



Gaps between Intended and Implemented Curriculums in Secondary Schools- A Dilemma for Curriculum Developers in Khyber Pakhtunkhwa

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ABSTRACT

The main purpose of the study was to find out the gaps between the intended and implemented curriculum in secondary schools of Khyber Pakhtunkhwa. The research shows that a gap exists between the intended and implemented curriculums, necessitating detection of the reasons, factors, challenges and problems, and thus proposed solutions of the problems. The research objectives were formulated to analyze the key differences between the intended and implemented curriculum in secondary schools, explore teachers' perspectives on challenges in implementing the curriculum and to identify the factors influencing the implementation. A multiple method qualitative approach comprised of thematic and comparative studies of curriculum documents and an open/semi-open interview were used for a comprehensive understanding of the problems. A purposive sampling technique was used to select sample for the interview. Findings of the study showed that teachers has a clear understanding of intended and implemented curriculum, similarly finding showed that gaps between intended and implemented curriculum is due to lack of teachers' training on curriculum, relevant teaching methodology and the subject knowledge, besides unavailability of resources, time-constraints, non-observance on students teachers ratio (STR), English as medium of instruction affecting rural areas schools, students' absenteeism and non-provision of professional teachers. It is recommended that all kinds of soft and hard facilities, comprehensive teachers training, revising contents of English, Mathematics and Science as required and boosting poor students through scholarships, thereby enabling the curriculum to be aligned for effective and successful implementation in the field.

Keywords: intended curriculum, implemented curriculum, secondary schools, professional training.

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INTRODUCTION

There is a gap between the intended and implemented curriculum, parting the ways affecting the cause of achieving the desired objectives, for which the entire system had been put into practice since the creation of the country in 1947. Research shows that identification and bridging the gap between intended and implemented curriculum is essential for achieving the educational objectives of any nation. For example, “Determining problems contribute towards elimination of gap between written and implemented curriculum. To have an effective curriculum implementation, problems, experienced by teachers, should be determined and solved” (Bingolbali et al., 2012; Zedda et al., 2017). Similarly, Bingolbali (2008) stated that for effective curriculum implementation in the field the teachers as the front-performer have a key role in identification of the gap between intended and implemented curriculum. Bridging this gap is essential for effective implementation of curriculum and achievement of educational objectives (Cobbold, 2017). The decisions about the implementations are made at macro level by administration and politicians while at micro level implemented by teachers in classrooms and then the results are compared (Thijs & Van den Akker, 2009).

Different research on science and mathematics education shows a significant difference between the intended, perceived and implemented curriculum at both elementary and secondary schools. (Levitt, 2001; Smith & Southerland, 2007). The intended curriculum is determined by the educational organizational system in many countries of the world (Van den Akker, 2009, 2010). While “the implemented curriculum which is enacted at the school level comprises of the content, instructional strategies and time allocations that meant to guide teachers with regard to the way the intended curriculum should be put into the practice”. (Thijs & Van den Akker, 2003). Similarly, according to Erden (2010) and Chapman (2019), curriculum implementation paves a path for the practical study to be carried out as to determine what kind of problems teachers face during the curriculum implementation, and what steps can be taken towards attaining curriculum success positively. Furthermore, identification of implementation problems will provide information to the policy-makers, school leaders, and teacher educators to overcome the problems and reform the curriculum design and implementation (Ogre & Opho, 2015). The main purpose of the study is to find the gap between the intended and implemented curriculum at secondary schools.

Statement of the Problem

It has been found that educational objectives have been very clearly stated in Education Policy 2017, still few objectives have been achieved accordingly (Ahmad, 2020), showing a significant gap between intended and implemented curriculums. It has also been observed that the educational objectives formulated by policy-makers in light of the national education policy, whereas the ground realities changed the scenario as these are often altered at class room level.

This mismatch between planned and implemented curricula raises serious concerns about curriculum coherence, instructional consistency, and student learning outcomes. Therefore, the aim of the study was to investigate the nature and extent of the gap between the intended and implemented curriculum, in order to aligned curriculum in the field.

Objectives of the study

The following research objectives were formulated to get successfully desired results of the research:

1. To examine the factors contributing to the differences between the intended and the implemented curriculum in secondary schools.
2. To explore teachers’ perspectives on challenges in implementing the intended curriculum.
3. To identify factors influencing the implementing gap.

Research Questions

1. What factors contribute to the differences between the intended and the implemented curriculum in secondary schools?
2. What challenges do teachers face in implementing the intended curriculum as prescribed?
3. What hard and soft resources and facilities can be proposed to minimize the curriculum gap?

LITERATURE REVIEW

Intended vs. Implemented Curriculum

In Khyber Pakhtunkhwa, the curriculum is developed in light of the national education policy and familiarized in accordance with the provincial needs and cultural environment, with special emphasis on Islamic values, national integrity and ideal citizenship. The Directorate of Curriculum and Teacher Education Abbottabad and Text Books Board Peshawar work jointly, preparing and designing curriculum, and subsequently, implementing it in the field through the Elementary and Secondary Education Department, Khyber Pakhtunkhwa. So, the intended curriculum is framed at the provincial level, whereas this intended curriculum is perceived by the teachers at their own level, and when the actual classroom level happens, the intended curriculum takes another shape in the forms of the implemented curriculum, self-reflective of the students learning outcomes.

According to Qureshi (2020), the primary curriculum is perceived and designed in the light of National Education Policy (2017), with the alignment of the provincial level requirements along with UN agenda 2030.

Rahim (2019) stated that intended curriculum at the provincial level has its own challenges, as differences are occurring in relevance to the local needs. Rural areas offer a different scenario, where students speak their mother tongue, and found weaker in English. This difference necessitated the greater localization of the curriculum for the linguistic and cultural diversity of the province. In 2017, Tariq and Jamil have conducted a research study that the prescribed curriculum is actually framed by the Directorate of Curriculum and Teacher Education Abbottabad and Text Books Board Khyber Pakhtunkhwa Peshawar jointly, and its implementing agency is Elementary and Secondary Education Department Khyber Pakhtunkhwa and is a reflection of the National Education Policy 2017. However, in practical, teachers present the curriculum in their own way, keeping in mind the needs on the ground and the available resources. They also stated that the results might be as intended, but nothing happened of that sort, rather things appeared in a different way, it was due to several factors like the lack of required available resources, proper trainings, teachers guide and communication gap between the policy makers and the teachers (2017). Such gap mainly occurred in the conflict affected zones, where the policy maker-designed curriculum was far different from what was perceived by the teachers and implemented in the classrooms. With the introduction of new curriculum, the teachers must have equipped with contemporary knowledge and skills, but such things had not been arranged earlier, so the gaps in the curriculum delivery, particularly, in rural and conflicted areas developed, the simple answer to this question was that the teachers in these areas did not have the required training and resources to implement the intended curriculum in letter and spirit.

According to Hashmi (2014) the subject matter in details that in Khyber Pakhtunkhwa, Secondary School, teachers of Mathematics, Physics, Biology and Chemistry face greater problems, particularly when new topics like sustainability are included in the relevant subjects. These teachers face numerous problems while addressing these new topics, which leads to a compulsory acquisition of contemporary training for effectives delivery of topic, in order to achieve the desired curriculum results, Hashmi (2014), despite the required training was delivered in the shape of CPD still teachers often skip these topics, Is it due to lack of interest in the subject? School physical

environment has a great impact on effective teaching. If the schools are properly provided with the AV aids, classrooms equipped with basic facilities, well quipped science laboratories, IT lab, libraries, teacher guides, scheme of studies, and all other relevant facilities, the curriculum will achieve all its goals (Ahmad, 2020). However, where there are not such facilities available, then the effectiveness of the curriculum cannot be realized, as the conducive learning environment essential for effective curriculum delivery (Tariq & Jamil, 2017). The availability of these infrastructural facilities in the school automatically enhances the teachers-students' interactions for effective teaching learning process, making them come close together, discussing and sharing concepts and knowledge, leading to the practical stamping of the concrete knowledge on the students minds through experimentations in laboratories with utilization of the teaching and experimental aids. Students and teachers' interaction is must for the effective use of curriculum, and teachers are able enough to teach the subjects in the best possible way, thereby showing the students satisfaction with the learning process as the most interesting, attractive and outstanding ; and it is by the virtue of the availability of infrastructural facilities and the best teachers-students interactions in classroom environment, that the curriculum is right on the way towards achieving its desired objectives (Hashmi, 2014).

According to Khan and Khan (2018) rural areas, teachers do not often have full preparedness-opportunities to be equipped with the newly introduced curricula, and such lack of the preparedness on the part of the teachers, particularly of the rural areas, where they are having less qualifications, but have to deliver the modern curriculum, they face a lot of problems, being devoid of background knowledge, modern teaching skills and the subject-oriented knowledge, and really, such state of affairs often create problems in the effective curriculum delivery. In this context, the Government of Khyber Pakhtunkhwa (2015-2020) initiated the Continuous Professional Development Program for the in-service teachers across the province, whose responsibility has been handed over to the Directorate of Professional Development Peshawar, which has been performing its duties since the inception of the program, but very slow indeed, either it is because of the fact that the strength of the teachers is far beyond the adjustability within the stipulated framework or because of the budgetary implications, obstructing the full pledged implementation of the program. Whatsoever may be the causes of the slowness of the Continuous Professional Development Program, the cry of the day is to expedite it on war-footing basis as to enable the teachers to be well-versed in the field in their subjects and to teach the students in effective form, in order to ensure the achievement of the desired objectives and goals of the curriculum in operation. Mainly, lack of professional educators with full command over the subject and teaching methods, have created the problems in the achievement of the aims of the program, due to this reason, many of the teachers are still inclined on the old traditional methods of teaching, instead of the most advanced teaching methods. The result is that the spirit of the program is losing its grip.

Hussain (2015) stated that there is a lack of the proper monitoring and support for the teachers which have caused weaknesses of the teachers to cope with challenges in implementation of the curriculum. Hussain thinks that for the success of the curriculum, monitoring of the curriculum implementation process is must. Besides, teachers have to be supported and guided from time to time as and when required. Monitoring the implementation process goes side by side with supporting the teachers. But when there is no monitoring, or support for the teachers, whether training, study guides, scheme of the studies, refresher courses, mentoring or briefing, then problems will emerge which will derail the implementation of the intended curriculum. Bashir and Riaz (2016) says that socio-economic and cultural environment of Khyber Pakhtunkhwa has also affected the intended curriculum. Poverty, early marriages, regional conflict-based migration, drop

out, families' distortions and natural calamities are the main factors affecting the defined objectives of the intended curriculum. In majority of such cases, the children leave the schools, and the intended curriculum remains unimplemented.

Aslam and Kingdom (2008) stated that Khyber Pakhtunkhwa has a diverse cultural environment, which is affecting the curriculum implementation process. Such things are molding the curriculum towards its tribal and gender compulsions. These are mainly concerned with health education and gender considerations, which do not allow full implementation of the curriculum, as some parts of the curriculum are either not included, or ignored and skipped, or molded towards local taste and values. Gender equality and health education are not touched at all. Khan (2017) says that culture filtering is actually affecting the implementation process of the intended curriculum as the cultural demands' filtration of curriculum in accordance with its own mood, and adjustability demands of the curriculum to work within its own framework and performance. No kind of the curriculum can be effectively operated until properly observed within its scope and under existing environment. It is essential to develop the curriculum in perspective of the culture where it is to be alive and functional for all the time to come, serving its higher studies institutions, meeting the market-demands and guiding the nation towards its progress in the world community. Khan (2017) says further that many teachers try to adjust contents to the local needs of the students, because they feel that adjustability to the local cultural needs and requirements is unavoidable, and hence, they make such a compromise under the prevailing circumstances. This is indicative of the fact that the cultural adjustability demand is affective over the curriculum and manages to mold the curriculum towards its own mood.

Ahmad (2020) says that conflict zones remain the most worth-noting areas, wherein the curriculum implementation has suffered a lot of, due its non-conducive situations. Families have either migrated from one area to another, with children studying in different institutions of the localities, wherein due to the commencement of the conflict, the schooling got suffered a lot: some schooling continue in tent areas, or private buildings in evening time, besides lack of books, teachers, notes-books, audio-aides and activity-based environment, which have derailed the curriculum implementation process.

Shah and Quraishi (2020) say that in order to overcome these challenges, the Government of Khyber Pakhtunkhwa has tried to improve the text-books quality and relevance by incorporating the local languages and cultural elements into the curriculum through Text Books Board Peshawar, and without any doubt, these efforts have been highly appreciable, but their results have not been up to the mark in terms of implementation in the field. He refers to the textbooks in Pashto and Hindko, which are not only short but also of low quality, particularly in remote areas, which is affecting the curriculum process. The provincial government has taken a great effort towards the curriculum reform and the teachers' trainings, but yet these gaps are still there, creating problems in the intended curriculum implementation in its true letter and spirit.

Therefore, further research may be focused enhancing the teachers' trainings, exploring the new strategies for bridging the gaps between the intended curriculum and the implemented curriculum, improving the resources-distribution and adapting the curriculum with the local cultural needs.

RESEARCH METHODOLOGY

Research Design

A qualitative multiple-method research design was adopted for this study. Curriculum-related documents were examined through thematic document analysis, while semi-structured interviews were conducted to explore the perceptions of key stakeholders regarding the intended and implemented curriculum and to identify gaps in curriculum implementation. This design was

appropriate for investigating the alignment between the intended curriculum and its actual implementation in secondary schools, as qualitative multiple-method approaches enable researchers to develop a comprehensive understanding of complex educational phenomena by integrating evidence from multiple data sources (Creswell et al., 2022). The study combined thematic and comparative analyses of curriculum documents, including curriculum policies, teachers' guides, and textbooks for English, Mathematics, and General Science, with qualitative interview data to provide a comprehensive understanding of curriculum implementation practices and the factors contributing to implementation gaps.

Population of the Study

The target population for the study included stakeholders in Pakistan’s Education Sector and experts from the provincial and regional directorates of curriculum and professional developments including curriculum developers, Professionals involved in designing contents for Mathematics, English and G. Science, Teachers and Administrators from Government Higher Secondary/ High Schools, Civil Society Members: Representative from Non-Governmental Organization (NGOs) and Community Organizations focused on education and professional development. Collectively, these stakeholder groups comprised an estimated population of approximately 3000 individuals across the KP.

Sample of the Study

Purposive sampling technique was used for selection of the participants engaged with relevant expertise and direct involvement in education and professional development. Purposive sampling was used to select participants who possessed relevant knowledge and direct experience of curriculum development and implementation. This technique is appropriate for qualitative research because it enables researchers to obtain rich, information-rich data from individuals who are best positioned to address the research questions, rather than seeking statistical representativeness (Campbell et al., 2020; Creswell & Creswell, 2022).

Table 1

Sample Representation

Stakeholder	Number
Curriculum Developers	04
Experts/ Instructors	04
Experts/ Instructors	04
Experts/ Instructors	04
Educators	04
Teachers and Students	2+2
Civil Society Experts	04
Total	28

Data Collection Method

Data were collected using the following methods:

- a. Curriculum analysis: A Review of the Pakistan’s current curriculums of Mathematics and English with policy documents relating to professionalism and international curriculum reforms models were studied to extract the best practices.
- b. Open ended interviews questions: Interviews with principals, secondary school teachers, students, curriculum developers, implementers and educated members of society were conducted to explore their perspectives on curriculum implementation. This study provided multiple data collection methods to enhance the depth and reliability of the findings.

Face Validity of the Tool

In qualitative content analysis validity, refers to how well the theme segments represent the concepts of the research question(s) (Schreier, 2012). According to Schreier (2012), in qualitative

content analysis validity of themes depends highly on relevant material or categories. The categories of the themes were generated from relevant concept driven categories, it is intended only to describe the specific data that were analyzed (Schreier, 2012). Thus, when describing specific curriculum implementation gaps and the extent to which they exist in the three subjects of secondary education. Therefore, the qualitative part of this study is a systematic, descriptive inventory of curriculum about the implementation gaps in secondary education curriculum. The goal was to inform different stakeholder i.e. policy maker, curriculum development, teachers and students about the status of the curriculum implementation gaps education curriculum

Criteria for Documentary Analysis

Text books of English, Maths and General Science with guides, review of literature and teachers training resources were thoroughly examined, and English, Mathematics and General Science contents in perspectives of prevailing teaching practices were touched, and the best practices were noted for incorporation in context of the secondary level in order to help in aligning of curriculum for the best results.

DATA ANALYSIS

Pakistan's current curriculums of Mathematics and English with policy documents relating to professionalism and international curriculum reforms models were reviewed to extract the best practices. Principals, secondary school teachers, students, curriculum developers, implementers and educated members of society were interviewed to explore their perspectives on curriculum implementation. All these data were analyzed.

Document analysis

The thematic analysis of curriculum documents, including secondary-level English and Mathematics textbooks, curriculum guides, and policy documents, revealed noticeable gaps between the intended curriculum and its classroom implementation. In English, the curriculum primarily emphasizes reading and writing skills, while giving limited attention to listening and speaking competencies. This imbalance may restrict students' communicative proficiency and create challenges for learning through English as the medium of instruction, particularly in rural schools where language support is limited. The analysis further suggests that strengthening communicative language teaching through phonetics, functional grammar, vocabulary development, creative writing, audio-visual resources, and the appointment of subject specialist teachers could improve students' overall language competence. These observations are consistent with recent studies advocating competency-based and communicative approaches to language education (UNESCO, 2024; OECD, 2023).

Similarly, the analysis of Mathematics curriculum documents indicates that Pakistan has gradually shifted towards conceptual understanding and activity-based learning; however, classroom practices continue to rely predominantly on teacher-centered instruction due to resource limitations and contextual challenges. A comparison with international practices highlights the value of problem-solving approaches and lesson study in Japan, real-life application of mathematics in India, mastery and structured teaching in England, and active learning strategies in the United States. These international practices collectively emphasize conceptual understanding, student engagement, and higher-order thinking skills. Therefore, reinforcing student-centered pedagogy, inquiry-based learning, problem-solving, and real-world applications within the secondary mathematics curriculum could help bridge the gap between curriculum intentions and classroom implementation. These findings align with current international recommendations for improving mathematics education through learner-centered instructional practices (OECD, 2023; UNESCO, 2024; World Bank, 2024).

Interview Results

The interview findings, gathered from curriculum developers, teacher educators, teachers, students, and community representatives, revealed broad agreement that the intended curriculum is systematically designed and generally aligned with national standards and curriculum objectives. However, participants consistently reported a gap between the intended curriculum and its implementation in schools. This gap was mainly attributed to inadequate teacher training, limited instructional resources, weak monitoring mechanisms, overcrowded classrooms, and insufficient involvement of teachers and other stakeholders in curriculum development.

Across all stakeholder groups, the need for continuous professional development emerged as a dominant theme. Participants emphasized that curriculum reforms should be supported through induction, refresher, and in-service training to strengthen teachers' content knowledge, pedagogical skills, and understanding of curriculum objectives. Teachers, students, and community members also highlighted the importance of learner-centered teaching, practical classroom activities, and the effective use of teaching-learning resources and educational technologies.

Subject-specific findings indicated that the English curriculum places greater emphasis on reading and writing than on speaking and listening skills. In Mathematics and General Science, respondents recommended increasing problem-solving tasks, inquiry-based learning, hands-on activities, and real-life applications to enhance students' critical thinking and creativity. Overall, all stakeholder groups agreed that strengthening teacher capacity, improving school resources, increasing stakeholder participation, and adapting curriculum implementation to local educational contexts are essential for reducing the gap between the intended and implemented curriculum.

Findings

1. The findings revealed that all participants had a clear understanding of the intended and implemented curriculum. However, several factors were identified that contributing to the implementation gap. These included insufficient teacher training on curriculum, pedagogy, and subject knowledge; limited availability of teaching-learning resources; time constraints; students' absenteeism; overcrowded classrooms; and high teacher workload. Participants also highlighted policy-level issues, limited communication between curriculum designers and classroom teachers, insufficient teacher awareness of curriculum objectives, and inadequate consideration of students' learning needs and local contexts. In addition, weak monitoring systems, frequent curriculum revisions, examination-oriented teaching, and the use of English as the medium of instruction, particularly in rural schools, further widened the gap between the intended and implemented curriculum.
2. Teachers identified several challenges that hinder effective curriculum implementation. The most frequently reported challenges were inadequate professional development, lack of orientation on newly introduced curriculum content, insufficient subject-specific and pedagogical training, and limited institutional support. Participants emphasized that professional development institutions primarily focus on teaching methodology while giving less attention to curriculum content. Teachers also reported shortages of instructional materials, laboratories, technological resources, and audio-visual aids, along with overcrowded classrooms, diverse student learning needs, and limited time for activity-based teaching. They further noted that the current curriculum requires greater flexibility, practical learning opportunities, and stronger alignment with local educational realities.
3. Participants recommended a comprehensive set of interventions to reduce the gap between the intended and implemented curriculum. These included regular induction, refresher, and subject-specific teacher training; provision of adequate teaching-learning materials, ICT

facilities, laboratories, and audio-visual resources; manageable student-teacher ratios; and strengthened monitoring and support systems. They also suggested revising curriculum content by incorporating communicative language teaching, phonetics, vocabulary development, problem-solving approaches, practical and inquiry-based activities, and other 21st-century skills. Furthermore, participants emphasized involving all key stakeholders including curriculum developers, professional development institutions, school leaders, teachers, students, and community representatives in curriculum review and implementation. They also recommended providing additional support to disadvantaged learners through scholarships and improving school conditions to facilitate effective curriculum delivery.

Discussion

The fourteen findings of the instant research-study are self-reflective of the review of literature on intended and implemented curriculum in our country, either in one form or the other. The review of literature reflects that government has made efforts to shape an education policy, ensuring a curriculum with comprehensive development of students into successful citizens to represent suitable professions in life, but unfortunately instead of attaining such desired objectives, only a rote learning was prepared, with rare room for creative thinking and problem-solving skills as confirmed by Khan & Zahid (2017). The same problem is self-reflective of the instant research study's finding. Ali & Rizvi (2020) also confirm that 21st century skills are essential and this instant research study proves its significance. Similarly, competency-based curriculum has been followed in the early 2000, and the instant research confirms its significance with the remarks that students centered, activity-based curriculum is still hundred percent in operation. According to Aslam & Sultana (2018), such efforts were noted towards developing integration of modern pedagogical approaches into the curriculum, with the students, engaging in actively with contents, studying the problems in detail and finding solutions.

The instant research study puts an emphasis on pedagogical training of SSTs appointees and subject-training of SSTs promotes, with orientation on every new topic, thereby enabling teacher to perform curriculum delivery in the best possible way. Government of Khyber Pakhtunkhwa has also made efforts towards modernizing the curriculum to key subjects such as Science, Mathematics and English but due to this instant research study, proposal is given to make it a little bit different by either introductory or reformative changes of providing audio-lingual aids and introducing easy grammar and vocabulary, along with communicative methods in English, introducing higher logic, programming language and problem solving sums, and replacing long algebraic expressions by simple words in Mathematics and adding diverse topics on Biology & Zoology in General Science in order to help in achieving the curriculum gaps alignment for successful delivery. Malik & Raza (2020) refers to the lack of infrastructures and resources in the rural areas schools which has been confirmed by Khan (2020), and the reasonable teacher training on teaching methodology and content background training have been considered essential for successful teaching delivery as missing at the moment confirmed by Mehmood & Shah (2020).

Besides, soft hurdles as extracted from the instant research are proven to be a fact pointed out in several research studies reflecting in review of literature. Similarly monitoring system for curriculum contents is pointed out in the instant research as already endorsed in the research study, with disparity between urban & rural area schools to be strengthened by resources and support for school and teachers training-insurance under all circumstances as pointed out by Malik & Raza (2020). Besides resource allocation, teacher training and resistance to change, ever-noted, is reconfirmed by the instant study for redressal on necessary basis. Hard hurdles are also traced to be responsible for over-skipping of topics by teachers is pointed out by Hashim (2014), with the

reformative remarks to either provide the resources like books, guides and ease the curriculum to students under the prevailing circumstances to enable them to learn, especially regarding Science, Maths & English, which is re-suggested now that students suiting changes may be made as reproduced by the instant research study.

Regarding the initiation of Continuous Professional Development Program by Directorate of Professional Development Peshawar, as a result of 2015-20 Khyber Pakhtunkhwa Education Sector Program, is good effort, but it is very slow in result, so if full-pledged training of 09 months is on regular basis arranged in Regional Professional Development Centers for both SSTs appointees and SSTs promotees, the result would be positive, equipping teachers with not only of teaching methodology training and subjects, but also ensuring the curriculum delivery with effectivity in success, and the alignment would automatically emerge. Bashar & Riaz pointed out (2016) that poverty like many others factors cause dropout from school, so the instant study suggests scholarship program to be initiated for all poor and orphan students equally without any discrimination and merit, in order to boost up the moral of poor students towards education.

Hence, overall review on literature on the preparation of teachers, socio economic and individual differences and infrastructural limitations are envisioned into the instant research study with curriculum gaps, challenges and solutions reflecting at creating alignment between the intended and implemented curriculum.

Conclusion

The research is based on the gaps between the intended and implemented curriculum, with the problems of the teachers and the strategies to be developed for bridging these gaps and alignment of the curriculum between the intended and implemented curriculum, which touched *Directorate of Curriculum and Teacher Education Abbottabad*, Directorate of Professional Development Peshawar, Regional Professional Development Centers, School Administrators, Teachers and Students and collected their inputs for a sustainable solution of the problems in light of their detailed interviews, thematic and comparative analysis, with findings further compared with the previous review of literature on gaps between intended and implemented curriculum, providing similarities, ever-experienced and now at the movement, comes up with the concluding remarks that gaps between intended and implemented curriculum can be filled through practical steps by coordinating of all stake-holders with their respective responsibilities to be molded into an organized efforts towards the achievement of alignment between the intended curriculum and implemented curriculum with the sincere efforts of the government through provision of all human, materials, moral and professional supports.

Recommendations

1. All stake-holders like well-experienced, established and recognized professionals from the *Directorate of Curriculum and Teacher Education Abbottabad*, Textbook Board, Directorate of Professional Development Peshawar, Regional Professional Development Centers, School Administrators and Secondary Schools Teachers with students' inputs, may be taken on one page in curriculum design and implementation in the field.
2. All kinds of resources and facilities, whether soft or hard, helping in alignment of curriculum for effective delivery, especially teachers' availability, their comprehensive training on curriculum, methodology and subjects, including orientation on new topics, observance on student's teachers ratio, time-revising for subjects in terms of their importance, spacious classrooms and labs equipped with audio, lingual (for English as medium of instruction), visual aids, including computers, may be ensured.

3. Revisiting the contents of English, Maths and Sciences to the extent of inducting phonetics, communicative methods, easy grammar, vocabulary and creative writings in English, higher logic, programming language and problem-solving sums and replacing long algebraic expressions by short and visual methods in Mathematics, including adopting the best teaching practices like Problem solving (Japan), Linking Mathematics with real life experiences (India), Structured teaching (England), Active learning and Basic understanding of Mathematics (USA) along with Students-centered and activity-based learning (partially operational in Pakistan), and diverse topics on Biology and Zoology in G. Science, may be considered for reinforcement in the country in order to balance the contents towards meeting the skills development requirements and cognitive improvement of the students.
4. Discouraging the absenteeism, poor students may be awarded with stipends on the analogy of girl students' stipends, operational in Khyber Pakhtunkhwa, besides engaging teachers in professional trainings from time to time to keep their commitment alive for effective curriculum implementation, utilizing all resources and best strategies, available at their disposal.

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