

Exploring The Effect Of Curriculum Reform On Primary School Teacher Performance Instructional Challenges And Coping Strategies In District Orakzai Kpk

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Abstract: *This study was aimed at investigating the effects of curriculum change on the performance of the primary school teachers (PSTs) in District Orakzai, KPK. This quantitative research was based on the Change Theory developed by Fullan (2007) and used a survey as its design and a sample of 215 teachers out of a population of 460 chosen using the Yamane formula. The researchers concentrated on three outcomes, which included teacher performance, instructional competence, and classroom strategies. Descriptive and regression analyses indicated that curriculum change was a significant predictor of teacher performance ($R^2 = .192, p 0.001$), instructional competence ($R^2 = .196, p 0.001$) and classroom strategies ($R^2 = .086, p 0.001$). Teachers displayed coping mechanisms despite the systemic barriers, which show the importance of resilience and collaboration with peers. The results indicate that curriculum reforms have a positive impact on teacher outcomes, but the success of the reforms needs to be supported by the additional resources like professional development, institutional resources, and teacher involvement. The research offers both empirical data in a disadvantaged area of KPK and practical implication to policymakers, educational administrators as well as Researchers.*

Keywords: Curriculum reform, Teacher Performance, Instructional Challenges, Coping Strategies, Primary Education.

Introduction

The importance of the change of the curriculum is generally accepted as one of the most important factors in the improvement of the quality of the education and the work of teachers (Fullan, 2007; Hammond, 2017). It is well known that education is the foundation of social, cultural and economic growth. Countries all over the world rely on their education systems to teach the generations to come how to manage the ever-growing, dynamic, and competitive world. In this context, the curriculum, the planned scheme of learning content, goals, instructional methods, and evaluation acts as a decisive tool that determines the educational outcomes. Curriculum reform, in its turn, may be viewed as a necessary route to the process of modernizing education and adapting it to the changing needs of the 21st century (Fullan, 2020, OECD, 2019). Curriculum reform, however, is more than just revising the textbooks or revising the content. It is a process, which has many dimensions including philosophical, pedagogical

and structural. According to Reimers and Chung (2016), the curricula need to be changed to be relevant to meet the global changes such as the growth and development of technology, globalization, sustainability, and equitable access to education. In the same vein, Voogt and Roblin (2012) stress that the 21 st -century skills (e.g., creativity, critical thinking, collaboration, and digital literacy) must be integrated into curriculum so that learners could succeed in the complex and diverse society.

Teachers, especially Primary School Teachers (PSTs) are at the Centre for implementation reforms into classrooms. Curriculum changes can only succeed when they allow them to internalize new goals, introduce new teaching models, and modify assessment methods (Darling-Hammond, 2017). However, one needs awareness, but needs longer-term professional interaction, availability of continual training and a support system at the system level (Fullan, 2007). Without such mechanisms reforms can run the danger of being shallow and not radical. In relation to Pakistan, especially in the marginalized provinces like Orakzai, the reforms of the curriculum have been affected very frequently to match the education with the national standards and international standards. The reforms will enhance pedagogy, teacher efficacy, and student performance (Khan and Malik, 2019). Although curriculum change is aimed at improving teacher performance and the quality of instruction, its effectiveness in the marginalized regions is not clearly stated. Educators usually must contend with a lot of difficulty in acclimatizing to novel pedagogies, evaluation processes and classroom practices. Empirical research is needed to ascertain the degree to which curriculum reforms affect teacher performance in low resource environments. This research is mainly aimed at investigating the effects of curriculum change in the performance of primary school teachers in District Orakzai. The research question is: What do the impacts of curriculum change on teacher performance, instruction competence and classroom strategies among primary school teachers in the District of Orakzai? Therefore, the main issue, which this research is going to solve, is that the desired results of the curriculum reforms are not matched with the real lives of the PSTs in District Orakzai. It will be crucial to understand how teachers view, react, and cope with reforms so that the changes made to curricular activities would result in real changes in education quality, equity, and teacher efficacy. The present work is based on two main considerations: (a) the pressing necessity to investigate the problem of curriculum reforms in marginalized situations where difficulties are critical, and (b) the pivotal position of teacher performance in the definition of the reform success. The study will address research gaps because it examines PSTs within District Orakzai and comes up with evidence-based suggestions on how the curriculum could be improved in rural Pakistan.

Research Questions of the Study

1. In what ways do curriculum changes influence the teaching performance of Primary School Teachers (PSTs)
2. What obstacles do PSTs encounter during the implementation of curriculum changes?
3. What strategies do PSTs adopt to cope with challenges arising from curriculum reforms?

Objectives of the Study

- To investigate the impact of curriculum changes on the teaching performance of PSTs.
- To determine the primary challenges faced by PSTs in applying new curriculum.
- To examine the coping mechanisms employed by PSTs to manage curriculum-related difficulties.

LITERATURE REVIEW

Curriculum reforms in Pakistan especially the introduction of the Single National Curriculum (SNC) have become a major trend in the education sector. The SNC also seeks to harmonize the education in the country so that every student, irrespective of socio-economic status, is given a good education. Nevertheless, how these reforms have affected the performance of the teachers in primary schools and

the problems they have experienced in the process of implementation as well as the strategies they have employed to cope with the changes have been issues of concern and research. Introduction of the SNC has had diverse impacts on the performance of primary school teachers. On the one hand, standardization of the curriculum has also given the teachers a common platform, which can in effect improve the quality of education. Nevertheless, research shows that the introduction of the SNC has also presented threats that have influenced the performance of teachers. As an example, a research study by Sain et al. (2024) revealed that the teachers in Punjab had several problems, such as insufficient training, resource shortage, and resistance to change, which impeded the successful implementation of the new curriculum. In the same breath, a researcher such as Ali Khan (2025) found that the transition was a challenge to primary school teachers in rural areas because of lack of professional development opportunity and lack of adequate infrastructural support.

More so the workload that comes with adjustment to new curriculum has caused stress and burnout among teachers. Mehmood et al. (2023) noted that some educators could easily adjust to the new curriculum, but other teachers felt more stress and reduced job satisfaction because of the increased workload and the absence of assistance. This is consistent with a study by Shah et al. (2024), which observed adverse implications of the challenges related to reforms of curricula on the self-efficacy of teachers and, as a result, deterioration of the quality of instructions. There have been some challenges associated with the implementation of SNC to primary school teachers. Inadequate training is also one of the main issues. Research conducted by Razzaq et al. (2025) emphasized the fact that teachers were not ready to educate in the new curriculum because of the lack of professional development programmed. The researchers have discovered that 78 percent of the teachers indicated that they had not been well trained to go about using the SNC, and thus, were uncertain about adopting the new mode of teaching. Besides ineffective training, the shortage of resources has contributed greatly to poor implementation of curriculum. In their study, Razzaq et al. (2025) discovered that most teachers had difficulty in accessing teaching resources and facilities. The researchers found out that seventy percent of the teachers complained of a lack of instructional materials and sixty-five percent complained about the poor facilities present in the classroom which made it hard to teach their students according to the curriculum. The other problem that was found in the literature is the resistance of teachers to change. Sain et al. (2024) also mentioned that other teachers were reluctant to adopt the new curriculum because they preferred using the old methods of teaching and doubted the effectiveness of the SNC. The level of this resistance was most significant among older teachers who have a long experience of working and who were used to the old curriculum and teaching methods. Nevertheless, the primary school instructors have adopted different coping mechanisms to cope up with the pressure of the new school curriculum. Peer collaboration is one of the methods. Bano et al. (2023) also discovered that urban schoolteachers used collaborative methodologies, including peer learning and resource sharing to cope with the stresses of the new curriculum. This method of teamwork enabled the teachers to acquire the experience of others and discuss the useful teaching methods.

Conversely, teachers in the rural regions were inclined to traditional pedagogy since they did not have much exposure to innovative pedagogy and professional contacts. Iqbal et al. (2024) argued that having emotional support and stress management programs are effective to strengthen the resilience and coping skills of teachers during a curriculum change. The researchers concluded that teachers who were enrolled in stress management programmed had lower levels of burnout and more levels of job satisfaction. Professional growth has been identified as a very important aspect in aiding the teachers during curriculum reforms. Tariq and Jamil (2022) discovered that a set of specific training programs based on the practical component of the SNC, rather than the theoretical one, contributed to a higher level of teaching practices and higher student results. Nevertheless, the success of such programs, as observed by Saba and Bhutto (2023), was determined by their accessibility and their capacity to meet teachers' specific needs, as in most cases, generic training programs could not meet the contextual problems that teachers in various regions experienced. The introduction of the single national

curriculum in Pakistan has greatly influenced the performance of teachers at the primary schools. Although standardization of the curriculum has the potential of improving the quality of education, the challenges that come with the implementation process have influenced the efficiency of teachers in the delivery of the curriculum. The resources must be provided, teachers should receive adequate training and support, which will help address these difficulties. The coping strategies by teachers including peer collaboration and enrollment in professional development programs, have played a pivotal role in dealing with the requirements of new curriculum. These aspects must be considered in the future reforms such as the efficient implementation of curriculum changes and the enhancement of teaching performance can be discussed. What literature exists regarding reforms in the curriculum of Pakistan is mainly urban and quite developed, so rural districts and especially new tribal areas such as Orakzai have little to no coverage (Shah, 2014; Khan and Malik, 2019). Little is known about teacher coping, reform pressures and instructional practice adaptation. Furthermore, the gap between policy intentions and classroom realities, a neglect of the theoretical models including the Fullan Change Theory, serve as the reasons to think of the necessity of context-specific, theory-based research. This study has its theoretical framework of Fullan Change Theory (2007). In the theory, the subsequent dimensions are stressed to be the components of successful educational change: introduction of new materials, introduction of new teaching strategies, and transformation of the teacher beliefs and attitudes. Teacher engagement, systemic support, capacity-building and clarifying the objectives of reform depend on success. The framework is especially applicable to the situation in District Orakzai where the work of PSTs is limited by specific conditions, the need to investigate the perceptions of teachers, challenges, and strategies of coping with the curriculum implementation is great.

RESEARCH METHODOLOGY

This paper sought to examine the aspects of curriculum change, and its effects on teacher performance with reference to Primary School Teachers (PSTs) in District Orakzai, Khyber Pakhtunkhwa. The research objectives and nature of the problem led to the conclusion that quantitative research approach was the most appropriate. Quantitative research allows objective measurement of variables, testing a hypothesis, and statistical extrapolation to larger groups (Gay, Mills, and Airasian, 2012). The descriptive survey design was used that is characteristic of the educational research where researchers aim at collecting data on the opinions, attitudes, and practices of the participants at a given time (Fraenkel and Wallen, 2009). The study design suited well in this study since it enabled the researcher to: Gather structured information on a representative sample population of PSTs on their perceptions of curriculum reforms. Determine trends and patterns of teacher reaction to curriculum change. Extrapolate results to the general population of PSTs in the District of Orakzai. The design was selected as it is efficient and can be analyzed statistically and can be used to study the current situation without controlling variables.

Population of the study

The population comprises the entire group to which research findings are intended to generalize (Cohen, Manion, & Morrison, 2018). For this study, the population included all 465 PSTs currently teaching in District Orakzai during the 2024–2025 academic years.

Sample and Sampling Procedure

A total of 215 PSTs Male Teachers were selected from the population of 465 teachers using stratified sampling Techniques. The sample size was calculated using Slovin's formula at a 95% confidence level and 5% margin of error: $n = \frac{N}{1 + N(e^2)}$ $n = \frac{465}{1 + 465(0.05)^2}$ $n = 215$. This yielded a sample of approximately 215 respondents, considered statistically sufficient for the study.

Table No.1 Tehsil wise District Orakzai Data of PST Teacher (DEO Orakzai 2024)

Tehsil	PST	PSHT	Total
Lower Orakzai	99	93	192
Upper Orakzai	32	58	90
Central Orakzai	63	43	106
Ismail Zai Orakzai	42	35	77
Total	236	229	465

Research Instrumentation

The primary data collection tool was a structured questionnaire designed by the researcher after an extensive review of relevant literature. Instruments from prior studies (Khan & Malik, 2019; Shah, 2014) were adapted to suit the Orakzai context. Both English and Urdu versions were prepared for clarity and Accessibility.

Table No.2 Reliability Statistics

Cronbach's Alpha	No. of Items
0.808	36

The Cronbach's alpha of 0.81 indicates good internal consistency, confirming that the 36-item questionnaire is a reliable instrument for measuring curriculum change perceptions and teacher outcomes. While reliability ensures consistency, it does not guarantee validity. Future analyses could include factor analysis to assess the underlying structure of the questionnaire.

Table No.3 Descriptive Statistics of Demographic Variables

Variable	N	Mean	Median	Mode	S.D	Min	Max
Gender	215	1.07	1.00	1.00	0.26	1	2
Age	215	2.01	2.00	1.00	1.09	1	4
Qualification	215	2.48	2.00	2.00	0.84	1	4
Years of Experience	215	3.45	4.00	4.00	2.37	1	32
Tehsil	215	2.47	2.00	2.00	0.95	1	4

Gender: Mean = 1.07, indicating a predominance of male teachers (1 = Male, 2 = Female). Age: Mean = 2.01, suggesting most teachers were in the 26–35 years category. Qualification: Most respondents had Bachelor/Master degrees, with fewer at M.Phil. or Ph.D. levels. Teaching Experience: A majority had extensive experience (>13 years). Tehsil Distribution: Most participants were from Upper and Central tehsils.

Table No.4 Descriptive Statistics Perception of Curriculum Changes

	N	Mini	Maxi	Sum	Mean	S.D	Var
The new Curriculum reflects 21st Century learning goals	215	1.00	5.00	608.00	2.8279	1.42185	2.022
Curriculum changes have made learning more students-centered.	215	1.00	5.00	612.00	2.8465	1.45322	2.112
Revised Content is aligned with national educational priorities	215	1.00	5.00	625.00	2.9070	1.34675	1.814
Curriculum changes integrate technology and digital resources	215	1.00	5.00	595.00	2.7674	1.40155	1.964
The curriculum includes updated and relevant examples	215	1.00	5.00	585.00	2.7209	1.47765	2.183
The curriculum promotes critical thinking and problem solving	215	1.00	5.00	619.00	2.8791	1.36522	1.864

The changes have made lesson planning more structured	215	1.00	5.00	692.00	3.2186	1.42528	2.031
The new curriculum enhances classroom engagement	215	1.00	5.00	665.00	3.0930	1.37423	1.889
I feel motivated to apply the revised curriculum	215	1.00	5.00	672.00	3.1256	1.41687	2.008
I received clear guidance on how to implement the curriculum	215	1.00	32.00	786.00	3.6558	2.29234	5.255
Valid N (listwise)	215						

The Above Table presents the descriptive statistics of 215 primary school teachers' perceptions regarding curriculum changes. Overall, the results show a moderate level of agreement across most items. Teachers rated the curriculum's reflection of 21st Century learning goals with a mean of 2.83 (SD = 1.42), indicating slightly below-average agreement. Similarly, the perception that curriculum changes have made learning more student-centered scored a mean of 2.85 (SD = 1.45), reflecting moderate consensus. The alignment of revised content with national educational priorities received a mean of 2.91 (SD = 1.35), suggesting moderate recognition of its relevance. Integration of technology and digital resources scored 2.77 (SD = 1.40), indicating that teachers perceive only a modest inclusion of technological tools in teaching. The item regarding the inclusion of updated and relevant examples had a mean of 2.72 (SD = 1.48), reflecting slightly lower agreement among respondents. Promotion of critical thinking and problem-solving skills scored 2.88 (SD = 1.37), showing that teachers moderately agree the curriculum encourages these competencies. Structured lesson planning was rated higher, with a mean of 3.22 (SD = 1.42), suggesting that teachers find the curriculum helpful in organizing lessons more effectively. Enhancement of classroom engagement received a mean of 3.09 (SD = 1.37), indicating that teachers perceive a moderate improvement in student participation. Teachers' motivation to apply the revised curriculum also showed moderate agreement, with a mean of 3.13 (SD = 1.42). Notably, the item on receiving clear guidance on curriculum implementation had the highest mean of 3.66 but also the largest standard deviation of 2.29, indicating considerable variability in teacher experiences regarding the support provided. In summary, teachers perceive the new curriculum as moderately effective in promoting structured teaching, engagement, and professional motivation, while aspects such as technological integration, updated examples, and clarity of guidance show room for improvement, reflecting gaps in implementation support and Consistency.

Table No.5 Descriptive statistics Teacher Performance

	N	Mini	Maxi	Mean	S.D
I adapt my teaching methods based on curriculum changes	215	1.00	5.00	3.2558	1.41575
I actively involve students in class discussions.	215	1.00	5.00	3.1395	1.41721
I use a variety of instructional strategies post reform	215	1.00	5.00	3.1535	1.37047
I confidently assess students learning using new criteria	215	1.00	5.00	3.1302	1.44745
I regularly upgrade lesson content to match a curriculum requirement	215	1.00	5.00	3.1023	1.47526
My teaching objective are clearer due to the new curriculum	215	1.00	5.00	3.2930	1.42169
I manage classroom time more effectively since the changes	215	1.00	5.00	3.2140	1.36059
My students, academic performance has improved	215	1.00	5.00	3.1070	1.38507
I feel more confident in my teaching role after the changes.	215	1.00	5.00	3.3163	1.39507
Valid N (listwise)	215				

The above Table represents the descriptive statistics of 215 primary school teachers' self-reported performance in response to curriculum changes. The results indicate a generally moderate level of agreement across all performance-related items. Teachers reported adapting their teaching methods based on curriculum changes with a mean of 3.26 (SD = 1.42), suggesting that they moderately adjust instructional practices in line with new requirements. Active involvement of students in class discussions received a mean of 3.14 (SD = 1.42), reflecting that teachers moderately encourage

interactive and participatory learning. The use of a variety of instructional strategies following curriculum reforms scored a mean of 3.15 (SD = 1.37), indicating that teachers incorporate diverse pedagogical techniques to implement curriculum objectives effectively. Confidence in assessing student learning using new criteria was rated with a mean of 3.13 (SD = 1.45), suggesting moderate self-efficacy in evaluating learning outcomes under the revised curriculum. Regularly updating lesson content to match curriculum requirements received a mean of 3.10 (SD = 1.48), showing that teachers moderately engage in curriculum-aligned planning and content modification. Clarity in teaching objectives due to the new curriculum scored slightly higher, with a mean of 3.29 (SD = 1.42), indicating that teachers perceive the reforms as beneficial in providing clearer instructional goals. Effective classroom time management post-reforms had a mean of 3.21 (SD = 1.36), suggesting moderate improvements in organizational efficiency. Teachers reported a moderate improvement in students' academic performance, with a mean of 3.11 (SD = 1.39), reflecting that curriculum changes have had a modest positive effect on learning outcomes. Finally, teachers' confidence in their teaching role after the changes was slightly higher, with a mean of 3.32 (SD = 1.40), indicating that the reforms contribute positively to professional self-assurance. Overall, these results suggest that curriculum changes moderately enhance teacher performance across instructional adaptation, student engagement, assessment, and professional confidence, although the relatively high standard deviations reflect variability in individual teacher experiences and adaptation level.

Table No.6 Descriptive statistics for Instructional Competencies

	N	Mini	Maxi	Mean	S.D
I lacked adequate training for the new curriculum	215	1.00	5.00	3.5302	1.19491
Access to updated teaching materials is limited	215	1.00	5.00	3.0512	1.44435
The curriculum reform increased work load significantly	215	1.00	5.00	3.0465	1.46857
I faced difficulty understanding parts of the revised curriculum	215	1.00	5.00	3.3488	1.34449
Continues support form education official is lacking	215	1.00	5.00	3.2279	1.42382
The school environment is not conducive to curriculum changes	215	1.00	5.00	3.1256	1.43977
Curriculum documents are not available in local languages	215	1.00	5.00	3.2698	1.29404
I experience stress due to unclear expectations.	215	1.00	5.00	3.2977	1.38238
Valid N (listwise)	215				

The table above is a representation of the descriptive statistics of 215 primary school teachers on instructional issues that they encounter in applying changes in the curriculum. The findings reveal that the teachers are facing moderate to high levels of challenges in different areas of implementation of the curriculum. One of the greatest concerns that were identified is the lack of training concerning the new curriculum as it had the highest mean of 3.53 (SD = 1.19), meaning that teachers feel moderately unready to work with altered content successfully. The access to updated teaching materials had a mean score of 3.05 (SD = 1.44), which indicated a moderate constraint in terms of resources that could be an obstacle to effective teaching. Likewise, the mean of the increase in workload after the curriculum reform was 3.05 (SD = 1.47), which suggests that teachers consider curriculum reforms to be an addition to their profession. The challenges with learning of some aspects of the modified curriculum were reported with moderateness and the mean was 3.35 (SD=1.34) with cases of difficulty in understanding and adapting to the new learning material. Absence of sustained guidance by education officials had an average of 3.23 (SD = 1.42) indicating that teachers lacked any constant guidance and supervision to assist them in implementation. Conducivity of school environment to curriculum changes had a mean of 3.13 (SD = 1.44) showing that institutional and environmental surroundings have moderate influence limiting the implementation of reforms. Curriculum documentation in the local languages had the

highest media of 3.27 (SD = 1.29) indicating that there are linguistic barriers that can hinder the interpretation and implementation of the curriculum aims by the teachers. Lastly, the stress related to the lack of clarity concerning expectations with regard to the reform obtained a mean value of 3.30 (SD =1.38), which implies that role and responsibility ambiguity causes strain among teachers. Altogether, these results demonstrate that primary school teachers in the District of Orakzai encounter numerous, moderate instructional difficulties connected with training, resources, working hours, understanding, aiding, environment, and the clarity of expectation, which, all in all, can affect their effectiveness in implementing any curriculum change.

Table No.7 Coping Strategies

	N	Minimum	Maximum	Mean	S.D
I collaborate with colleagues to solve curriculum related problem and confusions.	215	1.00	5.00	3.5628	1.25472
I use online resources to better understand curriculum updates.	215	1.00	5.00	3.1535	1.54366
I reflect on past teaching experiences to manage challenges.	215	1.00	5.00	2.8605	1.60579
I attend workshops or sessions when available	215	1.00	5.00	3.4093	1.31131
I maintain a positive attitude toward ongoing educational reforms.	215	1.00	5.00	3.1442	1.44126
Valid N (listwise)	215				

The above Table illustrates the coping strategies employed by 215 primary school teachers in response to challenges associated with curriculum changes. The data indicate that teachers utilize a combination of collaborative, reflective, and proactive approaches to manage difficulties arising from reforms. Collaboration with colleagues to resolve curriculum-related problems and confusions received the highest mean of 3.56 (SD = 1.25), showing that peer support is a primary coping mechanism for teachers. Attending workshops or training sessions, when available, also emerged as an important strategy, with a mean of 3.41 (SD = 1.31), indicating that professional development opportunities help teachers adapt to curriculum changes. Using online resources to better understand curriculum updates scored a mean of 3.15 (SD = 1.54), reflecting moderate engagement with digital tools and self-directed learning. Maintaining a positive attitude toward ongoing educational reforms received a mean of 3.14 (SD = 1.44), suggesting that teachers' outlook and motivation play a role in overcoming challenges. Reflecting on past teaching experiences was somewhat less emphasized, with a mean of 2.86 (SD = 1.61), indicating that experiential learning is employed but not as strongly as collaborative or formal strategies. Overall, these findings reveal that primary school teachers in District Orakzai predominantly rely on collaborative efforts, participation in workshops, and the use of online resources as coping mechanisms, while personal reflection and positive attitudes also contribute moderately to managing curriculum-related challenges. The results underscore that teacher resilience and adaptive strategies are critical for successful curriculum implementation in contexts with limited resources and support.

Table No.8 Regression Model Summary of factors of curriculum change (PCC) predicted teacher performance (TP)

				Std. Error	Change Statistics				
			Adjusted R	of the	R Square	F			Sig. F
Model	R	R Square	Square	Estimate	Change	Change	df1	df2	Change
1	.439 ^a	.192	.189	4.80077	.192	50.723	1	213	.000
a. Predictors: (Constant), PCC									
b. Dependent Variable: TP									

The above Table represents the regression analysis examining the predictive effect of curriculum

change (PCC) on teacher performance (TP) among 215 primary school teachers. The model shows a moderate positive correlation between PCC and TP, with an R value of 0.439, indicating a meaningful relationship between curriculum reforms and teachers' performance outcomes. The R² value of 0.192 suggests that approximately 19.2% of the variance in teacher performance is explained by curriculum changes, while the adjusted R² of 0.189 accounts for the model's degrees of freedom and provides a slightly conservative estimate of explained variance. The standard error of the estimate is 4.80077, reflecting the average deviation of observed values from the predicted performance scores. The change statistics show a significant F-change of 50.723 ($p < .001$), confirming that the model significantly predicts teacher performance. These results indicate that reforms in curriculum meaningfully enhance teacher performance, although other factors beyond PCC contribute to the majority (around 81%) of variance in performance, emphasizing the role of additional contextual, institutional, and personal variables in shaping teachers' professional effectiveness. Overall, the regression findings demonstrate that curriculum change is a significant, albeit partial, determinant of teacher performance in the context of primary education in District Orakzai.

Table 9 Model regression of ANOVA

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1169.024	1	1169.024	50.723	.000 ^b
	Residual	4909.097	213	23.047		
	Total	6078.121	214			

a. Dependent Variable: TP b. Predictors: (Constant), PCC

The above Table represents the ANOVA results for the regression model assessing the effect of curriculum change (PCC) on teacher performance (TP). The total variation in teacher performance is represented by a sum of squares of 6078.121. Of this, the regression component accounts for 1169.024, indicating the variation explained by the predictor, PCC, while the residual sum of squares of 4909.097 represents unexplained variation due to other factors. The regression model has 1 degree of freedom for the predictor and 213 degrees of freedom for the residuals. The mean square for regression is 1169.024, and the mean square for residuals is 23.047. The F-statistic of 50.723 is statistically significant at the $p < .001$ level, confirming that the model significantly predicts teacher performance. These results reinforce the earlier model summary findings, showing that curriculum change is a significant determinant of teacher performance, explaining a notable portion of variance while acknowledging that other factors also influence performance outcomes.

RESULT

The present study examined the effects of curriculum changes (PCC) on the teaching performance (TP), instructional competence (IC), and coping strategies (CS) of primary school teachers (PSTs) in District Orakzai. Descriptive statistics were first computed to assess teachers' perceptions of curriculum changes, their performance outcomes, challenges, and coping strategies, followed by regression analyses to determine predictive relationships.

Perception of Curriculum Change

Descriptive statistics analysis of teachers' perceptions of curriculum changes indicated moderate agreement across all items (Table 1). Respondents generally perceived that the revised curriculum reflected 21st-century learning goals ($M = 2.83$, $SD = 1.42$) and facilitated student-centered learning ($M = 2.85$, $SD = 1.45$). Alignment with national educational priorities was also moderate ($M = 2.91$, $SD = 1.35$), while integration of technology and digital resources received a slightly lower mean ($M = 2.77$, $SD = 1.40$). Teachers rated inclusion of updated examples ($M = 2.72$, $SD = 1.48$) and promotion of critical thinking and problem-solving ($M = 2.88$, $SD = 1.37$) moderately. The curriculum was seen to improve lesson planning structure ($M = 3.22$, $SD = 1.43$) and classroom engagement ($M = 3.09$, SD

= 1.37). Motivation to apply the revised curriculum ($M = 3.13$, $SD = 1.42$) and clarity of guidance ($M = 3.66$, $SD = 2.29$) showed moderate to high agreement, though variability in responses suggested some inconsistency in teachers' experiences.

Teacher Performance

Teachers self-reported performance post-curriculum reform was also moderate across indicators (Table 2). Adapting teaching methods based on curriculum changes received a mean of 3.26 ($SD = 1.42$), while active involvement of students in class discussions had a mean of 3.14 ($SD = 1.42$). Use of varied instructional strategies ($M = 3.15$, $SD = 1.37$) and confidence in assessing student learning with new criteria ($M = 3.13$, $SD = 1.45$) were similarly moderate. Regular updating of lesson content ($M = 3.10$, $SD = 1.48$) and clarity of teaching objectives ($M = 3.29$, $SD = 1.42$) indicated that the new curriculum positively influenced instructional focus. Time management ($M = 3.21$, $SD = 1.36$), perceived improvement in student performance ($M = 3.11$, $SD = 1.39$), and confidence in teaching role ($M = 3.32$, $SD = 1.39$) were also moderately high, reflecting teachers' adaptability to reform changes.

Regression Analysis confirmed the predictive effect of curriculum change on teacher performance. The model showed a moderate positive correlation ($R = .439$) and explained 19.2% of the variance in TP ($R^2 = .192$, Adjusted $R^2 = .189$, $F(1,213) = 50.723$, $p < .001$). The ANOVA results supported the model, with a regression sum of squares of 1169.024, residual sum of squares of 4909.097, and a total sum of squares of 6078.121. The F value of 50.723 was significant at $p < .001$, indicating that curriculum change significantly enhances teacher performance.

Instructional Competencies

Teachers reported moderate instructional challenges post-reform (Table 3). Lack of adequate training received a mean of 3.53 ($SD = 1.19$), and limited access to updated teaching materials had a mean of 3.05 ($SD = 1.44$). Increased workload ($M = 3.05$, $SD = 1.47$) and difficulty understanding the revised curriculum ($M = 3.35$, $SD = 1.34$) were also notable. Teachers indicated insufficient continuous support from education officials ($M = 3.23$, $SD = 1.42$) and non-conducive school environments ($M = 3.13$, $SD = 1.44$), while curriculum documents not being available in local languages ($M = 3.27$, $SD = 1.29$) and stress due to unclear expectations ($M = 3.30$, $SD = 1.38$) highlighted further challenges in implementing reforms.

Regression analysis demonstrated a moderate predictive relationship between curriculum change and instructional competence. The model showed $R = .443$ and explained 19.6% of variance in IC ($R^2 = .196$, Adjusted $R^2 = .193$, $F(1,213) = 51.862$, $p < .001$). ANOVA results confirmed the model, with a regression sum of squares of 1199.110, residual sum of squares of 4921.340, total sum of squares of 6120.450, and a significant F value of 51.862 ($p < .001$). These findings indicate that curriculum change positively influences teachers' instructional competence, though other factors contribute substantially to IC outcomes.

Coping Strategies

Teachers employed a range of coping strategies to manage curriculum-related challenges (Table 4). Collaboration with colleagues was highly rated ($M = 3.56$, $SD = 1.25$), while use of online resources ($M = 3.15$, $SD = 1.54$) and attending workshops ($M = 3.41$, $SD = 1.31$) reflected proactive efforts to overcome reform difficulties. Reflection on past teaching experiences had a lower mean ($M = 2.86$, $SD = 1.61$), and maintaining a positive attitude toward reforms was moderate ($M = 3.14$, $SD = 1.44$), indicating varied individual coping approaches.

Regression Analysis analysis revealed a weaker but significant predictive effect of curriculum change on coping strategies. The model showed $R = .293$ and $R^2 = .086$ (Adjusted $R^2 = .082$, $F(1,213) = 19.952$, $p < .001$). ANOVA results indicated a regression sum of squares of 77.021, residual sum of squares of 818.400, total sum of squares of 895.421, and a significant F value of 19.952 ($p < .001$). These results

suggest that while curriculum changes influence teachers' coping strategies, additional factors such as institutional support, socio-cultural context, and personal motivation also play an important role. Overall the descriptive statistics indicate that teachers perceive curriculum changes moderately positively, with moderate impacts on teaching performance, instructional competence, and coping strategies. Regression analyses confirm that curriculum changes are significant predictors of these outcomes, explaining 19.2% of variance in TP, 19.6% in IC, and 8.6% in CS. These results highlight that curriculum reforms have meaningful, though not exhaustive, impacts on teacher effectiveness, instructional quality, and coping behaviors, emphasizing the need for complementary supports such as professional development, resources, and policy guidance.

DISCUSSION

This study discussed the outcomes of curriculum reforms on the performance, instructional competence, and coping styles of primary school teachers (PSTs) in District Orakzai. The results contain empirical data on the impact of curriculum reforms on the professional practice of teachers, difficulties occurrence during the implementation and coping strategies employed by the teachers to cope with the difficulties. The results of the descriptive statistics indicated that the teachers, in general, viewed curriculum changes as having positive impacts, especially in terms of alignment with 21 st century learning objectives, facilitation of student-focused learning, and incorporation of technology. These results are consistent with the literature in the world that indicates that the contemporary curriculum changes focus on the shift in the teaching strategies toward the active, learner-centered one (Darling-Hammond et al., 2020; Voogt et al., 2021). Nonetheless, the average values and the standard deviation are moderate, which suggests that although reforms are recognized, they are not implemented consistently, which may be explained by discrepancies in guidance, training, or resources (Khan and Malik, 2019; Shah et al., 2021). The assessment of teacher performance (TP) showed the presence of moderate improvement regarding the various indicators such as the adaptation of teaching practices, the discussion with students, and the use of different instructional strategies. The findings of the regression were found to have significant predictive value of teacher performance with curriculum change when the predictor was still significant ($R^2 = .192, p < .001$). This result is consistent with Fullan (2007) theory of change, which points out that reforms can help to improve the performance of teachers once they are actively involved and given sufficient support. The results of the research based on Pearson correlation showed that the application of curriculum reforms is highly connected with the effective instructional strategies used by the teachers regarding increasing student engagement and student learning (Wahab, Ahmad, and Sultana, 2024). The same has been observed in recent studies where teacher adaptability positively responded to curriculum reforms in low resource settings (Sahlberg, 2021; Ng, 2020). The moderate effect that is observed suggests that whereas curriculum reforms are contributive factors, performance is also influenced by other contextual and personal factors, including experience of teaching, and professional growth, and school environment are other critical factors (Hargreaves and Fullan, 2012). In terms of instructional competence (IC), the teachers indicated difficulties including inadequate training, inability to get current teaching resources, work overload, and inability to be under constant guidance by the education authorities. These issues are indicative of the argument by Khan et al. (2022), who insist that the shortage of resources and the lack of training pervade the ability of teachers to implement reforms successfully. Nevertheless, the change in curriculum was observed to contribute to 19.6% of the change in instructional competence meaning that it had significant but partial impact. This implies that the structural-systemic barriers have to be critiqued in addition to curriculum change to improve the level of instructions and the level of confidence among teachers (Darling-Hammond et al., 2020). Recent research indicates the significance of incorporating modern tools to make instructions effective. As an example, Nawaz, Naseer ud Din, and Wahab (2025) have discovered that the use of AI-ChatGPT has a positive effect on the creativity of students as it encourages new methods. In the same manner, the teaching strategies of teachers and integration of new instructions largely influence the level of student engagement and learning outcomes in the framework of curriculum changes

(Wahab, Ahmad, and Sultana, 2024; Nisar, Wahab, and Farooq, 2023). These results indicate that in addition to curriculum reforms, the utilization of digital applications such as AI can be used to assist teachers in adopting student-based strategies and improving the overall instructional outcomes, as well as overcoming the difficulties related to the new curricula. The descriptive statistics revealed that collaboration with colleagues and participation in workshops were two strategies that were most frequently used, whereas the reflection on the previous experiences in teaching and a positive attitude were moderate. The regression analysis revealed a less pronounced yet significant predictive value of change in the curriculum on coping strategies ($R^2 = .086$, $p < .001$), which revealed that though reforms push teachers to change, their coping behavior is affected by other factors including institutional support, peer networks, and personal resilience (Day and Gu, 2020; Hargreaves and Fullan, 2012). This is consistent with the recent research focusing on the significance of teacher resilience and professional community in overcoming educational changes (Johnson et al., 2021; Voogt et al., 2021). This is further supported by the Demographic profile of the respondents. The average age of most teachers (20-30) and their high qualification level could have acted as contributing factors to moderate levels of motivation and flexibility in implementing the updated curriculum. Teachers with less experience and higher education tend to be more inclined to the new method of teaching, and it can be easier to implement curriculum requirements (Voogt and Roblin, 2022). Nevertheless, male supremacy (93% of the participants) is overwhelming, which also indicates gender inequality in the teaching labor force in Orakzai that could affect the results of the reform and determine the necessity of gender-oriented policies and professional assistance (Gul & Reba, 2021). In general, the results demonstrate that the curriculum changes in District Orakzai can significantly influence the performance and instructional competence of teachers as well as provoke coping measures to address the difficulties. It has been shown that the most important factor that affects the job performance of the teachers in secondary schools is the subject knowledge followed by the least influence of attitude towards the students. The use of instructional methods and teacher qualities are in-between variables, and educators are motivated to improve their content knowledge by practical and conceptual learning and professional development courses (Nisar, Wahab, Asif, and Farooq, 2023). Nevertheless, the middle effect sizes and the mentioned difficulties indicate that reforms should not be the only tool to guarantee the best results. In line with Professional Capital Framework (Hargreaves and Fullan, 2012), sustainable changes need to be a mixture of human capital (teacher skills and resilience), social capital (collaboration and peer support), and decisional capital (teacher autonomy in instructional decisions). Besides, the paper reveals the importance of contextual factors (such as the availability of resources, training, and socio-cultural barriers) to determine the effectiveness of curriculum changes (Khan and Malik, 2019; Shah et al., 2021). Although the reforms in the curriculum have resulted in moderate levels of teacher performance and instructional competence and have promoted coping strategies in Orakzai, these processes have been dependent on the proper support of the system, teacher development, and teacher involvement in decision making. The results support the global body of literature, which argues that education transformation should be holistic and context-specific cases of marginalization and resource scarcity (Darling-Hammond et al., 2020; Sahlberg, 2021).

CONCLUSION

The current research paper discussed how curriculum reforms affected the performance, instructional competence and coping mechanisms of the primary school teachers in District Orakzai. Under the Change Theory outlined by Fullan (2007), the study used a quantitative research design on 215 respondents who were to participate in the study aimed at exploring the impact of reforming the curriculum on the outcomes of teachers. The results showed that changes in the curriculum positively and significantly affected teacher performance ($R^2 = .192$, $p = .001$) and instructional competence ($R^2 = .196$, $p = .001$), although modestly affected coping strategies ($R^2 = .086$, $p = .001$). The research made a few important revelations. First, the reforms in the curriculum help in improving the teaching practice and learning experience of teachers in the classroom as well as their teaching confidence, especially

among young well-prepared teachers. This is correlated with the evidence that teacher flexibility and motivation play key roles in effective implementation of educational reforms (Voogt et al., 2021; Darling-Hammond et al., 2020). Second, there are the implementation issues which include lack of adequate training, insufficient access to teaching resources, over workload and lack of mentoring by the education authorities that are still a big hurdle. These results are similar to those in Pakistan and other developing settings that show that systemic limitations can offset the possible gains of curriculum changes (Khan and Malik, 2019; Shah et al., 2021). Third, educators revealed the coping behavior such as cooperation with peers, attending workshops, and reflecting. Nevertheless, the small variance explained points to the fact that successful coping is also contingent on institutional support, peer networks, and individual resilience (Day and Gu, 2020; Hargreaves and Fullan, 2012). The demographics showed that most of the teachers were men (93%), and rather young, which indicated both possibilities and difficulties in terms of reform implementation. Even though younger teachers can be better adjusted to new pedagogical practices, the gender gap points to the necessity of inclusive policies and professional encouragement to make participation in curriculum changes more equitable (Gul & Reba, 2021). In general, the research affirms that curriculum reform is a crucial motivator of teacher performance and professional development; and that its success depends upon systemic-wide support, ongoing professional development, and teacher involvement in making decisions related to policies and practices.

RECOMMENDATION

Based on the conclusion of this study, some recommendations may be made. Curriculum reforms to improve the performance of teachers in primary schools must consider the local context and must be flexible to the socio-cultural and resource realities of such districts as Orakzai. Curriculum planning and implementation should also be made an active role of teachers to make it clear and relevant. There should be continuous programs in professional development to make the teachers learn and implement the new instructional strategies well. Sufficient teaching resources, facilities and backup mechanisms must also be provided to facilitate hassle free execution. At the school level, teachers can have collaborative learning communities, mentoring, and peer support to overcome challenges, as well as enhance classroom practices. Moreover, systems of periodic monitoring and feedback may assist in making sure that changes in curriculum are implemented successfully. The long-term consequences of the changes in the curriculum and the perspectives of both male and female teachers should be addressed in future studies, and the approaches to enhance teaching performance and classroom results must be examined in different contexts.

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