islamic or socialist", "civilian or military" "elected or otherwise" had the same goals related to the educational system for the promotion of religious values and to inculcate Islamic values for the transformation of religious values into the next generations (Dean, 2014; Khalid & Khan, 2006). After the implementation of the 1973 law in Pakistan, the education system was completely involved in existing lists. Education is a matter of two states, federal and provincial governments. However, there was a possibility, that other provinces, maybe they plan curriculum. This will also be helpful to find out the issues related to personal, national and worldwide identity. An unpredictability of attitudes was certain.

New governments in all the provinces had different ideas and beliefs for the future of the country, they had chances to design their curriculum policies in all the provinces of Pakistan, possibly demonstrative, among every case of majority and democratic apprehensions curriculum ancestors were placed in the picture of marginal groups. These policies developed after the agreement of the joining

units of the country before enacting the devolution of the education system of Pakistan in 2010. Peterson et al., (2010) explored that education was officially compiled systematically after the declaration of 1973 Pakistani law. Government in federal have duties for some aspects of education, like giving training to teachers, assessments, feedback, judgments standards of Judgments, and provision of guidelines for curriculum.

Curriculum planners, developers and implementers started thinking that curriculum is a source to build the generation to shape their thoughts and values (Gardner et al., 2005). If the values of any specific group are being taught in government schools, then the curriculum itself will be a place where social wars would take place between ethnic and religious groups. If we differ, in cultural or religious values in society, they can surely put Government schools into many conflicts and challenges (Ravitch, 1990). “Produced out of the cultural, political, and economic conflicts, tensions, and compromises that organize and disorganize a people” is the finalized statement for the curriculum (Apple, 2014). Ravitch (1990) said if democratic political leaders are in Government, then challenges faced due to curriculum debate can be resolved easily and this system can produce a nation that welcomes justice and unbiased behaviours or actions where one nation belonging to different cultures and religious backgrounds are living. One must always respect those who belong to different cultures and religions. The revised 18th constitution was followed for this act in which the rights of the provinces and demands were accepted. This action was followed according to the changes of the 18th constitution where demands and privileges of Punjab, Sindh, Khyber Pakhtunkhwa and Baluchistan were accepted. Provinces got more favours and rights for education system when changes in the 18th constitution took place. The country’s provinces were independent in their decisions after that (Abbasi, 2014). The subject of school-level curriculum and pre-university education both were included in provinces after some changes in legislation. At this time, provinces must provide quality education to the population because ministers of the education system in federal are not responsible for this area of concern now. Ministries of provinces are handling the process of policy-making and planning in education.

History says that teachers may not be able to accept the changes or plans in education. They are striving to restrict teaching strategies “by setting curriculum standards, establishing accountability systems, and prescribing instructional methods” (Achinstein & Ogawa, 2006). According to a statement, teachers who, are non-accepted of change in curriculum policy express a narrow approach or lack of professionalism and unsatisfactory personality traits: Goodson, (Goodson et al., 2006). Let’s have an example from the literature, research was conducted in Canada the USA and New York state. The data was collected from older teachers. In this study researcher got the data that the aged teachers accepted the changes through the degeneration and generation process. The process of degeneration contains passion, power, promises etc. but many years ago if any goal has been set and teachers are carrying that goal in their service this is included in

the generation process” (Goodson et al., 2006).

Exposure of stakeholders (Educators, students, principals, implementers, and policymakers) must be aware of the goals for the implementation process of curriculum and effects need special attention just to make sure that all are informed about the issues related to this process and curriculum. The amendments or changes and formulation of new policies in training procedures do not address the existing problems completely. Issues already stated, cooperation in making struggles among the ruling class in the educational sector, the facilitators of educators’ training and promoters in private schools will be mandatory.

3. Purpose of the Study

The purpose of this study is to explore the perception of teachers regarding opportunities in SNC which has been approved for class I to V in 2020-21. This research explicates many perspectives of stakeholders (Curriculum developers and teachers) involved in the development and implementation of SNC due to their direct interaction with the students. In Pakistan, several types of curricula were implemented and studied for many years. Ever since the launch of SNC for pre-primary and primary levels back in August 2020, there have been opposing views about it. Those in favor of it argue that it will help in providing opportunities and creating a sense of unity and equality in the education sector of Pakistan.

4. Research Objectives

- 1) To explore the perceptions of curriculum developers regarding opportunities in SNC at the Primary Level.
- 2) To explore the perceptions of teachers regarding opportunities in SNC at the Primary Level.

5. Research Questions

- 1) What are the perceptions of curriculum developers regarding opportunities in SNC at the Primary Level?
- 2) What are the perceptions of teachers regarding opportunities at SNC at the Primary Level?

6. Methodology

Research methodology explains the procedure of collecting the data needed for the research problem. This part enlightened all the steps required for the directed research. The first stage is describing the research design and explaining the nature of the study. The second addresses the population through which the researcher gathered the data, the third and fourth stages contain the sampling technique, the research instrument to collect the data and the last stage is based on the data analysis technique.

7. Research Design

The objective of the research was to explore that what are opportunities of SNC according to the stakeholders in public and private sector schools. An exploratory sequential mix method research design is used for this study. Interviews and surveys have been conducted to collect the evidence for this research topic.

8. Mix Method Research

Mixed method research has been conducted in this study. It is important to understand the perceived value of combining two distinct methodologies, especially given the added resources, time, and expertise required to conduct a mixed methods study. Mixed methods research requires additional time due to the need to collect and analyze two different types of data (Creswell & Creswell, 2005).

9. Research Method

The methodology of this type of research is based on data collection based on interviews, audio recordings, interviews, and first-hand or second-hand knowledge. It also collects evidence through observation, and focus group discussions. Major data will be non-numerical.

Qualitative research investigates and then theorizes the significance of a social or human problem for people and/or groups (Creswell, 2009). This type of research method focuses on the numerical data collected through surveys, questionnaires, polls etc. It depends on measurements, statistics, mathematics or numeric analysis of data collected through different ways. The study has explored the “Perceptions of Stakeholders regarding Opportunities of SNC”.

10. Population and Sample

At the initial stage of the qualitative phase, the population of this study is curriculum developers in the PCTB Punjab Curriculum Text Book Board. While conducting interviews, a simple random sampling technique was used to collect qualitative data.

In this research, data were to be collected from primary school teachers. The total population was 10 schools, 5 belonged to the private sector and 5 belonged to the public sector. 200 teachers were selected from 10 schools. Through a simple random sampling technique, all teachers had an equal chance to participate in this study.

11. Instrumentation

Six Semi-structured interviews of curriculum developers were conducted at the Punjab Curriculum Text Book Board and themes were extracted through interviews. The questionnaire was developed based on the sub-factors and each sub-factor contains statements. A 5-point Likert scale ranging from I (strongly disagree) to 5 (strongly agree) was used to respond to the statements.

12. Data Collection

The researcher visited PCTB for qualitative data collection. Interviews were conducted in two Phases due to the busy schedule of subject specialists. On the first day, 1 participant and a focus group discussion with 3 participants took place. On the second day, 2 female members were available for interview. In the quantitative phase, a questionnaire based on 50 statements was developed by following the emergent themes. The questionnaire was distributed among teachers of 30 schools via e-mail.

13. Data Analysis

Qualitative Phase

Thematic analysis was opted to get the themes. For analyzing qualitative data that proceeds with the searching with an apt source of data to pin down, evaluate, and interpret replicated patterns (Braun & Clarke, 2006). It is a method of selecting codes and constructing themes then it gets involved with the interpretation.

Quantitative Phase

SPSS (Statistical Package for Social Sciences) software was used for quantitative data analysis. A survey study was completed and collected data was entered into SPSS. Statements included in the questionnaire were analyzed by using descriptive statistics. Frequencies, and percentages were used for descriptive statistics.

Ethical considerations

Full consent has been obtained from the participants before the study. The protection of the privacy of analysis participants has been ensured. An adequate level of confidentiality of the analysis knowledge has been ensured.

14. Findings

The purpose was to explore the perception of stakeholders regarding opportunities of SNC. This deals with the analysis and interpretation of data which was collected through interviews and questionnaires. The findings from both type of analysis is explained below:

15. Qualitative Data Analysis

The 5 themes along with participant's quotations extracted from qualitative data are described below:

Theme No: 1 Financial Ease

As we talked about business loss is a challenge. Interviewee thinks that SNC will be a challenge as a business loss but one respondent shared the view that SNC is an opportunity for parents as financial ease.

He said that:

“Parents can get ease in respect of finance. Secondly, if you give reasonable material, every student will read and accomplish goals. They will learn in a better way it will polish their abilities rather than we overburden them then they will

not excel in those circumstances.”

For example, if we do a comparison of two students one is burdened with books and the second is studying a reasonable number of books there would be a definite difference between both of them. Students who are less burdened will be more confident, and attractive in mentality. This difference will be removed through SNC.

Theme No: 2 Government Engagements

According to respondent:

“First of all Government is committed to it. off government was not committed like this SNC would never be successful. In our society power matters, a lot. We need to give logic regarding everything that if we are going to implement anything we have to tell the positive points and this is difficult to satisfy society but if we talk with power society will accept it.”

Another respondent said:

“Government is doing much in his capacity. Betterment can happen everywhere” The Role of government plays an important part in the implementation of SNC.”

Theme No: 3 Activities Oriented

Two out of six respondents stated that activity orientation is an opportunity in SNC.

One said:

“If we talk about the new topics are very interesting existing in real life. Usually, students used to overlook those topics. Introduced practical implementation and close to nature. We shifted students from a rote system to a practical-based system we gave concepts and then introduced definitions. Activities are designed at low cost.”

The other person expressed:

“Look abilities developing in students will help in future and parents are involved because there are many activities in books.”

Theme No: 4 Unified Content

Two participants expressed their views and one of them shared:

“For example, we do a comparison of two students one is burdened with books and the second is studying a reasonable number of books there would be a definite difference between both of them. Students who are less burdened will be more confident, and attractive in mentality. This difference will be removed through SNC.”

The second respondent said:

“According to those like me who belong to backward areas of Pakistan our students 1 will study the same as the elite class.”

The government removed the difference between elite and lower middle class, public and private schools. Discrimination and complexes are eliminated.

Theme No: 5 ICT Integration

One participant said:

“JCT integration is a positive sign for SNC and nation as well”

16. Quantitative Analysis

Table 1 shows that the majority of the respondents i.e. 67% Male group 33% of respondents belong to the female group. The majority of the respondents i.e. 56.9% possess the 31 - 40 age group. 40.2% of respondents possess the 21 - 30 age group while 2.9% of respondents have less than 21 age group. The job experiences of 90.4% of teachers were less than 5 years, and 9.6% of teachers had 6 - 10 years' experience. The majority of the respondents i.e. 47.7% possess 16 years

Table 1. Descriptive statistics of demographic variables.

Demographic Variables	F	%
Gender		
Male	140	67.0
Female	69	33.0
Total	209	100.0
Age		
less than 21	6	2.9
21 - 30	84	40.2
31 - 40	119	56.9
Total	209	100.0
Experience in years		
Less than 5 years	189	90.4
6 - 10	20	9.6
Total	209	100.0
Academic qualification		
Less than 14 years	5	2.4
14 years or equal	20	9.6
16 years or equal	99	47.4
More than 16 years	85	40.7
Total	209	100.0
Nature of Employer		
Private	90	43.1
Public	119	56.9
Total	209	100.0
Level of Employment		
Operational Level	143	68.4
Middle Level	65	31.1
Tactic Level	1	.5
Total	209	100.0

or equal as their academic qualification. 40.7% of respondents possess more than 16 years while 9.6% of respondents possess a 14-year or equal degree as their academic qualification. Only 2.4% of respondents possess less than 14 years of degree. Respondents 56.9% they belong to the public sector. 43.1% of respondents belonged to the private sector distribution of level of employment sample was as 68.4% of teachers have operational level position, 31.1% were in middle level and 0.5% from tactic level employees.

Table 2. Mean score and standard deviation values of factors.

Factors	Mean	Std. Deviation
Financial Ease	4.1	0.55
Government Engagement	3.9	0.79
Activity Oriented	3.8	1.06
Unified Curriculum	4.2	0.76
ICT Integration	4.1	0.86

The mean was used to describe the factors with a single value that represents the centre of the data. These statistical analyses use the mean as a standard measure of the centre of the distribution of the data. The mean measures central tendency. But unusual values, called outliers, can affect the median less than they affect the mean. The standard deviation is the most common measure of dispersion, or how spread out the data about the mean. There was a significant positive correlation among the factors of Financial Ease, Government Engagement, activity-oriented, Unified Curriculum, and ICT Integration. The means scores, per item, mean, and standard deviation scores of factors have been presented in above **Table 2**.

Table 2 shows the descriptive statistical analysis according to the data gathered related to the factors of this study. This analysis is based on the mean and standard deviation of factors and the number of respondents is 209. The value of factor 1 shows that “Financial Ease” is an opportunity for SNC as its mean score is 4.1. (Mean = 4.1975) and (Std. Deviation = 0.55923). Another factor was factor 2 “Government Engagement” is also found as an opportunity. (Mean = 3.9641) and (Std. Deviation = 0.79186). Factor 3 “Activity Oriented” (Mean = 3.8622) and (Std. Deviation = 1.06940). Factor 4 “Unified Curriculum” values are (Mean = 4.2006) and (Std. Deviation = 0.76277). Factor 5 “ICT integration” (Mean = 4.1603) and (Std. Deviation = 0.86829).

17. Discussion

Qualitative Data Findings

Theme No: 1 Financial Ease

Qualitative Findings

As we talked about business loss is a challenge. Interviewee thinks that SNC

will be a challenge as a business loss but some of the participants thought that SNC is an opportunity for parents as financial ease. For example, if we do a comparison of two students one is burdened with books and the second is studying a reasonable number of books there would be a definite difference between both of them. Students who are less burdened will be more confident, and attractive in mentality. This difference will be removed through SNC.

Quantitative Findings

The results indicated that the perception of teachers in public and private sector schools regarding SNC was higher at a large scale. The respondents stated that they agreed with statements under the extracted theme “Financial Ease”. The majority of the teachers think that SNC based curriculum is more affordable to parents than privately published books and the majority of the students can have benefits in terms of knowledge at that cost SNC. Analysis shows in chapter 4 that the majority of the teachers agreed that government facilitated low-income group people to get education through SNC.

Theme No: 2 Government Engagements

Qualitative Findings

Firstly, Government is committed for the SNC. If the government was not committed like this SNC would never be successful. In our society power matters a lot. We need to give logic regarding everything that if we are going to implement anything we have to tell the positive points and this is difficult to satisfy the society but if we talk with power society will accept it. The role of government plays an important part in the implementation of SNC.

Quantitative Findings

The results indicated that the perception of teachers in public and private sector schools regarding SNC was higher at a large scale. The respondents stated that they agreed with statements under the extracted theme “Government Engagement”. The majority of the teachers agreed with the statement that the government played an active role in the planning process of SNC as well as government is playing an active role in the development, implementation and evaluation process of SNC.

Theme No: 3 Activity Oriented

Qualitative Findings

Participants found the new topics very interesting that existing in real life. Usually, students used to overlook those topics. Introduced practical implementation and close to nature. We shifted students from rote systems to practical-based systems. We give concepts and then introduce definitions. Activities are designed at low cost. Abilities developing in students through such curriculum will help in future and parents are involved because there are many activities in books.

Quantitative Findings

The results indicated that the perception of teachers in public and private sector schools regarding SNC was higher at a large scale. The respondents stated

that they agreed with statements under the extracted theme “Activity Oriented”. The majority of the teachers agreed on the statement that Activities developed in SNC made students more interested in learning. The majority of the teachers agreed that they can assess students’ performance better through activities as well and they also agreed that activities designed in SNC are sufficient for content, aim and level.

Theme No: 4 Unified Content

Qualitative Findings

Through a comparison of two students, one is burdened with books and the second is studying a reasonable number of books there would be a definite difference between both of them. Students who are less burdened he will be more confident, and attractive in mentality. This difference will be removed through SNC. With one content, those who belong to backward areas of Pakistan our students will study the same as the elite class. The government removed the difference between elite and lower middle class, public and private schools. Discrimination and complexes are eliminated.

Quantitative Findings

The results indicated that the perception of teachers in public and private sector schools regarding SNC was higher at a large scale. The respondents stated that they agreed with statements under the extracted theme “Unified content”. The majority of the teachers agreed on the statement that unified content removed the discrimination between public and private schools and it also removed discrimination at different level of society. The majority of the teachers agreed that they can assess students’ performance better through activities as well and they also agreed that activities designed in SNC are sufficient for content, aim and level. Teachers in maximum response said that they have to spend less time the planning activities in SNC.

Theme No: 5 ICT Integration

Qualitative Findings

Literature has given us evidence of the importance of ICT and its opportunities. Tomaro (2018) conducted research on the importance of ICT in the context of the Philippine. This research provided a keen observation and analysis of the problematic situation on ICT integration in schools in Philippine. Government efforts were highlighted and their engagement in the implementation of this system. The researcher doesn’t only highlight the problems regarding ICT faced in education system but he explores and stated the importance of ICT in education. He explored those trainings for teachers, delivery of computer set-up, a strong leadership is needed in the proper implementation of ICT. These steps can help in the effective ICT integration for any education system.

Quantitative Data Findings

The results indicated that the perception of teachers in public and private sector schools regarding SNC was higher at a large scale. The respondents stated that they agreed with statements under the extracted theme “ICT integration”. The majority of the teachers agreed on the statement that integration of ICT in

SNC helps students to build concepts and to explore digital resources (web pages, blogs, mind maps). The majority of the teachers agreed that ICT allows access to learning material related to the lesson. Teachers in maximum response said that using ICT in SNC to get information is better than printed material.

18. Recommendations

Following were some of the main recommendations for future research:

- 1) Curriculum subject matter should be equally focused and properly sequenced.
- 2) To avoid resistance in the process of curriculum decision-making and implementation, all stakeholders should participate to develop relevance among policymakers.
- 3) The highlighted and designed learning outcomes must be achieved.
- 4) Teacher training should be managed in the duration of holidays to avoid disturbance in learners' schooling.
- 5) The Department of Education should base the reimbursement of costs on the distance the educator has to travel.
- 6) The School Education department should arrange training for supporting staff i.e. management of the school, subject advisor and DO (District officer).
- 7) The role of parents in education should be adjusted.

19. Conclusion

The present study was designed to study the perception of stakeholders regarding the opportunities of SNC. This study is significant to the group of society who wants justifications and arguments on the uniform curriculum, its opportunities for the diversity of students who studied under Oxford, Madrassah, Public and Private sector with PTBB. In this study, data gathered from curriculum experts revealed that financial ease, government engagement, activity-oriented, unified curriculum, and ICT integration are opportunities regarding SNC. Implementation of SNC is a way to facilitate people of low income. Being stakeholder teachers' opinion government plays playing role in the planning, development, implementation, and evaluation process. If the government is not committed like this SNC would never be successful. We need to give logic regarding everything if we are going to implement new policies, we have to state the positive points and this is challenging to implement the policies if the government is not playing an active role. The newly implemented curriculum is activity-oriented; the majority of the respondents agreed that to build interest in learning and to assess students, SNC will be effective for this.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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