



## **Challenges of Cultural Diversity in Effective Curriculum Implementation in Pakistan**

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<b>ARTICLE INFO</b>	<b>ABSTRACT</b>
<b>Keywords:</b> Linguistic diversity, Medium of instruction, Culturally responsive pedagogy, Teacher perceptions, Curriculum relevance	This qualitative study examines the challenges of cultural diversity in achieving effective curriculum implementation in Pakistan, a country characterized by significant linguistic, ethnic, regional, and socio-cultural diversity. Despite ongoing educational reforms, the centrally developed national curriculum often fails to reflect learners' diverse cultural realities, creating gaps between curriculum objectives and classroom practices. Using semi-structured interviews with twelve secondary school teachers from diverse regional backgrounds, the study explores teachers' perceptions, challenges, and strategies related to curriculum implementation in multicultural classrooms. Thematic analysis revealed that linguistic diversity is the most significant barrier, as the dominance of Urdu and English as mediums of instruction limits students' comprehension and participation, particularly for those from non-dominant language backgrounds. Additionally, teachers reported that curriculum content lacks cultural relevance, marginalizing regional identities and reducing student engagement. The findings also highlight inadequate teacher training in culturally responsive pedagogy, socio-cultural constraints related to gender roles and community expectations, and the rigid, centralized nature of curriculum and assessment systems as major obstacles to effective implementation. The study concludes that while cultural diversity has the potential to enrich learning, effective curriculum implementation in Pakistan requires inclusive, flexible, and culturally responsive approaches, including decentralization of curriculum design, multilingual instructional practices, and continuous professional development for teachers to better address the needs of diverse learners.
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### **Introduction**

Pakistan is a country rich in cultural, linguistic, ethnic, and religious diversity, where education is vital for national unity and social progress. It consists of various provinces and regions, each characterized by distinct languages, traditions, values, and socio-cultural

practices. This wide diversity has a strong impact on the education system, especially on curriculum implementation, which is required to address the needs of a diverse population in a fair and inclusive manner. Although numerous educational reforms have been introduced, Pakistan still faces difficulties in effectively translating curriculum goals into classroom practice, largely because of its complex cultural diversity. (Shamim, 2011).

Curriculum implementation is the process by which planned educational content is translated into actual teaching and learning activities within classroom environments. Successful implementation depends on the alignment of curriculum objectives with instructional strategies, learners' cultural and educational backgrounds, and appropriate assessment methods. (Ornstein & Hunkins, 2018). In multicultural societies such as Pakistan, a centrally developed curriculum often does not adequately reflect the varied cultural contexts of learners. This lack of alignment may lead to student disengagement, poor academic performance, and resistance from both teachers and learners. (Aly, 2019). Cultural diversity in Pakistan is evident in differences in language, religion, gender roles, rural–urban contexts, and socio-economic backgrounds. However, the national curriculum predominantly represents dominant cultural perspectives, frequently overlooking or marginalizing minority cultures and regional identities. (Rahman, 2004). Teachers in culturally diverse classrooms often struggle to adapt curriculum content to suit learners from varied cultural backgrounds, especially when they lack professional training in culturally responsive teaching practices. (Banks, 2015). Language diversity presents one of the most significant challenges to effective curriculum implementation. Although Urdu and English serve as the primary mediums of instruction, a large number of students speak regional languages such as Punjabi, Sindhi, Pashto, Balochi, and Saraiki at home. This linguistic mismatch creates serious comprehension difficulties, particularly at the primary level, resulting in weak learning outcomes and increased dropout rates. (UNESCO, 2018). Teachers often struggle to balance curriculum demands with students' linguistic needs, which complicates the implementation process.

Furthermore, cultural norms concerning gender roles, religious beliefs, and perceptions of authority strongly shape classroom interactions. In certain regions, conservative cultural practices limit girls' participation in education, thereby affecting both access to schooling and effective curriculum delivery. (Malik & Courtney, 2011). Likewise, religious and ideological sensitivities may restrict open dialogue and the development of critical thinking skills, which are key elements of contemporary curricula. These challenges underscore the complexity of applying a standardized curriculum within a culturally diverse society. In light of these challenges, an in-depth qualitative investigation is required to examine the influence of cultural diversity on curriculum implementation in Pakistan. Gaining insight into educators' perceptions and experiences can reveal the obstacles they encounter as well as the strategies they adopt to address them. This study seeks to explore the challenges posed by cultural diversity in achieving effective curriculum implementation in Pakistan, thereby contributing to ongoing discussions on inclusive and culturally responsive education.

### **Research Objectives**

1. To examine teachers' perceptions of cultural diversity within classrooms in Pakistan.
2. To identify the challenges teachers encounter in implementing the curriculum within culturally diverse classroom settings.
3. To examine the strategies educators employ to address cultural diversity during curriculum implementation.

### **Research Questions**

1. How do teachers perceive the influence of cultural diversity on curriculum implementation in Pakistan?
2. What challenges do teachers encounter when implementing the curriculum in culturally diverse classrooms?

## **Literature Review**

Cultural diversity and curriculum implementation have been extensively examined in educational research, especially within multicultural societies. Banks (2015) emphasizes that culturally diverse classrooms need curricula that incorporate multiple perspectives and foster inclusivity. When curricula do not reflect diverse cultural identities, students from marginalized groups may experience feelings of alienation, which can adversely impact their learning outcomes. In Pakistan, the curriculum is centrally designed, allowing minimal scope for regional or cultural adaptation. Rahman (2004) contends that the prevalence of a single national narrative in textbooks marginalizes ethnic and linguistic minorities. This lack of representation creates a gap between students' lived experiences and the curriculum, posing challenges for teachers during implementation. Language diversity is a prominent theme in research on curriculum implementation. UNESCO (2018) highlights that teaching in a child's mother tongue improves comprehension and cognitive development. In Pakistan, however, the reliance on Urdu or English as the medium of instruction often places students from rural and marginalized communities at a disadvantage. Shamim (2011) observes that teachers frequently use code-switching as an informal strategy to bridge these linguistic gaps, although this practice is not formally endorsed by curriculum policy. Teacher preparedness is a crucial factor affecting curriculum implementation in culturally diverse settings. Ornstein and Hunkins (2018) emphasize that teachers need training in culturally responsive pedagogy to effectively address diversity. In Pakistan, however, both pre-service and in-service teacher training programs frequently neglect cultural competence, leaving educators inadequately prepared to manage diverse classrooms (Aly, 2019). Gender and religious diversity further complicate curriculum implementation. Malik and Courtney (2011) note that cultural norms regarding gender roles can restrict female students' participation, particularly in conservative areas. Likewise, religious sensitivities may limit the delivery of certain subjects, such as social studies and history, where presenting multiple perspectives is essential for fostering critical understanding. Several studies indicate that involving local communities and teachers in curriculum development can improve cultural relevance and the effectiveness of implementation (Banks, 2015; UNESCO, 2018). Decentralized curriculum models provide flexibility and allow adaptation to local contexts, which is particularly crucial in culturally diverse countries like Pakistan. Overall, the literature suggests that cultural diversity has a significant impact on curriculum implementation. While diversity can enrich the learning environment, it also poses challenges when curricula are not designed or executed with cultural sensitivity. This study builds on existing research by offering qualitative insights from educators working in diverse classrooms across Pakistan.

## **Methodology**

### **1. Research Design**

This study employed a qualitative research design to gain a deeper understanding of teachers' experiences and perceptions concerning cultural diversity and curriculum implementation. A qualitative approach was considered appropriate because it enables the exploration of complex social and cultural phenomena within their natural educational settings.

### **2. Data Collection**

Data were gathered through semi-structured interviews. The interview protocol comprised open-ended questions that explored teachers' experiences, challenges, and strategies in implementing the curriculum within culturally diverse classrooms. To ensure participants' comfort and ease of expression, interviews were conducted in both Urdu and English.

### **3. Population**

The population of the study consisted of secondary school teachers working in public schools in Pakistan.

#### **4. Sample Size**

A purposive sampling technique was employed to select 12 teachers representing diverse cultural and regional backgrounds. This approach ensured the collection of rich and relevant data suitable for qualitative analysis.

#### **Results and Findings**

The qualitative data obtained from the semi-structured interviews were analyzed using thematic analysis. Through systematic coding and categorization, five major themes emerged, illustrating how cultural diversity influences the effective implementation of the curriculum in Pakistani classrooms. These themes capture teachers' lived experiences, perceptions, and the realities of their classroom practices.

##### **1: Linguistic Diversity as a Major Barrier to Curriculum Implementation**

All participants identified language diversity as the primary challenge in curriculum implementation. Teachers reported that students come from a variety of linguistic backgrounds, including Punjabi, Sindhi, Pashto, Balochi, and Saraiki, whereas the curriculum is primarily delivered in Urdu or English. This linguistic gap creates significant comprehension difficulties, particularly at the primary and secondary levels.

Teachers reported that students often face difficulties in understanding textbook content, leading to low participation and poor academic performance. One participant noted that students grasp concepts more effectively when taught in their mother tongue; however, the curriculum does not accommodate multilingual instruction. Consequently, teachers frequently resort to code-switching, despite the fact that it is not formally supported by curriculum policy. These findings align with previous research emphasizing language as a critical factor in curriculum implementation within multilingual contexts. (Shamim, 2011; UNESCO, 2018).

##### **2: Cultural Irrelevance of Curriculum Content**

Another prominent theme was the limited cultural relevance of curriculum content. Teachers reported that textbooks frequently emphasize dominant cultural values while overlooking regional traditions, local histories, and minority perspectives. This disconnect hinders students' ability to relate to the material, resulting in decreased engagement and motivation.

Participants highlighted that students experience a sense of alienation when their cultural identities are not recognized in the curriculum. Teachers observed that textbook examples, stories, and case studies are often urban-focused and fail to reflect rural realities. This finding supports Rahman's (2004) argument that centralized curricula marginalize cultural diversity and restrict opportunities for inclusive learning.

##### **3: Teacher Preparedness and Lack of Professional Training**

Teachers consistently reported a lack of professional training for managing culturally diverse classrooms. Most participants noted that both pre-service and in-service teacher training programs emphasize subject knowledge, while largely neglecting cultural competence and inclusive pedagogical practices.

As a result of this gap, teachers often rely on personal experience and trial-and-error approaches to manage classroom diversity. While some teachers demonstrated flexibility and creativity, others expressed frustration and a sense of helplessness. This theme underscores that effective curriculum implementation depends not only on curriculum design but also on the capacity and support of teachers, as highlighted by Ornstein and Hunkins (2018) and Banks (2015).

##### **4: Influence of Socio-Cultural Norms and Gender Roles**

Socio-cultural norms, especially those related to gender roles, emerged as a major challenge. Teachers from rural and conservative areas reported that cultural expectations frequently limit female students' participation in classroom activities. In some instances, parents discourage girls from engaging in discussions or pursuing education beyond a certain level.

Teachers noted that, although the curriculum advocates for gender equality, its implementation is often restricted by prevailing societal attitudes. This finding aligns with previous research suggesting that cultural norms exert a strong influence on educational practices in Pakistan (Malik & Courtney, 2011; Ali, 2013).

### **5: Limited Flexibility in Curriculum and Assessment Practices**

Participants emphasized that the rigid and centralized structure of the curriculum restricts their ability to adapt content to meet students' cultural needs. Teachers are expected to complete the syllabus within a fixed timeframe, leaving minimal opportunity for contextualization or the implementation of culturally responsive teaching practices.

Assessment practices were described as uniform and heavily exam-oriented, often failing to accommodate diverse learning styles. Teachers reported feeling pressured to "teach to the test," which further limits the meaningful implementation of the curriculum. These findings are consistent with previous research advocating for decentralized and flexible curriculum models in culturally diverse societies (Banks, 2015; UNESCO, 2018).

### **Conclusion**

This qualitative study explored the challenges posed by cultural diversity in achieving effective curriculum implementation in Pakistan. The findings indicate that, although cultural diversity can enrich the learning environment, it also creates significant obstacles when curriculum policies, instructional practices, and assessment systems are not aligned with students' varied cultural realities. The centralized approach to curriculum development in Pakistan often overlooks linguistic, regional, and socio-cultural differences, thereby complicating implementation for teachers in multicultural classrooms.

Language diversity emerged as the most significant barrier to effective curriculum implementation. The predominance of Urdu and English as mediums of instruction hampers students' comprehension and engagement, especially for those whose mother tongue differs from the instructional language. Teachers' reliance on informal strategies, such as code-switching, underscores the disconnect between curriculum policy and classroom realities. These findings highlight the urgent need for multilingual and culturally responsive approaches within the national curriculum framework. The study further concludes that curriculum content frequently lacks cultural relevance, leading to student disengagement and diminished motivation. When learners do not see their cultural identities, traditions, and lived experiences represented in textbooks, the curriculum becomes disconnected from their social context. Moreover, teachers' limited professional training in culturally responsive pedagogy further hinders effective curriculum implementation, compelling educators to rely on personal experience rather than systematic instructional strategies. Socio-cultural norms, especially those concerning gender roles and community expectations, were found to significantly shape classroom participation and learning opportunities. Although curriculum objectives advocate for equity and inclusivity, entrenched cultural practices often limit full implementation, particularly in conservative and rural areas. Additionally, rigid assessment systems and limited curricular flexibility constrain teachers' capacity to adapt instruction to meet the diverse needs of their students. In conclusion, this study highlights that effective curriculum implementation in Pakistan necessitates a shift toward inclusivity, flexibility, and cultural responsiveness. Policymakers should prioritize decentralization in curriculum design, integrate regional and linguistic diversity, and ensure ongoing professional development for teachers. By viewing cultural diversity not as a challenge but as an educational resource, the curriculum can become more relevant, promote equity, and enhance learning outcomes across Pakistan's diverse educational landscape.

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