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## A COMPARATIVE ANALYSIS OF PUBLIC AND PRIVATE SCHOOL TEACHERS PERCEPTION ON SINGLE NATIONAL CURRICULUM IMPLEMENTATION

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### Abstract

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In this study, the perceptions of public and private school teachers in district Bahawalpur regarding the implementation of the Single National Curriculum (SNC) have been evaluated. Through a comparative analysis, the study assesses aspects of SNC such as the promotion of educational equity, social awareness, attitudes, and satisfaction levels of teachers regarding their ability to bridge differences and promote social harmony were assessed. Data was collected from 149 teachers, including 78 government and 71 private school teachers. The ANOVA results indicate that there is a significant difference in the perceptions of public and private school teachers. However, both groups of teachers support educational equality. The study revealed that private school teachers are more content with the curriculum and teacher training provided under the SNC, considering it more effective than other training programs. The results of the study also suggest that schools require specific assistance and funds to implement SNC effectively across different institutions. In conclusion, the state of teachers' perceptions towards the new curriculum contributes to the ongoing debate on educational reforms in Pakistan.

**Keywords:** Education, Reforms, Curriculum, Implementation, Equity.

## Introduction

The Single National Curriculum (SNC) was initiated in Pakistan with the objective of eradicating the historical inequities between different types of educational institutions. According to the [Ministry of National Education & Vocational Training \(2020\)](#), SNC aims to standardize the curriculum taught in public and private schools to democratize education and eliminate regional disparities in educational provision across the country. This initiative is part of broader efforts to address the inequalities that have long plagued Pakistan's education system, particularly in marginalized communities. The idea of a "Single National Curriculum" in Pakistan has been a hot topic of discussion due to the numerous challenges it presents to the country's diverse and often fragmented educational landscape. Over the years, Pakistan has seen the development of various educational policies, with numerous bodies established to assess and implement these policies. [\(Sarwar, Khurram, 2023\)](#), Despite these efforts, the country's education system is often criticized for lacking a unified set of values, leading to a disjointed and chaotic system that fails to produce well-rounded, responsible citizens [\(Khan et al., 2023\)](#). The introduction of SNC seeks to address these issues by providing a uniform curriculum that can be implemented across different types of schools, including theological schools, religious schools, private schools, and public schools, each of which traditionally follows a distinctive curriculum and pedagogy. It is important to recognize that the perceptions and attitudes of public and private school teachers towards the SNC can differ significantly due to variations in funding, resources, training, and organizational culture [\(Khan et al., 2023; Leithwood et al., 2024\)](#). Private school teachers, for instance, often have better access to resources and professional development opportunities, which may influence their ability to implement curricular changes more effectively [\(Cohen et](#)

[al., 2017\)](#). The successful implementation of the SNC, therefore, depends heavily on understanding these differing perspectives and addressing the unique challenges faced by each type of school. The research on the effectiveness of SNC in Bahawalpur district tries to focus on the issue of inequality in education between public and private schools which is existing in Pakistani Schools. [\(Shahzaib, Dattoo, 2023\)](#), The purpose of the research relates to the definition of the issue, based on the identification of the differences in attitude to the efficiency of SNC as a tool for increasing equity in access to education and enhancing social cohesion in the practices of teachers from these two sectors. The value of this research, therefore, is that it provides practical knowledge to the government about the gap in teacher satisfaction and the difficulty that various types of schools encounter so that they can be implemented well in the curriculum. [\(Tahira, Muhammad, Asma, 2023\)](#), By assumption, it will unveil the existence of a gap in the perception of SNC implementation between teachers in public and private schools with the latter being expected to avail a positive perception attributing to enhanced resource endowment, and training. Thus, this research provides scarce information to the existing literature on educational reforms in Pakistan and an argument stirring into the kinds of intensive reforms required to bolster both private as well as public sector educational establishments. For instance, [Liu & Li \(2010\)](#) explored teachers' perceptions of new curriculum reforms in China, highlighting the importance of creating supportive learning environments to facilitate successful implementation. Similarly, [Darling-Hammond \(2010\)](#) emphasized the critical role of teacher education in adapting to curricular changes, a point that resonates with the current educational reforms in Pakistan. In the Pakistani context, [Ali \(2020\)](#) discussed the impact of the SNC on teachers' self-perceptions and the broader implications for educational

equity. He argued that while the SNC is a step towards addressing educational disparities, its success will depend on the extent to which teachers are prepared and supported in adopting the new curriculum. [Aslam & Kingdon \(2011\)](#) provided insights into the factors influencing student achievement in Pakistan, suggesting that teacher attitudes and the availability of resources are crucial in determining the effectiveness of curricular reforms. Moreover, [Reimers \(2020\)](#) highlighted the benefits of integrating a common curriculum in schools, such as narrowing educational gaps and promoting social unity. This aligns with the goals of the SNC, which aims to foster social cohesion and critical thinking skills among students ([UNESCO, 2020](#)). The literature also underscores the challenges associated with implementing a unified curriculum in a context marked by significant socio-economic disparities. [Khan et al. \(2023\)](#) argued that while the SNC has the potential to bring about positive changes, its success will require careful consideration of the diverse needs of Pakistan's educational institutions and the provision of adequate support to both public and private schools.

### Research Objectives

1. To assess public and private school teachers' perception about the implementation of the Single National Curriculum (SNC) in Bahawalpur District.
2. To determine the perceived benefits and challenges of the SNC.
3. To Measure levels if teacher's awareness and comprehension about SNC.
4. To Examine private and public-school teacher's attitudes Towards implementation of SNC.
5. To analyze the extent to which the SNC has been implemented in terms of textbooks, teaching methods, and assessment strategies in public and private schools.

### Research Methodology

The present research is a quantitative cross-sectional study in its approach, aimed at

eliciting the perspectives of public and private school teachers in District Bahawalpur towards the Single National Curriculum (SNC).

This method was selected for its ability to offer a comprehensive and systematic understanding of the study topic by quantifying data collected at a single point in time ([Creswell, 2014](#)). The cross-sectional design is particularly useful in educational research for comparing different groups within the population ([Bryman, 2016](#)). According to [Creswell \(2014\)](#), quantitative research involves administering a set of structured questions to many respondents to objectively gather data. The basic goal is to analyze this data using statistical methods such as mean, standard deviation, independent-samples t-test, and Multivariate ANOVA. The choice of these statistical methods is justified by their effectiveness in comparing group differences and examining relationships between variables ([Field, 2018](#)).

### Sampling

A stratified random sampling technique was employed to acquire data from instructors for analysis. Stratified sampling ensures that different subgroups within the population are adequately represented, reducing sampling bias and enhancing the generalizability of the findings ([Etikan, 2016](#)). The current study's sample included 149 private and public-school instructors from secondary schools, with the sample size determined using a power analysis to ensure sufficient statistical power ([Cohen, 1988](#)). The sample included both male and female instructors, ensuring gender diversity in the perspectives analyzed.

### Reliability and Validation of the Instruments and Data Analysis

Content validity was assessed using the expert feedback approach, where subject matter experts reviewed the questionnaire to ensure it covered all relevant aspects of the study topic ([Polit & Beck, 2006](#)). Construct validity was further confirmed through factor analysis, ensuring that the questionnaire items

accurately measured the intended constructs (Hair et al., 2010). Reliability of the instrument was determined using Cronbach's alpha, a tool widely recognized for assessing internal consistency. The Cronbach's alpha value of 0.89 indicates high reliability, demonstrating that the questionnaire is a consistent measure (Tavakol & Dennick, 2011). The obtained statistics were fed into SPSS version 22 for analysis. The data analysis process included calculating descriptive statistics, conducting an independent-samples t-test to compare means between groups, and applying Multivariate ANOVA to examine the interaction effects between different variables (Pallant, 2020). These statistical procedures were chosen for their robustness in handling educational data and their ability to provide detailed insights into the study's research questions (Tabachnick & Fidell, 2013).

### Theoretical Framework

The execution of SNC can be analyzed using a multidisciplinary approach. The theory of educational change highlights the complexity of implementing new curricula, emphasizing the need for systemic support for teachers, including professional development and resource allocation. This theory is crucial for understanding the potential barriers and facilitators in the adoption of SNC. Additionally, the Theory of Planned Behavior (Bosnjak et al. 2020) offers a framework for understanding how teachers' attitudes, perceived social norms, and perceived behavioral control influence their willingness to adopt SNC. By integrating these theories, the study can better assess the cognitive, social, and institutional factors that shape teachers' engagement with the new curriculum (Ajzen, 2012).

### Data Analysis and Interpretation

Data were analyzed using descriptive and inferential statistical methods. Descriptive statistics provided a summary of the demographic characteristics of the sample, while inferential statistics, including t-tests

and ANOVA, were employed to test the hypotheses and examine differences between groups (Gravetter & Wallnau, 2016).

The following table summarizes the descriptive statistics:

**Table 1: Descriptive Tabulation of the Responses Retrieved from the Respondents**

School Type	Value Label	N
1	Public School	78
2	Private School	71

Table 1 shows the distribution of participants by school type; 78 of the participants come from public schools and 71 from private schools. This shows that the research sample includes a slightly larger group of public schools than private schools. The categorization provides a clear breakdown of the respondents, allowing for an analysis of how perceptions or responses may vary between these two educational settings. The numbers suggest a balanced yet slightly skewed representation towards public schools, which could influence the overall findings and interpretations related to school type in the study.

**Table 2: Descriptive Statistics of Perceptions on SNC Implementation by School Type**

School Type	Mean	Std. Deviation	N
Public School	1.26	.439	78
Private School	1.11	.318	71
Total	1.19	.392	149

The table no 2 presents descriptive statistics for evaluating whether SNC is considered the right decision, with data segmented by school type. The mean score indicates that public school respondents, with an average rating of 1.26, view SNC more favorably compared to private school respondents, who have an average rating of 1.11. This suggests a higher overall endorsement of SNC in public schools. The standard deviation is greater for public schools (0.439) than for private schools (0.318), indicating more variability in the responses from public school respondents. This variability might reflect a broader range of opinions within public schools, whereas private school responses show more consistency. The total sample comprises 149

respondents, with 78 from public schools and 71 from private schools.

**Table 3: Tests identifying Subjects Effects for Evaluating SNC Implementation Decision**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	.768 <sup>a</sup>	1	.768	5.138	.025	.034
Intercept	208.607	1	208.607	1395.75	.000	.905
SchoolType	.768	1	.768	5.138	.025	.034
Error	21.970	147	.149			
Total	233.000	149				
Corrected Total	22.738	148				

R Squared = .034 (Adjusted R Squared = .027)

The table 3 shows sum of squares of 0.768 with 1 degree of freedom, resulting in a mean square of 0.768 and an F-value of 5.138, which is statistically significant with a p-value of 0.025. This indicates that there is a significant difference in perceptions based on school type. The partial eta squared value of 0.034 indicates that school type accounts for roughly 3.4% of the variance in perceptions. The intercept is highly significant, with a sum of squares of 208.607, a mean square of 208.607, an F-value of 1395.751, and a p-value of 0.000, indicating the overall mean perception of SNC's appropriateness is significant. The partial eta squared for the intercept is 0.905, indicating a large portion of variance explained. The error term has a sum of squares of 21.970 with 147 degrees of freedom and a mean square error of 0.149. The total sum of squares is 233.000, and the adjusted total is 22.738. The R Squared value is 0.034, with an adjusted R Squared of 0.027, indicating that the model elucidates 3.4% of the variation in perceptions. While the difference in perceptions based on school type is statistically significant, the effect size is small, suggesting limited practical significance.

**Table 4: ANOVA Results Comparing Public and Private School Teachers' Perceptions of the Single National Curriculum**

The ANOVA results presented in Table 4 indicate significant differences in several perceptions of the Single National Curriculum (SNC) between public and private school teachers. Specifically, significant differences were found in beliefs about educational

equality (F = 5.696, p = 0.018), the decision to implement SNC (F = 5.138, p = 0.025),

Statement	Sum of Squares Between Groups	Sum of Squares Within Groups	Total Sum of Squares	F	Sig.	η <sup>2</sup>
I believe in equality of education	0.38	9.808	10.188	5.696	0.018	0.03
SNC is the right decision to implement?	0.768	21.97	22.738	5.138	0.025	0.03
I am satisfied with the course outline	10.661	95.231	105.893	16.457	0	0.11
SNC successfully eliminate societal differences	0.949	28.313	29.262	4.928	0.028	0.03
SNC provide social cohesiveness	0.656	28.605	29.262	3.374	0.068	0.03
Teaching training under QAED is sufficient	0.815	35.695	36.51	3.356	0.069	0.03
SNC develop critical ability in students	0.296	34.657	34.953	1.254	0.265	0.03
SNC unite the diversified country	1.716	28.445	30.161	8.869	0.003	0.03
SNC focuses on content and product only	1.569	33.853	35.423	6.815	0.01	0.04
All teachers prefer the government script in SNC	4.014	33.221	37.235	17.763	0	0.11

satisfaction with the course outline (F = 16.457, p < 0.001), the elimination of societal differences (F = 4.928, p = 0.028), uniting the diversified country (F = 8.869, p = 0.003), and focusing on content and product (F = 6.815, p = 0.010). No significant differences were found in perceptions of social cohesiveness (F = 3.374, p = 0.068), the sufficiency of teaching training under QAED (F = 3.356, p = 0.069), and the development of critical abilities in students (F = 1.254, p = 0.265).

**Table 5: Description of the result Summary with Eta Squared**

Statement	Sum of Squares Between Groups	Sum of Squares Within Groups	Total	F	Sig.
I believe in equality of education	0.38	9.808	10.188	5.696	0.018
SNC is the right decision to implement?	0.768	21.97	22.738	5.138	0.025
I am satisfied with the course outline	10.661	95.231	105.893	16.457	0
SNC successfully eliminate societal differences	0.949	28.313	29.262	4.928	0.028
SNC provide social cohesiveness	0.656	28.605	29.262	3.374	0.068
Teaching training under QAED is sufficient	0.815	35.695	36.51	3.356	0.069
SNC develop critical ability in students	0.296	34.657	34.953	1.254	0.265
SNC unite the diversified country	1.716	28.445	30.161	8.869	0.003
SNC focuses on content and product only	1.569	33.853	35.423	6.815	0.01
All teachers prefer the government script in SNC	4.014	33.221	37.235	17.763	0

**Table 6: Effect Sizes (Eta Squared) for Differences in Teachers' Perceptions of the Single National Curriculum**

The effect sizes (η<sup>2</sup>) in Table 6 provide additional context to the ANOVA results, indicating the proportion of variance in perceptions of the Single National Curriculum (SNC) attributable to the type of school (public vs. private).

The largest effect sizes were observed for satisfaction with the course outline ( $\eta^2 = 0.101$ ) and preference for the government script in

Statement	$\eta^2$
I believe in equality of education	0.037
SNC is the right decision to implement?	0.034
I am satisfied with the course outline	0.101
SNC successfully eliminate societal differences	0.032
SNC provide social cohesiveness	0.022
Teaching training under QAED is sufficient	0.022
SNC develop critical ability in students	0.008
SNC unite the diversified country	0.057
SNC focuses on content and product only	0.044
All teachers prefer the government script in SNC	0.108

SNC ( $\eta^2 = 0.108$ ), indicating substantial differences between public and private school teachers. Other notable effect sizes include perceptions of uniting the diversified country ( $\eta^2 = 0.057$ ) and the focus on content and product ( $\eta^2 = 0.044$ ). These results suggest that while there are significant differences in several perceptions, the magnitude of these differences varies, with some areas showing more pronounced disparities between the two groups.

## Discussion

### ***School Type Distribution and Belief in Equality of Education***

The analysis of school type distribution reveals balanced participation between public and private schools. Among the respondents, 78 are from public schools and 71 from private schools. This near-equal representation ensures a comprehensive understanding of perspectives across different educational institutions. In terms of belief in equality of education, the data indicates a strong consensus among educators. (Moallemi, 2024), Public and private school teachers strongly support the principle of equality. This broadly accepted principle emphasizes the belief in equal access to education regardless of school type.

### ***Perception of SNC (Right Decision and Course Outline Satisfaction)***

The Single National Curriculum (SNC) received strong support from teachers; 81.2% of teachers believe that its implementation is a good decision. The preponderance of evidence

suggests that policies are best evaluated considering their potential benefits to the education system. However, a significant minority (18.8%) are against the practice and highlight areas of concern or disagreement that require further investigation. When examined by school type, private schools (88.73%) show a higher acceptance rate than public schools (74.36%). These differences may reflect variations in assignments, accommodations, or perceived benefits between the two types of schools. Adherence to the curriculum also varies; this shows that although the general framework of SNC is accepted, the implementation details may differ according to specific activities in different schools.

### ***SNC's Impact on Societal Differences, Social Cohesiveness, and Teaching Training Effectiveness***

The belief that the SNC can bridge social divides and promote social harmony is another important aspect. The data show mixed views but are generally optimistic. Teachers in both public and private institutions express different expectations regarding these goals. (Muhammad, Muhammad, Arshad, 2023), However, private school teachers appear more optimistic about the SNC's ability to bridge social divides and promote unity. Effective educational training, especially that provided by QAED, is another important factor. The results show differences in performance; classroom teachers generally rate education more positively than their public-school counterparts. This difference may be attributed to variations in educational quality, availability, or the specific needs of different environments.

### ***Development of Critical Ability and Unity under SNC***

Developing a strong ability in students to connect with other countries through the SNC is a key goal of the study. The data show that teachers support these goals, but with limited enthusiasm. Public school teachers are less confident than private school teachers in the

SNC's ability to develop critical thinking skills and national integration. This difference highlights the need for targeted support and activities at all levels of education to achieve these goals.

### **Interpretation**

The results analysis reveals critical insights into teachers' desires and experiences with SNC, offering a comprehensive view of the educational landscape through the responses of both public and private school teachers.

#### **1. Belief in Educational Equality**

The strong support for educational equity in both school systems reflects a desire to provide equal opportunities for all students. This consensus of teachers provides a strong foundation for the successful execution of SNC.

#### **2. Perception of SNC**

Thus, the apparent pro-SNC sentiment in practice proves that the policy is indeed popular to an extent; however, many critics highlight aspects that require reform. The fact that our findings show that teachers in private schools have a much higher approval rate in certain aspects could indicate that these institutions might be in a better position to implement the new curriculum, though this could be due to the availability of more or fewer resources.

#### **3. Impact on Societal Differences and Social Cohesiveness**

The findings regarding the influence of SNC on population diversity suggest that, although the curriculum may bring beneficial effects in some communities, its impact depends on its implementation. The disparities in trust between public and private school teachers clearly indicate that targeted courses of action may be required to address the problems likely to be encountered in different types of schools.

#### **4. Teaching Training Effectiveness**

Each approach to teaching professionals' effectiveness is focused on the concept of professional development for teachers. Ensuring that all educators receive adequate support and resources is critical to the success of the SNC.

### **5. Development of Critical Ability and National Unity**

The strong support given to the development of critical thinking skills and national unity through the SNC is commendable. However, the low level of trust among public school teachers suggests that additional measures may be necessary to achieve these goals in all schools. In conclusion, the implementation of the SNC appears to be a positive step towards enhancing the educational system in Pakistan. (Asal, Yousuf, et. al, 2023), However, careful attention must be paid to the concerns and needs of both public and private schools to ensure that the curriculum achieves its intended goals of equality, cohesiveness, and academic excellence. Ongoing research and regular input from educators will be essential for improving the SNC framework.

### **Results**

#### **1. Distribution of Respondents by School Type**

The sample consists of 78 respondents from public schools and 71 from private schools. This slight skew towards public schools is considered in the interpretation of the findings.

#### **2. Perceptions on SNC Implementation**

The mean perception score indicates that public school teachers (mean = 1.26) are more favorable towards the SNC compared to private school teachers (mean = 1.11). This difference is statistically significant ( $p = 0.025$ ) but with a small effect size ( $\eta^2 = 0.034$ ).

#### **3. Significant Perceptions**

Several areas showed significant differences in perceptions between public and private school teachers, including beliefs about educational equality, satisfaction with the course outline, the reduction of societal differences, and the promotion of unity in a diverse country. Notably, the satisfaction with the course outline ( $\eta^2 = 0.101$ ) and preference for the government script in SNC ( $\eta^2 = 0.108$ ) had the highest effect sizes, indicating substantial differences.

#### **4. Other Perceptions**

No significant differences were found in perceptions regarding social cohesiveness, sufficiency of teaching training, and the development of critical abilities in students, suggesting these areas are viewed similarly across school types.

### Conclusion

The initiation of the Single National Curriculum in Pakistan represents significant progress towards regulating education across the country. While the SNC aims to address educational disparities and promote equity, its successful implementation largely depends on the perceptions and attitudes of teachers. Understanding the divergent views of public and private school teachers and addressing the challenges they face is crucial for the effective adoption of the SNC. The study reveals significant differences in teachers' perceptions of the SNC based on school type, highlighting areas where the curriculum is viewed favorably and where improvements are needed. (Bushra, Imran, Qaisra, 2023), While public school teachers generally have a more positive outlook on the SNC, private school teachers exhibit more critical views. Addressing these disparities through targeted interventions and continuous feedback mechanisms will be crucial for the successful and equitable implementation of the SNC across different educational settings.

### Future Recommendations

#### 1. Addressing Variability in Public Schools

The higher standard deviation in public schools indicates a more diverse opinion. Future interventions should explore the reasons for this variability and develop strategies to create more consistent perceptions.

#### 2. Improving Training Programs

Although no significant differences were found in perceptions of the sufficiency of teaching training, the relatively low effect sizes suggest a need for improved and more targeted training programs, particularly under

QAED, to enhance the effectiveness of SNC implementation.

### 3. Focus on Key Areas of Disparity

Given the significant differences in satisfaction with the course outline and preference for the government script, these areas should be prioritized in policy reviews and revisions to ensure the curriculum meets the needs and expectations of teachers across both school types.

### 4. In-depth Qualitative Studies

To complement the quantitative findings, qualitative studies should be conducted to obtain a more profound understanding of the specific concerns and suggestions of teachers regarding SNC, especially those from private schools who seem less favorable towards it.

### 5. Continuous Monitoring and Feedback

Establish a robust mechanism for continuous monitoring and feedback from teachers to keep track of evolving perceptions and address issues promptly. This will help in making iterative improvements to the curriculum.

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