

Exploring Teachers' Experiences and Challenges in Implementing Single National Curriculum at Secondary level.

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Abstract:

This study observes the experiences and challenges faced by secondary school instructors in executing the Single National Curriculum (SNC). With the introduction of SNC directing to categorize learning outcomes and improve the excellence of education, accepting teachers' perspectives is vital for optimistic curriculum enactment. This qualitative study employed a phenomenological design, involving semi-structured interviews and classroom observations of 15 secondary school teachers from private schools.

The findings reveal that teachers actively acclimatize their lesson plans and employ student-centered teaching approaches, containing group activities and collaborating discussions, to bring into line with SNC intentions. However, some challenges were recognized, including inadequate teaching resources, dissimilar student abilities, large class sizes, and inadequate professional preparation. The study also acmes the critical role of official support, professional development, and association among teachers in smoothing effective curriculum implementation.

Based on these findings, endorsements include enhancing teacher training programs, improving access to teaching resources, supporting teachers in managing diverse classrooms, solidification administrative and peer support, and observing curriculum implementation to ensure quality and equity in education. The study contributes to understanding the useful realities of SNC implementation and provides visions for policymakers, school managers, and teachers to develop curriculum delivery at the secondary level.

Key words: Teachers' Experiences, Single National Curriculum (SNC), Challenges in Implementation, Secondary Education.

Introduction

Education displays a vital role in defining a state's future, and the curriculum is one of the most important components that escort teaching and learning in schools. In many countries, curriculum developments are adapted to improve educational superiority, endorse equality, and ensure that all students obtain the same learning opportunities. In Pakistan, the impression of the Single National Curriculum (SNC) indicates a chief step toward generating a unified education system crossways diverse types of schools. The aim of this reform is to lessen disparities in educational values and offer all students with equal access to material, skills, and learning results irrespective of their socio-economic contextual.

While the tenacities of the Single National Curriculum are resolute and auspicious, its submission mainly be depending on educators, who play a key role in understanding curriculum rules into classroom practices. Teachers are answerable for understanding the curriculum, planning lessons,

using suitable teaching methods, and measuring students according to the new strategies. However, implementing a new list often needs teachers to control their teaching methods, accept new resources, and achieve classroom encounters.

Focused teachers' involvements during the application of the Single National Curriculum is therefore significant. Teachers can provide valued visions into the practical legitimacies of connecting the curriculum in schools, including the chances it offers and the challenges it presents. Leading these involvements can help classify breaches between policy and exercise and acme zones where extra support or enhancements may be needed. Such identifications are vital for policymakers, school leaders, and educators who aim to guarantee the actual and tolerable implementation of the curriculum at the secondary level.

Rationale of the Study

The accomplishment of the Single National Curriculum (SNC) is a vital educational improvement intended at generating constant learning values across schools. However, the realization of any curriculum reform chiefly depends on how efficiently it is implemented in classrooms by educators. Meanwhile teachers are directly responsible for interpreting curriculum strategies into teaching practices, their experiences and challenges play a crucial role in determining the effectiveness of the policy. In many cases, curriculum reforms face real-world difficulties at the school level due to issues such as imperfect resources, inadequate training, differences in school environments, and varying student needs. Therefore, it is significant to discover teachers' experiences and the encounters they encounter while implementing the Single National Curriculum at the secondary level. Solicitous these structures can provide appreciated understandings into the practical realities of curriculum application and help classify areas where sustenance, training, or policy alterations may be needed to guarantee the positive application of the curriculum in schools.

General Objective

- To explore teachers' experiences and challenges in implementing the Single National Curriculum (SNC) at the secondary level.

Specific Objectives

1. To explore teachers' experiences regarding the implementation of the Single National Curriculum at the secondary level.
2. To identify the challenges faced by teachers in implementing the Single National Curriculum at the secondary level.
3. To examine the support and resources available to teachers for implementing the Single National Curriculum at the secondary level.

Research Questions

1. What are the teachers' experiences regarding the implementation of the Single National Curriculum at the secondary level?
2. What challenges do teachers face while implementing the Single National Curriculum at the secondary level?
3. What types of support and resources are available to teachers for the effective implementation of the Single National Curriculum at the secondary level?

Significance of the Study

This study is important as it proposals vision into teachers' experiences and the challenges they face while executing the Single National Curriculum (SNC) at the secondary level. Teachers play

a main role in applying curriculum policies into classroom practice, and solicitous their viewpoints can help acme the practical confidences of curriculum implementation in schools. The discoveries of this study may be valuable for policymakers, curriculum designers, school managers, and teacher educators in classifying areas that necessitate improvement, such as teacher training, obtainability of resources, and institutional support. Moreover, the study may contribute to improving the efficiency of the Single National Curriculum by providing references based on teachers' real classroom understandings.

Scope of the Study

The scope of this study is partial to exploring teachers' experiences and challenges in implementing the Single National Curriculum at the secondary level. The study emphases precisely on secondary school educators who are straight involved in teaching subjects beneath the SNC outline. It purposes to comprehend their insights, teaching experiences, and the difficulties they face during the implementation process. The investigation primarily essences on classroom practices, teaching plans, accessibility of learning resources, and institutional support related to SNC implementation. The findings are proposed to provide a stronger indulgent of how the curriculum is actuality applied in secondary schools.

Limitations of the Study

This study has certain confines that ought be measured while interpreting the findings. First, the study emphases only on educators at the secondary level, so the experiences of teachers at primary or higher secondary levels are not encompassed. Second, the study may include a limited number of participants, which may limit the overview of the findings to all schools. Third, the research trusts on teachers' personal experiences and perceptions, which may differ from one individual to another. Finally, influences such as time constraints and accessibility to members may also impact the complexity and scope of the data collected through the research.

Review of the Related Literature

Curriculum gives an organized structure that plans learning objectives, content, teaching approaches, and assessments. Effective curriculum implementation is vital for attaining educational goals, and teachers serve as the primary agents accountable for interpreting curriculum policies into classroom practice. According to Ornstein and Hunkins (2018), curriculum implementation be contingent largely on teachers' understanding, insolences, and ability to apply curriculum guidelines effectively in their classrooms. When teachers are vigorously dense and sufficiently prepared, curriculum reforms are additional likely to attain their planned outcomes.

In many education establishments, governments present curriculum reforms to recover educational quality, guarantee steadiness in learning morals, and report social dissimilarities. The Single National Curriculum (SNC) offered in Pakistan is one such development aimed at making unvarying educational measures across public, private, and religious schools. The chief objective of the SNC is to decline disparities in educational opportunities and offer all pupils with corresponding access to worth education (Government of Pakistan, 2020). By standardizing learning consequences and content across diverse types of schools, the SNC seeks to promote educational equity and recover overall learning standards.

However, the fruitful implementation of curriculum reforms often grants many challenges for educators. Instructors must acquaint to new content, teaching methods, and assessment approaches, which can seldom create glitches, mainly when satisfactory training and resources are not obtainable. Fullan (2007) emphasized that educational alteration is a compound process that requires time, professional development, and continuous support for teachers. Deprived of

proper basis and official provision, educators may struggle to successfully implement new curriculum policies in their classrooms.

Numerous studies acme the importance of teachers' insights and experiences in the implementation of curriculum reforms. Educators' attitudes toward curriculum changes can significantly influence how successfully the curriculum is implemented. When teachers perceive a reform as expressive and beneficial for students, they are more probable to accept new teaching practices. Conversely, when teachers feel unprepared or unsupported, resistance and implementation problems may occur (Hargreaves & Fullan, 2012). Therefore, accepting teachers' experiences is essential for identifying gaps between policy expectations and classroom realities. Professional development and training are also main impacts in positive curriculum implementation. Teacher's vital appropriate training to comprehend the objectives, content, and education structures connected with a new curriculum. Research suggests that unceasing professional growth programs can aid teachers develop the services and confidence compulsory to implement new educational policies efficiently (Darling-Hammond et al., 2017). In the context of the Single National Curriculum, training programs are intended to help teachers become acquainted with updated content criteria, assessment practices, and student-centered teaching methods.

Another vital factor in curriculum implementation is the accessibility of teaching resources and institutional aid. Proper education materials, schoolbooks, scientific resources, and administrative support can help for effective teaching and learning process. According to Print (1993), the actual curriculum implementation wants a supportive school setting where educators have access to resources and opportunities for collaboration. In many cases, limited possessions or inadequate support from school administration can make fences to actual curriculum implementation.

In addition to institutional challenges, teachers may encounter classroom-level concerns while implementing a new form of curricula. Diversity in students' learning abilities, language obstacles, large class sizes, and time limitations can affect teachers' ability to do justice with curriculum guidelines effectively. Teachers often need to familiarize curriculum content and teaching approaches to encounter the diverse requirements of students. As a result, teachers' practical experiences provide valuable insights into how curriculum policies function in real classroom settings.

The study showed in varied instructive surroundings has displayed that curriculum reforms occasionally meet implementation worries during the primary stages. These challenges may contain lack of clarity in curriculum guidelines, not proper training, and struggle to change amid teachers. Considerate these challenges is vital for refining curriculum implementation strategies and guaranteeing that reforms achieve their envisioned goals. Exploring teachers' experiences can therefore aid policymakers and educational leaders classify practical issues and develop active support appliances.

Expected the point of teachers in the curriculum implementation procedure, it is essential to review their experiences and perspectives concerning the Single National Curriculum. Educators are directly involved in classroom teaching and best to classify both the strengths and limitations of the curriculum. By exploring their experiences and the challenges they meet, this study purposes to offer a deeper considerate of the practical certainties of implementing the Single National Curriculum at the secondary level. Such visions may pay to improving policy implementation and supportive teachers in adapting to curriculum reforms effectively.

Theoretical Framework

This study is embedded in multiple educational philosophies that clarify curriculum implementation and reform, if vision into teachers' experiences and challenges with the Single National Curriculum (SNC). One initial theory is **Educational Change Theory** by Michael

Fullan. Fullan (2007, p. 41) clarifies that instructive change is a multifaceted process influenced by educators, school management, resources, and institutional support. Educators are central to applying reforms as they understand policy into classroom practices. Effective application needs professional development, unceasing support, and teachers' positive attitudes toward change. Fullan and Hargreaves (2012, p. 23) further stress that collaboration among teachers and ongoing feedback mechanisms are crucial for sustaining educational reforms.

Another pertinent perspective is **Curriculum Implementation Theory** (Ornstein & Hunkins, 2018, pp. 285–290), which highlights that curriculum policies must be interpreted into practical teaching policies in the classroom. Teachers act as mediators between policy and students, and their understanding, skills, and perceptions determine the effectiveness of curriculum implementation. Print (1993, pp. 105–110) enhances that successful implementation requires clear strategies, adequate groundwork, arrangement of resources, and supportive school surroundings. These viewpoints provide a outline for examining the challenges teachers face while implementing SNC, including lack of exercise, resource limitations, and adaptation to students' diverse education needs.

To precisely report curriculum reforms like the Single National Curriculum, **Tyler's Objective Model** (Tyler, 2013, pp. 29–31) is pertinent. Tyler highlights that curriculum should be intended around clear learning objectives, and the implementation process should ensure that instructional methods and assessment strategies bring into line with these objectives. SNC attempts to standardize learning consequences across all school types, making Tyler's model directly applicable in thoughtful how purposes guide classroom practices and teacher behavior. Similarly, **Taba's Grassroots Model** (Taba, 1962, pp. 7–10) underscores that curriculum development and application should reflect teachers' input and related realities, emphasizing that teachers' experiences are dangerous in translating policy into practice.

Constructivist Theory also notifies this study, as it stresses that learning is an lively process where students develop knowledge based on experiences (Piaget, 1972, pp. 58–60). For SNC, which approves competency-based education and incorporation of values, teachers must facilitate active education rather than merely bring content. Finally, **Vygotsky's Sociocultural Theory** (Vygotsky, 1978, pp. 86–88) highlights the role of social interaction in learning. Teachers implementing SNC are compulsory to support student learning, considering both peer interaction and cultural contexts, which can be perplexing in diverse classrooms.

Conceptual Framework

The conceptual framework of this study emphasizes on understanding teachers' experiences and challenges in implementing the Single National Curriculum at the secondary level. The structure assumes that the successful implementation of the curriculum is partial by several factors related to teachers and the school environment.

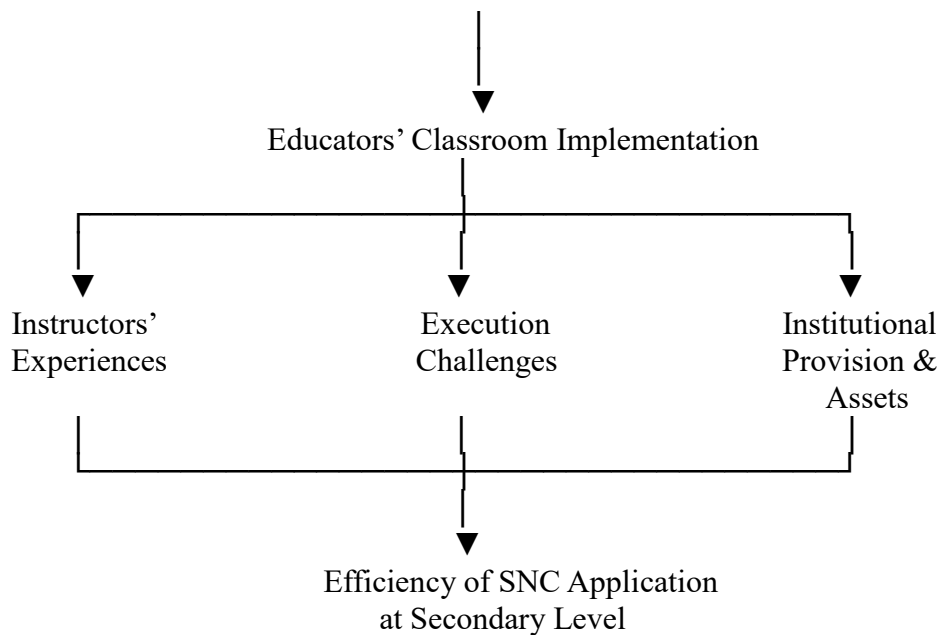
In this research, education, instructors' experiences represent their perceptions, teaching practices, and connections with the curriculum during classroom implementation. At the same time, teachers may aspect various application challenges, such as lack of training, limited resources, time restraints, and changes in student learning abilities.

Moreover, institutional backing and resources such as professional development agendas, teaching materials, managerial support, and collaboration among teachers can influence how effectively the curriculum is implemented. When educators receive adequate support and resources, they are more likely to implement the curriculum positively.

Consequently, the conceptual framework proposes that teachers' experiences, implementation challenges, and institutional provision together influence the effectiveness of Single National Curriculum implementation at the secondary level.

Conceptual Framework Flowchart

Single National Curriculum (SNC)



Methodology

Research Design

This study accepts a qualitative research design to explore instructors' experiences and challenges in implementing the Single National Curriculum at the secondary level. A qualitative approach is suitable as it permits an in-depth consideration of teachers' perceptions, beliefs, and classroom practices. Precisely, a phenomenological design is used to seize the lived experiences of teachers, stress the practical realities, difficulties, and opportunities they meet while relating the SNC in their classrooms. This method focuses on exploring participants' subjective experiences rather than quantifying data, making it suitable for understanding the difficulties of curriculum implementation.

Population and Sample

The population of this study includes secondary school instructors who are vigorously teaching themes under the Single National Curriculum in private schools. The study marks teachers from urban areas to capture diverse experiences. The sample size for this study is 15 teachers, selected from different five private schools to guarantee illustration across school types and teaching subjects. Contributors are chosen based on their direct involvement with the SNC to ensure that the data collected is applicable to the research objectives.

Sampling Technique

A purposive sampling technique is engaged to select participants who have direct experience with SNC implementation. This method allows the researcher to recognize teachers who can provide rich and pertinent insights into the curriculum implementation process. Standards for selection include teachers' experience with SNC, years of training and teaching, and readiness to contribute

in interviews. Purposive sampling is normally used in qualitative research because it ensures that participants have the exact knowledge and experience necessary to address the research questions.

Data Collection Procedure

Data is collected using semi-structured interviews, which give flexibility for participants to share whole descriptions of their experiences while permitting the researcher to guide the discussion to the research purposes. Interviews are conducted individually, either face-to-face or via online stages. The interview guide includes open-ended questions about instructors' experiences with SNC, challenges they aspect, plans they use to implement the curriculum, and the support they get from schools and educational authorities.

Document analysis is achieved where permitted, with curriculum plans, lesson plans, and organization reports, to triangulate the data and display the fairness of results. Subsequently data collection, interviews are transcribed exact, and thematic analysis is employed to diagnose periodic designs, challenges, and experiences connected to SNC implementation. Ethical considerations, such as informed consent, privacy, and volunteer participation, are severely supported throughout the study.

Data Analysis

In this research, thematic analysis is used to examine qualitative data collected via semi-structured interviews. Thematic analysis is an active method for recognizing, analyzing, and recording themes within qualitative data (Braun & Clarke, 2006, pp. 79–80). Later transcribing the interviews verbatim, the data is implicit into meaningful sections, which are then gathered into themes related to teachers' experiences, challenges, and the support mechanisms related with SNC implementation. The process involves familiarization with the data, generating initial codes, searching for themes, studying themes, defining and naming themes, and producing the final report. Triangulation is practical by cross-verifying interview data with relevant documents such as curriculum guidelines and lesson plans to improve the correctness and seriousness of the findings (Creswell & Poth, 2018, pp. 192–194).

Reliability and Validity

Reliability and validity in qualitative research guarantee that the results accurately reflect participants' experiences. Credibility is upheld through prolonged engagement with participants and member checking, where participants review the transcribed data to confirm the correctness of their answers (Lincoln & Guba, 1985, pp. 301–303). Dependability is ensured by preserving a detailed audit track supporting all research phases, decisions, and data management measures.

Ethical Consideration

Privacy and secrecy were severely maintained by assigning codes instead of names and securely storing audio recordings and transcripts. The study also guaranteed that participation modelled no risk to teachers' professional standup or personal well-being. Consent was obtained from school establishments where obligatory, and all ethical measures aligned with standard guidelines for educational research.

Research Investigation and Outcomes

The research displays several main findings regarding teachers' experiences and challenges in implementing the Single National Curriculum. Educators informed that the SNC were clear in learning objectives and a united edifice for teaching, which enhanced alignment across subjects and schools. However, challenges were also recognized, including inadequate training, lack of teaching resources, large class sizes, and assorted student abilities, which delayed actual

curriculum implementation. Educators highlighted the status of institutional support, such as administrative direction, professional development plans, and peer teamwork, in overcoming these challenges.

The findings highlight that successful SNC implementation depends not only on curriculum design but also on teachers' preparedness, classroom strategies, and systemic support mechanisms. These results propose that officials should stress on giving continuing teacher training, satisfactory resources, and supportive environments to ensure the curriculum meets its objectives of fairness and excellence education at the secondary level.

Table 1

Theme 1: Educators' Practices in Applying the Single National Curriculum

Sub-theme	Evidence from Interview Quotes	Evidence from Observations
a. Curriculum Adoption	"When SNC was presented, I had to study my lesson plans and sensibly study the new purposes earlier teaching." (Teacher 3)	Teacher used SNC textbook and lesson plan during the class to safeguard association with curriculum objects.
b. Classroom practices and interactions.	"It motivates us to include students more by discussions and activities." (Teacher 7)	Educator led group discussion and asked logical questions to involve students.
c. Structure of learning objectives with content of teaching	"The objectives specified in SNC help instructors emphasis on what students should attain by the end of the lesson." (Teacher 1)	Lesson objectives were written on the board and clarified to students at the commencement of the class.
d. Preparation increased and lesson planning	"Implementing SNC consists of more preparation as we want to confirm our lessons tie the curriculum criteria." (Teacher 4)	Teacher used worksheets and organized lesson plans united with SNC topics.

Table 1: Findings

Theme 1: Instructors' Experiences in Applying the Single National Curriculum

The results obtained in Table 1 shows teachers' practices in implementing the Single National Curriculum at the secondary level. The data got from interviews and classroom observations show that teachers had to familiarize their teaching practices to bring into line with the new curriculum guidelines. Many participants reported that the introduction of the SNC required them to revise lesson plans, comprehend the learning objectives in part, and regulate their instructional methods. Teachers also labelled that the curriculum heartened greater student participation through collaborating methods such as discussions and group activities. Observations additional supported these responses, showing that teachers tried to involve students vigorously during lessons. Additionally, the findings revealed that teachers focused on bring into line lesson objectives with curriculum criteria and invested more time in lesson preparation.

Table 2

Theme 2: Challenges Confronted by Instructors in Implementing the Single National Curriculum

Sub-theme	Evidence from Interview Quotes	Evidence from Observations
a. Limited teaching aids and resources	“Occasionally we do not have sufficient teaching aids or resources of digital value to explain concepts efficiently.” (Teacher 5)	Classroom trusted mostly on textbooks with partial pictorial aids.
b. Students diverse abilities and backgrounds	“Students come from diverse educational backgrounds, so education rendering to one curriculum leap becomes tough.” (Teacher 9)	Teacher frequent explained to support students who faced difficulties with the topic.
c. Limited time and large class sizes	“Handling a big class while implementation the syllabus according to SNC is rather perplexing.” (Teacher 6)	Classroom had numerous pupils, making individual attention difficult.
d. Limited curriculum guidance and training	“We were prearranged only a short coordination training about SNC; more detailed training would aid instructors implement it better.” (Teacher 2)	Instructor mentioned to personal notes that she prepared during lesson due to limited official guidance.

Table 2: Findings

Theme 2: Challenges encountered by Instructors’ in Implementing the Single National Curriculum

Table 2 grants the main encounters teachers encounter while implementing the Single National Curriculum. Interview responses exposed that limited teaching possessions and lack of additional materials were amid the main anxieties affecting effective classroom instruction. Teachers reported that trusting mainly on textbooks limited their skill to explain concepts in a more attractive way. Another important challenge emphasized by participants was the variety in students’ learning abilities and backgrounds, which made it difficult to maintain a consistent pace of instruction according to the curriculum guidelines. Observations also indicated that large class sizes and inadequate instructional time created additional barriers to providing individualized attention to students. Furthermore, some teachers uttered concerns about inadequate training and guidance correlated to the SNC, which affected their confidence in implementing the curriculum efficiently. These findings suggest that despite teachers’ readiness to implement the curriculum, several structural and instructional contests influence the practical submission of the SNC in classrooms.

Table 3

Theme 3: Organizational Support and Professional Development for SNC Implementation

Sub-theme	Evidence from Interview Quotes	Evidence from Observations
a. Chances for Training and professional development	“The trainings held at school helped us understand the curriculum structure, but we still need more workshops for efficiency.” (Teacher 8)	Instructor informed of attending SNC training sessions set up by the school.
b. Organizational support for curriculum execution	“Our school management inspires us to discuss difficulties and share approaches for executing the curriculum.” (Teacher 10)	Instructors were witnessed discussing teaching plans during break time.
c. Teamwork among teachers	“Involvement in sharing lesson ideas with associates aids us accomplish the new curriculum more efficiently.” (Teacher 11)	Instructors were seen planning lessons together in the staff room.
d. Accessibility of curriculum resources	“We have access to the SNC textbooks and guidelines that supports us to follow the curriculum in a better way.” (Teacher 12)	Teacher used SNC guidelines and schoolbooks as the foremost teaching resource.

Table 3: Findings

Theme 3: Administrative Support and Professional Development for SNC Implementation

The results in Table 3 show organizational support and professional development in allowing the execution of the Single National Curriculum go smooth. Teachers mentioned that professional training workshops supported them to comprehend the objectives and structure of the curriculum. However, some members renowned that extra practical training would supplementary enhance their aptitude to apply SNC strategies in classroom surroundings. Administrative support was also documented as a noteworthy effect in subsidiary teachers during curriculum implementation. Members stated that reassurance from school leadership and probabilities for cooperation with associates aided them share education ideas and overcome classroom encounters. When observed the scenario, it was established that educators often talked and discussed their lesson strategies and shared resources with each other . Moreover, access to curriculum materials such as SNC textbooks and guidelines was measured helpful in serving teachers trail the curriculum supplies effectively. General, the findings acme that institutional support, teamwork, and professional development show a serious role in enabling teachers to implement the SNC positively.

Discussion

The outcome of this study displays valued images into teachers’ experiences, encounters, and recognized aid during the execution of the Single National Curriculum (SNC) at the secondary

Grades. The conversation is organized around the three major themes recognized from interviews and observations: teachers' experiences, challenges faced, and institutional support and professional development.

Teachers' Experiences in Implementing SNC

The study exposed that teachers actively modified their lesson plans, teaching plans, and classroom practices to bring into line with SNC objectives. This bring into line with Fullan's Educational Change Theory (2007, p. 41), which highlights that teachers are essential to implement curriculum reforms and must understand policy into practical classroom submissions. The situation on student-centered learning, debates, and cluster activities witnessed in schoolrooms is reliable with Constructivist Philosophy (Piaget, 1972, pp. 58–60), which proposes that pupils build knowledge by active assignation and interaction. These findings demonstrate that teachers identify the value of SNC in structuring learning outcomes but also best part the augmented groundwork essential to efficiently carry the curriculum.

Challenges Encountered by Teachers in Executing SNC

Even though teachers' efforts, numerous encounters delayed effective SNC execution. Limited resources, big class sizes, varied student capabilities, and inadequate training were main difficulties reported by members. These findings shows previous research by Print (1993, pp. 105–110) and Ornstein and Hunkins (2018, pp. 285–290), which stipulate that curriculum execution pivot on not only on educator's capability but also on authorized resources and caring learning surroundings. The witnessed hitches in handling classroom variety and time manacles show the real-world intricacies of applying a standardized curriculum, echoing the insights of **Taba's Grassroots Model** (Taba, 1962, pp. 7–10), which pressures that curriculum improvements must consider teachers' input and background realities.

Official Support and Professional Development

The study also painted the serious role of professional development, organizational support, and teamwork amid teachers. Educators who had access to workshops, training, and cooperative chances stated better confidence in executing the SNC. These findings bring into line with **Fullan and Hargreaves' (2012, p. 23)** argument that sustained professional association and provision are vital for fruitful educational alteration. Additionally, the obtainability of SNC textbooks and guidelines aided teachers direct curriculum objectives more effectively, strengthening the importance of organized support for curriculum implementation.

Incorporation with Theoretical Structure

The results of this study are steady with the theoretical background recognized earlier. Fullan's Educational Change Theory clarifies the process of curriculum reform implementation and climaxes the importance of teacher appointment, professional development, and institutional provision. Curriculum Implementation Theory stresses the version of policy into classroom rehearsal, which was clear in how teachers associated their lessons with SNC objectives. Moreover, constructivist and sociocultural viewpoints (Piaget, 1972; Vygotsky, 1978, pp. 86–88) emphasize the status of interactive and contextualized knowledge, which teachers attempted to facilitate despite the encounters.

Results

It has been observed that teachers have adjusted just fine to the Single National Curriculum (SNC) by recapping lesson plans and taking in account student-centered methods such as debates and group activities. However, they face some challenges that includes less resources, big class sizes,

varied student abilities and skills, and insufficient training. Management support, professional trainings and workshops, and teamwork amid teachers were seen to be serious concerns in supporting effective curriculum implementation. Over-all positive SNC execution relies on teacher readiness and how well they have prepared and planned, proper resources, and supportive school surroundings.

Recommendations

1. To enhance Teacher training need to offer constant pragmatic workshops and professional training on SNC purposes and teaching approaches.
2. Guarantee readiness of textbooks, supplementary materials, and ICT outfits in all schools in order to enhance availability of resources.
3. Deal with different approaches for handling large and varied student groups effectively.
4. Inspire teacher association and offer guidance from institute leadership to strengthen organizational and team support.
5. Frequently assess of SNC execution to classify gaps and recover applies are essential in order to monitor the execution.

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