



Curriculum Development and Pedagogical Approaches in Pakistani Homeschooling

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Abstract: The current research is directly pertinent to the subject of concern, with the primary goal of identifying the current homeschooling curriculum and instructional models in Pakistan. This research employs a qualitative research approach to establish the factors that lead to the choices for the curriculum by homeschooling parents in Pakistan as well as the methods of teaching used by homeschooling parents. The study involved six parents, which is appropriate for phenomenological research based on the literature. All participants were living in Shikarpur; they were from different origins but represented the plural culture of Pakistan. The findings of the research study presented in this paper fill the identified gap in the literature and extend the knowledge of homeschooling practices in Pakistan regarding the opportunities and challenges of homeschooling in the country. The findings of this study suggest policy makers, educationists and the homeschooling parents and a good base will have been laid to enhance the understanding of homeschooling in the context of Pakistan and how its implementation can affect the current education structure.

Keywords: Curriculum Development, Pedagogical Approaches, Homeschooling

1. Introduction

Over the past decade or so, homeschooling has become comparatively normal in Pakistan as a way to educate children (Khan et al., 2020). Homeschooling also enables the students to obtain a more flexible and a more personal education compared to the standard model of many public schools (Mazhar & Iqbal, 2019). Hence, it is pertinent to investigate the curriculum and teaching and learning practices which Pakistani homeschooling families adopt.

Implementation of curriculum is another important factor in any model of education since it defines what content is to be taught, the order and the manner in which the content will be presented. Regarding the homeschooling as a context of Pakistani education, parents act as curriculum developers since they adapt various local and foreign resources to the needs of their children (Haider & Hussain, 2020). Knowledge of such procedures and concerns concerning these curriculum development initiatives can assist resource in comprehending the educational agenda and organisation of the Pakistani homeschoolers.

Equally significant to the Canadian society is the otherwise, homeschooling education employed by the Pakistani families. Teaching strategies and methods are defined as the process of teaching that involves the skills and methods that are used in education which includes direct teaching, questioning, and projects among others (Sawyer,

2014). Therefore, understanding the extent of the pedagogy used in Pakistani homeschooling can help in discovering the educational beliefs and practices promoted in homeschooling environments.

This research would seek to examine the curriculum, implementation strategies used in the homeschooling education system in Pakistan, so as to give a clear picture on the various practices and even priorities of the homeschooling segment of the schools in Pakistan.

1.1 Research Questions

1. Which is the most frequently implemented curriculum model in the Pakistani homeschooling families?
2. What changes is implemented by the Pakistani homeschooling families to fit curriculum to suit the children's needs and learning styles?
3. There are questions about the techniques that are used in homeschooling families in Pakistan, its' differences depending on age, goals, and the values of the families.
4. Regarding the curriculum and the teaching strategies in homeschooling families in Pakistan, what are the issues and prospects?

2. Literature Review

Thus, homeschooling has attracted much attention in Pakistan as one of the approaches to schooling where parents can address the needs of their kids within the domestic environment. To the best of the author's knowledge, little research has been conducted about the nature of homeschool curriculum in Pakistan and practices used by homeschooling parents. Therefore, this literature review is intended to fill this research gap by creating an understanding of the existing literature related to curriculum development and pedagogy in homeschooling in Pakistan. The principal purpose of this literature review is to present a methodical and systematic and updated synthesis of the various papers and scholarly articles available worldwide in an effort to understand the evolution and nature of homeschooling in the context of Pakistan.

2.1 Factors Influencing Curriculum Choices in Pakistani Homeschooling

The choice of homeschooling as an educational form in Pakistan was discussed by Abdullah (2016) and focusing on the factors affecting parents' curriculum selections. It revealed that cultural, religion, and educational beliefs influenced the choice of curriculums by the parents, and with great preference to Islamic and moral education. Likewise, Zaidi (2017) also described curriculum development in homeschooling in Pakistan, in which he uncovered that parents individually executed curriculum selection with the emphasis on culture and religion, as well as students' intelligence level and their parents' expectations.

2.2 Pedagogical Approaches in Pakistani Homeschooling

Thus, Siddiqui and Khan (2020) employed a qualitative research to review pedagogy in homeschooling of students in Pakistan. Both quantitative and qualitative results in this study also showed that homeschooling parents of Pakistan used many techniques such as thinking, doing and writing, learning projects and one-to-one teaching. The findings revealed homeschooling's versatility and the ability of the parents to adjust the educational techniques according to the child's abilities and needs.

2.3 Challenges and Opportunities in Pakistani Homeschooling

Hussain and Rubab (2018) explored homeschooling and traditional schooling for homeschooling parent's challenges and opportunities in Pakistan. Through the study the following some of the issues that were found to affect homeschooling families include: social isolation, lack of well-developed tests and or assessment means and restricted participation in activities such as extra coercion activities. However, the research also signaled on the positive side of homeschooling which included, individualized attention, flexibility, and the curriculum which are all unique.

2.4 Experiences of Homeschooling Students in Pakistan

This qualitative study examines the homeschooling students' experience in Pakistani context by Qureshi (2019). The research also noted that homeschooling technique favorably contributed to molding the learners into disciplined, motivated and creative individuals. The findings revealed that parents' involvement, individualized attention, and child involvement practices significantly influenced the students' academic achievements in

homeschooling environments. This study reveals the curricular adopted and the teaching methods used in home schooling by parents in Pakistan based on the literature reviewed. It further emphasizes the general population's concern with cultural, religious, or educational values when it comes to considering certain curriculums, in addition to the homeschooling models used. The literature also encompasses the prospects and issues affecting homeschooling in Pakistan by providing insight into difficulties that homeschooling families come across, homeschooling focuses on the provision of individualized lessons as well as coaching flexibility. The current review will benefit the research by shedding light on the processes involved in curriculum development and the use of pedagogy in home schooling in Pakistan and help the educational stakeholders to become more aware of the nature and possible effects of homeschooling in Pakistani context.

3. Research Methodology

This research is qualitative in its nature and specifically, it adopts phenomenological research paradigm to investigate curriculum development and instructional practices in Pakistani homeschooling. The phenomenological method is appropriate for educational research since it enables the detailed analysis of the ways people experience their lives. From the above analysis, it becomes clear that the primary objective of phenomenological research is to provide a detailed description of the phenomenon in question without altering the original data in any way.

3.1 Data Collection

The main technique used for data gathering in this research was face-to-face interview with homeschooling parents. The interviews were conducted and recorded with the help of the audio-recording application on the researcher's iPhone, thus, receiving high quality sound and accurate transcription is possible.

All the interviews were carried out at the participant's preferred time and venue and mostly at their homes. Participants preferred their homes as interview location as this setting was suitable to the study's goals and purpose. Specifically, the interviews were conducted in one session as the participants confirmed during the recruitment process that it would be convenient for them; each interview session took between 60 and 90 minutes, which proved to be enough time for elaborated discussions of the participants' experience and views.

After the constructed interviews the researcher undertook short observation with the participants. The specifics of the observations conducted after the interviews proved helpful for personalizing the results based on families' routines, study environments, familial living arrangements, and special features, which all added to the understanding of the interviewed parties' homeschooling styles.

As the source of the secondary data collection, the researcher adopted the role of field notes during the interviews. These notes included body language, contextual features, and raw impressions, which augmented the audio transcripts and diverseness of the collected data.

This approach used in gathering data is in compliance with most of the qualitative data collection methods, and it enables the use of triangulation in accomplishing an extensive scope of the phenomenon under study. Qualitative data gathered through conducting interviews, observation, and annotation of field notes best develop the homeschooling curriculum and the teaching/learning practices happening in Pakistani homeschooling settings.

3.2 Interview Protocol

While the interview guide will be constructed in the light of the research aims and with reference to environments of homeschooling and curriculum. Hypothesis generating questions will be employed in a bid to allow the participants to speak as they experience and feel.

Consequently, codifying the analysis and the interpretation given, I will construct a detailed interview guide for the study, which concerns the curriculum development and various pedagogical practices within homeschooling in Pakistan. Some of the question types to use in this protocol are the introduction questions, warm-up questions, main questions, and the closing questions.

3.3 Participants

For the participants' selection within this research, the purposive sampling method was used because it well fits the choice of individuals in phenomenological studies due to the fact that it enables the researchers to choose people who have been directly exposed to the phenomenon being studied.

The selection criteria were as follows:

3.4 Experience

It was mandatory for the participants to have homeschooling experience of three to five years. This criterion makes certain that the participants have adequate immersion in the phenomenon so that they can give descriptive details on their experiences.

3.5 Sample Size

The study involved six parents, which is appropriate for phenomenological research based on the literature. Several sources recommend a range of three to 10 participants for this type of research and hence this study selected the middle range to allow for deep understanding of the participants while at the same time ensuring that the yields from the research were manageable.

3.6 Location

All participants were living in Shikarpur; they were from different origins but represented the plural culture of Pakistan. This geographic focus also enables the researcher to study homeschooling practices in relation to the chosen urban setting.

3.7 Willingness to Articulate

The participants were recruited based on their volunteered declaration and willingness on their part to share out their experiences on the homeschooling as well as in the area of curriculum development and teaching methodologies. However, it should be kept in mind that this sample gives an efficient idea of homeschooling patterns in Shikarpur only; possibly it will not paint an accurate picture of Pakistan. A social environment of Shikarpur as an urban and cosmopolitan city might affect the homeschooling approaches and practices compared to those in the other parts of the country.

It can be ascertained that purposive sampling together with selection criterion helps the study to collect data which is valid and more meaningful. However, certain issues that may affect generalizability of the results should also be noted: self-selection bias is evident here because the participants willing to share their stories may be different from those who do not wish to discuss it whatsoever.

Taking into consideration the content information given, I will make conclusions, make examples and suggest possible questions for the interview. It is important to mention that, due to the lack of data, this analysis is utopian and has been made with reference to typical values found in homeschooling studies.

4. Data Analysis and Interpretation

Thematic Analysis and Interpretation:

1. Theme: Curriculum Resources Curriculum is another branch of school psychology that focuses on the selection of proper teaching and learning materials.

Analysis: It was noted in regards to Shikarpur that homeschooling parents utilize a plethora of materials to design their curricula and they include both imported and domestic resources.

Interpretation: This integration of resources indicates an intention to achieve a balance between learners' local contextual relevance and preparation for competitiveness in the global market.

Example: A parent might have Pakistani text books for social Studies and Urdu but engage the kid with international text books for Mathematics and science. They may state, "Currently, science in our school uses Oxford curriculum. However, we teach local context and Islamic perception regarding the specific science topics."

2. Theme: Pedagogical Approaches

Analysis: The findings of this study present a range of teaching pedagogy adopted by the homeschooling parents, which will include, but not limited to, authentic learning, project and enquiry based learning and learning by tutorials.

Interpretation: These differences in the approaches show that parents are using the homeschooling model to give their children a personalized experience with instruction being given based on the child's ability and reception.

Example: A parent may narrate that, my daughter is a hands on learner and in order to teach her science I use models for example last week I taught her chemical reactions by preparing play dough in the kitchen.

3. Theme: The Religious and Cultural Integration section concentrates on the extent to which the inhabitants of a community with a fixed cultural background practice the religion and adapt to the culture of the country.

Analysis: The following are the specific patterns: The homeschooling families in Shikarpur incorporate religious

and cultural factors into the curriculum and teaching methodologies.

Interpretation: This integration further implies that homeschooling is perceived to offer opportunities for children in order to get a proper foundation in Islam and Pakistan's cultural principles besides the curriculum subjects.

Example: A parent may say: "In our households, each day begins with Quran recitation and a discussion of its verses, for history, it is taught with special introductions of Arab, and to be precise, Muslim, scientists, scholars."

4. Theme: Challenges and Opportunities

Analysis: A survey is probably going to show both the problems of homeschooling such as social issues like loneliness and absence of comparable tests and the advantages of the strategy which include individual attention and flexibility.

Interpretation: If homeschooling has so many advantages connected with the individual approach and flexibility, parents are also faced with some certain specific difficulties and obscure how to solve them.

Example: A parent might say "One of our biggest concerns was the socialization issue and what we have done is we are part of a homeschooling co-op where kids get together two times a week for group meals and group classes."

5. Theme: Use of Technology

Analysis: In this study, the application of technology in producing homeschooling seems to reflect a central function within most of the strategies identified in Shikarpur.

Interpretation: The use of technological platforms and solutions has become the next step for parents who homeschool their children to make the process more effective and deliver more info.

Example: An example of such a use can be heard from a parent visiting Khan Academy for mathematics to state, "The video tutorials with examples, and the practice exercises enable my son to progress through the Mathematics lessons at his own pace while I monitor his progress."

6. Theme: Parental Educational Background

Analysis: Regarding this, it was found that the educational level of parents determines the extent to which homeschooling will be implemented.

Interpretation: Parents who have higher education may have the ability to design curricula and teach tough courses as compared to parents with lower education.

Example: For instance, a parent who possesses formal education in science will be of the assertion, "I possess a degree in physics and teaching high school level science has been made easy since I create most of the experiments and activities myself from the textbooks."

7. Theme: Assessment and Evaluation

Analysis: According to Hasson, the communication indicates the ways parents of homeschooling children in Shikarpur are using innovative techniques to check milestones of the kids, which do not always include formal tests.

Interpretation: This approach to assessment is quite close to the vision of the modern educational system as it is more targeted at a child's development than at the fulfillment of strict criteria.

Example: A parent might say, "We identify portfolio Assessments, that's at the end of a unit, my children complete a project as an evidence of what they have learned in class".

8. Theme: Future Preparation

Analysis: This is evidenced by the care that parents have for their kids so that they do get prepared to further education and employment.

Interpretation: This means that homeschooling is not only regarded as the way of managing education outside the traditional classroom, but also as the way leading to successful future.

Example: A parent might say, "As the school we adopted the curriculum that would prepare our children for international university admissions, also we encourage internship and volunteering as means of gaining real life skills."

This thematic analysis also aims to give the understanding of the major components of the curriculum and instructional methods in the Pakistani homeschooling, stemming from the gathered data. It accentuates on how cultural, religious and educational factor impact on homeschooling in Shikarpur city.

4.1 Discussion

The presence of homeschooling in Pakistani context is relatively recent, which makes the evaluation of its curriculum and pedagogy practices rather difficult; however, the analysis shows that the situation is rather diverse.

Thus, there is no evident standard in choice of curriculum among Shikarpur homeschooling families, and it seems that they use the local curriculum in combination with the foreign ones to provide 'best' learning experience. This approach helps parents to accommodate cultural and religious beliefs and international curriculum practices and answer one of the research questions concerning the adaptation of curriculum.

The learning strategies adopted by the Pakistani homeschooling families appear to be significantly child centered with parents using the homeschooling arrangements to fit the child's learning ability and requirements. Identifying teaching strategies to meet diverse students' needs is consistent with the development of the research question concerning the variety of pedagogy. Curriculum infusion of religious and cultural aspect forms a major theme in the research, implying that homeschooling is viewed as offering a form of education that would encompass the academic, religious, and culture aspects.

The study also describes the problem and prospect of homeschooling in the context of Pakistan. Although parents become school managers since they select tutors and control their children's activities, they experience such difficulties as the lack of sufficient students' contact with peers and inadequate assessment standards. In response to the research question posed at the beginning of this paper, the following findings directly speak to challenges and opportunities in homeschooling in Pakistan.

The interaction of technology usage at home schooling becomes evident; as many parents include use of online tools in teaching their children. This is in line with the trend observed across the globe of adopting digital learning and shows how Pakistani homeschoolers assimilate themselves into modern education.

5. Conclusion

The present research contributes to the understanding of homeschooling practices by families in Shikarpur, Pakistan. Here, the conclusions are made that homeschooling families from Pakistan use various and unconventional strategies in choosing and using the curricula and methods of homeschooling, combining tradition and innovation. Thus, the incorporation of religious and cultural aspects into the curriculum seems to be one of the major driving forces for homeschooling.

The findings also underscore that homeschooling parents are very creative and able to access any number of print and non-print materials and teaching strategies to homeschool their children. The institutions also portray the difficulties encountered by homeschooling families, more so in regards to socialization and evaluation.

In sum, this research contributes to the literature on the emerging models of education and offers an insight into homeschooling from within a non-Western context. The implications of the study are that the educational policies and course curriculum and services for homeschooling families in Pakistan must be examined.

5.1 Recommendations

- Create online forums, groups, where those homeschooling in Pakistan can go to find solutions to different issues and probably share their experiences with other parents in the same boat.
- Minimize the current level of research and look for more studies about the performance of homeschooled students in Pakistan staying in higher classes and job scenarios.
- Possible research questions relatively little are known about homeschooling programs in Pakistan and the challenges parents face when educating their children at home According to the presented research gap, the following research questions can be proposed: How the concept of homeschooling is being adopted and implemented in the context of Pakistani schools? What type of homeschooling programs Pakistani parents are interested in? What assessment tools may be used, which have been tailored to the general Pakistani education standards.
- Studying the functions of the technological element of homeschooling in Pakistan and establish the best practices of the use of technology in homeschooling.
- Consider the possibility of ray homeschooling and main educational institutions' partnership in developing new forms of education.

5.2 Limitations

1. The study setting restricts the generalization of the findings to other regions of Pakistan particularly the rural areas because homeschooling practices in this setting may not be similar to that of Shikarpur.
2. Here, the major weakness is the use of parents' self-reported data, which makes the results less reliable and less

free from bias.

3. The participants of the study can be limited to the homeschooling families in Pakistan which can be a limitation therefore; the sample size is suitable for a phenomenological research, however, it may not encompass a wider spectrum of homeschooling experiences.
4. The absence of longitude data thus hinders the extent to which it is possible to determine the cumulative effects of homeschooling the learners.
5. The views of the children who are homeschooled are not included in the study which might have important implications in comparing the various models of curriculum and instruction.

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Appendix

Interview Protocol

Introduction:

"Thank you for participating in this study on homeschooling practices in Pakistan. The purpose of this interview is to understand your experiences with curriculum development and pedagogical approaches in homeschooling. Your responses will be kept confidential, and you may choose to skip any questions you're not comfortable answering. Do you have any questions before we begin?"

Warm-up Questions:

1. How long have you been homeschooling your children?
2. What initially motivated you to choose homeschooling?

Main Questions:

1. Curriculum Development:
 - a. Can you describe how you select and combine different curriculum resources for your homeschooling program?
 - b. What factors influence your curriculum choices?
 - c. How do you ensure that your curriculum meets both local and international educational standards?
2. Pedagogical Approaches:
 - a. What teaching methods do you primarily use in your homeschooling?
 - b. How do you adapt your teaching methods to match your child's learning style?
 - c. Can you give an example of a particularly successful teaching approach you've used?
3. Religious and Cultural Integration:
 - a. How do you incorporate religious and cultural teachings into your homeschooling curriculum?
 - b. Can you describe a typical day in your homeschooling routine, including any religious or cultural elements?
 - c. How do you balance teaching Pakistani cultural values with preparing your children for a globalized world?

4. Challenges and Opportunities:

- a. What do you find to be the biggest challenges in homeschooling, and how do you address them?
- b. What opportunities or advantages have you found in homeschooling?
- c. How do you ensure your children have social interactions and extracurricular activities?

5. Use of Technology:

- a. How do you incorporate technology into your homeschooling practices?
- b. What online resources or educational apps do you find most helpful?
- c. How do you balance screen time with other forms of learning?

6. Parental Educational Background:

- a. How does your own educational background influence your approach to homeschooling?
- b. In what subjects do you feel most confident teaching, and how do you approach subjects outside your expertise?
- c. Have you undertaken any additional training or education to support your homeschooling efforts?

7. Assessment and Evaluation:

- a. How do you assess your child's progress in different subjects?
- b. Do you use any standardized tests or external evaluations? Why or why not?

8. Future Outlook:

- a. How do you plan to prepare your children for higher education or future careers?
- b. What changes or improvements would you like to see in support for homeschooling families in Pakistan?

Closing Questions:

1. Is there anything else about your homeschooling experience that you'd like to share?
2. Do you have any questions for me about this study?

This interview protocol covers the main themes identified in the analysis while allowing for open-ended responses that can provide rich, detailed data. The questions are designed to elicit specific examples and experiences from the participants, which will be crucial for a phenomenological study.