

## **Thematic Analysis of Teachers' Opinion about Primary Level Mathematics Single National Curriculum in Pakistan**

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### **Abstract**

*The government of Pakistan introduced the Single National Curriculum (SNC) in 2020 to decrease disparities between various streams of the curriculum in the country and it was adopted at the primary level in the same year. However, the effectiveness of a single national curriculum depends upon two main factors; the content presented in the curriculum in the light of international standards and how primary school teachers view this curriculum in the prevailing situation. A qualitative research design based on interviews was used in this research to investigate the opinion of primary school teachers about the quality of mathematics content in SNC at primary level. Through purposive sampling technique, primary school teachers from the schools which lie in 4<sup>th</sup> quartile regarding performance in Sargodha city (15 from government schools and 10 from private schools) were selected. Finding of the research showed that content presented in single National curriculum-based book, are more interactive and aligned with set aims and goals of nationwide curriculum and also following more international standards as compare to old PTB mathematics book. Further, thematic analysis of teachers' view showed their appreciation towards government's effort for equitable education. However, the government school teachers' competencies to teach this mathematics curriculum is yet another challenge that needs to be addressed seriously. It was suggested that a rigorous and well-planned teachers' training program and series of refresher courses should be*

*initiated to enhance the teacher's pedagogical skills and content knowledge to enhance the effectiveness of mathematics SNC.*

**Keywords:** Primary school teachers, Mathematics, Punjab Text Book board, thematic analysis, activity-based mathematics content.

### **Introduction**

Curriculum is regarded as the fundamental route to follow to reach the desired academic objective in education system. According to the Petel (2019), curriculum is a set of courses offered in a particular subject area. It is also considered as a program or a series of courses (offered by an educational institution) that must be completed to complete a specialization (Dejene, 2019). A curriculum is a collection of information considered to be relevant to a particular topic. There are several foundations of the Curriculum which are based on the country's ideology, philosophy, educational objectives, moral ideals, cultural traditions, and international standards that should be reflected in developing the curriculum. It is evident that curriculum planning emphasizes the role of education in supporting society in attaining its needs and ambitions. Education contributes to the formation of social capital by boosting people's inclination for trust and tolerance thus addressing the need of national cohesiveness and integration as well. Whilst, learning has a substantial impact on the creation of shared norms and the value placed on tolerance and understanding within a society (Alshammari et al., 2023).

Pakistan is an Islamic republic, therefore in educational policy, the curriculum must have Islamic foundations. Pakistan's educational system is organized into three types: public (government) schools, private schools, and madrassas. There are considerable differences in the education delivered in these three systems. Whilst, it is observed that various streams of educational systems and thus multiple forms of curriculum exist in Pakistan which are based on socio economic status of the people. The lack of integration in Pakistan's educational system has resulted in significant academic disparities and social inequalities (Abbas et al, 2018). Further, using different curricula, syllabi, and educational systems within a society created various prejudices, misperceptions, multi-use buildings, and segments among various sectors of society. This usually become the cause

of multiple groups of the people possessing different and diverse ideologies causing a significant split among the pupils that attend these schools, which ultimately against the one-nation objective. Due to a deficiency of interconnection in the educational system, social inequality has developed over time in Pakistani society resulting in significant disparities in learning as well (Sehgal, 2021). Therefore, establishing the one nation concept, Single National Curriculum (SNC) is way to the solution to meet these challenges. All aspects of society have long aspired to a uniform national curriculum which addresses a state's past, present, and future.

Therefore, implementation of a uniform curriculum in all academic institutions was an "overwhelming action" where students may have equivalent chance to succeed regardless of the social standing of their parents. (Gulzar & Mahmood, 2019). Government of Pakistan took the initiative to develop the "Single National Curriculum (SNC)" to bridge the gap between the three types of systems (Jahanzaib et al., 2021). The SNC emphasizes on developing the learners' capabilities in analytics, ethics, and social cohesion. All of this is connected to the notion "one nation, one curriculum". Later it was delivered to all provincial governments to implement this common educational system, including a common curriculum, standard of teaching, and assessment platform, thereby eliminating social disparities and enabling every child in the country to have an equivalent chance to receive a superior education. (Gulzar & Mahmood, 2019).

Ministry of Education, Government of Pakistan implemented SNC in different phases to address anticipations and to give direction for meaningful mathematical education as it could be challenging to implement it simultaneously for all levels (Dilshad, 2023). Therefore, the first level was implemented at the primary school level in April 2021. Later, for grades 6 to 8, it was planned to implement in 2022 and then for 9 and 10<sup>th</sup> grades. After developing the curriculum, the most significant part is its implementation in the classroom because teachers serve as implementers, in which teachers' pedagogical expertise and content knowledge are the key ingredients. Because of their expertise, experience, and abilities, the learning process and deliverance is facilitated in the classroom. Therefore, to ensure the implementation of new curriculum in

true letter and spirit, short term training of the primary school teachers was carried out by the school education departments of all provinces of Pakistan (Butt et al., 2021).

### **Curriculum Reforms and Mathematics Curriculum**

Curriculum reform in Pakistan began in 1959, but problems persisted and were not resolved by the National Educational Policies of 1970, 1972, 1979, 1992, and 1998. Unfortunately, Pakistan's curriculum has not been revised since 2006. Both public schools and low-cost private schools implemented the 2006 modifications, and provinces were given the authority to approve or reject the reforms (Jamil, 2009). Since 2006, Pakistan's new administration has launched educational reforms such as the Single National Curriculum. By developing a unified educational system, the Single National Curriculum aims to decrease social gaps across the country (Amir et al., 2020).

Mathematics is a compulsory subject across all levels of school education universally due to its importance in developing logical and analytical thinking skills among the children. Pakistan's mathematics curriculum is designed at the state level for public sector schools; however, private sector schools were free to adopt any curriculum published by private organization (usually British curriculum, American curriculum etc.). Therefore, to mitigate the disparity among the various streams of curriculum, single curriculum at national level was initiated (Arisoy & Aybek, 2021).

The entire Mathematics Curriculum was divided into four sections: Numbers and Operations, Algebra, Measurements and Geometry, and Data Handling. Each section was supported by a cross-cutting concept called Reasoning and Logical Thinking. This curriculum was developed by keeping the international standards and benchmarks, further tried to elaborate the mathematical ideas development throughout the grades (Siahaan et al., 2023). By using standardized subject matter, testing methodologies, and instructional media, SNC aims to promote equity, pro-social conduct, conflict resolution, and tolerance in all Pakistani institutions. The creation of a Single National Curriculum occurs in three stages.

- Phase I: Class 1 to 5 (Pre I-V) (March 2021)

- Phase II (March 2022): Classes 6 to 8 (VI-VIII)
- Phase III (March 2023): Classes 9 to 12 (IX-XII)

In Pakistan, phase 1 was implemented in all the public and private institutes all over the country in 2022 and teachers were facilitated prior with specific training to teach it. Later, phase II was implemented which was grade 6 to 8 in 2023. However, teachers at private schools were concerned about the SNC's implementation while their pupil's knowledge levels were not as per the level of what has been anticipated in SNC, that is, the relationship between education and social cohesion (Ahmad et al., 2022).

Sufficient attention for twenty-first-century skills integration in the SNC was given to science disciplines subjects, particularly mathematics, were covered, but the need for capacity building, teacher training, and other resources was addressed (Mansoor & Din, 2023). Hence, the objective of this research was to investigate the perception of primary school teachers about the content of the Mathematics in Single National Curriculum. Further, how they perceive this curriculum can enhance the students' learning in mathematics?

### **Research Questions**

The research questions of the study were as follows:

- What is the perception of primary school teachers regarding the standards of Mathematics Single National Curriculum?
- How do teachers perceive Mathematics curriculum (SN) can enhance the students' learning in mathematical concepts?

### **Research Methodology**

This research was intended to examine teachers' perception about the implementation of Single National Curriculum of Fifth Grade Mathematics; therefore, a qualitative research design was adopted. Through purposive sampling technique, a sample of 21 primary school teachers were selected, in which, 15 teachers were from government primary schools and 8 teachers were from private schools who were teaching mathematics from Sargodha city. The study was delimited to those schools which were among the top 25% regarding their passing percentage at primary level. An unstructured interview technique was used

to conduct interviews with government and private teachers. Data was collected through the face-to-face interview technique. A. Face-to-face interview is the most effective way to assemble data since body language builds a unique bond. Though, taking notes and transcription during face-to-face interviews can be challenging and time-consuming, but it is pertinent in recording each bit of information through verbal as well as through body language (Creswell, 2013), therefore, the voice recorder by using cell phone app was utilized to record the teachers' interviews after following the proper permission protocol. The transcribed data from the interviews were evaluated using thematic analysis.

## **Results**

The interviews based on six major questions were conducted to total 21 primary school mathematics teachers (15 from government schools and 8 from private schools) were conducted to investigate their perceptions about the SNC of mathematics. Teachers from Government schools were coded "RG" and the respondents from private schools were abbreviated "RP". After analysis, different themes and subthemes emerged that are as follows.

### **i. Understanding of Mathematics Curriculum**

This theme describes the participants' opinions about the clarity & understanding of curriculum. All the teachers including RP1, RP 2, RP 3, RP 4, RP 5, RP 6, RP 7, RP 8, RG 1 to RG 12, RG 15 to RG 15 of all public or private school respondents claimed that the new curriculum is *"easy to understand"*.

Explaining further, Respondent RG 1, RG 2, RP 8, RG 12, stated that the new curriculum is *"pattern wise and logical"* as compared to the old PTB curriculum. As mentioned by RG1, *"In the new curriculum, concepts are divided into different parts and all concepts are in logical sequence"*.

Another respondent RG 8, like RP 1 and RP 4 reported, *"Yes, the new curriculum is easy to understand and is according to the mental level of students"*. While, RG 2 like remaining teachers stated that,

*"Activities are very effective based on real life problems. In new mathematics books, content is organized logically for the mantel grooming of students due to which they develop their interest in learning"*

*mathematics. When their concepts develop, they do not consider learning as a Burdon rather they consider learning as fun and enjoy their classroom environment”.*

On contrary, RG 11 and RG 4, from the public sector schools declared the new curriculum as the difficult to understand. The possible reason for this statement was that the content of SNC mathematics was quite difficult to understand especially for those teachers who had only the qualification till Matriculation or HSSC. As they had been working since 1980’s and they were near retirement thus have no interest in enhancing their content knowledge. Similarly, the content was difficult to teach for even new teachers having the qualification of Bachelor or under graduation degree. The reason may be that they were required to prepare their lessons to deliver to such students who already had difficulty to comprehend the mathematics concepts. The themes and sub themes are presented in table 1.

**Table 1**

*Clarity & Understanding of New Mathematics Curriculum*

Theme	Sub-themes
Understandable curriculum	Easy to understand Related to real-life Logical sequence and Organized content advanced knowledge according to mental capability Grasp student attention Difficult to teach

**ii. Real-life activities-based curriculum**

This theme describes the participant’s opinion about the real-life activities-based curriculum. Respondents, RG1, RG3, RP4, and RP 6. RP7 declared the new curriculum as a “*real life activities-based curriculum*”. In addition, respondents RG1, RG2, RG3, and RP4 reported that the SNC mathematics helps to develop “*logical thinking*” and by solving the mathematics questions enables the students to solve their daily life problems

Most of the respondents RG1, RG3, RG4, RG5, and RG6, RG7, RG8, RP9 and RP10 explained that the SNC mathematics as compare to

old books, help more the students in “*Concept building*”, these conceptual understanding improve the students’ learning. Explaining in detail RG2 said,

*“The new Curriculum is improved as compare to old curriculum. The new Curriculum is modified and designed as per the latest international standards. The activities and examples used in new books are according to the new era”.*

Another respondent explained that,

*“In the old curriculum, mostly mathematics concepts were not explained in detail. But in the new mathematics books, mathematical concept has been presented in detail and in updated form”.* (PG11)

Similarly, RP6 stated, *In the new mathematics curriculum, concepts are easy to understand due to the separate presentation of material printed in the book”.*

Based on these statements, following themes may be extracted

**Table 2**

*Real-life activities-based on curriculum*

Theme	Sub-themes
Real-life activities based on curriculum	Real-life examples logical thinking & Concept building Inquiry-based method Follow International standards of Maths curriculum Logical Sequence and hierarchy in Content Material. Separate presentation of concept

**iii. Investigation-base mathematical curriculum**

This theme describes the participants’ view about Investigation-based mathematical curriculum. Most of the respondents including RG1, RG2, RG3, and RP4 to onward RG 21 all public or private school’s respondents admitted that the new curriculum is an “*activity-based curriculum*”.

Respondent RG1 was of the view that teachers can actively involve the students in learning process through “*different interactive mathematical activities*” and in the new curriculum “*activities*” are

properly mentioned in the chapters/units. RG2 further added that an “*activities-based curriculum*” is very effective for students. The new curriculum of mathematics is “*activities-based*” and examples are according to latest international standards. RG3 said that these mathematics “*activities*” enable the students better to understand the basic as well as advance level of concepts more logically. Almost all respondents from private schools stated that this activity-based curriculum promotes child-centered teaching methodologies where all activities are performed by students. Thus, children can develop their expertise in mathematical concepts by practicing the interactive mathematical activities given in new books of mathematics.

Respondents RG1, RP5, and RP6 said that there is more focus on students’ “*understanding*” in SNC mathematics books. Similarly, RP6 said that in the SNC book “*concept building*” is a step-by-step process to learn concepts easily. As stated by RG14,

*“As compare to old curriculum of mathematics, the new books are full of such mathematical explanations of the concepts that not only enhance the understanding and learning of the students but it also prepares them to meet the difficulty level of complex concepts of mathematics which improve their IQ level”.*

Another respondent replied to this question as,

*“Yes, I do find differences between the explanation of mathematical concepts given in the new curriculum and the old curriculum of mathematics. In old books, though the concepts were given however, these were less elaborative as compare to new curriculum. That is why, it will increase the curiosity among the students which will elevate their expertise in mathematics and consequently decrease the fear of mathematics later in high classes” (RP16).*

On the basis of above given statements of the respondents, following sub themes were generated.

**Table 3**

*Investigation-base mathematics curriculum*

Theme	Investigation-based
Investigation-based mathematics curriculum	Activity-based curriculum Basic concepts

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Critical thinking
Investigate curiosity level
Expertise in mathematical concepts
Improve IQ level of students

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**iv. Enrichment of qualities in students**

This theme describes the Participant’s opinion about the Enrichment of qualities in students. Most of the respondents including RG1, RG2, RG3, RP4, RP5, and RP6 21 respondents all public or private schools’ respondents said that the new curriculum is a “*real-life activity-based curriculum*”.

Respondents RG2, RP4, RP5, and RP6 said that the new curriculum helps students to “*enhance student learning*”. Respondent RP4 said that the new curriculum will “*enhance student’s capabilities*”. RP5 said that the new curriculum offers more positives which “*enhance the skills and learning of students*”. RP6 said that story sum questions help students to “*enhance students learning skills and thinking skills*”.

One respondent said:

*“New curriculum will a play positive role in enhancing student learning in critical thinking and concept building and solving story sum questions. Through story sum questions, students’ learning skills and thinking skills are improved”* (RP6).

Another respondent said that:

*“It is good to attempt its positive impacts are seen in society with time. When our generation who study new Curriculum when they grow up they exhibit these qualities in their personalities”* (RG2).

One respondent said, “*In my point of view, the new curriculum is much more effective than the old one*”. (RP11).

**Table 4**  
*Enrichment of qualities in students*

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Theme	Sub-themes
Enrichment of qualities in students	Explore the new things Focus on routine learning Change student behavior Positive impact Exhibit qualities

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New ideology  
Enhance thinking capability  
Enhance skills and learning

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**v. *The practice of the Geometrical concepts***

This theme describes the Participant's opinion about the practice of "*Geometrical concepts*". Most of the respondents including RG1, RG2, RG3, RP4, RP5, and RP6, P.R 7, RG 9, RP 11, RP 12, RG 14, RP 17, RP 19, RP21 all public or private schools' respondents said that the new curriculum is helpful to understand "*Geometrical concepts*" as these concepts are elaborated with diagrams.

Respondents RG1, RG2, RG3, RP4, RP5, and RP6 said that in the new curriculum "*Geometrical concepts*" are present from 1 to 5 classes' students practice these concepts and students can solve complex questions. RG1 said that data handling and "*Geometrical concepts*" are much improved as compared to the old curriculum. RG2 said that "*Geometrical concepts*" help students to understand complex Questions. RG3 said that students can handle "*Geometry*" easily. RP5 said that the new curriculum helped understand "*Geometrical concepts*" as these concepts are elaborated with diagrams. RP6 said new curriculum geometrical concepts are present from the 1<sup>st</sup> class and onward When students learn "*geometrical concepts*" in classes 1 to 5 students practice these concepts and students can solve complex questions.

One respondent said, "*Data handling and Geometry chapter are much improved as compared to the old curriculum*" (RG1).

Another respondent said that "*New curriculum was child-centered and outcome-based*" (RG1).

Respondent RG3 stated that, "*It was very helpful because students can handle Geometry concepts easily with the help of activites. There are many practical ways to solve the questions and students are capable of performing easily*".

Another respondent was of the view that,

*"If we look at the difference between the old curriculum and the new curriculum, what was our math curriculum at the elementary level, the basic arithmetic functions were conveyed and not focused much like the Algebra, complex Geometric concepts, and not focus on Trigonometric*

*concept which is added in new Curriculum. Trigonometric not what is included in the new Curriculum” (RG14).*

Another respondent said, *“In the new curriculum Graphic concepts are added in the SNC. Time-based Questions are added in the new Curriculum”.* (RG19).

**Table 5**

*The practice of the Geometrical concepts*

Theme	Sub-themes
The practice of Geometrical concepts	Data handling Geometrical concepts Outcome-based curriculum Practical questions Graphic concepts are added Trigonometric concept Time-based concept added

**vi. Advance level of Mathematics Curriculum**

This theme describes the Participant’s opinion about the practice of *“Advanced curriculum.* Most of the respondents including RG1, RG2, RG3, RP4, RP5, and RP6, P.R 7, RG 9, R .P 11, RP 12, RG 14,RP 17, RP 19, RP21 all public or private schools respondents said that the new curriculum is helpful to understand *“advanced curriculum concepts”* as these concepts are elaborated with diagrams.

Respondents RP 7 and, RG 9, RP 11, RP 12, and RG 14, said that the Old Curriculum has limited articles and old formulas The olds well as limited topics. The old curriculum had no separate domains. It has 12 chapters with limited knowledge. As compared, the new Curriculum has Advanced techniques with new and more detailed articles. In the new curriculum, every topic has been covered in it.

One respondent said:

*I think the new curriculum of Maths book is easier and more understandable than the older one because this Curriculum has more advanced knowledge”.* (RG 7)

Another respondent RG12 quoted that, *"The new curriculum is conceptual and easy. In the new curriculum more concepts are added and have more examples with explanations"*.

Another respondent said:

*"New curriculum is lengthy as compared to the old curriculum. Number of exercises has increased as compared to the new curriculum"*. (RG 10)

Another respondent stated, *"In the new curriculum, each concept has a detailed and very updated form"*. (RP 11)

Another one said:

*"New curriculum is concept based the but which is implementation is that it is more different SLOs here are more focus as computer book bit is that mathematics concepts here improve from old curriculum Of course; they are not so different that they are similar"*. (RP 21)

A respondent RG 4 stated that:

*"In the new Curriculum is easy to understand students learn easily it was the best book because printing text is colorful, and pictures are attached which grab the student's attention and maintain the student's interest. Activities are very effective based on real life, and real-life problems included in the books. In the book, the content was organized logically for the mental grooming of students and students maintained their interests never disheartened from studies and did not consider learning as a Burden but they considered learning as fun and enjoyed their classroom environment"*.

Another respondent described that:

*"In the new curriculum Geometrical concepts are started at the initial level class one to onward in the started class concepts are just defined than the onward class they improve the concept and increase the difficulty level of questions they cannot reach at the complex level in one step and I think new curriculum helped to implement. In my opinion, data handling and the Geometry chapter are much improved as compared to the old curriculum. Most of the respondents said that students can understand Geometrical concepts as they are elaborated with diagrams"*.

**Table 6**

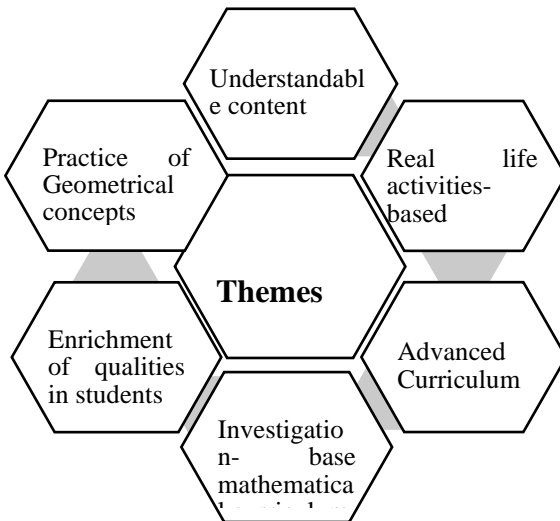
*Advance level of Mathematics Curriculum*

Theme	Sub-themes
Advanced Curriculum	More detailed Curriculum More Articles are added Advanced techniques based Separate domains for every topic More examples SLO based curriculum Arithmetic function Updated curriculum

Following were the themes which were found in the interviews.

**Figure 1**

*Themes from the Interviews’ Analysis*



**Discussion**

Results of the study indicated that all respondents shared different views about the difference between the new curriculum, PTB curriculum, and Oxford countdown book. The majority of the respondents said that the new curriculum is easier to understand as compared to the old curriculum.

Most of the respondents stated that the new curriculum was a reality-based curriculum and activity-based curriculum and treated real-life

situation-based problems through activities. The results showed that the new curriculum mostly focuses on relating real-life situations and treating real-life problems. In the classroom, teaching mathematics by using these activities promotes the rational thinking in students which may enable them to deal their daily life problems through their gained knowledge. Thematic analysis of teachers' opinion showed that the old curriculum was seemed to be more teacher-centered where instructions were mostly emphasized on to learn the formula and solving the sums of the exercises which result in very rare practice of different concepts in solving daily life problem. On the other hand, new curriculum is mostly outcome-based which focuses on students' concept building by using investigation method, teamwork and inquiry-based methods where teacher may involve the students actively in learning process through different activities. Further, mathematical concepts given in SNC are more elaborative focusing both on conceptual knowledge and procedural knowledge which is designed as per the international standards, especially when it comes to the comparison with the *oxford* curriculum taught in private schools. However, the primary school teachers' competency to teach was found to be a major challenge, especially in public schools where mostly teachers do not possess advance level of mathematics content knowledge.

In addition, findings showed that in the old curriculum, concepts of various nature were merged in a unit or exercise but in the new curriculum all concepts are discussed hierarchical and presented in their respective units or exercises. While some respondents were of the view that in old curriculum, concepts were rather complex but in the new curriculum, the concepts became easy to understand due to activities and pictorial presentation of material.

Furthermore, concerning the specific mathematics concept, that is, geometry in five grades, teachers were of the view that earlier syllabus was not well organized as compare to the one given in new books where content material is arranged in such sequence that fosters the logical reasoning starting from the grade one to grade five. Private school teachers who were teaching oxford-based books reported that new single curriculum-based mathematics books are very similar to the oxford mathematics and even better in explain the mathematical concepts in simple and clear language,

therefore can be a better replacement of various streams of already existing curriculum in the country.

### **Conclusion and Suggestions**

The outcomes of this study emphasized fifth-grade mathematics teachers' positive attitudes toward Pakistan's Single National Curriculum (SNC). Teachers feel that the SNC will help to make the country more unified and stronger, assure equal education for all children, and promote national peace. The study also indicated that the SNC mathematics book is effective and aligned with international standards. Furthermore, the research emphasized the importance of curriculum in education and the role of the SNC in promoting social cohesion and providing equal education. Overall, the majority of respondents viewed the new curriculum positively compared to the old curriculum, the new curriculum was easy to understand, a reality-based and activity-based approach, focused on concept building and investigation, and improved organization. These findings underscore the potential of the SNC to bring about positive changes in mathematics education in Pakistan, aligning with international standards and promoting a more cohesive and equitable educational system.

Single National Mathematics Curriculum 2020, was created on logical trends and society's evolving needs in terms of social cohesion and national integrity. Its main goals were the advance mathematical learning, encourage logical thinking and reasoning, and help students address real-world problems. 'With the slogan "one nation, one curriculum," it is fair to conclude that the SNC is being pushed as a solution for educational injustice. If it really works, even then it is vital to understand that the gap is too vast to be bridged by a curriculum; getting madrassas and government schools up to the level of the country's elite private will require more than just a uniform curriculum (Ahmad, 2023, Blackmore, 2016).

Further, teachers' competency to teach new curriculum is yet another challenge which cannot be ignored while evaluating the effectiveness of new curriculum. Therefore, to abate this challenge, highly conducive, rigorous and well-planned teachers' training program and the series of refresher courses should be initiated to enhance the teacher's

pedagogical skills and content knowledge to ensure the effectiveness of mathematics SNC.

Moreover, out of school children is another gigantic challenge which reduces the effectiveness of one national curriculum's philosophy. According to UNICEF's Pakistan Education Statistics (2022-23), Pakistan was declared as the 2<sup>nd</sup> highest country in the world with highest number of out-of-school children (*OOSC*). Statistics estimated 22.8 million children of age 5-16 years are out of school (is 44% of the total population) in which girls are outnumbered than the boys. Province wise distribution shows that 47% of Baluchistan's children, 39% of KPK, 15% of Sindh, 14% of Punjab, and 30% of Baltistan's children are not present in primary school (Ashfaq, 2022, Arif, 2023, UNICEF, 2023). When examining the percentage of out-of-school children, efforts to ensure student attendance should come first because even the best curriculum would be ineffectual in empty classrooms unless the causes that contribute to high rates of school dropouts and absenteeism are addressed (Anwar et al., 2023).

Last but not least, regarding the role of teachers in curriculum development process, teachers should be involved and their opinions and suggestions must be fully considered while developing the curriculum and creating course contents. This will result in effective and real life based meaningful curriculum (Carl, 2009).

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