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A Study on the Challenges Faced by Teachers in Implementing the Single National Curriculum

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ABSTRACT

The Single National Curriculum (SNC) is a comprehensive educational curriculum that aims to provide a fair and equal opportunity for all students to receive a high-quality education. The present study has one objective. The objective is the reorganization of the challenges faced by Primary School Teachers (PSTs) during the teaching of Single National Curriculum (SNC). The present study targets Primary and Elementary school level and the respondents are primary class teachers. The area of population was based upon one Tehsil i.e. Sohawa (Tehsil of District Jhelum, Punjab). Total population of the study was 520 male and female teachers. A sample of 250 teachers out of 520 teachers (Male & Female) was taken using simple random sampling technique. The data was collected through questionnaire. The questionnaire contains 25 items. The data was analyzed through SPSS version 22. According to the findings, a majority of the respondents agreed that there were several key challenges. The top challenges identified were the implementation of the curriculum, the availability of resources was also noted as a significant challenge, the need for adequate training for teachers to effectively teach the curriculum. Lastly, respondents identified assessment as another challenge faced by teachers during the teaching of the single national curriculum. At the end it is suggested that further studies can indeed be conducted to explore the external factors that influence the single national curriculum (SNC).



Introduction

The curriculum serves as a comprehensive framework that defines the subjects, topics, and learning objectives students must cover to fulfill the requirements of a particular course or subject. It is structured to ensure a systematic and organized approach to education, equipping students with essential knowledge, skills, and understanding in their respective fields of study. As an interactive system of instruction and learning, the curriculum incorporates specific goals, topics, teaching strategies, assessment methods, and resources (Ku & Lee, 2019).

Education is accessible across all provinces of Pakistan, with a standardized curriculum and English as the medium of instruction. The government's initiative to implement a unified education system has provided students nationwide with equitable access to quality education, fostering fairness and equal learning opportunities (Tayyab, Umer & Sajid, 2022).

The implementation of a unified curriculum framework is a major reform initiative aimed at standardizing educational content across diverse educational institutions. In Pakistan, the introduction of the Single National Curriculum (SNC) was a significant step toward creating equity in education and promoting a common set of learning outcomes for all students, regardless of their socioeconomic background or the type of school they attend (Ahmad & Yousaf, 2021). However, the successful execution of such a policy largely depends on teachers, who are at the forefront of classroom instruction and curriculum delivery.

SNC proposes to teach all subjects, including science and math, in Urdu from grade 1 to 5, and then gradually introduce English as the medium of instruction in higher grades. The challenge of improving the language skills of our teachers is very real. It is important for the government to provide sufficient training and support to improve the language proficiency of teachers. A school should look at how it can become a center for training teachers in relevant languages, and how to create the right kind of environment to improve teaching skills (Richards, 2010).

This proposal by SNC aims to introduce Urdu as the medium of instruction for all subjects in the early grades, gradually transitioning to English in higher grades. However, it acknowledges the challenge of improving the language skills of teachers. To address this, it emphasizes the need for the government to provide training and support to enhance teachers' language proficiency. One approach suggested is for schools to become centers for training teachers in relevant languages.

SNC is implemented in three steps, which are following: the single national curriculum (SNC) is being implemented in a phased manner in Pakistan. The initial phase, introduced in the 2021-22 academic year, targets Grades 1-5, while the second phase, set for implementation in the 2022-23 academic year, will encompass Grades 6-8. The final phase will encompass Grades 9-12 and is scheduled for implementation in the academic year 2023-24.

The Federal government has directed all provinces, except for Sindh, to implement the SNC in all public and private schools, as well as religious madrasas, during the first phase. This means that the SNC will be followed in these institutions across the country, ensuring a uniform curriculum and educational standards. However, it should be noted that Sindh has decided not to implement the SNC and will continue to follow its own curriculum. This decision by the Sindh government has created a discrepancy in the implementation of the SNC across different regions of Pakistan. It remains uncertain whether it will effectively address Pakistan's existing educational disparities (Ahmed, 2020).

Recent studies have highlighted that teachers often encounter numerous challenges when adapting to new curriculum frameworks, including insufficient training, lack of instructional resources, and misalignment with students' learning needs (Ali et al., 2023; Khan & Ullah, 2022). In the case of

the SNC, these challenges are compounded by the sudden transition from previously diverse curricula and the pressure to standardize pedagogical practices across public, private, and religious schools (Rahman et al., 2020).

Moreover, educators have expressed concerns regarding the practicality and inclusiveness of the SNC, especially in terms of catering to regional diversity and linguistic pluralism in the classroom (Fatima & Malik, 2021). There is also evidence suggesting that the professional development programs offered to teachers were not adequately aligned with the demands of the new curriculum, leading to inconsistencies in implementation (Zafar & Hussain, 2022).

Given these concerns, this study seeks to explore the multifaceted challenges teachers face in implementing the SNC, focusing on areas such as pedagogical readiness, institutional support, resource availability, and teacher perceptions. By understanding these barriers, policymakers and stakeholders can develop more effective strategies to support educators and ensure the intended objectives of the SNC are met.

Problem Statement

The teaching profession has continually evolved, adapting to new educational policies and curriculum reforms. The introduction of the Single National Curriculum (SNC) in Pakistan represents a significant shift in the educational landscape, requiring teachers to adopt unfamiliar pedagogical approaches. Effective implementation of the SNC demands that teachers thoroughly understand its objectives, content, and instructional strategies. Additionally, they must develop appropriate lesson plans, identify relevant instructional materials, and employ effective teaching methodologies. However, many teachers encounter difficulties in meeting these requirements, particularly when assigned subjects beyond their area of expertise. This issue is more pronounced in general education settings, where teachers often lack specialized training for specific subjects.

Existing research on the implementation of the SNC in Pakistan remains limited, with most studies focusing on Elementary School Teachers (ESTs) and Secondary School Teachers (SSTs), while Primary School Teachers (PSTs) receive comparatively less attention. Given that PSTs play a foundational role in shaping students' academic journeys, it is crucial to examine the challenges they face in effectively teaching under the SNC framework. This study aims to examine the challenges experienced by PSTs in both rural and urban educational settings in Pakistan.

Objective of the Study

To investigate the challenges faced by teachers in teaching the Single National Curriculum for effective teaching.

Research Question

What are the challenges that teachers face in teaching the Single National Curriculum for effective teaching.

Significance of the Study

This study holds significant value for multiple stakeholders in the education sector:

- It provides a deeper understanding of the challenges primary school teachers face while implementing the Single National Curriculum (SNC).
- The findings can inform the development and adaptation of teaching strategies and curriculum frameworks to better align with students' learning needs.
- The study offers insights that can help teachers plan their lessons more effectively, ensuring a smoother teaching and learning process.

- The research contributes to the development of instructional materials that are more responsive to students' diverse academic requirements.
- By focusing on the Pakistani context, this study provides valuable information for educational policymakers and authorities, helping them address the difficulties faced by Primary School Teachers (PSTs).

Delimitation of the Study

The study is delimited to:

- Tehsil Sohawa District Jhelum.
- Teachers have teaching experience more than three years.
- Primary school teachers at public sectors schools.
- Only four factors of single national curriculum; implementation, resources, teachers training and assessment.

Literature Review

The Single National Curriculum (SNC) is an educational system implemented in Pakistan with the aim of providing uniform education to all students across the country. It addresses the academic imbalances that exist between public or government schools, private schools, and Madaris (religious schools), ensuring that every student has an equal opportunity within the state's education system. By implementing the SNC, the disparities that may arise from varying educational standards and curricula are minimized. This system ensures that all students, regardless of their socio-economic background or the type of educational institution they attend, receive the same educational content and are prepared for the same assessments. This helps in promoting equal opportunities for all students and reduces the educational divide that may exist within society. It denotes a unified educational system encompassing the curriculum, medium of instruction, and student assessment methods for all learners (Jahanzaib et al., 2022).

Pakistan has indeed faced challenges in establishing a strong national identity since its inception in 1947. As a nation with diverse cultural and linguistic backgrounds, it has been crucial for Pakistan to foster a cohesive sense of belonging and unity among its citizens. To achieve this, the country has focused on developing educational policies and curricula that promote a shared national identity. The educational system in Pakistan plays a significant role in shaping the country's national identity. The government has emphasized the inclusion of subjects that aim to foster a sense of patriotism, national unity, and cultural values. Pakistani students are exposed to a curriculum that highlights the importance of the country's history, heritage, and cultural diversity. Under Prime Minister Imran Khan's leadership, the Pakistan Tehrik-i-Insaf (PTI) party has long sought educational uniformity, and this goal is at the heart of their proposed "Single National Curriculum" (Tahir, 2022).

An investigation was held in Australia in by Katrina Falkner Rebecca Vivian Nickolas Falkner (2014) on the topic of The Australian Digital Technologies Curriculum: Challenge and Opportunity (expected changes in the teaching of Computer Science). In this research, the researcher has presented the key learning objectives of both curricula and identified the key challenges that arise from these changes. One of the challenges is the need to teach computational thinking as a standalone concept. Another challenge is the introduction of computational thinking and computer science from Foundation onwards. This implies that students should start learning these concepts from an early age. This is important because computational thinking skills are becoming increasingly important in our digital world, and starting early can help students develop a strong foundation in this area.

The survey conducted on the topic "Review of Single National Curriculum with Perspective of the Education of Children with Visual Impairment at Primary Level in Punjab Pakistan" aimed to identify the challenges faced by children with visual impairments when it comes to accomplishing the standards, benchmarks, and SLOs within the Single National Curriculum (SNC). Six topics at the primary level; English, Urdu, Mathematics, General Knowledge, Islamiat, and General Science as well as the entire curriculum of seven important learning areas at the early childhood level were the focus of the study. According to the study's findings, children without visual impairments (CWVI) found it reasonably easy to meet a large number of standards, benchmarks, and Student Learning Outcomes (SLOs) (Jahanzaib et al., 2021).

Research Methodology

Research Design

In the present study, the researcher utilized a mixed method design and among mixed method design used convergent parallel design. So, in this way the researcher in the present study used both methods quantitative and qualitative.

Population

In present study all the primary school teachers at public sector schools of Tehsil Sohawa were taken as population. There are 200 public primary schools in Tehsil Sohawa. Tehsil is divided further into two Markaz male and female. In female Markaz total targeted schools was 127 and 336 PSTs were working there and in male Markaz total targeted schools was 73 and 184 PSTs was working there. So, 520 teachers at primary schools were working at primary and elementary level (sis.punjab.edu.pk).

Sampling Technique and Sample Size

From a total population of 520 teachers, a sample of 250 teachers was selected using the simple random sampling technique, specifically the random number table method. This selection was made with a 5% margin of error and a 95% confidence level. To implement the random sampling process, a complete list of the population was first organized in an Excel sheet. A random selection command, **Int. (sample) 520**, was applied, generating a set of random numbers. These numbers were then sorted in ascending order, and the corresponding teachers were chosen as the study sample.

Research Instrument

In present study, Five-point Likert scale questionnaire (self-constructed questionnaire) was used for gathering data. A total of 35 questions were asked from respondents on a five-point likert scale i.e. strongly disagree, disagree, neutral, agree, and strongly agree which was rated as 1-5. In this part, the first variable was about implementation which contains five questions, second variable was about resources which contain seven questions, third variable was about teachers training which contains six questions and fourth variable was about assessment which contains seven questions.

Pilot Testing

The researcher randomly selected 40 respondents from the population for pilot test process. Three professionals examined the questionnaire for the sake of content validity. In present study internal consistency reliability of the questionnaire was checked through Cronbach's alpha model. The value of Cronbach's Alpha was 0.7250.

Data Collection

The researcher personally administered the questionnaires to respondents for data collection. The researcher takes consent from the respondents before collecting data.

Data Analysis

SPSS version 25 was used to analyze data. Data of objective one was analyzed using descriptive statistics such as; frequency, percentage, mean and standard deviation were computed to achieve purpose of the study.

Results of the Study

Table 1: Implementation of Single National Curriculum (SNC)

Items		SD	D	N	A	SA	Mode	Remarks
SNC	f	5	16	21	131	77		
completely implemented at primary level	%	2	6.4	8.4	52.4	30.8	4	Agree
Diverse learning needs within the SNC, it is difficult to manage.	f	4	18	46	109	73		
	%	1.6	7.2	18.4	43.6	29.2	4	Agree
While teaching SNC, language proficiency is also a challenge for teachers.	f	4	32	33	105	76		
	%	1.6	12.8	13.2	42	30.4	4	Agree
Adopting teaching methodologies within the SNC framework presents challenges.	f	11	28	28	113	70		
	%	4.4	11.2	11.2	45.2	28.0	4	Agree
After implementing	f	13	32	40	88	77		
parents are not satisfied.	%	5.2	12.8	16.0	35.2	30.8		
	%	4.4	8.4	14.0	44.8	28.4	4	Agree

Table 1 shows statements regarding the implementation of SNC. Table 1 shows that in implementation of SNC at primary level of Punjab schools, strongly disagree 5 (2%), disagreeing 16 (6.4%), neutral 21 (8.4%), agreed 131 (52.4%) and strongly agreed are 77 (30.8%). Table 1 showed that the respondents 131 (52.4%) are agreed that SNC is implemented completely at primary level. Moreover, table 1 shows the diverse learning needs within the SNC framework is difficult to manage, strongly disagree 4 (1.6%), disagreeing 18 (7.2%), neutral 46 (18.4%), agreed 109 (43.6%) and are strongly agreed 73 (29.2%). Table 2 showed that the respondents 109 (43.6%) are agreed that diverse learning needs within the SNC framework is difficult to manage.

Furthermore, table 1 shows that in teaching SNC language proficiency, strongly disagree 4(1.6%), disagreeing 32 (12.8%), neutral 33 (13.2%), agreed 105 (42.0%) and strongly agreed 76 (30.4%). In this table the respondents 105 (42%) are agreed that language proficiency also a challenge in teaching SNC. Table 1 shows the adaptation of different methodologies in teaching SNC is also a challenge, strongly disagree 11 (4.4%), disagreeing 28 (11.2%), neutral 28 (11.2%), agreed 113 (45.2%) and 70 (28%) are strongly agreed. This showed that 113 (45.2%) are agreed on the given statement. According to table 1, strongly disagree 13 (5.2%), disagreeing 32(12.8%), neutral 40(16%), agreed 88(35.2%) and 77 (30.8%) are strongly agreed about the statement that the parents' dissatisfaction after implementation of SNC. Majority are agreed 88 (35.2%) that SNC dissatisfied parents.

Table 2: Resources

Items		SD	D	N	A	SA	Mode	Remarks
Teaching resources aligned with the SNC	f	2	22	29	124	73		
are not updated and appropriate.	%	0.8	8.8	11.6	49.6	29.2	4	Agree
The increased workload due to curriculum changes is a challenge.	f	02	21	34	107	86		
	%	0.8	8.4	13.6	42.8	34.4	4	Agree
The lack of technology infrastructure for integrating technology into the SNC presents challenges.	f	02	22	29	124	73		
	%	0.8	8.8	11.6	49.6	29.2	4	Agree
The time is insufficient for covering the SNC materials.	f	06	31	29	99	85		
	%	2.4	12.4	11.6	39.6	34.0	4	Agree
The large class sizes make it challenging to provide individual attention.	f	02	22	29	123	74		
	%	0.8	8.8	11.6	49.2	29.6	4	Agree
The lack of adequate professional development opportunities poses challenge.	f	4	18	24	132	72		
	%	1.6	7.2	9.6	52.8	28.8		
	%	4.4	8.4	14.0	44.8	28.4	4	Agree

Table 2 shows statements regarding the resources of SNC. In the table 2, the teaching resources misalignment with SNC, strongly disagree 2 (0.8%), disagreeing 22 (8.8%), neutral 29 (11.6%), agreed 124 (49.6%) and 73 (29.2%) are strongly agreed. This showed that 124 (49.6%) are agreed that the teaching resources are misaligned with SNC. Table 2 shows the increment of workload due to curriculum changes, strongly disagree 2 (0.8%), disagreeing 21 (8.4%), neutral 34 (13.6%),

agreed 107 (42.8%) and 86 (34.4%) are strongly agreed. Most of the respondent 107 (42.8%) are agreed that the increased workload due to curriculum changes is a challenge.

Table 2 shows the lack of technology infrastructure, strongly disagree 02 (0.8%), disagreeing 22 (8.8%), neutral 29 (11.6%), agreed 124 (49.6%) and 73 (29.2%) are strongly agreed. Majority 124 (49.6%) are agreed that the lack of technology infrastructure for integrating technology into the SNC presents challenges. Table 2 shows the time is insufficient for covering the SNC materials within the given time frame, strongly disagree 6 (2.4%), disagreeing 31 (12.4%), neutral 29 (11.6%), agreed 99 (39.6%) and 85 (34%) are strongly agreed. Majority 99 (39.6%) are agreed that time is insufficient for covering the SNC materials within the given time frame.

Table 2 presents the large class size workload, strongly disagree 2 (0.8%), disagreeing 22 (8.8%), neutral 29 (11.6%), agreed 123 (49.2%) and 74 (29.6%) are strongly agreed. Majority 123 (49.2%) are agreed that the large class sizes make it challenging to provide individual attention and support to students while teaching SNC. Table 2 shows the lack of adequate professional development opportunities, strongly disagree 4 (1.6%), disagreeing 18 (7.2%), neutral 24 (9.6%), agreed 132 (52.8%) and 72 (28.8%) are strongly agreed. The table 21 showed that 132 (52.8%) are agreed that the lack of adequate professional development opportunities poses the challenge for effective teaching. Furthermore, table 2 shows the increased workload due to additional administrative tasks, strongly disagree 2 (0.8%), disagreeing 20 (8.0%), neutral 37 (14.8%), agreed 104 (41.6%) and 87 (34.8%) are strongly agreed. The table 2 showed that 104 (41.6%) are agreed that the increased workload due to additional administrative tasks is a challenge.

Table 3: Teachers Training

Items		SD	D	N	A	SA	Mode	Remarks
The lack of adequate training poses the challenge to effective teaching.	f %	3 1.2	19 7.6	34 13.6	123 49.2	71 28.4	4	Agree
The limited guidance from educational authorities for teaching the SNC hinders effective teaching.	F %	8 3.2	27 10.8	31 12.4	111 44.4	73 29.2	4	Agree
Online training for SNC, is not enough to understand the SNC completely.	F %	09 3.6	24 9.6	34 13.6	111 44.4	72 28.8	4	Agree
Online teachers training method is not a good method for training.	F %	4 1.6	18 7.2	32 12.8	122 48.8	74 29.6	4	Agree
In mathematics of grade 3, 4 and 5 some new constants are challenging to teach.	F %	00 00	20 8.0	36 14.4	113 45.2	81 32.4	4	Agree
In teaching English subject, some activities are difficult to conduct because of language barriers.	F %	01 0.4	11 4.4	24 9.6	138 55.2	76 30.4	4	Agree

Table 3 shows statements regarding the teachers training of SNC. Table 3 shows the lack of adequate training for implementing the SNC, strongly disagree 3 (1.2%), 19 (7.6%) are disagreeing, 34 (13.6%) are neutral, 123 (49.2%) are agreed and 71 (28.4%) are strongly agreed.

The table 3 showed that 123 (49.2%) are agreed that the lack of adequate training for implementing the SNC poses the challenge to effective teaching. Table 3 shows about the limited guidance from educational authorities, strongly disagree 8 (3.2%), 27 (10.8%) are disagreeing, 31 (12.4%) are neutral, 111 (44.4%) are agreed and 73 (29.2%) are strongly agreed. The table 3 showed that 111 (44.4%) are agreed that the limited guidance from educational authorities for teaching the SNC hinders effective teaching.

Table 3 shows about the inadequate online training for SNC, 9 (3.6%) are strongly disagreeing, 24 (9.6%) are disagreeing, 34 (13.6%) are neutral, 111 (44.4%) are agreed and 72 (28.8%) are strongly agreed. The table 3 showed that 111 (44.4%) are agreed that the teachers, which received online training for SNC, are not enough to understand the SNC completely. Table 3 shows the comparison of online and face to face training, strongly disagree 4 (1.6%), 18 (7.2%) are disagreeing, 32 (12.8%) are neutral, 122 (48.8%) are agreed and 74 (29.6%) are strongly agreed. The table 3 showed that 122 (48.8%) are agreed that online teachers training method is not a good method for training as compared to face to face training method.

Table 3 shows about the mathematics of class 3, 4 and 5 some new concepts are tough to teach, 20 (8.0%) are disagreeing, 36 (14.4%) are neutral, 113 (45.2%) are agreed and 81 (32.4%) are strongly agreed. The table 3 showed that 113 (45.2%) are agreed that in mathematics of grade 3, 4 and 5 some new constants are challenging to teach. Table 3 shows about the subject of English some activities are difficult to conduct, strongly disagree 1 (0.4%), 11 (4.4%) are disagreeing, 24 (9.6%) are neutral, 138 (55.2%) are agreed and 76 (30.4%) are strongly agreed. The table 3 showed that 138 (55.2%) are agreed that in teaching English subject, the activities like oral communication and writing skills are difficult to conduct because of language barriers.

Table 4: Assessment

Items		SD	D	N	A	SA	Mode	Remarks
Assessing student's progress during the SNC is more difficult.	f	06	31	33	96	84		
	%	2.4	12.4	13.2	38.4	33.6	4	Agree
SNC does not address the social and cultural diversity of our students.	f	07	18	32	114	79	4	Agree
	%	2.8	7.2	12.8	45.6	31.6		
The SNC does not provide clear guidelines for differentiate between students with special needs.	f	03	19	25	131	72	4	Agree
	%	1.2	7.6	10.0	52.4	28.8		
Academic value of education becomes weaker and weaker due to SNC.	f	04	19	41	101	85	4	Agree
	%	1.6	7.6	16.4	40.4	34.0		
Students which come from Private schools are difficult to adjust with running syllabus.	f	03	18	35	119	75	4	Agree
	%	1.2	7.2	14.0	47.6	30.0		
SNC is not preparing students for higher education.	f	11	25	28	110	76	4	Agree
	%	4.4	10.0	11.2	44.0	30.4		
Using innovative approaches within the SNC framework presents challenges.	f	11	21	35	112	71	4	Agree
	%	4.4	8.4	14.0	44.8	28.4		

Table 4 shows statements regarding the assessment of SNC. Table 4 showed the difficulty in assessing student's progress and learning outcomes during the teaching of SNC, strongly disagree 6 (2.4%), 31 (12.4%) are disagreeing, 33 (13.2%) are neutral, 96 (38.4%) are agreed and 84 (33.6%) are strongly agreed. Table 4 showed that 96 (38.4%) are agreed that assessing student's progress and learning outcomes during the teaching of SNC is more difficult. Table 4 shows about the addressing of social and cultural diversity of students, strongly disagree 7 (2.8%), 18 (7.2%) are disagreeing, 32 (12.8%) are neutral, 114 (45.6%) are agreed and 79 (31.6%) are strongly agreed. Table 30 showed that 114 (45.6%) are agreed that SNC does not address the social and cultural diversity of our students.

Table 4 shows the SNC does not provide clear guidelines for differentiating between students with special needs, strongly disagree 3 (1.2%), 19 (7.6%) are disagreeing, 25 (10.0%) are neutral, 131 (52.4%) are agreed and 72 (28.8%) are strongly agreed. Table 4 showed that 131 (52.4%) are agreed that the SNC does not provide clear guidelines for differentiating between students with special needs. Table 4 shows the weakness of academic values if students strongly disagree 4 (1.6%), 19 (7.6%) disagreeing, 41 (16.4%) are neutral, 101 (40.4%) are agreed and 85 (34.0%) are strongly agreed. Table 4 showed that 101 (40.4%) are agreed that academic value of education becomes weaker and weaker due to SNC.

Table 4 shows about the difficulty of adjustment of students of private students during the year with running syllabus, strongly disagree 3 (1.2%), 18 (7.2%) are disagreeing, 35 (14.0%) are neutral, 119 (47.6%) are agreed and 75 (30.0%) are strongly agreed. Table 4 showed that 119 (47.6%) are agreed that students which come from Private schools are difficult to adjust with running syllabus. Table 4 shows that SNC is not preparing students for higher education, strongly disagree 11 (4.4%), 25 (10.0%) are disagreeing, 28 (11.2%) are neutral, 110 (44.0%) are agreed and 76 (30.4%) are strongly agreed. Table 4 showed that 110 (44%) are agreed that SNC is not preparing students for higher education. Table 4 shows the challenge of usage of innovative approaches, strongly disagree 11 (4.4%), 21 (8.4%) are disagreeing, 35 (14.0%) are neutral, 112 (44.8%) are agreed and 71 (28.4%) are strongly agreed. Table 4 showed that 112 (44.8%) agreed that using innovative approaches within the SNC framework presents challenges.

Discussion

This study aims to explore the primary challenges that teachers encounter in implementing the Single National Curriculum (SNC) in primary schools. The results indicate that significant obstacles include challenges in execution, limited availability of resources, insufficient teacher training, and ineffective assessment strategies. These findings correspond with prior research suggesting that curriculum implementation is frequently impeded by inadequate infrastructure and unprepared educators (Fullan, 2020). While ensuring quality education is a priority, the reluctance or failure of policymakers to recognize the difficulties teachers face in implementing SNC may undermine the curriculum's effectiveness and overall educational standards (Rahman, 2021).

One pressing issue is the administrative workload imposed on teachers, which detracts from their primary role of educating students. Excessive non-teaching responsibilities consume valuable instructional time, thereby reducing lesson planning and direct student engagement. Research suggests that integrating digital management systems and hiring additional support staff can enhance teaching efficiency (Hargreaves & Fullan, 2012). Furthermore, assessing students' language proficiency during admission is crucial for their academic success. Studies indicate that multiple assessment methods, such as oral and written exams, provide comprehensive insights into students' capabilities (Brown, 2018). Additionally, utilizing effective pedagogical strategies ensures that students grasp new concepts successfully (Shulman, 1986).

Another critical challenge involves the location of schools, affecting both rural and urban regions in Pakistan. In rural areas, the lack of essential educational facilities, including libraries and laboratories, limits students' learning opportunities (UNESCO, 2020). Meanwhile, urban schools face overcrowding, making it difficult for teachers to give individual attention to students, which can hinder learning outcomes (Barrett et al., 2019). Overcrowding also strains school infrastructure, creating a less conducive learning environment (Jamil, 2022). To bridge these educational disparities, targeted policy interventions are necessary to improve accessibility and infrastructure in both rural and urban areas.

In summary, overcoming the obstacles related to SNC implementation requires a multi-dimensional strategy. Enhancing teacher training, ensuring sufficient resource distribution, minimizing administrative burdens, and improving school infrastructure are crucial steps in making the educational system more effective and inclusive. By addressing these concerns, policymakers can foster a more equitable and high-quality learning environment for students.

Conclusion

It has been noted that Punjab province's public schools are using the Single National Curriculum (SNC). As the curriculum undergoes changes, teachers often struggle to adapt their teaching strategies accordingly. The majority of respondents have reached the conclusion that several factors pose challenges like excessive workloads, additional duties assigned by authorities, inadequate technology infrastructure, lengthy time durations, and overcrowded classrooms. These challenges contribute to difficulties in effectively teaching the subject. According to the findings, it appears that a significant majority of the respondents agree that SNC, or the organization in question, does not offer clear guidelines to distinguish students with special needs. By implementing more comprehensive and transparent guidelines, educational institutions can better cater to the unique needs of these students, fostering a more inclusive and supportive learning environment for all. According to the findings, it appears that a significant majority of the respondents agree that a significant number of authorities may have limited knowledge regarding the actual conditions and requirements necessary for enhancing the quality of education. Based on the opinions gathered from PSTs, it is recommended that higher authorities should be informed about the challenges faced in teaching the SNC curriculum. Once they have this knowledge, they can implement strong strategies to address these challenges effectively.

Recommendations

Based on the findings and discussion presented in the study, several recommendations can be made. These recommendations aim to address the identified issues and improve the situation at hand.

1. Regular communication with teachers allows parents to stay informed about their child's academic performance and address any concerns or areas that need attention. By actively partnering with teachers, parents can contribute to their child's educational success.
2. It is important for authorities to change their behavior towards teachers and create a more supportive and encouraging environment for them to share their challenges. By doing so, authorities can foster a positive relationship with teachers and ultimately improve the overall educational system.
3. There might be some specific face to face training programs for teachers.
4. Recognizing that students have different learning styles and needs; administration can work with teachers to develop personalized learning plans that cater to each student's strengths and weaknesses.

5. Further studies can indeed be conducted to explore the external factors that influence the single national curriculum (SNC).
6. Further studies may be conducted to explore the various circumstances that can potentially impact on the learning abilities of students. These studies can delve into factors such as socio-economic background, home environment, access to resources, teaching methods, and individual learning styles.
7. Further studies may be conducted to gather information from students regarding which content they find difficult and what they want. This can help educators gain insights into students' specific learning needs and preferences.

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