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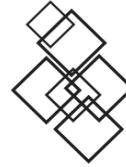
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TOPIC

**PROBLEMS, CAUSES, AND SOLUTIONS IN CURRICULUM IMPLEMENTATION
AT SECONDARY LEVEL IN DISTRICT KASUR: TEACHERS' PERCEPTIONS**

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PROBLEMS, CAUSES, AND SOLUTIONS IN CURRICULUM IMPLEMENTATION AT SECONDARY LEVEL IN DISTRICT KASUR: TEACHERS' PERCEPTIONS

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Abstract

The study investigated the Problems, Causes, and Solutions in Curriculum Implementation at the Secondary Level in District Kasur: Teachers' Perceptions. Curriculum implementation is a stage in the curriculum process when in the midst of learning activities, the teacher and learners are involved in negotiation aimed at promoting learning. This is the interactive stage of the curriculum process which takes place in the classroom through the combined effort of the teachers, learners, school administrators and parents. It also integrates the application of physical facilities and the adoption of appropriate pedagogical strategies and methods. The population comprised all public and private secondary schools of district Kasur. Multistage sampling techniques were used. The instrument of study was a questionnaire. Descriptive and inferential statistics were used. The study's findings showed that teachers faced many problems in curriculum implementation and suggested many solutions. It is suggested in this work that senior staff and faculty deans be required to add the responsibility of overseeing their subordinates to the administrative role. Teachers should be appropriately motivated for their noble task with this intense oversight.

Keywords: Curriculum, Curriculum Implementation, Problems, Causes, Solutions, Secondary School, District Kasur

Introduction:

A curriculum is a structured plan of study that includes the learning experiences and objectives that will be employed to achieve these goals. In a broader sense, it is a method of educating people so they can contribute to society and be useful members of it. Curriculum is a tool in education that helps to humanize and educate the full person. The term "curriculum" refers to all learning experiences, whether group or individual, that are planned and supervised by the school. It is the whole of the activities that the school plans and oversees in order to fulfil its educational objectives. All of a student's activities that are overseen or directed by the school are included in the curriculum.

Curriculum is defined as systematically written programmes for all areas of formal and non-formal education that include learning, results, instructional techniques, and evaluation and are intended to meet educational objectives. The arranging of sequence and resources for a curriculum as a systematized structuring of a collection of intents for experiences that some learners might use to learn (Win, Thwin, & Su Thwin, 2020). According to Garba (2004), curriculum implementation is the method of placing the curriculum into operation in order to satisfy the purposes for which it was developed. Curriculum implementation as the process of putting the curriculum's substances into practise. Implementing curriculum is the process of putting "concept into practise" or, to put it succinctly, "plan into action," according to Ivowi (2004). Similar to this, Afangideh (2009) defines curricular implementation as the actual participation of students in chances for planned learning. It entails putting into practise way of life and/or government regulations that are outlined in the curriculum (Ogar, & Opoh, 2015).

In order to promote the effective completion of targeted learning outcomes, a curriculum is a complete course plan that exemplifies how course materials are converted into a planning system for instruction and learning. The foundation for developing instructional activities and resources for the classroom is the linguistic content that has been selected. These activities and learning resources have an impact on the teaching strategies and practises used in the classroom that produce the teaching standards for the students. The procedure for implementing all that has been scheduled as part of a curriculum process into procedure in a classroom with the assistance of teachers, students, educational leaders, and parents, in addition to through communication with school infrastructure, educational materials, physiological, and social circumstances (Jacob & Dahir, 2021). There are numerous issues with Pakistan's secondary schools' application of the curriculum. A few of the issues are: insufficient money, a lack of

qualified teachers, subpar facilities for infrastructure, a lack of teaching materials, inadequate supervision, insecurity, and corruption.

Implementing a curriculum can be difficult due to a variety of issues, including the curriculum itself, local politics, the economy, teacher preparation, facility availability, and a host of other factors. Without adequate money, access to new materials, equipment, or technology would be limited. A school demands that the teachers be properly taught in order to be able to master the skills of whatever is changing, whether it a subject, a laboratory experience, or the entire school curriculum. The two main groups involved in curriculum implementation are teachers and students. To ensure the successful application of the curriculum, the role of the teacher in the classroom is crucial. The physical conditions of the classrooms prevent the curriculum's objectives from being met in the intended way, and teachers are forced to work within the constraints of the current environment, which presents challenges for them in the form of inadequate infrastructure and a lack of support services (Jadoon, Chishti, Afzaal, & Afzal, 2020). Hence, effective curriculum implementation emphasises the requirement for an appropriate learning environment.

The teacher may also be referred to as a curriculum implementer. The instructor is the one who collaborates with the students, other interest groups, and themselves to translate the curriculum material into an operational curriculum. This suggests that the teacher is responsible for carrying out the curriculum. The teacher divides the material into teachable chunks rather than simply implementing it as is. The syllabus, not the curriculum plan, is what the teacher actually receives and breaks down into the system of exertion, the unit of plan, and lastly the lesson plan that is utilised every day in the classroom (Mwanza, & Changwe, 2020). The absence of teachers from the curriculum planning and development process, hostile school environments, heavy academic loads, teacher factors (skilled, successful, always accessible, and should like their work), student factors (students practise examination malpractice, extortion of money), and working conditions are problems for teachers as curriculum implementers (Obilo, & Sangoleye, 2010). One way to accommodate this situation is to give instructors primary input in curriculum establishment and the alignment procedure as it narrates to recognizing pupils' requirements and then educating accordingly (Jess, Carse, & Keay, 2016). The authors found that understanding how instructors see their roles in developing and implementing curricula can assist them in coming to comprehend their resistance to implementing new teachings (Nevenglosky, 2018).

The majority of the time, the curriculum is implemented without enough or sufficient guidance, according to research on curriculum modifications and reforms (Bantwini, 2010; O'Sullivan,

et al., 2002). Teachers' training, rather than addressing the realities of the classroom, was conceptual in nature. As a result, innovation was not successfully implemented in classrooms. He emphasized the importance of practical training as a result. In addition to highlighting the significance of training for the successful implementation of the curriculum. According to Hayes (2000), instructors should receive training that will help them make wise decisions about the resources they utilize in the classroom in addition to acclimatize those materials to their particular instruction situation.

The lack of qualified teachers has been one of the foremost difficulties impeding the successful implementation of the updated secondary curriculum in Pakistan, according to a number of studies done to examine the difficulties created by doing so. The curriculum's goals and objectives were not fully understood by the instructors who were responsible with implementing it, thus they used traditional methods and outdated approaches. These educators lacked English language proficiency in terms of their personal abilities. Hence, a lack of skilled teachers has consistently made it difficult to apply curriculum successfully. The primary area of concern has been teachers' role as implementers of curricula, and their training and qualifications have come to light as a weak link contributing to a gap (Nawab 2012, and Akram, Yang, Ahmad, & Aslam, 2020).

Objectives

- To identify the problems and causes as perceived by teachers in curriculum implementation and their solutions at secondary level in district Kasur.
- To compare the difference between public and private secondary schools regarding the problems as perceived by teachers in curriculum implementation in district Kasur.

Socioeconomic / Rational /Practical & Scientific Applications

This study attempted to enhance novel facts to the body of the works on excellent instruction by discovering the problems teachers face in curriculum implementation at the Secondary Level. This research helps to make the teachers systematic in the delivery of curriculum. Making the curriculum relevant to the requirements of the apprentice and civilisation at large was beneficial. This study satisfies the need to guarantee the efficient application of instructional materials in order to increase student productivity to its highest level.

Research Questions

- What problems are perceived by teachers in curriculum implementation at the secondary level in district Kasur?
- What are the perceived causes in curriculum implementation at secondary level in district Kasur?

- What are the solutions of the problems as perceived by teachers in curriculum implementation at the secondary level in district Kasur?
- What is the difference between public and private secondary schools regarding the problems as perceived by teachers in curriculum implementation in district Kasur?

Research Gap

Comprehensive studies indicate that implementing the curriculum is the key element in the secondary-level instruction and erudition procedure. Many studies have been conducted, including Concerns and difficulties with Pakistan's science curriculum implementation three Pakistani curriculum managers' opinions, An investigation into how the English language curriculum is being implemented in the 6th, 7th, and 8th levels in public primary schools using the viewpoints of instructors, students, and the teacher as a learner. Implementation is likely the furthestmost critical and challenging element in the curriculum development process, according to Fu & Sibert (2017). According to El Khuluqo and Syarifah (2021), the instructors are essential to the success of curriculum implementation since their expertise, convictions, and perspective are crucial to putting the right adjustments into place. However, the researcher was unable to locate any studies that addressed the challenges instructors in Pakistan's secondary schools confront when implementing the curriculum. The goal of the research is to close the gap and gather evidence from the Pakistani environment.

Research Design and Methodology

A mixed-method approach was used with both quantitative and qualitative Study designs. The current study used primary sources of data. All secondary schools in district Kasur—public and private—made up the population. There are 233 public secondary schools in the district of Kasur, with 1181 teachers in total (SIS, 2022). There are 713 private schools overall, with 2852 teachers working there (PEPRIS, 2022). Via a multistage sampling procedure, the sample was obtained. First, the researcher used a stratified sampling technique to divide the entire population into two strata (public/private). The entire population was then separated into four clusters (Tehsils) by the investigator using the cluster sampling approach.

Table 01: Detail of population of public and private secondary schools and teachers of District Kasur

Tehsils	Schools			Teachers		
	Public	Private	Total	Public	Private	Total
Chunian	62	178	240	257	712	969
Kasur	87	232	319	480	928	1408
Kot Radha Kishan	20	104	124	135	416	551
Pattoki	64	199	263	309	796	1105
Total	233	713	946	1181	2852	4033

(School Information System Punjab, 2022)

(Private Education Provider Registration and Information System, 2022)

From each cluster, ten public schools and twenty-five private schools were selected through a simple random sampling technique. The data was collected from 40 public schools and 100 private schools (Total 140 schools). With a straightforward random sampling procedure, four teachers from each public school and three teachers from each private school were chosen. As a result, 460 teachers made up the sample.

The instrument of the study was a questionnaire. Problems in curriculum implementation, causes, and their solutions questionnaire adapted by the researcher from Ogar & Opoh (2015). Five-point Likert scale questionnaires will be used (strongly agree to disagree strongly). Open-ended questions were used as the qualitative research methodology.

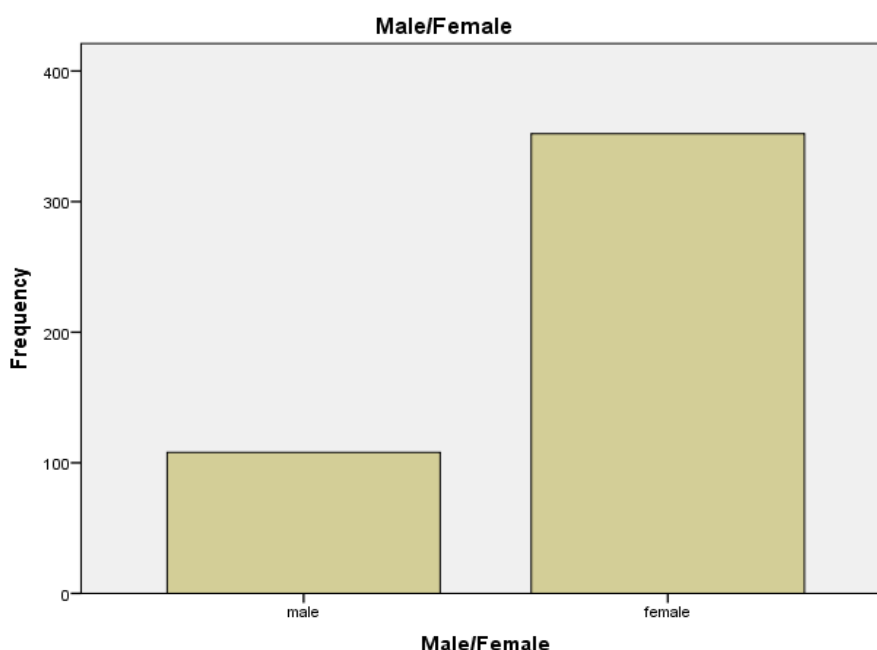
Data Analysis and Interpretation

(SPSS), version 27 was used to analyzed the data. Descriptive statistics (mean, standard deviation, frequency) was used to find the answers of 1st, 2nd and 3rd research questions, and inferential statistics (independent sample t-test) was used to find the answer of 4th research questions. All responses to the open-ended questions were meticulously read, coded and then categorised into themes and sub-themes. The data obtained were analysed thematically.

Data Analysis at The Demographic Level

Sample description on the basis of gender

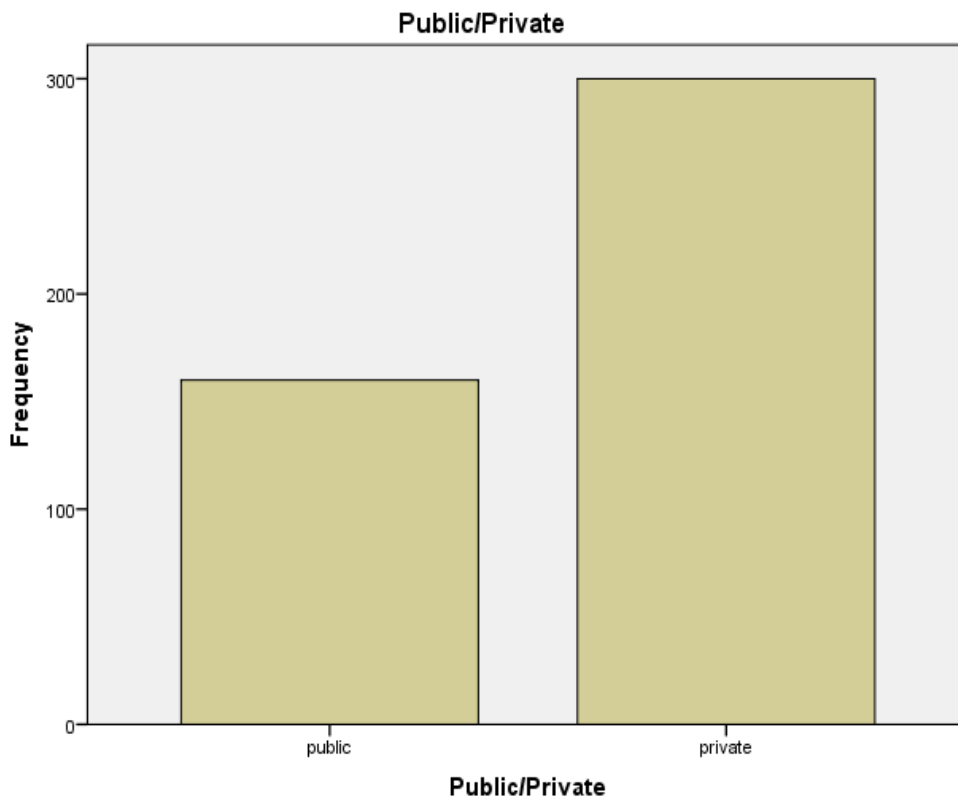
Male/Female						
	F	%	V%	C%	M	S.D
Male	108	23.4	23.5	23.5		.424
Female	352	76.6	76.5	100.0	1.77	
Total	460	99.6	100.0			
Total	462	100.0				



The above table illustrates that sample description on the basis of male/female respondents. 23.5% are male and 76.5% are female. The mean of gender's response is 1.77 and standard deviation is 0.424.

Sample Description Based on School Sector

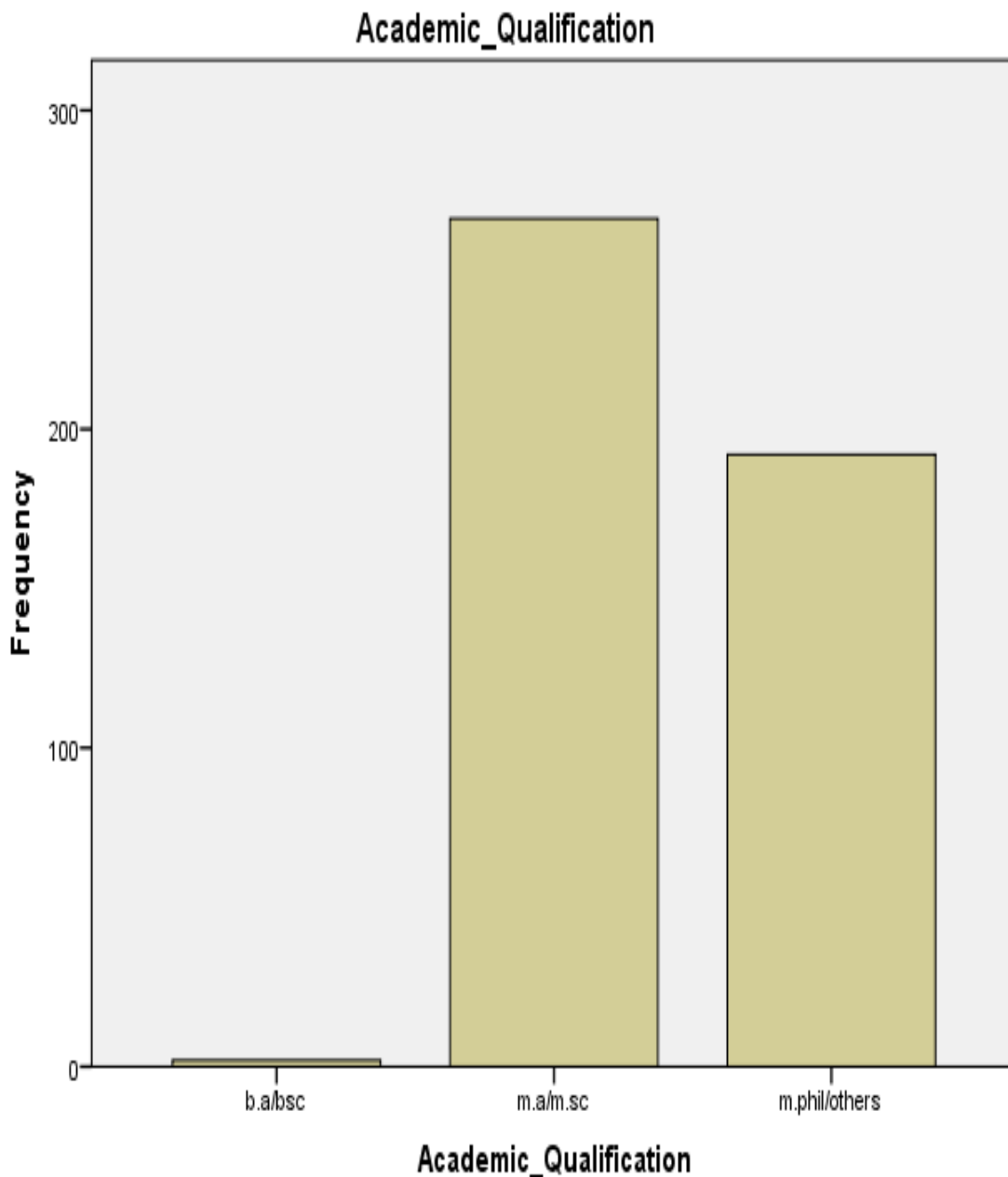
Public/Private					M	S.D
	F	%	V%	C%		
Public	160	34.6	34.8	34.8	1.65	.477
Private	300	64.9	65.2	100.0		
Total	460	99.6	100.0			
System	2	.4				
Total	462	100.0				



34.6% are public school teachers and 64.9% are female teachers. The mean of teachers' response is 1.65 and standard deviation is 0.477.

Sample description on the basis of Academic qualification

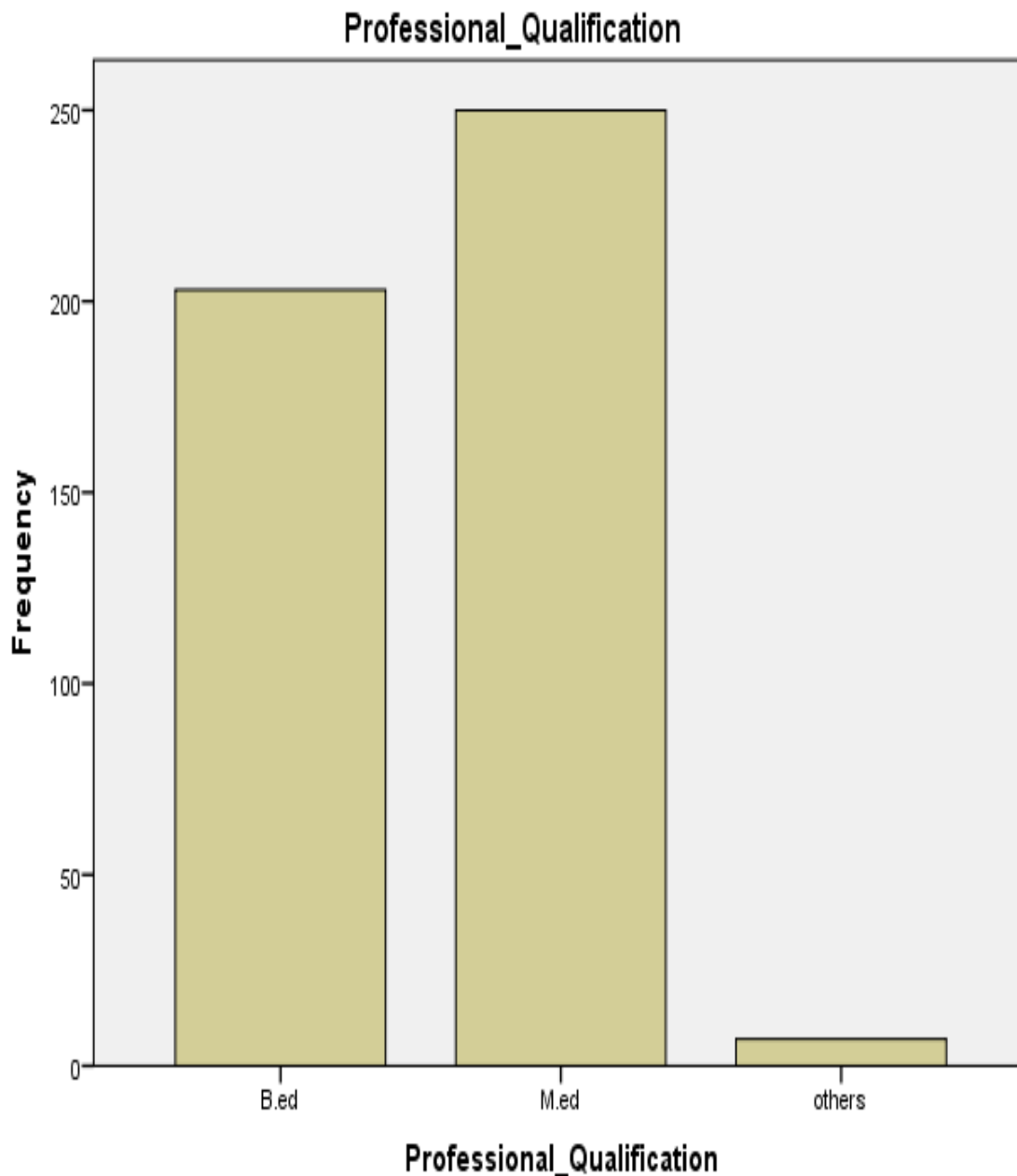
Academic Qualification						
	F	%	V%	C%	M	S.D
b.a/bsc	2	.4	.4	.4	3.41	.502
m.a/m.sc	266	57.6	57.8	58.3		
m.phil/others	192	41.6	41.7	100.0		
Total	460	99.6	100.0			
System	2	.4				
Total	462	100.0				



4% teachers' qualification were b.a/b.sc, 57.8% teachers' qualification were m.a/m.sc, and 41.7% teachers' qualification were M.phil/others. The mean of teachers' qualification was 3.41 and standard deviation was 0.502.

Sample description on the basis of Professional qualification

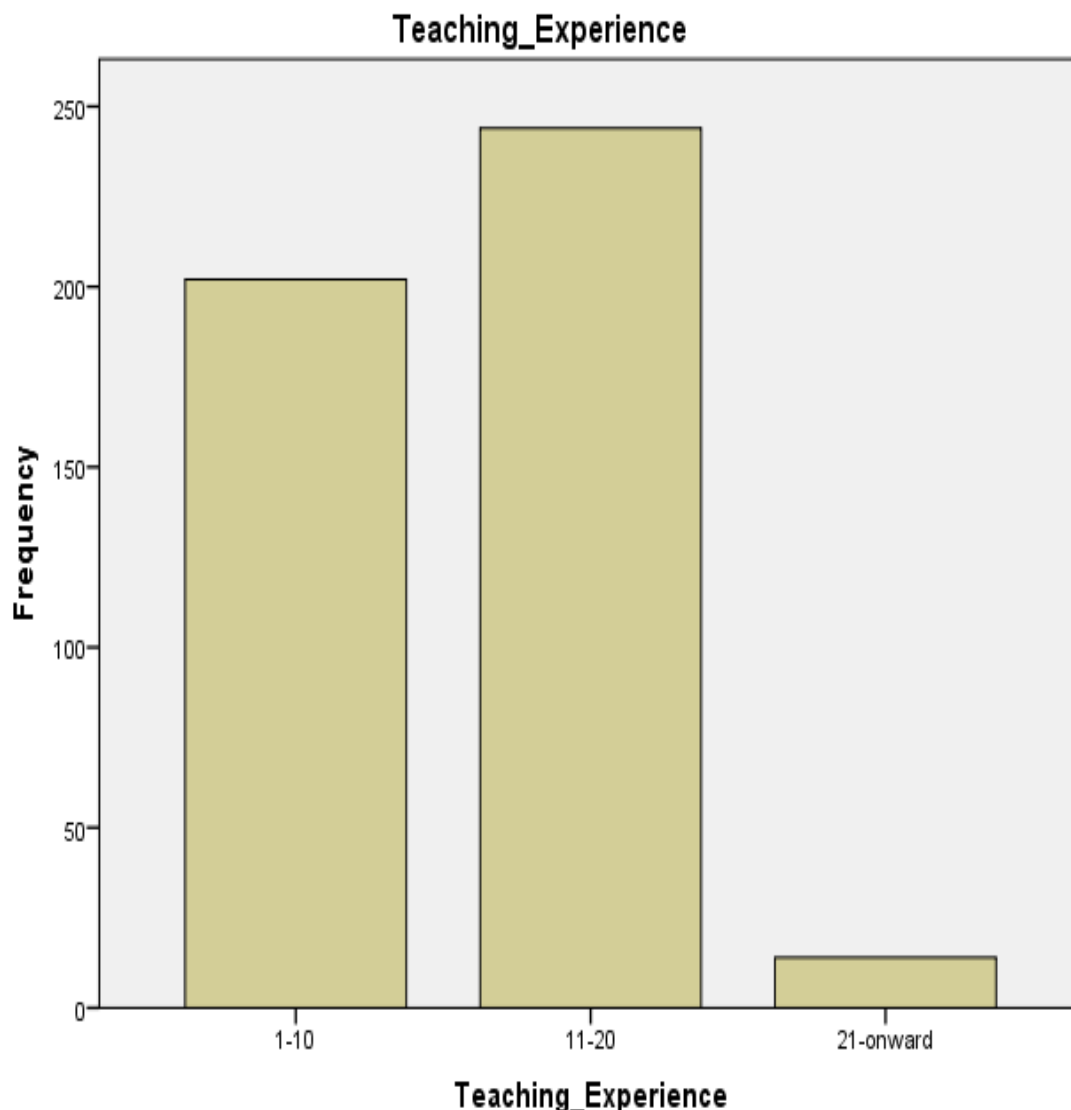
Professional Qualification						
	F	%	V%	C%	M	S.D
B.ed	203	43.9	44.1	44.1	1.57	.525
M.ed	250	54.1	54.3	98.5		
others	7	1.5	1.5	100.0		
Total	460	99.6	100.0			
System	2	.4				
Total	462	100.0				



44.1% teachers' qualification were B.Ed, 54.3% teachers' qualification were M.Ed, and 1.5% teachers' qualification were others (CT etc). The mean of teachers' qualification was 1.57 and standard deviation was 0.525.

Sample description on the basis of teaching experience

Teaching Experience						
	F	%	V%	C%	M	S.D
1-10	202	43.7	43.9	43.9	1.59	.551
11-20	244	52.8	53.0	97.0		
21-onward	14	3.0	3.0	100.0		
Total	460	99.6	100.0			
System	2	.4				
Total	462	100.0				



43.9% teachers' have teaching experience 1-10 years, 53% teachers' have 11-20 years' experience and 3% teachers have 20 years plus teaching experience. The mean of teachers teaching experience is 1.59 and S.D 0.551.

Sample description on the basis of Variables

Descriptive Statistics			
	N	Mean	Std. Deviation
Curriculum implementation problems	460	4.0096	.58172
Curriculum implementation causes	460	4.1242	.47007
Curriculum implementation solutions	460	4.0599	.46481

The mean of problems in curriculum implementation is 4.00 and S.D 0.58, causes mean 4.12 and S.D 0.47 and solution mean 4.05 and S.D 0.46. Overall, teachers' responses reflected toward the higher level of agreement.

Curriculum Implementation Problems

Descriptive Statistics

	N	Mean	Std. Deviation	Remarks
Academic staff participation in seminars, conferences, and research is emphasised as a basis for promotion.	460	4.27	.647	High
It is a delivery of material and improper technique utilisation issue.	460	3.96	.838	High
Inadequate process monitoring or oversight to achieve quality assurance.	460	4.09	.897	High
Materials and human resources of poor grade.	460	3.94	.960	High
Not having enough time to complete the coursework.	460	4.17	.735	High
Neither the lesson plan nor the lecture notes were prepared properly.	460	3.95	.940	High
Increased workload as a result of overcrowding in the classroom.	460	3.95	.992	High
Poor support for the educational system.	460	3.96	1.009	High
Teachers' engagement in curriculum creation and absence from it.	460	3.64	1.080	High
Faulty institutions for teacher education.	460	3.72	1.067	High
Teachers' limited understanding of how to interpret the material.	460	4.17	.808	High
Lack of oversight over hiring for teaching.	460	3.85	.933	High
Lack of interest among teachers in the implementation phase.	460	4.09	.867	High
Inadequate knowledge of curricular content by teachers.	460	4.24	.689	High
The curriculum is not specified in detail.	460	4.15	.857	High

The aforementioned table shows how teachers responded to issues with secondary level curriculum implementation. According to the teachers' responses, there are several issues with the delivery of content and improper method use (M=4.27; SD=.647), improper monitoring/supervision of the implementation process to ensure quality control (M=4.09;

S.D=.897), and academic staff emphasising seminars, conferences, and research as a basis for promotion. (M=3.94; SD=.960) Poor quality of human and material resources Insufficient time to complete the programme (M=4.17; SD=.735), improper preparation of the work schedule and curriculum-related lecture notes (M=3.95; SD=.940), Insufficient funding for the educational system (M=3.96; SD=1.00), increased workload caused by overcrowded classrooms (M=3.95; SD=0.992), Teachers' engagement and absence in the creation of curricula (M=3.64; SD=1.08), Faulty teacher training institutions (M=3.72; SD=1.06), teachers' poor understanding of how to interpret the curriculum (M=4.17; SD=0.80), a lack of control over who gets hired to teach (M=3.85; SD=.93), instructors' lack of interest in the implementation process (M=4.09; SD=0.86), and a lack of clarity in the curriculum (M=4.15; SD=0.857) are all factors. The majority of respondents' comments indicated a higher level of agreement.

Curriculum Implementation Causes

Descriptive Statistics				
	N	Mean	Std. Deviation	Remarks
Lack of monitory strategy. `	460	4.09	.891	High
Government neglects to provide teachers with training in curriculum implementation methods.	460	4.12	.888	High
Kids are driven to succeed at any costs without putting forth much effort.	460	4.30	.760	High
Insufficient motivation for teachers.	460	4.18	.799	High
Academic staff's duty to teach is compromised since academic research and publication are prioritised over other tasks.	460	3.96	1.028	High
Laxity on the part of some teachers	460	4.34	.659	High
Unprecedented increase in school enrollment.	460	4.31	.634	High
Upsurge in admission	460	4.23	.646	High
Poor remuneration of teachers.	460	4.22	.732	High
Exams are prioritised above paper qualifications in the nation.	460	4.20	.749	High
Alternative ways of earning grade	460	4.17	.765	High
Teachers' lack of the requisite skills to implement the curriculum.	460	4.13	.820	High
Numerous changes of government and ongoing strikes.	460	4.15	.734	High
Government funding for schools is insufficient.	460	3.50	1.223	High
workload for students and ongoing launch of new courses	460	3.88	.884	High
Inadequate parental involvement and interference.	460	4.20	.753	High

The responses of instructors about the root causes of issues with curriculum implementation at the secondary level are shown in the above table. Considering the instructors' responses, Monitoring strategy deficit (M=4.09; SD=.891) Government's failure to provide teachers with training in curriculum implementation methods (M=4.12; SD=.888), Students want success at all costs, but they don't put in much effort to get it (M=4.30; SD=.760). Teachers don't have enough motivation (M=4.18; SD=.799), Academic staff's duty to teach is compromised since scholarly research and publishing are prioritised over it (M=4.96; SD=1.02), Laxity on the part of some teachers (M=4.34; SD=0.65), Unprecedented increase in school enrollment (M=4.31; SD=0.63), Upsurge in admission (M=4.23; SD=0.64), Poor remuneration of teachers (M=4.22; SD=0.73), The country places more emphasis on exams than on paper qualifications (M=4.20; SD=0.74), Alternative ways of earning grade (M=4.17; SD=0.76), Teachers' lack of the requisite skills to implement the curriculum (M=4.13; SD=0.82), Repeated government changes and strike actions (M=4.15; SD=0.73), The government's lack of funding for education (M=3.50; SD=.82), the workload of students and the ongoing introduction of additional courses (M=3.88; SD=.88), and the poor parental involvement and parental meddling (M=4.20; SD=0.75). In general, respondents' responses indicated a higher level of agreement.

Curriculum Implementation Solutions

Descriptive Statistics				
	N	Mean	Std. Deviation	Remarks
The curriculum must be rapidly revised to reflect modern tastes.	460	4.27	.747	High
Exams should be less important, and employers should test employees' competency instead.	460	4.31	.677	High
Provision of more qualified teachers.	460	4.23	.780	High
Proper monitoring of curriculum implementation	460	4.04	.891	High
Updating of infrastructural facilities.	460	4.05	.912	High
Programmes for practising instructors that offer regular retraining.	460	3.92	1.016	High
Promotion of teachers is based on their effectiveness in the classroom.	460	3.78	1.079	High
Enhanced teachers' remuneration.	460	4.03	.817	High
School enrollment decline has an influence.	460	4.00	.872	High
Promotion of teachers ought to be determined on student evaluation.	460	4.03	.889	High
Time book introduction for instructors.	458	4.03	.819	High

The above table illustrates that teachers' responses on solutions of problems in curriculum implementation at secondary level. The instructors' comments indicated that the curriculum should be rapidly revised to reflect current tastes (M=4.27; SD=0.74) and that the emphasis on exams should be lessened in favour of competency assessments by employers of labour

(M=4.31; SD=0.67), Provision of more qualified teachers (M=4.23; SD=0.78), Proper monitoring of curriculum implementation (M=4.04; SD=0.89), Updating of infrastructural facilities (M=4.05; SD=0.912), Frequent teacher retraining programmes (M=3.92; SD=1.01), a promotion system based on teachers' classroom effectiveness (M=3.78; SD=1.07), and Increasing teachers' pay (M=4.03; SD=0.81), Reduced enrollment having an adverse effect on schools (M=4.00; SD=0.87), Progression of teachers should be based on evaluations from students (M=4.03; SD=0.88), and the introduction of a time log for instructors (M=4.03; SD=0.81). The majority of respondents' comments indicated a higher level of agreement.

Problems

Following a review of the literature, it was discovered that the most frequently cited teacher-related issues with curriculum implementation were: an absence of content understanding, an instructor's lack of enthusiasm or self-confidence, a lack of professional development for teachers, a lack of instructional skills, a difficulty to integrate curriculum ideas into practise, an inability to build lesson plans, etc, a teacher's inability to use an authentic assessment approach, and teachers' adversity. For instance, a participant said,

“there is a lack of poor training for teachers, students don't cooperate with teachers and don't pay attention, frequent turnover of teachers, lack of awareness among teachers, teachers has become lazy and don't take interest in students' studies, social, political and economic problems faced by teachers, regularity and punctuality issues with teachers.”

As a result of the literature review, the most frequently cited curriculum implementation issues involving students are their varied characteristics and prior knowledge, their lack of motivation, lack of encouragement, and unfavorable attitudes, as well as the lack of opportunities for enhancing their high order thinking abilities. For instance, a participant said,

“curriculum is not according to the students mentality, students' understanding levels are different, insufficient time for learning process, students don't cooperate with teachers and don't pay attention, teacher student understanding and counselling.”

A literature review revealed that time constraints, difficulties with the curriculum's content (such as its length, demarcation, lack of clarity, and use of technical jargon), Implementation problems are typically cited as being related to the design of official curriculum materials, textbook compatibility issues, and the curriculum's lack of connection to learners' backgrounds and societies. For instance, a participant said,

“Curriculum is not according to the students' mentality, in rural areas, there is a lack of knowledge about the education, people are not interested, the curriculum is not clearly spelt out, lack of curriculum knowledge, poor preparation of scheme of work and lecture note from the curriculum, and inflexibility.”

Following a review of the literature, it was discovered that common issues with curriculum implementation in schools include a lack of equipment, supplies, space, and funding, crowded classrooms, a lack of parental support and participation, and societal factors. For example participant stated that,

“Lack of knowledge and resource material, shortage of time, shortage of resources, lack of co-curricular activities, financial problems, and overcrowded classrooms.”

Causes

Reasons from the government, institutions, instructors, parents, and students become barriers to the Curriculum's implementation. Teacher readiness was the major element that contributed significantly to the Curriculum's successful implementation. Because of the government's efforts to address this, instructors are now better equipped to carry out the teaching and learning process in accordance with the curriculum. For instance, one participant said,

“Lack of students' interest and healthy environment, students' attentions, students' are not punctual, students' family problems, student do not do homework, course of work load is extra, alternating ways of earning grades and students' personal problems.”

Another participant stated that

“Insufficient motivation for teachers, superiority shown by head teachers, limited funding to the education sector, lack of use ICT, lack of sequence, no elaboration of specific topics purposes, micro-teaching is a cause, lack of knowledge of the subject matter, too much admission in govt sector, changing of govt rules time by time, and poor understanding of old age teachers is the causes of problems in curriculum implementation.”

Solutions

Participants stated that

“Teachers training must be done frequently, the higher extra teacher for junior classes, regularly arranged PTM, Regularity by students, required cooperation, parents’ teachers’ counselling, time should be managed, adequate syllabus, enhanced teachers’ remuneration, curriculum to be reviewed immediately, the introduction of time book for teachers, students should be categorized according to their learning abilities to improve their learning.”

Another participant stated that

“Curriculum should be short and understandable so that teachers can deliver it properly, govt review the policies, give more GDP to education, curriculum should be in both mediums, curriculum must be according to the needs of society, use A.V aids, the infrastructural facilities must be updated, teacher reflect on curriculum in multiple ways such as to keep and help students to develop and engaged relationship with the content, teacher should encouraged and focus on the curriculum, increase teachers' salary to meet the needs, consistency must be shown in govt policies.”

Findings

- 1-** 23.5% are male and 76.5% are female. The mean of gender’s response is 1.77 and standard deviation is 0.424.
- 2-** 34.6% are public school teachers and 64.9% are female teachers. The mean of teachers’ response is 1.65 and standard deviation is 0.477.
- 3-** .4% teachers’ qualification were b.a/b.sc, 57.8% teachers’ qualification were m.a/m.sc, and 41.7% teachers’ qualification were M.phil/others. The mean of teachers’ qualification was 3.41 and standard deviation was 0.502.
- 4-** 44.1% teachers’ qualification were B.Ed, 54.3% teachers’ qualification were M.Ed, and 1.5% teachers’ qualification were others (CT etc). The mean of teachers’ qualification was 1.57 and standard deviation was 0.525.
- 5-** 43.9% teachers’ have teaching experience 1-10 years, 53% teachers’ have 11-20 years’ experience and 3% teachers have 20 years plus teaching experience. The mean of teachers teaching experience is 1.59 and S.D 0.551.

6- The mean of problems in curriculum implementation is 4.00 and S.D 0.58, the causes mean is 4.12 and S.D 0.47 and the solution mean is 4.05 and S.D 0.46. Overall, teachers' responses reflected toward the higher level of agreement.

Discussion

The study investigated the difficulties instructors in Pakistan's Lahore Punjab province had when implementing the curriculum. It is essential to assess how the curriculum is being used in order to identify both effective and unsatisfactory strategies. By recognizing problems, teachers may ensure that the curriculum is improved, a strategy is created, and problems are fixed in later phases (Cheung & Wong, 2012; Badugela, 2012). The implementation process can be carried out more effectively (Nevenglosky, et al., 2019), provide documentation about implementation to teachers and principals, policymakers, and educational authorities (Karakus, 2021), and foster a mutually beneficial learning atmosphere among teachers; in addition, identifying the types of problems teachers interaction during curriculum implementation and taking essential insurances can positively distress curriculum success (Erden, 2010; Chapman, 2019). The issues that teachers are experiencing should be identified and fixed in order to apply the curriculum effectively (Bingolbali, et al., 2008; Zedda, et al., 2017). Failure in instruction is inevitable if difficulties with curriculum implementation are not fixed (Cobbold, 2017).

When implementing the curriculum, teachers ran across numerous issues. Another objective of curriculum implementation, which also foresees learner lifestyle modifications that are under the implementer's control, is the use of the identical curriculum across all grade levels in all academic system (Muskin, 2015). Applying the curriculum consistently at the same grade levels facilitates achieving a similar level of student development and preparation while ensuring consistency in learning goals (Tweedie & Kim, 2015). There are numerous reasons why curricular implementation issues arise. The curriculum's implementation is a critical, difficult, and essential phase. This is because a curriculum's advantages and disadvantages, achievements and defects, and insufficient elements cannot be determined without putting them into practice (Dzimiri & Marimo, 2015). Educators have the opportunity to analyse and restructure a curriculum when they are aware of its flaws and shortcomings (Ekawati, 2017). Each curriculum frequently includes books, teaching materials, teaching ideas, and chances for assessment. The teacher is responsible for properly implementing the curriculum to make it into learning environment (Marques and Xavier, 2020). The purpose of these curriculum exercises is to students' progress and track their development.

However, problems with educators, teachers, practitioners, and school administration could occur throughout any of these stages. Implementation could be the root of these problems. Using the curriculum appropriately is crucial. If not, kids lose interest in the class, families are dissatisfied, and teachers grow disheartened. The outcome for teachers is a mindset of returning to archaic, outdated curricula and instruction methods and strategies. The implementation of a learning strategy and the educational environment are negatively impacted by these problems, despite the fact that the origins of these problems may differ. As a result, it is anticipated that this assessment will be helpful in detecting problems that develop during the implementation of a curriculum and in taking steps to resolve them in order to properly implement a curricula.

Conclusion

The process of developing curriculums must include effective curriculum implementation. It is hence the foundation for any school's success or failure. Unfortunately, the implementation of the curriculum in Pakistani institutions is flawed. Faulty educational policy and implementation dormancy are both blamed for the failure. Yet, the study came to the conclusion that in order to tackle the problems posed by curriculum processes, there needs to be a paradigm shift from bad policy to direct consequence policy.

Results showed that instructors' discontent with the new curriculum's implementation was a result of the curriculum implementation process. It is a difficult challenge to deal with the daily departure from the profession of thousands of teachers in search of better opportunities. It affects both the students who lose out on the benefit of learning from qualified instructors, as well as the schools, the Ministry of Education, and the nation as a whole, which must find and prepare replacements. The unfortunate situation will only get worse if the Department of Basic Education does not take action.

Recommendations

1. It is essential to implement a fundamental change in some educational policies, such as instructors' emphasis on workshops and meetings, methodology, the inadequate budget allotted to education that is "personalized," among other things, to direct consequence policies that would enhance the absolutely shocking state of curriculum implementation in the research field.
2. It is also suggested in this work that senior staff and faculty deans be required to add the responsibility of overseeing their subordinates to the administrative role. Teachers should be appropriately motivated for their noble task with this intense oversight.

3. This study recommended for a revision of the curriculum to address current societal needs, as well as the hiring of teachers who are more qualified and competent to handle the demands of the proposed curriculum. Exams should be less important in the new curriculum and proficiency should be assessed by companies of labour instead.

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