

## Challenges Faced by Teachers in Implementation of Single National Curriculum in the District Gwadar, Balochistan

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### Abstract

When researchers went to do fieldwork in Gwadar District and Balochistan Province, their study thus won a new arena of research into what teachers and students think about the SINGLE NATIONAL CURRICULUM. At the beginning of the school year, Pakistan introduced the SINGLE NATIONAL CURRICULUM this year. The real purpose of Prime Minister Imran Khan's new policy, SINGLE NATIONAL CURRICULUM is to bring education to all the people and good through standardization of educational types across both public and private sectors. So, we chose a qualitative approach for this study. By doing semi-structured interviews, we received a rich diversity of facts in relation to teachers' and students' individual experiences and reactions towards the SINGLE NATIONAL CURRICULUM. Consequently, the research concludes that ROOTED IN PERIL In Transition. If the SINGLE NATIONAL CURRICULUM can make some progress in reducing Gwadar's gap in education resources, during such a period there are still major problems ahead. Teachers had questions about the "universal" shape of the single national curriculum. In terms of these reasons for that, they felt it quite beside the point, having the district's economic differentiation is so high and there are many dialects also spoken here, and these states may not. Yet in addition, inhibit students from working together as one people. They judged that the curriculum might be unable to fully reflect the Gwadar area's actual situation; hence students do not identify with or understand it enough. A new mechanical learning framework took time to absorb and calibrate, said students responding to the curricular changes. Current circumstances may be quite different from life in a quiet reading room somewhere at home, complete with all those classic texts available. Consequently, this investigation underscores the need for a shared understanding on what education reform in Gwadar ought to strive towards. Educators, leaders and local people all need to find broad agreement and together take action on these challenges before policy direction can go forward. Through getting people's direct perspectives on how changes in their neighborhood schools affects them, this study provides valuable experience about how best to arrange for Gwadar's population NATIONAL SINGLE LIVE CURRICULUM to learn and how to make it more effective so it benefits all students equally. On the whole, this article argues that curriculum development for Pakistan's future should take better account of local contexts -- that is, it should try to better understand them as well as the learning environment in which such curricular is used too. Only thus can we meet the many needs of students more effectively and put an atmosphere of shared knowledge between teachers and their pupils.

### 1. INTRODUCTION

It marks a turning point in the country's education reform and brings forth an era of unification for its fragmented school system. The Single National Curriculum reform was launched during the term of Prime Minister Imran Khan, which aims not only to standardize course unified though

various schools but also the diversity and autonomy of church schools, private colleges and religious seminaries. The Federal Ministry of Education and Professional Training is determined that SNC should promote social inclusion, connectivity between different social segments and the building of national consensus. It announced in a statement that children from all social backgrounds would receive equal education services. However, children from poor families the children to offer them free education. This reflects not only a pledge to change, but reality (Sahu, 2020).

The Single National Curriculum (SNC) was the outcome of Imran Khan's vision to unite Pakistan's education system. Mere standardization was not what he had in mind. This policy was also part of his larger plan to decolonize the country's educational environment and redress imbalances inherited from British colonial times. In short, the SNC was an enterprise of fundamental change. standards in education and the architecture of its hierarchy significance, which held sway high: these should be newer constitutionally with current needs -- that is, national culture rather than that of another nation who once made slaves for You In this way the government sought to establish social justice and form a solid national community by ensuring all students had an equal opportunity to achieve. It also aimed at integrating ethical values (both cultural and religious) into education, so as to raise a shared consciousness among young Pakistanis as their common background (Park, 2013).

One goal of the Single National Curriculum was to prepare Pakistani students for an increasingly globalized world. This included boosting critical thinking abilities, creativity and problem-solving skills so that the curriculum could take account of certain international competencies. Additionally, it sought to bring about social integration across the socioeconomic and cultural divide that had traditionally separated public, private and religious schools. Its explicit aim was to bring an end to any vestiges of colonialism in education. Hitherto, the existing educational structures, based on the divisions of the colonial era, had perpetuated social inequalities by offering the highest quality of educations to elites and limiting opportunities for students from lower-income or rural areas (Irfan, 2021). In introducing a unified curriculum, one of the purposes was thus to provide access to learning resources and opportunities for every student from whatever background or part of the country they came from on even terms with any other pupil (Knight, 2001).

The changing of Pakistan's education system to a unified form aimed to bring into harmony the three major educational systems--madrassahs (holy schools), private schools, and government-run institutions. In the past, these systems functioned separately under different curricula and outputs, resulting in vast gulf is in educational attainment. Madrassahs were chiefly for religious instruction; private schools had the choice to follow either a national or international syllabus while government schools adhered to the curricula laid down by Delhi Government which was deficient in many modern teaching materials. The SNC (Single National Curriculum) sought to bring these structures into a unity that contained elements of both modern academic knowledge and critical thinking as well as moral education, and would ensure evenness of competition and common learning results across all parts of the land (Botchwey, 2009).

Inclusion and modernization were two key features of the Single National Curriculum. Yet it took several characteristic steps to implement this. These include standardized textbooks for all, representation of groups who are socially marginalized or excluded in regional languages, teaching contemporary teaching methodologies such as creativity and interdisciplinary learning. All students received religious and moral education to instill good behavior and a sense of civic responsibility. The government teacher training programs were launched to help educators prepare for this new curriculum. Despite such a bold inception, the reform faced multiple impediments as it struggled for recognition, spread, or effective delivery. Nor was that all. There were some

obstacles also in rural areas where teaching materials remained inadequate due to lack of funding and infrastructure.

In the field of educational theory, 'curriculum' does not simply refer to a collection of subjects or textbooks, but to the sum total of all experience's students have under the direction of teachers. It is the learning process as a whole, its standards and goals, the materials used in it, and how these should be used—assessment strategies which will define what counts or does not count as learning. In Pakistan, curriculum reconstruction historically has been seen as an important tool in addressing educational inequalities and linking schools with society's objectives. (Tyler, 2013) Since independence, Pakistan's education system has been divided into English-medium, Urdu-medium and madrasas or seminaries systems a division which had its roots in British colonial history and has led to disparities that persist even today. (Irfan, 2021) Previous Pakistani education policies beginning in 1959 and including 1970, 1972, 1979, 1992, 1998 even 2006 tried to reform this system but failed to get rid of these distinctions. (Jamil, 2009, August) The latter major initiative (2006) decentralized curriculum development to the provinces, giving them freedom in either accepting or rejecting a national planning model and resulted in uneven standards once again among different regions. The introduction of the SNC by the PTI government sought to overcome these obstacles by providing a unified single framework for all educational institutions, thus fostering equality and commonality of national identity.

Speaking subjectively, curriculum reform process change need develop time according to society and economy of its nation. Educational policy success depends on its correspondence with the popular will and the spirit of national consciousness. The SNC in Pakistan is the embodiment of such a flexible approach: at one level this reflects an educational reform to meet new needs and standards, but on another it complements society's own goals for its citizens. This standardized structure of the curriculum not only improves academic standards; it fosters tolerance, encourages youngsters to participate in their communities, and equips them with conflict-resolution skills. But whether such reforms will succeed depends largely on the teachers. Teachers' perceptions, motivations and preparedness play a critical role in successful reform (Hussain, 1995). Now, therefore, it is indispensable to deepen our study of how teachers think about the Single National Curriculum. Without a good understanding of teacher viewpoints, both medium-term feasibility and long-term effects cannot be forecast. If we examine the logic of school evaluation, we note that curriculum may take various forms. The written curriculum refers to what students are supposed to learn and how it should be done according to official documents; the hidden curriculum includes informal lessons, values and behaviors gained by pupils through their interactions with each other at school. Subject-centered and student-centered curricula may stress respectively either the expertise of disciplines or individualized learning; activity-centered models concentrate on experiential and existential learning. Teacher-centered curricula make use of the teacher's authority at its core: such forms of education are provided for by him in ways that are prescribed. Integrated and assessed curricula combine disciplines to assess learning outcomes through many modes of evaluation. These diverse forms all show multiple facets of design, teach us how difficult it is to achieve a curriculum both inclusive and effective.

The Single National Curriculum is based on the idea proposed by John Dewey (1916) that curriculum should be a "reconstruction of experience" and carry forward from existing tales into fields larger in scope than mere classroom knowledge. Through a uniform curriculum, the Pakistani government hoped that all students—regardless of their institutional background—could start from the same point and have equal opportunities without any advantage or disadvantage. Guided by the belief that only by giving everybody access to good education for free can national specialty and social harmony be achieved, the PTI Government planned to begin implementation of SNC in its first five years—Establishing Equality of Opportunity (Durrani, 2021). Supervised by

the National Curriculum Council, the SNC aims to break down educational divisions organized by class and go against the split of society in Pakistan to achieve social cohesion (Chaudhary, 2021). In theory, Unification of this type is a compact disc integrated into remote historical past which helps accelerate full access to knowledge for everyone. It should accelerate national integration. Nevertheless, the Single National Curriculum has not been without its controversies. Its emphasis on number rather than quality has been criticized by some advocates for education and against rote learning rather than critical thinking. Consequently, critics have pointed out that too much focus on religious content in core subjects may isolate religious minorities and intrude on Article 22 of the Constitution explicitly guaranteeing minority rights (Aqil, 2021). Furthermore, stereotyping continues in textbooks along lines of sex, so girls are depicted in a limited number of roles as compared with boys. Nonetheless proponents of the SNC insist it is essential in the drive for making educational opportunity equal and country united; after all, Pakistan has long been divided into social, language-based classes (Subiyakto, 2022).

The Single National Curriculum is both an opportunity and a challenge for Pakistan's education system. It wants to get rid of inequalities, decolonize the curriculum and give us a sense of national identity While its success or failure depends on implementation, teacher training and care for cultural and religious diversity. Therefore, this paper explores Gwadar Primary School teachers' perception of the SNC in Balochistan to bring home the points for future possible strategy. It resents the difficulties and barriers that arise during its implementation this way and tries to come up with new methods Show full profile.

## 2. LITERATURE REVIEW

The (Butt, 2010) Pakistan introduced the Single National Curriculum in 2021. It is an effort to integrate educational systems, promote fairness and tolerance, and ensure equal access to all kinds of learning from public or private schools and colleges. Despite this, authorship from the English-medium community has pointed out various problems in other areas of implementation such as competence of teachers, traditional pedagogy style and systemic inequality. According to academics, the future of SNC depends mostly on teachers' readiness and professional ability in their own cultural environment.

In Pakistan's classrooms, a traditional yet outdated habit of rote learning is number one. This teaching method hinders student's development of space and inquisitiveness; however, even though Inquiry-Based Learning (IBL) has been recommended to Pakistanis, we can barely achieve it ourselves if it is not lived out regularly. Teachers also have only a limited knowledge of science subjects and slim hope of effective pedagogical preparation (Bennett, 1992). This gap is especially wide in the case of science, where many teachers—for example females teaching rural schools—cannot speak or write professional English and have difficulty dealing with scientific terms (Irfan, 2021).

The manifestations in higher education show that this fact has assisted students in producing illiterate future generations between one generation to another. However, teacher evaluation methods and opportunities for further development are also weak—their content often does not suit what happens in class. There are studies that show how good attitudes to science and a secure grasp of content improve both the teaching of it and student participation in science learning (Bybee, 2006). Nonetheless, the examinations that teach teachers—destroying system is without any consideration of training personnel or carrying out educational research (Hayes, 1989). In science, mediocre results persist and female teachers have to deal with both cultural as well as institutional barriers to professional development (Bibi, 2019).

Finally, broader trends which have been apparent within Pakistani educational circles demonstrate the pervasive injustices between schools teaching in English and those employing Urdu medium

(Butt, 2010). All these persistent problems eventually result from a lack of enough government funding, administrative inefficiency and defective controls (Hashmi, 2018). In addition, such built in system flaws coupled with differences deriving from gender or resources, makes creating conditions favorable for equal education especially difficult and implementing SNC is holed with obstacles. Therefore, we believe that and providing teacher opportunities alongside SNC implementation. To sum up, the successful carrying out of the Single National Curriculum is not only an issue of reform in policy it also involves ability building, support for gender sensitivity and investment in teachers over a long period of time. In Pakistan today, only by dealing directly with these problems can we enable female primary school teachers to grasp their destiny, upgrade science education, and help the country as a whole to reach a high-quality national education system.

### **3. RESEARCH METHODOLOGY**

Defining research means making original contributions to the existing mass of knowledge by adding something new to it. Research is also a systematic approach as well. Its practice requires generalization and formulation of theory. It is also known as research. The research methodology for this study seeks to take a qualitative approach in collecting data with primary school teachers on their perception of challenges they face when teaching subjects from the Single National Curriculum (S.N.C.). In view of the above reasons, exhaustive literature search was undertaken to gather related primary data. The results of semi-structured interviews with primary school teachers in District Gwadar Balochistan provided primary data for this project. This method was used to gather the teachers' perspectives and experiences on the difficulties they encounter when teaching different subjects. The data collected was then analyzed and interpreted, creating a composite picture of their perceptions towards challenges they face teaching S.N.C. content. The qualitative research approach is appropriate to this study, as it allows for a comprehensive exploration of the teachers' perspectives and experiences involved.<sup>1</sup> The focus is on what teachers see and feel which provides precious Bandwidth into the challenges that they face, as well as factors that influence their perceptions

#### **3.1 Research Approach**

The researcher employed two analytical methods to identify similarity and likeness in the teachers' descriptions: Interpretative Phenomenological Analysis (IPA) for looking into teachers' perceptions at a deep level and the meaning that they give to their experience, and Thematic Analysis for finding themes running through all interview data. By adopting such rigorous qualitative research techniques, the investigator sought to provide a thorough understanding of the viewpoint of female primary school teachers as to teaching subjects taught in the Single National Curriculum.

##### **3.1.1 Research Population**

The research population, also known as the target population, refers to the entire group or set of individuals, objects, or events that possess specific characteristics and are of interest to the researcher. According to Schell (1989), population refers to the entirety of objects, subjects, or members that align with a defined set of specifications. It represents the larger population from which a sample is crucial for researchers.

##### **3.1.2 Sampling Technique**

A sample is group of people, objects or items that are taken from a large population for a measurement. The sample should be representative of the population to ensure that we can

generalize the findings from the research sample to the population as a whole Kennedy, (1991). The purposive technique was used for sampling in this research study where different criteria were pre-selected for the population. All the female primary school teachers at any public school in district Gwadar, Balochistan were the population for this study. As per the Balochistan Education Statistics (2022-23) There are 226 primary school at district of Gwadar, Balochistan. Total number of female primary school teachers is 247 in the district. Therefore, all the female primary school teachers of district Gwadar are my population.

### **3.1.3 Sample Size**

In this qualitative study, the researchers employed purposive and convenient sampling to select participants. The researcher specifically recruited female teachers from primary schools in District Gwadar, Balochistan, who could provide in-depth and detailed information about the phenomenon under investigation. Due to the constraints of academic research, such as limited budget and time, the researchers selected 5 primary girls' schools and interviewed two female teachers from each school in detail. In total, 10 female teachers from Girls Primary Schools in Gwadar, Balochistan were interviewed and the data collected from these teachers was analyzed and documented to represent the perspectives of this sample. Their ages ranged from 28 years to 46 years whereas their experience of teaching were from 9 years to 24 years. All were married and living near their posted schools.

### **3.1.4 Research Instruments**

Research Instrument is used to collect data for any study. For the current study, the researcher prepared an open-ended questionnaire for semi-structured interviews. The questionnaire consisted of 18 questions designed to gather in-depth insights into the teachers' experiences and perceptions on challenges faced by primary school teachers in the district Gwadar.

### **3.1.5 Research Interviews**

To Zaki (1993), the advantage of the semi-structured interview is that the interviewer is in control of the process of obtaining information from the interviewee, but is free to follow new leads as they arise. Each respondent was asked to give a once off, in-depth interview of approximately one hour in duration. One popular qualitative research approach in academia is the semi-structured interview. In this qualitative study, the researcher employed in-depth interviews as the primary method for data collection. The researcher conducted face-to-face, semi-structured interviews with female primary school teachers who taught primary classes through the Single National Curriculum. The interviews were audio-recorded and then transcribed verbatim.

## **3.2. Data Analysis**

The data analysis approach is seen as one of the components of any investigation that is most basic. Toolkits for research analysis are applications, strategies, and procedures that enable the analysis, interpretation, and drawing of conclusions from data obtained by research projects. Dr. Alberta says it well: every professor has a right to say anything they want if it helps students learn; any professor should not have to put a hole in their statements no matter how big, as this only defines them and nothing else! Wheeled chairs were pushed into place then Waldo and Profess.

Thematic analysis provides a well-established means of data collection for studies on first year university students in which the comrade in question not only gathers new materials but also goes around introducing his study to people. The interview transcripts were read through. Repeated themes, patterns and categories were looked for concerning how woman teachers in primary schools viewed what difficulties they experienced teaching through SNC. To score the semi-

structured interview data, thematic analysis was used. It had six steps that are shown in the figure below. An interview guide was developed that included questions and opportunities for participants to express their own opinions. The results were reported in terms of various themes. During the course of analysis, data was classified and then categorized according to its relationships with different themes. To evaluate the application's internal consistency, the transcription of the interview will be reviewed and authorized by participants after it has been conducted, thus avoiding false conclusions and remarks.

### **3.3 Ethical Consideration**

Through the research study every one of the required parameters were rigorously maintained or followed in order to prevent the data in this study from being manipulated in any form hence conforming to the reliability and validity of such research. It was important to adhere to the established guidelines and procedures so as to prevent deviation from international standards of ethical research. Ethics considerations were at the heart of protecting the rights, dignity and welfare of all those involved, as much as they were ensuring the scientific integrity and validity of the research itself. The study involved obtaining consent from all participants before they took part in it. This entailed giving people a comprehensive explanation of the aims, methods, risks and benefits of the study. Participants were informed of their voluntary involvement and right to terminate the research at any point without consequence.

Secondly, ensuring confidentiality and anonymity was done to protect the personal information and identities of the participants. Throughout the study, the participants' fictitious names rather than their real names were used to ensure confidentiality. Data was kept safe and was used strictly for research purposes, with no details identifying individuals introduced in any reports or publications that came out of the study. Lastly, the design and methodology of the study were arranged to minimize any possible harm or insecurity to participants. In addition to the above elements, we also checked the research tools, language and actions against any form of insensitivity to culture, context or consequence. Adhere to the requirements of related ethical standards from the institutional level and abide by international guidelines or any local ethics committee that is applicable. However, integrity and accountability must be upheld as well; this experiment is not a matter of discarding interest-only information. No competing interests, funding bodies, or other affiliations that might have an impact on this study's credibility were declared. By following these ethical guidelines, the study sought to offer valuable insights to the academic community while adhering to the highest standards of ethical integrity set forth in international research regulations.

## **4. RESULT AND FINDINGS**

### **4.1 The context of education in Gwadar**

Gwadar is located in Pakistan's Balochistan province in a coastal region. The area is unique in that it contains so many different cultures-which makes for rich language backgrounds. As any Western observer with experience in immigrant communities might have seen, these many tongues can pose challenges on par with those posed by the region's impoverished terrain and sparse communication infrastructure. What should be done about this? Perhaps more attention will focus on providing training for local youths who might each one day adopt "a garrison policy" so that they can usher their kin into the world. The first step in this long-term challenge is to ensure that less mature scholars get a chance to see other places at their own cost and experience firsthand skill-building seminars organized by themselves and using local talent. The necessities will also have changed markedly by decade's end: Hence jobs which are anachronisms now (rake carriers for example) will have disappeared-Chinese poet Bai Hua.

The situation has resulted in a high degree of illiteracy and low level of education awareness in the area, which tends to institutionalize poverty. Parents themselves have few if any qualifications, derive little income from their labors and are unable to spend much on educating their offspring—a situation that disadvantages next generation too. "Well," added Yao Yuesen light-heartedly, "if all goes well with present efforts and this Xida has brought in the light of home it may be frustrating for us how he's got such talents from nowhere!" Gwadar teachers are not just teachers, but are often their students' advocates who strive to provide high-quality education. For example, in order to change an unresponsive education system and revitalize teaching conditions against systemic obstacles a change must be made now suddenly from the bottom up. The key challenges identified in the data were then as follows: Lack of Training and Resources; Language Barriers; Government Inaction; Technological Deficits; and Cultural Impacts.

#### **4.2 Lack of training and professional development**

One of the most pressing issues raised by the teachers is the lack of training and professional development opportunities for themselves. Saeeda, a primary school teacher, said her struggle with insufficient training resources continued. She pointed out that without proper training it is difficult to conduct effective teaching strategies targeting varying learning needs. She said she felt frustrated too, "with an unchanging curriculum which does not reflect contemporary educational techniques or take care of students' actual needs." Education will become better managed by students and teachers who understand that lack of teacher training programs limits not only their ability to adapt these new teaching methods but also how to engage students effectively. This dead zone in professional development affects teaching quality and at the same time lowers teachers' confidence in their work. "Lacking any training and professional development for teachers prior to launching the new curriculum has led to different difficulties for pedagogy."

#### **4.3 Insufficient educational resources**

Lack of instructional materials is another major challenge facing Gwadar teachers. Naela underlined the need for more practical teaching tools in order that complicated ideas could be more readily grasped by students. She said, "Without textbooks, visual aids or hands-on materials of any kind, it becomes even more difficult to keep one's lessons rich and interesting." In addition, Saira pointed out another aspect: "The government does not provide any financial support for its mandatory educational activities that it claims are necessary; such as lab sessions in physical science classes and sports venues for physical education." These resources are vital for providing a well-rounded education that fosters academic and personal growth.

#### **4.4 Language barriers**

language, specifically in a multilingual place like Gwadar, is of massive importance for education. Net chain's primary education system has become the millstone round many students' necks was higher thought--into failure. For example, Nurhan Kotan, who has studied at Berlin's Technical University yet cannot write a single line in his mother tongue Uighur. Aliya and Fatima both pointed at this situation. "Many students here vary little Chinese but can speak any regional language, such as Urdu or Balochi. English instruction is tough for them." When the change was made to using English as the medium for teaching and research, it brought huge problems for both students and some faculty. This obstacle not only affects comprehension, but also shakes students' confidence in themselves so that they are unwilling to participate in class discussions. When students cannot understand English, they may abandon learning and thus raise the drop.

#### **4.5 Government Neglect and Backing**

The government's support is undoubtedly an important factor in solving educational problems. Saima criticized, "The government has not launched any educational infrastructure improvement initiatives, nor made available any materials for schools. This penny-pinching policy leaves the teachers and students without the implements they need to thrive." Ruqayya was of the view that procuring textbooks and material for education required "a prompt reorientation of the educational resource structures and program for teacher-training." She admitted that "no such help from the government to change the design of textbooks or supply enough materials is being now provided, so teachers are left to labor alone in an ever-harsher environment as regards such things."

#### **4.6 Technological Needs**

Today's Digital Age of technology plays an essential role in enhancing educational experiences. Aasia focused on the use of multimedia tools to teach. She claimed, "Today education is everywhere dependent on electronic technology in order to excite students and make studies more interesting. But if you ignore the computer or digital works a teacher will not be able really to use these tools." A lack of technological infrastructure limits both teaching methods and the acquisition of vital skills for success in a rapidly developing digital world.

#### **4.7 Cultural Factors**

Affecting Education Together with society's attitude and culture towards education have an influence on children's study habits and performance in school. For example, Salma looked at the way in which cultural factors could affect children's chances of getting an education. "In some cases," she said, "instead of pursuing formal education traditional society might have set other standards for children, especially girls. In this way the cultural context obstructs any hope for good enrollment rates and a decent survival school." The difference in culture plays an important role in different societies. For example, in Balochistan, some societies regard it as a very delicate matter. Exactly what are the Main Potential Strategies for the Smooth Implementation of SNC--During the interviews with teachers, three strategies for ameliorating the smooth implementation of SNC were proposed in Gwadar District.

##### **4.7.1 Implement Comprehensive Teacher Training Programs**

Establishing ongoing professional development opportunities for teachers is crucial. Training programs should focus on modern pedagogical strategies, classroom management techniques, and subject-specific methodologies tailored to local contexts.

##### **4.7.2 Provide Adequate Educational Resources**

The government should prioritize funding for educational materials such as textbooks, visual aids, laboratory equipment, and sports facilities. Schools should be equipped with necessary resources to facilitate hands-on learning experiences.

##### **4.7.3 Address Language Barriers Through Bilingual Education**

Implementing bilingual education programs can help bridge the gap between students' native languages (Urdu and Balochi) and English instruction. This approach would enhance comprehension while fostering a sense of cultural identity among students.

##### **4.7.4. Increase Government Support for Schools**

Government initiatives should focus on improving school infrastructure, providing necessary

materials, and supporting extracurricular activities that promote holistic development among students.

#### **4.7.5. Integrate Technology into Classrooms**

Investment in technology infrastructure is essential for modernizing education in Gwadar. Schools should be equipped with computers and internet access to facilitate digital learning experiences.

#### **4.7.6. Engage Communities in Educational Advocacy**

Community engagement initiatives should aim to raise awareness about the importance of education for all children. Programs targeting parents can help shift cultural norms towards valuing formal education as a pathway to opportunity.

### **5. DISCUSSION AND RECOMMENDATION**

The aim of the study is to investigate what has been experienced by female teachers in public primary schools in Gwadar, Pakistan when they attempt implementing the national curriculum. And results of the study showed that teachers are hoping to improve quality education sooner the better, although a job-related reality creates problems for them. A lack of funds means there is no material basis to support teacher's aspirations. And except for minimal staff training, providing government support or inadequate linguistically-competent teachers (often none) are the source of many an ill-prepared novice's troubles in education. Also, most participants felt inadequately trained in the new teaching methods. In addition, each of them fulfils diverse needs to address their students. The real tragedy lies here : Lack of Textbooks, experimental Materials And Tural Murex of Education Restricts a Classroom's effective Instruction Still Further. English teachers learned that this was a major difficulty with SNC: The problem arose because both students and their instructors could not communicate the language barrier. Furthermore, many students are simply unable to acquire new technologies Due to a lack of access to IT and there being no digital resources available in education apart from some locally based cooperatives. In these text taking trials, no suitable physical infrastructure exists. It merely gets in the way of construction. After one year's trial, many of the books became worn out or dirty and had to be renewed--demanding constantly expanded manuscript faculties. This difficulty is further complicated through absence, i.e. Perhaps we should have seen that coming: In five years of living abroad, we have been able to offer our daughter no more than the tenderest care. "Don't move," they would beg us; "don't make us start over from zero. "Yet even this bit of grievous suffering. They also said that the government did nothing for them and their work place was falling apart: failing to address new curriculum requirements and provide a suitable instructional environment. But on the other hand, lagging behind in technology development and without digital tools teaching heritage is difficult to change here. Pref minatory norms of culture remain powerful in educational participation: girls especially are ended distinct in both schools prioritized community participation in order to better the situation of girls' education. Pedagogy glimpsed from this research turns out to be one intimate of contrast to English Theme. It points towards empowerment of teachers for achieving SNC Aites and Its res. Sources (among others) for empowerment are Principally Continuous. Professional education offering resources and courses. The government and technology, as well as cultural understanding are all necessary steps towards making all of Gwadar a more inclusive and fairer place to be educated.

### **6. CONCLUSION**

However genuine its motives, reasoned the study, Pakistan's Balochistan government will find it tough row in Gwadar should it choose to carry out Oneil Curriculum CE Young Team (SNC). The

absence of systematic teacher development plans and a paucity of teaching materials--which include textbooks, laboratory aids and visual aids sets limits for both effective instruction and learning. And currently language barriers serve as both obstruction to teaching and learning. This is especially true for students who are not adept in English, the required medium of instruction; they therefore find it difficult to understand or relate to what they are taught. If we add to this picture the fact that teachers have less than the minimum training to cope with such misery that they stayed up every night in their spare time on weekend evenings until 3:00 am during high-quality Chinese courses--teachers at these schools are patently struggling to maintain life itself. Aside from this, governmental inaction drew out its passing over a long period, coupled with a lack of infrastructure and indeed the allocation resources which came in that direction--such a situation merely goes on to aggravate these problems as it persists indefinitely in terms of technology, Pakistan's classrooms now belong to yesteryear. They do not possess the hardware or software currently required for integral modern teaching methods such as digital presentations. What's more, traditional cultural and social attitudes of long standing still help shape views of education--for girls in particular--making "public relations work" an essential requirement. These historical legacies are the brake on educational Development In order to achieve the SNC's stated goals of equity, inclusion and quality, government decision-makers must think first about providing continuous teacher training, better resourcing and bilingually delivered instruction suited to different cultural contexts. It is a condition without which mere wishful thinking will not bear fruit. If the dream for a single national curriculum is to be made into something practical and concrete, then greater government support, more funding for an educational environment plus this new technology itself all deviate from the essential problem. Ultimately the success of the SNC in Gwadar and throughout Pakistan--depends upon integrating policies with the experiences of teachers.

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