

# Effects of Curriculum in Pakistan at Primary Level

**Abdul Malik, Tayyab Farooq Bhatti**

Department of Education, School of Media and Communication Studies, University of Management and Technology, Lahore, Pakistan

**Email address:**

abdulmalik\_kho1@yahoo.com (A. Malik), tayyab@umt.edu.pk (T. F. Bhatti)

**To cite this article:**

Abdul Malik, Tayyab Farooq Bhatti. Effects of Curriculum in Pakistan at Primary Level. *International Journal of Education, Culture and Society*. Vol. 7, No. 1, 2022, pp. 21-26. doi: 10.11648/j.ijecs.20220701.14

**Received:** May 29, 2021; **Accepted:** July 27, 2021; **Published:** January 25, 2022

---

**Abstract:** The study is aimed at the effects of the curriculum in Pakistan at the primary level. Following were the main objectives of this study, to recognize the central problems of the primary education system in Pakistan. This study is descriptive in nature of district Lahore. Methods and procedures research methodology. This research study attempts to explore the main causes of the problems of the primary education system in Pakistan. 4 District Punjab. Sampling, the entire 100 students were as a sample of the study. Data will be collected and tabulated, interpreted, and analyzed in terms of the percentage. So, the conclusion will be drawn recommendations will for further research on this topic. The questionnaire was personally curriculum at the primary level by the researchers to all the respondents included in the sample. Because of this study, researchers would like to make the following findings. An understanding of the need for communication and transport as essential elements in development strongly agreed 90%, Agreed 60%, neutral 10% strongly disagreed 05% and disagree 07%. In light of the analysis of data and findings of the study, the following conclusions are drawn. To promote intellectual development of the child which includes literacy in languages, numeracy in Mathematics, inquiry in Science, problem-solving in Social Studies and inculcating values in Islamite strongly agreed 60%, Agreed 90%, neutral 20% strongly disagreed 10% and disagree 10%. Because of the findings and conclusions of this study, researchers would like to make the following recommendations. Every teacher possesses a vision. The same may be encouraged and promoted.

**Keywords:** Education, Learning, Curriculum, Explore, Globalization of the Knowledge, Normalization of Mind, Development of Personality

---

## 1. Introduction

The curriculum of primary education is outdated. Assessment is based on the memory of the students rather than their performance. Based on this study, it is recommended that the problems can be solved by a robust system of eradication of accountability, corruption, non-political interference, quality curriculum, quality assessment system teacher motivation [1] the study is based on an assessment of the curriculum at the basic stage from the perspective of educational plans and policies in Pakistan. The curriculum at the basic stage and investigate various education policies, and plans about the accomplishment of objectives. Consequences exposed to the objectives of the curriculum were not completely attained. The function of the implementation of policies and plans about curriculum endured weakly [2]. Curriculum means all those activities which are provided to students or out of the school to achieve the predetermined activities [3]. The curriculum

includes all the activities organized by the school inside or outside the classroom. A curriculum is a design of a social group for the educational experiences of their children in school [4]. The curriculum is design is a statement that identifies the elements of the curriculum, states what their relationships are to each other, and indicates the principles of organization and the requirements of that organization for the administrative conditions under which it is to operate [5]. Krathwohl, D. R. et al. [6] have stated that there is considerable value in thinking about objectives, particularly in behavioral levels. Bloom expresses these levels as ranging from simple recall or memorization of content to evaluating principles and hypotheses. Krathwohl's taxonomy ranges from "receiving" to characterization.

## 2. Review of the Literature

The curriculum provides a framework for the educational institutions determining the subjects, learning objectives, and

learning outcomes. The key value of a curriculum is to ensure cohesion and uniformity in the education system of diverse cultures and societies to achieve the cherished goal of national unity. In other words curriculum is simply a vehicle to interpret and transmit the national goals and societal aspirations to the younger generations. Curriculum is the guide that delineates the learning path of a student and determines the process of learning.

The curriculum - is provided the framework of the educational system for the purpose of education potential learn, teaching, understand the knowledge for the child of the nation. So that educational policy, department of the curriculum, scholar educators and philosopher the curriculum develop the social needs of society.

“Curriculum is the planned and guided learning experiences and intended outcomes, formulated through systematic reconstruction of knowledge and experience under auspices of school, for the learners ‘continuous and willful growth in personal-social competence’ [8].

The school should open with an assembly at which the national anthem is sung and, at regular intervals, the national flag is hoisted and talks on patriotism and character buildings are given. It is an admitted fact that all the activities of education move around the curricula. No doubt a conflict is going on between two opposite schools of thought regarding the time of the future outline of the society. Some people want Pakistan to be an exact copy of the west whereas others believe in going back to Islamic education. There is consciousness. There is a desire for change but there is a lack of guidance. A patient is easily cured by a specialist, but what will happen if all the people in a community and society start giving their opinion and also what they want in connection with the serious topic of social change. It is correct that only the people living in a society know its problems just as a patient knows about the symptoms of his illness. A common patient cannot treat himself. He entrusts this work to a doctor or engineer of the body. Similarly, there is a need of entrusting the guidance of the director of social change to social engineers.

Change is the process of transforming phenomena into something different. It has dimensions of rate (speed), scale (size), degree (thoroughness). Continuity (profoundness) and directions. So, curriculum change should possess all these dimensions. Curriculum change in simple terms proceeds through. (a) Selections of aims, goals, and objectives. (b) Selections of learning experiences. (c) Selection of content. (d) Organization and integration of learning experiences. (e) Evaluation. These five phases of curriculum development may also act as infrastructure for curriculum change, but one may use Rational models (Tylor, Taba), Cyclic models (Wheeler, Nichollos and Nichollos), and Dynamic models (Walker, Skibeck). The change incorporates the associated concepts (innovations, adoption) and is a planned phenomenon. Bennis, 1967 has enlisted seven types of changes that are commonly found in informal organizations. (a) Planned change (b) Introduction change (c) Coercive change (d) Technocratic change (e) Interactional change (f) Curriculum change (g) Natural change. The literature on

change contains many models that discuss four serotype models. (a) Agriculture model (b) Medical model (c) Business model (d) Military model [7].

Teachers today are encouraged (sometimes commanded) to have a learning objective for every lesson. Often these objectives are simply drawn from a textbook or list of “standards.” Teachers are rarely asked to relate their objectives to goals and aims.

According to the National Policy on Education (NPE) (2004), the goals of primary education are to:

- 1) Inculcate permanent numeracy and cultivate the ability to communicate effectively.
- 2) Lay a sound basis for scientific and reflective thinking.
- 3) Give citizenship education as a basis for effective participation in and contribution to the life of the society.
- 4) Mould the character and develop sound attitude and morals in the field.
- 5) Develop in the child the ability to adapt to the child’s changing environment.
- 6) Give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child’s capacity.
- 7) Provide the child with basic tools for further educational advancement, including preparation for trades and crafts for the locality. As a result of the above stated goals, the primary school curriculum shall accommodate the following school subjects [9].

### 3. The Importance of Curriculum Alignment

Curriculum alignment can be discussed on different levels. Fraser, S. et al. [10] distinguish four different categories. In the first category, curriculum refers to the content and structure of a single unit. The second category focuses on content and structure at program level. Both categories entail a product-based understanding of curriculum. In the third category, curriculum is understood from the point of view of the student’s learning experience [11] below the fourth category approaches curriculum as the co-construction of knowledge between student and teacher. These two latter categories are characterized by a process-based approach. In our project, we situated the question of curriculum alignment in the dynamics between program structure and student’s learning.

According to Biggs, J. et al. [12], below curriculum alignment at program level, that is, the constructive coherence between teaching, learning, and assessment, is crucial for the quality of teaching. In order for learning objectives to become actual learning outcomes, and therefore to optimize students’ learning, it is important to make sure every activity helps to realize the learning objectives. They call this ‘constructive alignment’. Whereas, within the context of a single course or module, alignment can be realized fairly easily, creating alignment at the program level proves to be more difficult.

As noted above, the society and culture served by an educational community dictate the needs, obligations, and responsibilities expected of the educational program. A traditionally accepted view of educational curriculum states that it (curriculum) is the information which should be taught with the underlying purpose of “standardizing” the behaviors of the society by educating the young in the traditions and rituals of that culture below [13-16]. Likewise, offered that beliefs and behaviors of each ethnic group or geographical area were developed in order to foster and teach children specific skills necessary for the transition from childhood to adulthood, thereby sustaining or advancing the convictions of that culture. In the same vein, but addressing the need for change, Purpel, D. [17] proposed that the primary responsibility for the child’s learning was historically determined by the parent, but as society became more complex, the needs for specialized training grew, necessitating more formal training. It is obvious, therefore, that the curriculum must meet the needs and current demands of the culture, the society, and the expectations of the population being served. To this end, the educational reform process is still undergoing review, revision, and constant change [18].

- 1) Objectives.
- 2) Content.
- 3) Learning experiences.
- 4) Teaching strategies.
- 5) Evaluation.

## 4. Objectives of Primary Education

When the full compulsory schooling of eight years has been instituted, this stage of education will include some craft instruction and pre-vocational courses. In the meantime, we must set realistic aims for a five years course.

### 4.1. The Structure of Knowledge

According to Schwab, while making a selection of learning experiences, curriculum developers may consider the principles of validity, comprehensiveness, Variety, suitability pattern relevance, and pupil participation. In brief, the selection of learning activities may be seen as:

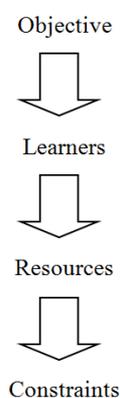


Figure 1. Objective, learners, resources, and constraints.

### 4.2. Aims of the Curriculum

The curriculum aims to guarantee that all children are provided with learning chances that recognize and rejoice in their uniqueness, develop their full potential. The focus is on the child as a learner, and the use of a variety of teaching practices is a vital feature of the curriculum.

### 4.3. Professional Development Service

The fundamental education process for the growth of teacher's procedure for the primary education level comprises the teacher's training programs and the expansion of the curriculum. The first thing is school development program basic is compulsory curriculum planning support. School programs pressure the teacher's training person's events. Group methods planning programs all staff is compulsory of the important education curriculum and in the structural and growth planning.

### 4.4. Aims and Objectives of the Strategy

The aims of education are based on the ideology of nation, religion, culture, and local knowledge of society. That is the fundamental education is deliver to the native language. The syllabus is very comprehensive and mature material. The teacher delivers the lecture in an essay too difficult and use the pictures to relate the contents and told the students the values of the lesson. According to the requirement of the lesson, teachers must draw the picture in a very essay way. Students understand the objectives of the lesson. The teachers use the method of teaching code the relevant example through the proper channel. Curriculum developers to see the nation of child and make the curriculum is the right way. The methods aim at describing the goals and values on which the preschool level, elementary education, and secondary school program, improving the process of quality education for example quality of learning and teaching process, confirm the equal rights to achieve the education. (Academic standard), ensuring situations for learning all life to the development of the national curriculum, according to the proper channel to use the instructional materials to touch the boundaries of educational senior. Curriculum developers to use the syllabus globalization of the knowledge.

### 4.5. Curriculum for Pre-school Education

The basic function of the education department completely stresses on personality development of the child according to the quality of his/her growing up mentally physically and nourishing of the mind, development of the personality, utilization of the knowledge, the transmission of the knowledge and normalization of the mind. If these things will be proved curriculum will be developed in these sequences. Primary education is must be developed in the current conditions for the requirement needs of society.

### 4.6. Statement of the Problem

This study is aimed at "Effects of the curriculum in Pakistan at the primary level.

#### 4.7. Objectives of the Study

Following were the main objectives of this study.

- 1) To recognize the central problems of the primary education system in Pakistan.
- 2) To study unsympathetically the causes of the problems of primary education systems in Pakistan.
- 3) To current likely long-term solutions based on the study to the problems of the basic education system in Pakistan.

#### 4.8. Significance of the Study

The result of the study is hoped will be:

- 1) Valuable for the students will provide better results.
- 2) Valuable for student's education institutions.
- 3) Cooperative for the environment of the Primary school, and to achieve the globalization knowledge.
- 4) It will hopefully provide better communication and learning.
- 5) It will propose ways to indorse better communication on learning at the primary level.

#### 4.9. Delimitations

The topic was so broad that it can take much time for the analytic study so due to shortage of time the research was bounded in a limited area of Primary school were taken with help 20 questions given in the questionnaire.

- 1) The study was delimited to the Primary school Pakistan.
- 2) The study was further delimitations to the effect of the curriculum in Pakistan at the primary level.

## 5. Methods and Procedures

#### 5.1. Research Design

This study is descriptive in nature of Pakistan.

#### 5.2. Research Methodology

The study efforts to discover the basic reason for the complications of the primary education structure in Pakistan. The purpose of this study a massive literature was critically studied.

#### 5.3. Nature of the Study

The nature of the study was to examine the effect of the curriculum in Pakistan at the primary level. In this research,

it was examined how factors associated with the effect of the curriculum in Pakistan at the primary stage, and how it made them successful.

#### 5.4. Population

Five Provinces of primary schools in Pakistan.

#### 5.5. Sampling

Table 1. Sample of the study.

Province	Male Teachers	%	Female Teachers	%
Khyber Pakhtunkhwa	198	20.62	148	20.44
Gilgit Biltistan	134	13.95	114	15.74
AJK	128	13.33	112	15.46
Punjab	200	20.83	175	24.17
Sind	125	13.02	80	11.04
Baluchistan	175	18.22	95	13.12
Total	960	57.00	724	42.99

The entire 960 teachers and female teachers 724 were Samples of the study.

#### 5.6. Tool of Research

A questionnaire was prepared for the experts.

#### 5.7. Methods and Procedure

Related literature was reviewed to effects of the curriculum in Pakistan at the primary level. Based on a review of literature and guidance of the Chairman and Member a structured questionnaire was constructed containing the following main categories.

- 1) Personal.
- 2) Social.
- 3) Academic and professional.
- 4) Curriculum characteristics related to teachers.
- 5) Curriculum characteristic in general.

Data will be collected and tabulated, interpreted, and analyzed in terms of the percentage. So the conclusion will be drawn recommendations will for further research on this topic.

#### 5.8. Data Collection

The questionnaire was personally curriculum at the primary level by the researchers to all the respondents included in the sample. Almost all the teachers were cooperative.

*Effects of the curriculum in Pakistan at the primary level.*

Table 2. Instrument of the study, effects of curriculum in Pakistan at primary level.

S.no	Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1	To deliver for the general growth and growth of the learner.	60%	80%	-	10%	20%
2	To form in the learner a sense of nationality in the communal, country, and world.	50%	80%	30%	-	10%
3	To endorse intellectual growth of the learner which contains learning in languages, proficiency in Mathematics, examination in Science, problem-solving in Social Studies, and inculcating standards in Islamite.	30%	90%	20%	10%	10%
4	To deliver learning that is applicable to the requirements of the learner.	30%	10%	20%	-	10%
5	To prepare the learner with life-long learning aids. The education department designs the curriculum for the social needs of society.	10%	90%	40%	10%	10%

S.no	Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
6	Attitude, assistance, and aptitudes to follow learning to become creative affiliates of culture.	10%	90%	20%	10%	20%
7	A thoughtful of the philosophical basics of Pakistan and to inspire loyalty and love for the republic and mankind.	30%	80%	10%	10%	30%
8	Elementary language skills.	-	90%	20%	30%	20%
9	Elementary numeracy skills.	40%	35%	20%	60%	55%
10	A thoughtful of the scientific method and growth of a range. of elementary skills and related contented	30%	50%	20%	10%	50%
11	The consciousness of natural resources, their use, and preservation.	20%	70%	20%	10%	50%
12	An understanding of the environment and the interaction and animals, and the physical conditions. among the human population, plant	30%	40%	20%	10%	60%
13	A soul of obligation for religious and cultural actions and festivals of all groups.	50%	60%	10%	10%	30%
14	A thoughtful of well-living and the essential for sanitization and sanitation.	30%	60%	20%	10%	30%
15	A thoughtful of the inter-dependence of the domestic and the public and their operative.	90%	60%	10%	5%	7%
16	A thoughtful of the essential for message and carriage as vital rudiments in growth.	50%	60%	10%	-	40%
17	A thoughtful and contribution to bodily actions.	85%	70%	30%	25%	40%
18	Eliminating overcapacity and covering of ideas in the curricula.	60%	70%	20%	10%	10%

## 6. Findings

Findings of this study.

- 1) To deliver for the general growth and growth of the learner. Strongly agreed 60%, Agreed 80%, neutral 0% strongly disagreed 10% and disagree 20%.
- 2) To form in the learner a sense of nationality in the communal, country, and world. Strongly agreed 50%, Agreed 80%, neutral 30% strongly disagreed 05% and disagree 10%.
- 3) To endorse intellectual growth of the learner which contains learning in languages, proficiency in Mathematics, examination in Science, problem-solving in Social Studies, and inculcating standards in Islamite. Strongly agreed 60%, Agreed 90%, neutral 20% strongly disagreed 10%, and disagree 10%.
- 4) To deliver learning that is applicable to the requirements of the learner. Strongly agreed with 30%, Agreed with 10%, neutral 20% strongly disagreed 10%, and disagree 10%.
- 5) To prepare the learner with life-long learning aids. The education department designs the curriculum for the social needs of society. Strongly agreed 60%, Agreed 70%, neutral 20% strongly disagreed 70% and disagree 40%.
- 6) Basic language skills strongly agreed 30%, Agreed 45%, neutral 20% strongly disagreed 90% and disagree 80%.
- 7) A thoughtful of the philosophical basics of Pakistan and to inspire loyalty and love for the republic and mankind. Strongly agreed 30%, Agreed 40%, neutral 20% strongly disagreed 10% and disagree 60%.
- 8) Elementary language skills strongly agreed 40%, Agreed 50%, neutral 20% strongly disagreed 10% and disagree 50%.
- 9) Basic numeracy skills strongly agreed 40%, Agreed 35%, neutral 20% strongly disagreed 60% and disagree 55%.
- 10) A thoughtful of the scientific method and growth of a range of elementary skills and related contented strongly agreed 90%, Agreed 60%, neutral 10% strongly disagreed 05% and disagree 07%.

11) An understanding and participation in physical activities strongly agreed 85%, Agreed 70%, neutral 30% strongly disagreed 25% and disagree 40%.

12) A thoughtful of the inter-dependence of the domestic and the public and their operative. Strongly agreed 60%, Agreed 70%, neutral 20% strongly disagreed 10%, and disagree 10%.

## 7. Conclusions

The view of the findings of the research the following conclusion are drawn.

- 1) Growth and development of the child strongly agreed 60%, Agreed 80%, neutral 0% strongly disagreed 10% and disagree 20%.
- 2) To form in the learner a sense of nationality in the communal, country, and world strongly agreed 50%, Agreed 80%, neutral 30% strongly disagreed 05% and disagree 10%.
- 3) To endorse intellectual growth of the learner which contains learning in languages, proficiency in Mathematics, examination in Science, problem-solving in Social Studies, and inculcating standards in Islamite strongly agreed 60%, Agreed 90%, neutral 20% strongly disagreed 10% and disagree 10%.
- 4) Basic language skills strongly agreed 30%, Agreed 45%, neutral 20% strongly disagreed 90% and disagree 80%.
- 5) An understanding and participation in physical activities strongly agreed 85%, Agreed 70%, neutral 30% strongly disagreed 25% and disagree 40%.
- 6) Eliminating overpopulation and covering of ideas in the curricula strongly agreed 60%, Agreed 70%, neutral 20% strongly disagreed 10% and disagree 10%.

## 8. Recommendations

Given the findings, and consequences of this research researchers should like to make the following recommendations.

- 1) Each teacher possesses a vision. The same may be encouraged and promoted.

- 2) Innocent thinking's are in the innocent, mind, the same must be matured.
- 3) Good teachers, eager to task be provided, no provision of a job for every jobless through education.
- 4) The curriculum makes under the Islamic, and national distinctiveness to meet the modern requirements trends, and seriousness aim fullness is there in the system to discipline.
- 5) Consumption of resources capabilities and capacities is evaded. Hidden qualities of heart and mind are encouraged.
- 6) Stakeholder's home to the throne may uplift every teacher and play their roles to provide characters to the nation.
- 7) A teacher seeks by watching more. They must provide him/her our positivity, no negativity in our roles.
- 8) The mistakes in the textbooks are rectified.
- 9) The teacher is that of state. The state is responsible to preserve and deserves to avail. No one is allowed to spoil the great wealth.
- 10) More is in theory, least in practice with us. The same must be amended.

---

## References

- [1] Ahmad, I., Rauf, M., Rashid, A., Ur Rehman, S., and Salam, M. (2013). Analysis of the problems of the primary education system in Pakistan: Critical review of the literature. *Academic Research International*, 4 (2), 324.
- [2] Parveen, S. (2011). Evaluation of curriculum at the primary level in light of education policies and plans in Pakistan. *Journal of College Teaching & Learning (TLC)*, 8 (3).
- [3] Tyler, R. W. (2013). *Basic principles of curriculum and instruction*. University of Chicago Press.
- [4] Beauchamp, G. A. (1968). Curriculum theory.
- [5] Taba, H. (1962). *Curriculum development: Theory and practice* (No. 37.013 TAB).
- [6] Krathwohl, D. R., Bloom, B. S., and Masia, B. B. (1964). Taxonomy of educational objectives, handbook ii: affective domain. New York: David McKay Company. Inc. ISBN 0-679-30210-7, 0-582-32385, 1.
- [7] Reynolds, W. M. (2003). CHAPTER 4: Comprehensiveness and Multi-dimensionality in Synoptic Curriculum Texts. *Counterpoints*, 108, 32-36.
- [8] Government of Pakistan, Ministry of Education. (2009). National Education Policy 2009. (Islamabad: Ministry of Education).
- [9] Noddings, N. (2007). Aims, goals, and objectives. *Encounters in Theory and History of Education*, 8.
- [10] Fraser, S., & Bosanquet, A. M. (2006). The curriculum? That's just a unit outline, isn't it? *Studies in Higher Education*, 31 (3), 269-284. Doi: 10.1080/03075070600680521.
- [11] Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.
- [12] Biggs, J., & Tang, C. (2007). *Teaching for quality learning at university*. New York, NY: Society for Research into Higher Education & Open University Press.
- [13] Beyer, L. E. & Liston, D. P. (1996). *Curriculum in conflict: Social visions, educational agenda, and progressive school reforms*. New York: Teachers College Press, Columbia University.
- [14] Borrowman, M. L. (1989). *Curriculum. The world book encyclopedia*, 6, 85-106. Chicago, IL: World Book, Inc.
- [15] Glatthorn, A. (1987). *Curriculum renewal*. Alexandria, VA: Association for Supervision and Curriculum Development.
- [16] Tanner, D. & Tanner, L. (1995). *Curriculum development: Theory into practice* (3rd Ed.). Columbus, OH: Prentice Hall Publishers.
- [17] Purpel, D. (1972). *Curriculum and the Cultural Revolution: A book of essays and readings*. Berkley, CA: McCutcheon Publishing Corporation.
- [18] Johnson, J. A. (2001). Principles of effective change: Curriculum revision that works. *Journal of Research for educational Leaders*, 1 (1), 5-18.