



Original Article

Bridging the Gap from Policy to Practice: Examining Teacher Autonomy, Socioeconomic Factors, and Curriculum Implementation Across School Levels in District Ziarat, Balochistan

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Article history:

Received: December 17, 2025

Revised: March 26, 2026

Accepted: March 27, 2026

Published: March 31, 2026

ABSTRACT

The explanatory study aims to examine teacher autonomy, socioeconomic barriers, and curriculum implementation across school levels in District Ziarat, Balochistan. Using a descriptive-correlational approach, the study explores the relationship between teacher-related challenges and the implementation of the Single National Curriculum, and examines the mediating role of teacher autonomy in curriculum implementation, in relation to their socioeconomic factors and monthly salary. Using proportional sampling, teachers from the known population were selected. A predesigned questionnaire was used, which demonstrated a very strong Cronbach's Alpha. Findings suggest that teacher-related challenges were significantly correlated with curriculum implementation, indicating that greater challenge was associated with a greater impact on implementation. Socioeconomic factors significantly influence teacher autonomy, as higher teacher autonomy improves curriculum implementation, but teacher autonomy partially mediates this relationship. However, teachers' monthly salaries do not influence teacher autonomy, but teacher autonomy directly affects curriculum implementation. Furthermore, no significant differences in teacher-related challenges across school levels were observed, with workload and management showing only marginal differences. The study recommends a balanced curriculum framework that combines national standards with contextual flexibility. Furthermore, curriculum reforms should formally incorporate teachers' feedback.

Keywords: Curriculum Implementation, School Levels, Single National Curriculum, Socioeconomic Factors, Teacher Autonomy, Ziarat, Balochistan

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JEL Classification: **Z1, Z13**

How to Cite:

Ullah, L., & Sajjad, S. (2026). Bridging the Gap from Policy to Practice: Examining Teacher Autonomy, Socioeconomic Factors, and Curriculum Implementation Across School Levels in District Ziarat, Balochistan. *Bulletin of Multidisciplinary Studies*, 3(1), 61–71. <https://doi.org/10.48112/bms.v3i1.1239>

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International Research and Publishing Academy (iRAPA) stands neutral with regard to jurisdictional claims in the published maps and institutional affiliations.

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INTRODUCTION

The Single National Curriculum (SNC) in Pakistan was one of the government's strategies to set targets and goals for improving educational standards and enhancing the quality of education in the country. It was established in 2020 to harmonize the many curricula used by different educational boards and institutions (Ali, 2024). The initiative helped provide equitable education to all students, regardless of their social and religious backgrounds, the areas they come from, or the poverty levels of their families (Haider, 2022). It was a good government initiative, but many policy deficiencies and challenges marred it. One important aspect was its practicality across various educational contexts (Fayyaz et al., 2023). In Pakistan, the educational system has considerable variation in resource allocation, teacher quality, and regional needs. This uniformity does not account for the disparities it seeks to rectify, which may result in unequal educational attainment among the subjects of the SNC. If schools are located in remote or low-income areas, they are more likely to fail to meet the curriculum due to a lack of resources/infrastructure (Dilshad et al., 2023).

Another drawback is the lack of stakeholder involvement in curriculum formulation. When drawing up the SNC, consultations with teachers, parents, and education specialists, which are vital to ensuring that the curriculum caters to real needs and addresses Provider challenges, were limited (Thakur et al., 2021). This has prompted criticism of the appropriateness and practicability of the skills taught in the curriculum and those implemented in real classes. In particular, the preparation and training of teachers have been cited as an area of concern for the implementation of the new curriculum (Iqbal & Tatlah, 2022). Also, there are concerns about SNC, as it focuses on content rather than teaching methods. Perhaps one of its shortcomings is that, while the curriculum insists on a prescribed syllabus, it fails to capture current practices in teaching and learning, as well as analytical thinking skills (Muqadar et al., 2023). This could lead to more mechanical learning rather than the development of students' analytical and problem-solving skills. Eradicating these policy shortcomings requires public participation from all educational stakeholders in developing a new curriculum that addresses the needs of diverse learners and aligns with the modern education system.

Objectives

- To explore the relationship between teacher-related challenges (training, resources, autonomy, workload, and administration support) and the implementation of the Single National Curriculum.
- To examine the mediating role of teacher autonomy in the implementation of curriculum in relation to their socioeconomic factors and monthly salary.
- To investigate the existing difference in teacher-related challenges across various school levels in District Ziarat, Balochistan.

LITERATURE REVIEW

Main Challenges to Curriculum Implementation

Implementing the curriculum effectively involves various challenges that affect its success and effectiveness. Such challenges may range from resource constraints to resistance to change. This is one of the first issues with implementing a curriculum when resources are insufficient. Essential materials for delivering a curriculum, such as textbooks, technology, and teaching aids, may become scarce (Aslam et al., 2024; Rehman & Sajjad, 2024). Moreover, they can limit access to these resources due to inadequate funding, thereby reducing the capacity to provide the professional development teachers need. In the absence of necessary resources, implementation of the curriculum may not proceed as planned, resulting in inconsistent instructional programs and inequality among learners (Gouédard et al., 2020). To ensure effective implementation of the curriculum, teachers must be well prepared and supported. Most teachers do not get proper training and subsequent professional support for the new curriculum. This may lead to misconceptions about the content and pedagogy the curriculum covers, and it may influence the quality of teaching (Khushi, 2023). Also, the teachers might require further assistance to revise their teaching styles and incorporate the new materials into their instruction. In the absence of appropriate training and support, the curriculum might not be applied consistently or even successfully across classrooms (Abedi, 2024).

Another issue of concern in curriculum implementation is resistance to change. Both teachers and stakeholders might hesitate to implement new curricula because they are comfortable with the current ones or exhibit doubts regarding the new ones

(Akumbu, 2022). Not all new methods or content may be accepted by teachers who feel their teaching routines are being interfered with, or who believe these changes are not being implemented after due consultation (Ali, 2024). To address this resistance, it is important to communicate openly, engage stakeholders in the development process, and highlight the advantages of the new curriculum so they feel vested in the process and develop a positive attitude and buy-in (Kim, 2024). Curriculum implementation may be difficult when neither the curriculum nor the local context or culture aligns (Mpuangnan & Ntombela, 2024). A uniform curriculum does not necessarily resonate with the needs of unique communities or reflect their values or educational priorities. The same applies to the various regions that may have different cultural backgrounds or special situations. In situations like this, it is important to adjust the curriculum to make it culturally relevant and supportive of diverse contexts (Numan & Ayaz, 2023). These background factors may fail engagement and relevance, hence affecting the overall efficiency of the curriculum. These existing issues have to be tackled, as they require a complex strategy that will encompass supplying resources and teacher training, and support. Opposition to adopting the curriculum should be addressed through effective management structures, and the curriculum must also be flexible to fit the local setting and culture.

Autonomy Theory

Teacher autonomy refers to the degree of professional freedom and independence teachers have in making instructional decisions in their classrooms. It encompasses teachers' ability to adapt curriculum content, select teaching approaches, and manage their classroom environment in ways that align with students' needs. However, the centralized nature of the SNC may limit teacher autonomy, as teachers are expected to follow a standardized curriculum framework. Parker (2015) emphasized that greater autonomy not only enhances teacher motivation and creativity but also improves their effectiveness. To this end, Teacher Autonomy Theory, developed by Borg (2003), explains the degree of control teachers have over instructional decisions, including content, pedagogy, and evaluation. This theory suggests that teacher discretion mediates how policies are applied in practice, highlighting the role of decision-making in adapting the curriculum to local and classroom contexts (Kengatharan, 2020). Additionally, it posits that autonomy affects student learning outcomes indirectly through teaching and learning practices. It includes multiple elements that reflect through this theory to the current study, such

as pedagogical choices that allow adaptation to local community needs, autonomy that enhances teacher motivation and engagement, teachers' assessment strategies that depend on autonomy level, principal support that strengthens teacher decision-making, teacher adaptation that balances top-down policies and local needs, autonomy which helps overcome workload and resource challenges, and professional development that increases teacher confidence in decision-making. Thus, the autonomy allows innovative classroom practices and moderates the impact of socioeconomic factors.

Literature Gaps

Research on the SNC in Pakistan reveals several critical gaps that need to be addressed to enhance its effectiveness and implementation. One significant gap was the SNC's impact on the regional disparities among provinces in Pakistan. While the curriculum aims to standardize education across the country, there has been limited research on how well it addresses the diverse needs of students in different geographic and socioeconomic contexts. Another research gap concerned the challenges teachers faced in implementing the SNC. Although the curriculum was intended to be a unifying framework, there was insufficient research on how well the teachers were adapting to the new requirements. Detailed studies were needed to assess the adequacy of the training provided and the support structures available, to understand the specific difficulties that teachers and educators encounter.

H₁: There is a significant relationship between teacher-related challenges (training, resources, autonomy, workload, and administration support) and the implementation of the Single National Curriculum.

H₂: Teacher autonomy in implementing the curriculum significantly mediates the relationship between their socioeconomic factors and their monthly salary.

H₃: There is a significant difference in teacher-related challenges across various school levels in District Ziarat, Balochistan.

Significance of the Study

This study provides an in-depth analysis of the implementation factors of the SNC in District Ziarat, Balochistan. Research on socioeconomic differences has been an essential part of the study, as it aims to understand how factors such as poverty and resource limitations influence curriculum implementation.

It also compares challenges such as resource availability, workload, and support across various school levels. The study also specifically examines whether the standardized system used by the SNC has taken into account localization and balancing. The study's significance lies in the practical challenges of implementing the SNC at the district and classroom levels, and in providing evidence to inform policymakers and stakeholders in improving curriculum policy in local and socio-cultural contexts.

METHODOLOGY

This quantitative explanatory study used a descriptive-correlational approach to collect data from

teachers of District Ziarat, Balochistan. According to the School Education Department, Balochistan, there were 792 teachers in primary schools, 238 in middle schools, and 396 in secondary and higher secondary schools at the time of data collection, as shown in Table 1. Since the total population was known, the finite population formula (Cochran with correction) was used by the researcher. Thus, the estimated sample size for teachers was 250, which was secondary justified by power calculations, indicating that this sample size was sufficient to detect a medium effect with greater confidence. However, using the proportionate sampling method, based on the size of each stratum, the sample sizes for primary, middle, secondary, and higher secondary schools were calculated.

Table 1
Sample Size of Teachers

School Level	Teachers	Proportion	Sample size	Justification
Primary (163 schools)	792	$792/1426 = 0.555$	139	Largest group; more representation needed
Middle (32 schools)	238	$238/1426 = 0.167$	42	Smaller group; proportionally fewer samples
Secondary + Higher Secondary (31 schools)	396	$396/1426 = 0.278$	69	Medium group; moderate sample allocation
Total	1426	1.00	250	Ensures all strata are represented proportionally

Table 2 presents the participants' demographic characteristics, including gender, age, experience,

school level, and monthly salary.

Table 2
Demographic Characteristics of Teachers (n = 250)

Demographic Characteristics	N	%	
Gender	Male	208	83.2
	Female	42	16.8
Age	21 – 30	27	10.8
	31 – 40	124	49.6
	41 – 50	80	32.0
	51 and above	19	7.6
	Years of Experience	Less than 1 year	44
	1-5 years	88	35.2
	6-10 years	39	15.6
	11-15 years	37	14.8
	16-20 years	17	6.8
	21 and above	25	10.0
School Level	Primary	93	37.2
	Middle	72	28.8
	Secondary	71	28.4
	Higher Secondary	14	5.6
Monthly Salary	Less than 50,000	110	44.0
	50,000 – 80,000	49	19.6
	80,000 – 110,000	48	19.2
	Above 110,000	43	17.2

Research Instruments

Based on the objectives of the study, this research used self-structured questionnaires to collect data from participants, titled ‘Teacher’s Opinion on Curriculum Implementation Questionnaire (TOCIQ).’ It was developed in accordance with the study’s research objectives, study content, and a review of related literature on curriculum development and implementation. For this, advice was sought from the field experts comprising an exclusive panel of five professionals. Pilot testing was conducted with 15 teachers; their positive responses led the researcher to use the questionnaire as is, without changes. However, participants in the pilot test were excluded from the data analysis. These questionnaires were developed on a 5-point Likert scale from strongly disagree to strongly agree (strongly disagree, disagree, neutral, agree, and strongly agree). The reliability of the questionnaires was assessed using Cronbach’s Alpha, which was very strong at 0.913. This questionnaire includes 35 items and focuses on collecting classroom-level data on the implementation of the curriculum, examining

teachers’ practices regarding the SNC requirements, and assessing whether they integrated content in line with students’ needs and available resources. The researcher followed the ethical guidelines during the data collection. Participants provided informed consent, stating that they participated in the study voluntarily and could withdraw at any time without incurring any repercussions. Data confidentiality and anonymity were achieved by anonymous coding.

RESULTS & FINDINGS

Table 3 presents descriptive statistics on the challenges teachers face in implementing the SNC. These descriptive statistics demonstrate that teacher challenges are moderate to high across all dimensions, although all categories of challenge are statistically significant in their distribution. Overall, teachers perceived notable challenges in curriculum implementation, with teacher autonomy, administration, and principal support showing slightly higher mean scores, indicating a stronger perceived impact.

Table 3
Descriptive Statistics – Challenges Faced by Teachers in Implementing SNC

	M	SD	Chi-Square
Training & Professional Development	3.41	1.014	71.776 ^a (.000)
Resources & Materials	3.51	.950	110.128 ^a (.000)
Teacher Autonomy	3.82	.715	137.072 ^b (.000)
Workload & Management	3.74	.649	83.408 ^c (.000)
Administration & Principal Support	3.77	.882	129.904 ^d (.000)
Teacher challenges	3.65	.653	78.800 ^e (.004)

- a. 0 cells (0.0%) have expected frequencies less than 5 (min expected cell frequency is 14.7).
- b. 0 cells (0.0%) have expected frequencies less than 5 (min expected cell frequency is 17.9).
- c. 0 cells (0.0%) have expected frequencies less than 5 (min expected cell frequency is 20.8).
- d. 0 cells (0.0%) have expected frequencies less than 5 (min expected cell frequency is 15.6).
- e. 0 cells (0.0%) have expected frequencies less than 5 (min expected cell frequency is 5.0).

Table 4 reports the correlation analysis between teacher-related challenges and the SNC implementation. The analysis shows that perceived challenges among teachers are positively correlated with curriculum implementation; however, among these challenges, teacher autonomy has the strongest

individual correlation with implementation, and administration and principal support also have a strong correlation. Overall, teacher-related challenges were strongly correlated with curriculum implementation, indicating that greater challenge is associated with a greater impact on implementation.

Table 4
Correlation Analysis Between Teacher-Related Challenges & Curriculum Implementation

Correlations	TPD	RM	TA	WM	APS	TC
TPD	1	.576*	.437*	.366*	.593*	.807*
RM		1	.541*	.414*	.566*	.824*
TA			1	.448*	.502*	.737*
WM				1	.417*	.644*
APS					1	.812*
TC						1
CI	.596*	.642*	.805*	.743*	.840*	.924*

** . Correlation is significant at the 0.01 level (2-tailed).

TPD=Training & Professional Development

RM=Resources & Materials

TA=Teacher Autonomy

WM=Workload & Management

APS=Administration & Principal Support

TC=Teacher challenges

CI=Curriculum Implementation

Table 5 presents the PROCESS macro (model 4) to examine the mediating effect of teacher autonomy in curriculum implementation on socioeconomic factors and monthly salaries. The results show that teacher autonomy shows a significant positive effect of socioeconomic factors and a strong effect on curriculum implementation. The direct and indirect effects were significant, indicating that teacher autonomy acts as a mediator. The model explains that socioeconomic factors significantly increase teacher autonomy, which in turn improves curriculum implementation.

Similarly, socioeconomic factors directly and indirectly affect curriculum implementation, whereas teacher autonomy partially mediates this relationship. However, teachers' monthly salaries do not influence teacher autonomy, nor are they statistically significant. No direct effect of monthly salaries on curriculum implementation was found, but teacher autonomy has a strong, significant effect. Thus, teacher autonomy did not mediate the relationship between monthly salaries and curriculum implementation.

Table 5
PROCESS Model 4 for the Mediating Effect of TA in CI, SF, and MS

Path / Effect	SF → TA → CI	MS → TA → CI
X → M (Effect on TA)	$\beta = .1424, p = .0001$	$\beta = .0442, p = .7806$
M → Y (TA → CI)	$\beta = 1.9413, p = .000$	$\beta = 2.0272, p = .000$
Direct Effect (X → Y)	$\beta = .1910, p = .0006$	$\beta = -.3434, p = .1466$
Indirect Effect (Mediation)	.2764, CI [.1209, .4425]	.0895, CI [-.4281, .6408]
Mediation Result	Partial	No mediation

TA=Teacher Autonomy

SF=Socioeconomic Factors

CI=Curriculum Implementation

MS=Monthly Salary

Table 6 shows differences in teacher-related challenges across school levels, including primary, secondary, middle, and higher secondary. The results indicate that no significant differences exist for most domains ($p > .05$), with workload and management

showing a marginal difference ($F = 2.503, p = .060$, small effect, $\eta^2 = 0.03$). However, effect sizes were generally very small, indicating minor practical differences across all domains.

Table 6
ANOVA Test for School Levels and Teacher-Related Challenges

TRC Domain	School Level	M	SD	F	df (Between, Within)	Sig.	Eta-squared
TPD	Primary	3.35	1.14	0.338	3, 246	0.798	0.004
	Secondary	3.40	0.85				
	Middle	3.48	0.94				
	Higher Sec.	3.57	1.27				
RM	Primary	3.52	1.07	0.107	3, 246	0.956	0.001
	Secondary	3.48	0.81				
	Middle	3.49	0.92				
	Higher Sec.	3.63	0.99				
TA	Primary	3.86	0.76	0.421	3, 246	0.738	0.005
	Secondary	3.83	0.71				
	Middle	3.79	0.69				
	Higher Sec.	3.64	0.63				
WM	Primary	3.88	0.70	2.503	3, 246	0.060	0.030
	Secondary	3.62	0.50				
	Middle	3.70	0.69				
	Higher Sec.	3.63	0.68				
APS	Primary	3.77	0.91	0.980	3, 246	0.403	0.012
	Secondary	3.68	0.86				
	Middle	3.90	0.78				
	Higher Sec.	3.59	1.23				
OTC	Primary	3.67	0.76	0.218	3, 246	0.884	0.003
	Secondary	3.60	0.55				
	Middle	3.67	0.60				
	Higher Sec.	3.61	0.70				

TRC=Teacher-Related Challenges
 TPD=Training and Professional Development
 RM=Resources and Materials
 TA=Teacher Autonomy
 WM=Workload and Management
 APS=Administration/Principal Support
 OTC=Overall Teacher Challenges

Discussion

Findings from the current study indicate that teachers face moderate to high levels of challenge in SNC implementation. The similarity of mean scores across all dimensions of challenges suggests that these challenges are systemic rather than isolated issues in SNC implementation. However, the findings indicate that training and professional development were rated moderately high, indicating initial preparedness with room for improvement. This finding is supported by Chachar et al. (2023), who reported that inadequate professional development opportunities for teachers are a key obstacle to improving educational quality in Balochistan. The authors further emphasized that teacher training should be more practical and better supported to ensure effective implementation of the curriculum across various school levels. Similarly, Ahmed et al. (2025) indicated that inadequate training and professional development are key barriers to quality education; they further argued that curriculum reform and teacher preparation are linked. To this end, better training strategies would support the effective implementation of educational changes. Findings report that the resource availability was perceived as a challenge, particularly in contextual alignment and infrastructure support, which is supported by literature that resource availability affects implementation

effectiveness, infrastructure support is critical for contextual alignment, and low-resource settings face challenges (Hasson et al., 2023; Shah et al., 2023; Ullah et al., 2025). This suggests the importance of adapting interventions to context. Similarly, the current study found that teachers acknowledged the time required to create supplementary materials, suggesting a commitment to teaching despite time constraints. Furthermore, teachers prioritize professional learning even with limited resources.

However, the teacher's autonomy reflected professional trust and flexibility in classroom practice, according to the current study's findings. The literature supports the finding that teachers' autonomy fosters trust in professional judgement and that high autonomy enables flexible classroom practices (Amjad et al., 2024; Evers et al., 2023; Ullah et al., 2025). Thus, high autonomy positively influences the adaptation or modification of SNC to local classroom realities, and teachers' workloads were reported to have increased, confirming reform-related pressure on teachers to implement SNC. Therefore, this confirms the need for strategies to manage reform-related stress. Teachers balanced professional autonomy with centralized expectations while implementing curriculum requirements. Previous studies have exposed tension between standardized policies and teacher professional

independence (Dieudè & Prøitz, 2024). However, the current study found that the major implementation challenges emerged primarily from training limitations and workload pressures, as also highlighted by Chan et al. (2017), who noted that professional development gaps and workload expansion are barriers to reform. Resource availability, on the other hand, influenced teachers' ability to implement curriculum effectively, addressing a major need to deliver lessons in the classroom and shape successful curriculum adoption.

The finding further found that increased instructional demands were perceived by teachers as a challenge due to expanded curriculum expectations. The increase in teachers' workload reduces their ability to implement the curriculum effectively and on time. Similar findings were reported by Thornby et al. (2023), who stated that teachers' workload is a significant barrier that hinders their ability to prepare and deliver lessons with consistent fidelity and leads to mental health issues. Additionally, stress associated with meeting curriculum coverage deadlines remained a significant challenge for teachers. A lack of accessible resources and materials, along with an extra workload, may hinder the effective completion of the curriculum on time (Fasinro et al., 2024). The current study found that to meet reform expectations, teachers demonstrated resilience by adapting instructional strategies. Furthermore, the current study found that socioeconomic factors significantly influenced teachers' sense of instructional independence during the effective curriculum implementation. This is supported by the literature, which shows that contextual school environments shape teachers' professional decision-making capacity (Shawer, 2017). Findings show that teachers working in stronger socioeconomic environments demonstrated higher levels of professional autonomy. Thus, teacher autonomy is a crucial factor in successful instructional implementation and strongly predicts effective classroom-level curriculum delivery across participating schools. Moreover, it interprets curriculum guidelines in line with students' basic learning needs and strengthens the translation of policy directives into practice.

The current study's findings on partial mediation suggest that teacher autonomy accounts for some of the influence of contextual conditions on curriculum implementation and successful curriculum enactment in classrooms, and that independence fosters teachers' professional contributions. The literature indicates that teacher autonomy and agency shape the enacted curriculum beyond formal policy design (Esongo, 2017). Furthermore, the current study found that differences

in salaries did not significantly shape curriculum implementation practices across participants, and teacher autonomy remained a significant predictor regardless of teachers' salary variations. The same findings were observed by Gani et al. (2022), who indicated that compensation has weaker effects than professional empowerment factors and professional autonomy influences teaching practices beyond financial incentives. However, the curriculum implementation mostly depends on professional empowerment rather than on financial conditions.

The current study finds that training challenges appeared similar among teachers across primary, secondary, middle, and higher levels. Studies indicate professional development gaps frequently affect teachers across all school levels. Findings from the current study also indicate that slightly higher training concerns emerged among higher secondary teachers than among other teachers. In contrast, middle school teachers reported moderately higher satisfaction with professional development opportunities. Differences in training experiences across school levels remained statistically insignificant. For this reason, curriculum reforms appear to generate uniform professional demands across educational stages, which are still not being met. At this level, emphasizing the implementation of reforms that affect teachers across institutional hierarchies is significant. However, literature suggests that advanced subject specialization increases training demands at higher grade levels; however, the mid-level teachers often receive more targeted training and support programs (Ahmed et al., 2025). Similarly, access to teaching materials appeared relatively consistent across school levels in the findings; similar findings were reported by Mncube et al. (2023), who stated that curriculum resources are often distributed uniformly across educational institutions. Findings from the current study also reported that higher secondary teachers have marginally better access to instructional resources.

This is because the senior-level classes sometimes, due to subject specialty, receive priority in the allocation of teaching materials. Similarly, primary-level teachers reported slightly higher perceptions of available learning materials, a finding supported by Alama (2020), who noted that early education is often prioritized in curriculum resource allocation policies. Generally, aspects of teachers' related challenges appeared relatively similar across school levels, which suggests that curriculum reforms tend to affect teachers similarly across various school levels. Meanwhile, curriculum implementation difficulties are systemic

rather than level-specific, and they reflect structural educational challenges that affect teachers across school systems and highlight common professional challenges experienced by teachers across institutional contexts. These aspects of teacher-related challenges often reflect system-wide factors rather than grade-level contexts. Findings from the current study reinforce the systemic nature of teacher-related challenges within curriculum reforms and highlight structural constraints that may shape teachers' professional experiences.

CONCLUSION

The current study concludes that, despite multiple and systemic barriers to implementing SNC, such as a lack of professional development at the school level, where teachers don't collaborate on lesson discussions, and principals who seem to provide vital but insufficient support. Teacher autonomy emerged as a crucial factor influencing successful classroom-level curriculum implementation, according to the findings. Furthermore, socioeconomic conditions indirectly influenced curriculum implementation by enhancing teachers' professional autonomy, while financial incentives, such as salaries, had minimal influence on teachers' instructional quality. It suggests that effective curriculum implementation depends more on empowerment than on purely economic motivations. Based on the current study's findings, it is recommended that policymakers maintain a balanced curriculum framework that combines national standards with contextual flexibility, and that curriculum reforms formally incorporate teacher feedback. Further, teachers must be empowered by providing greater autonomy to adapt the curriculum to meet the diverse needs of their students, and by offering regular professional development workshops to enhance the teaching skills needed to adapt national curriculum materials.

Competing Interest

The authors had no competing interests.

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