




Local Curriculum in Basic Level Education: Cultural Connection Versus Academic Coherence

Bishnu Sharma (Gyawali) ^a 

bishnu.sharma@tucded.edu.np

^aTribhuvan University, Central Department of Education

Article Info

Abstract

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This study examines the dynamic friction that arises when local curriculum at the basic education level is implemented, balancing academic consistency with cultural connectedness. The objective of the study is to investigate strategies to preserve academic integrity and standards while incorporating local cultures into the basic education curriculum. I used post positivist research paradigm, with random sampling and Likert type questionnaire is used to collect the data from the respondents. One sample t- test is used in data analysis procedure. Insights from educators, legislators, and a range of case studies are included in this conversation, which emphasizes the advantages and difficulties of incorporating regional culture into basic education while upholding strict academic standards. Creating a diverse learning environment versus upholding academic coherence is a common point of debate in the discussion around the adoption of local curriculum in basic level. The relevance of both, their potential for balance, and their possible effects on the growth and learning of students are all examined. The difficulty of striking a balance between culturally relevant instruction and standardized academic coherence is being brought to light by the global effort to improve inclusivity and usefulness in education systems.

Keywords: Local curriculum, cultural connection, diverse learning environment, one sample t- test

Introduction

The value of culturally appropriate learning is greater than ever in the increasingly diverse and interconnected world of today. One important way to help students learn more relevant and engaging material at the basic education level is to include local culture into the curriculum (Ebbly et al., 2011). In order to promote inclusivity and a better sense of identity, teachers can build a closer connection between students and their education by including reflections of the students' own experiences and backgrounds into their lessons (Balfanz, 1990). In order to balance the rich, localized content with the requirement to uphold academic coherence and adhere to standardized educational benchmarks is a significant difficulty that this initiative provides (Vandendriessche et al., 2018). For teachers, lawmakers, and communities at large, this conflict between cultural bonds and academic coherence poses important challenges (Van Steenbrugge & Ryve, 2018). How can educational institutions integrate the distinct cultural features of their surrounding communities while guaranteeing that every student obtains a top-notch education that equips them for success in both their academic and professional lives?

Reforms to the education sector and localism emphasize the need of schools collaborating with the community, particularly parents (Thomas, 2012). Studying indicates that parental involvement and interest in their children's education positively impacts their academic performance. Educational institutions struggle to effectively engage with a large number of parents, especially at the secondary level. Schools, particularly in depressed regions, sometimes feel they are putting in a lot of effort to involve parents, but with limited success (Hemmi et al., 2018) An issue- or inquiry-oriented method of curriculum developing is not new and has a proven track record. To improve educational outcomes, a curriculum that focuses on local issues and community assets requires a profile that reflects its significance (Leat, & Thomas, 2018). Local learning materials should be engaging and difficult to maintain students' interest (Muslim et al., 2009). Schools should conduct an externally-moderated self-assessment against agreed-upon national and local metrics, develop

an action plan, and provide national validation of self-assessment processes and peer moderation in their respective areas (Benavot, & Resh, 2001).

Contextualizing involves aligning curricular information with relevant methods of teaching, allowing students to create their own meaning for lessons based on their experiences (Nataño, 2023). When successfully prepare and conduct classes, teachers must consider individual variances among students. Teachers notice and respond to opportunities to link their teaching to the experiences, interests, and aspirations of the school community and other groups (Hemmi et al., 2018). Localization, and contextualization are key elements for creating more relevant learning experiences for learners. Adapting educational content to learners' local culture, context, and experiences enhances relevance, relatability, and understanding of the curriculum (Nataño, 2023). The main objective of this study is the existing part discovers this topic, highlighting the advantages of culturally appropriate curriculum, the need to uphold high academic standards, and creative approaches that can help achieve crucial informative objectives. Our goal is to offer a thorough grasp of how to create a basic curriculum that is both balanced and effective by utilizing case study insights and expert perspectives. The main four themes are given below.

Integrating localized content

Localized content makes learning more relevant to students' daily life. When students see their own culture, circumstances, and daily experiences represented in the curriculum, they are more engaged and interested in learning (Nataño, 2023). Incorporating local information promotes students feeling of pride and identification. It strengthens their cultural identity and teaches them how to value their own history and expertise.

Learning in a familiar setting allows children to better comprehend and recall material (Laeen et al., 2019). Teachers can apply new concepts to their previous experience and expertise, making complicated ideas easier to understand. Localized curriculum frequently includes practical examples that students can use in their daily lives such as geographic-based curriculum design focuses on using local resources to enrich learning experiences by incorporating geography, history, culture, and individuals (Evans, & Savage, 2015). The local curriculum organizes aspects based on local cultural identities, and activities are designed to achieve these goals. Cultural norms, attitudes, and expectations vary between cultures and influence instruction significantly. Cultural trends and values effect the teaching and learning process, shaping teachers' attitudes towards educational activities (Brondízio et al., 2021). As a result, the teaching-learning process varies across cultures based on the perceptions and conceptions of key actors of the content intrigation. Providing interesting learning experiences for children from diverse backgrounds enhances their awareness and attachment to their surroundings, integrating schools more deeply with their communities and locations (Silitonga, 2023).

This helps them improve their problem-solving abilities and prepare them for real-world difficulties in their society. Using localized content ensures that all students, regardless of background, feel included and represented in their educational experience (Milán-García et al., 2019). Local curriculum adopts equity by recognizing and valuing different perspectives and experiences, so teacher special efforts to acknowledge the need of including many assessments system, including indigenous and local knowledge in duties conducted at the global and regional levels (Syaharuddin et al., 2020). Finally, integrating local curriculum with local material strengthens the relationship between schools and communities. It encourages collaboration and partnership by allowing community members to contribute their knowledge and experience to the educational process throughout the nation separately.

Local language and resources

Employing the local language and materials allows students to relate their study to their cultural background and daily life. It promotes a sense of identification and confidence in one's background, as well as the preservation of community languages and traditions that would otherwise be lost (Tronsmo, 2019). Education in the native tongue helps to pass down cultural values, customs, and knowledge to the next generation. Students often understand subjects better when taught in their home culture (Malone, 2003). It decreases the cognitive load of translating concepts from a foreign language to one's own, making it easier to understand new ideas (Subedi, 2018). One of the most important participants in implementing the planned curriculum in the classroom is the teacher. The teacher is the subject in the activity system described in the activity theory, and it should be actively involved in creating the local curriculum (Alakrash et al., 2021). It is ideal for teachers to be motivated, enthusiastic, and to put in constant effort when creating and implementing the local curriculum.

Therefore, teachers ought to have a favorable attitude on the local curriculum's offerings (Florentino, 2014). Teachers were questioned about their opinions of it during the focus group discussion.

Local resources, such as folklore, history, and indigenous knowledge, can be utilized to develop a more pertinent and comprehensive curriculum (Pacheco, 2012). Contextualized learning can make instruction more valuable and meaningful. Whenever, education is delivered in a local language, parents and community members are more likely to participate and support the educational process. Local informal rules in schools, which were more prevalent than official policies, outlawed the use of minority languages, even though those languages were the students' native tongues, by endorsing language use as aberrant behavior (Liddicoat, & Curnow, 2014).

Understanding and valuing one's own culture and language establishes a firm basis for recognizing and participating with other cultures (Yamin, 2017). It fosters a balanced global perspective based on a strong sense of local identity. Cultural diversity, particularly languages, was viewed as being against the interests of the country in the highly politicized curriculum of the time so that curriculum has four aspects of assessment, namely aspects of knowledge, skills, attitude, and behavior (Purwanti, & Musadad, 2019). Incorporating native languages and resources into the core curriculum improves educational outcomes while also promoting cultural preservation and community development.

Alignment between learning objectives and standards

Alignment of learning objectives and standards in local curriculum creation guarantees that children receive a consistent and high-quality education while also accommodating local context and needs. Local curriculum that fit with broader standards can preserve coherence with state or national expectations, ensuring that students, regardless of location, are prepared to fulfill crucial milestones so it plays importance of the role by curriculum design in supporting the achievement of the intended learning outcomes for students. (Alfauzan, & Tarchouna, 2017). This alignment promotes fairness by giving all children with equal educational opportunities, while also allowing local educators to modify the curriculum to suit community values, cultural nuances, and specific educational objectives (Martone, & Sireci, 2009).

Furthermore, alignment facilitates successful lesson preparation, allocation of resources, and assessment processes. It ensures that local goals are measurable and relevant, enabling meaningful assessments that accurately represent student success and areas for growth (Lam, & Tsui, 2013). Local curricula that match with established standards can also help teacher professional development, ensuring that they are properly qualified to present the curriculum (Krajcik et al., 2008). This dignity between standards and meeting local requirements promotes a more responsive and inclusive instructive system.

Consistency in instructional practices

Curriculum is utilized to maintain integrity in classroom procedures by aligning teaching approaches with the community's distinct needs, values, and standards (Ainsworth, 2010). By customizing the curriculum to local conditions, teachers can make learning more relevant and meaningful to students, increasing engagement and comprehension (Hayward, & Hutchinson, 2017). Curriculum also enables the incorporation of culturally meaningful materials, examples, and teaching methods, developing a sense of identity and connection among students (Choppin et al., 2022). This consistency in instructional approaches guarantees that all children in a community receive an education that is relevant to their lived experiences while maintaining high levels of learning. Teachers and systems of learning must involve community members in localization processes to ensure accurate and culturally appropriate curricula. The goal of curricular policy, which is created and adopted by national and local policy makers, is to impact instruction and, eventually, student learning. Localized interpretations of the official curriculum affect the content and methods of instruction, which in turn affects students' learning opportunities.

Therefore, classroom practices, such as curriculum-based professional development and investments in curriculum, have a greater chance of revolutionizing mathematics instruction than spending money on resources that are hazier or detached (Choppin et al., 2022). When it comes to policies that allow for non-commercial re-use, distribution, and reproduction in any format as long as the original work is correctly cited and is not changed, transformed, or built upon, those closest to the classroom may have a greater influence on instruction (Remillard, & Heck, 2014). For this, it establishes a distinction among the curriculum method's operational

and official domains, which aim to compile studies on the effect of curriculum policy and teachers' use of the curriculum, classroom activities, and the learning process of students (Westbrook et al., 2013). Curriculum design places a strong emphasis on the decision-making process that teachers use to evaluate and choose resources, exercises, and teaching strategies that are in line with diagnostic findings and learning objectives, so category includes details regarding the kind and manner of remediation-focused lessons as well as how diagnostic findings relate to instruction (Fan et al., 2021).

Theoretical Framework

Gloria Ladson-Billings' Culturally Relevant Pedagogy (CRP) the theory is an approach for making teaching more accessible and effective by incorporating students' cultural backgrounds into the process of learning (Ladson-Billings, 1995). CRP was developed in the mid-1990s and is based on three fundamental tenets: academic achievement, cultural awareness, and societal responsibility. These principles seek ensuring that students not only perform academically, but also keep their cultural integrity and develop a critical understanding of the social concerns affecting their lives and communities.

Gloria Ladson-Billings' Culturally Relevant Pedagogy (CRP) theory can be employed to investigate the usage of local curricula, particularly in the context of balancing cultural connection and academic coherence (Ladson-Billings, 1995). Regarding this, multiculturalism accepts many knowledge systems and believes that every culture has knowledge and opinions about the universe as a whole (Gondwe, & Longnecker, 2015). Incorporating cultural information in the local curriculum make benefits for all students, especially in classes with various cultural backgrounds and a connection between cultural and scientific knowledge. Student motivation is recognized as an intermediary factor in academic attainment across any level of ability and cultural backgrounds. This pertains to the method used to support students with diverse learning styles, strengths, and needs (Yuen,2022). Therefore, language acquisition is crucial for immigrant and minority students to enhance academic performance and encourage social inclusion. It focuses on spiritual well-being and how cultural incorporation and connection make an effect in giving some purpose to life and developing an optimistic outlook, as seen and told by the student (Liu, 2022).

Conceptual Framework of Local Curriculum: Cultural Connection Vs Academic Coherences

At a fundamental level, incorporating a localized curriculum is based on two pillars: incorporating localized content and resources and ensuring academic coherence. Integrating localized content, as well as utilizing local language and resources, is critical for making the curriculum relevant and engaging to students. Students can improve their knowledge and retention by including culturally appropriate information and examples into the curriculum. Using local language and materials helps to make learning more accessible and comprehensible, particularly for young students who are more at ease in their own tongue. This technique not only enriches the educational experience, but it also creates a sense of verification and pride in the students' cultural backgrounds.

Academic coherence can be achieved by connecting learning objectives with standards and maintaining consistency in teaching methods. Establishing that learning objectives are explicit, consistent, and connected with national or provincial education standards ensures that students meet required competencies and standards, resulting in a structured and progressive learning pathway. Consistency in educational procedures, combined with standardized teaching methods and aligned tests, guarantees that all students receive a high-quality education, regardless of classroom or school. This consistency contributes to decreasing gaps in teaching quality and guarantees that students are graded fairly and fully. All of these components work together to form a strong framework for most effective growth and learning at the basic education level, combining cultural relevance with academic rigor.

Making learning more relevant and engaging for students depends critically on curricular integration of localized material, local language, and resources. Teachers can build a learning environment that resonates with students' actual experiences by incorporating cultural traditions, local knowledge, and community resources. Teaching in the native tongue helps students understand concepts better because they can absorb complicated ideas more quickly and participate in debates with greater assurance. This method makes learning more genuine and efficient by fostering a closer bond between students and their communities in addition to protecting cultural heritage.

Localized information is presented in a structured and coherent way when learning objectives and standards are

aligned and instructional techniques are consistent. Students can attain competences recognized both locally and globally when local curriculum are matched with wider educational standards. Regardless of where they are taught, uniform teaching methods assist preserve the curriculum's integrity and guarantee that all students receive a top-notch education. Students who may transfer between schools or areas will benefit from this alignment and consistency as well, as it offers them a solid and ongoing educational experience.

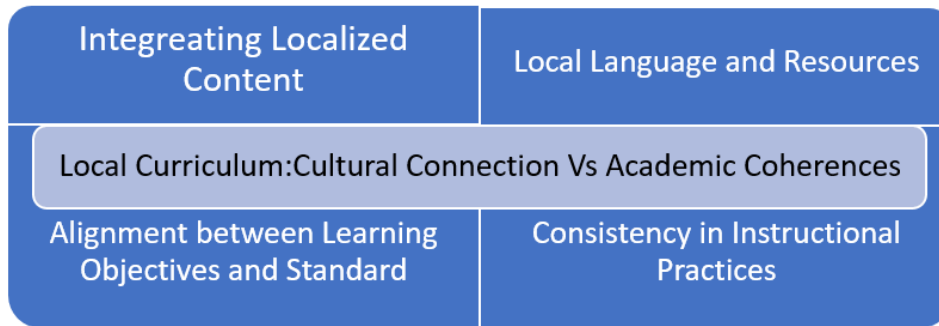


Figure 1. Conceptual Framework of Local Curriculum: Cultural Connection Vs Academic Coherences

Methods

In this study I applied a probability sampling technique for the study to guarantee that every elementary school teacher in the Kathmandu district has an equal opportunity of being chosen. To adequately represent the population, a sample size of 110 teachers were selected. The post-positivist paradigm, on which the research is based, holds that there is single reality and that it may be comprehended by methodical, objective investigation. Surveys employing Likert-type scales, with response possibilities ranging from strongly disagree (1) to strongly agree (5), were utilized to collect the data. Through expert collaboration with professors from Tribhuvan University (TU), the validity of the questionnaires was established, guaranteeing that the questions accurately addressed the goals of the research. When calculating Cronbach's alpha to evaluate the instrument's reliability, a value larger than 0.6 was considered.

In accordance with the value-free design concept, the structured survey questionnaires were created to guarantee objectivity and reduce any potential bias or influence from the researcher. The data was analyzed using statistical procedures, such as a one-sample t-test at 95% confidence interval. The neutral point on the Likert scale, represented by the test value of 3, was chosen so that it would be possible to determine whether or not the teachers' responses considerably strayed from neutrality. This method gave strong statistical insights into the teachers' conceptions of use of local curriculum in their classroom practices while maintaining the research's objectivity and impartiality.

Results and Discussion

For the analysis part I included *Integrating Localized Content*, *local language and resources*, *alignment between learning objectives and consistency in teaching practices* were four dimensions on which 110 teachers were surveyed as part of a study looking at how local culture is incorporated into the basic level curriculum. Examining the relationship between academic coherence and cultural connection in the curriculum, the expert-verified questionnaire sought to assure content validity. The instrument's reliability was considered adequate when Cronbach's alpha was computed to be 0.7. From a comprehensive knowledge of these complex educational goals, the teachers' replies shed light on how well the curriculum matches with academic standards and cultural values. The teachers' average responds were compared to a hypothesized mean (Neutral value=3) that represented the optimal stability between academic coherence and cultural connection using a one-sample t-test. As part of the analysis, Cohen's d was computed to get the effect size, which indicates how practically significant the findings really.

Integrating localized curriculum

In the results of the one-sample t-test, all the items have a test value of 3, which is the point of comparison. The significance values (p-values) indicate how likely the observed differences are due to chance. A p-value less than 0.05 is typically considered statistically significant. For example, "Integrating local curriculum enhances students' engagement and interest in learning" has a t-value of 3.722 and a p-value of .000, showing a highly significant difference from the test value of 3. The mean difference (MD) of 0.473 also shows that on average,

the responses are higher than the test value, suggesting a positive perception of the integration of the local curriculum. This item also has a large effect size (Cohen's $d = .355$) with a 95% confidence interval ranging from .22 to .72, indicating a moderate to large effect and that the result is both statistically and practically significant.

In contrast, "Effective integration of locally specific subjects into the curriculum is achieved" shows a t -value of .766 and a p -value of .446, indicating that the difference is not statistically significant. The mean difference is only 0.091, suggesting that responses are very close to the test value of 3. Cohen's d is also small at .073, with a confidence interval ranging from -.14 to .33, which includes zero, further emphasizing that the effect is not practically significant. This suggests that respondents do not strongly perceive effective integration of local subjects into the curriculum, and the small effect size reflects minimal impact or difference from the test value. Overall, while some items show strong support for the integration of local content into the curriculum, others reflect limited or insignificant effect (Table 1).

Table 1. *Descriptive statistics and one sample t-test of the components in integrating localized content*

One Sample t- Test (Test- Value=3, N=110, df=109)								
	Mean	SD	t	Sig. (2-tailed)	MD	Cohens' d	95% Confidence Interval of the Difference	
							LCI	UCI
Integrating local curriculum enhances students' engagement and interest in learning	3.47	1.332	3.722	.000	.473	0.355	.22	.72
Effective integration of locally specific subjects into the curriculum is achieved.	3.09	1.246	.766	.446	.091	0.073	-.14	.33
The curriculum is flexible enough to allow the integration of localized content.	3.34	1.052	3.354	.001	.336	0.320	.14	.54
The curriculum includes diverse cultural perspectives from the local community.	3.24	1.196	2.073	.041	.236	0.198	.01	.46
Local community are involved in the development of the curriculum.	3.18	1.250	1.525	.130	.182	0.145	-.05	.42
Teachers are well-prepared to integrate localized content into their lessons.	3.33	1.257	2.731	.007	.327	0.26	.09	.56
The curriculum ensures that all local groups and traditions are respectfully represented.	3.27	1.211	2.362	.020	.273	-0.225	.04	.50
The curriculum effectively incorporates content that is relevant to the local community.	3.20	1.233	1.702	.092	.200	0.162	-.03	.43
The integration of localized content is not consistent across different subjects and grade	3.27	1.299	2.203	.030	.273	0.210	.03	.52
Average	3.26	0.41	6.76	.000	0.26	0.64	0.19	0.34

Local Language and Resources

The results of the One Sample t -Tests conducted on various aspects of the curriculum, where the test value was 3 (the neutral point on the Likert scale), reveal statistically significant deviations from the test value

across all items. The t-values range from 1.997 to 8.143, and the corresponding p-values are all less than .05, indicating that the sample mean differs significantly from the test value of 3. This suggests that participants generally perceive the curriculum positively in terms of integrating local language, cultural awareness, resource accessibility, and overall support for student proficiency. The 95% Confidence Intervals of the Mean Differences (MD) are also provided, with all intervals not crossing zero, further confirming the statistical significance of the results.

In terms of effect size, Cohen's d values indicate the magnitude of these differences. The highest effect size is observed in the statement "The curriculum integrates the local language into daily lessons and activities" (Cohen's $d = 0.776$), suggesting a strong effect and indicating that participants feel strongly positive about this aspect of the curriculum. The other items demonstrate medium to small effect sizes, ranging from 0.190 to 0.555, indicating varying degrees of positive perception but still meaningful differences. Overall, the curriculum's integration of local language and cultural elements is perceived positively, with statistically significant deviations from the neutral point and moderate to strong effect sizes, underscoring the importance of these curriculum aspects in fostering an inclusive and supportive educational environment (Table 2).

Table 2. Descriptive statistics and one sample t-test of the components in local language and resources

	One Sample t- Test (Test- Value=3, N=110, df=109)						95% Interval of the Difference	Confidence of the UCI
	Mean	SD	t	Sig. (2- tailed)	MD	Cohens'd		
The curriculum integrates the local language into daily lessons and activities.	3.95	1.23	8.143	.000	.955	0.776	.72	1.19
Learning resources are readily accessible to both teachers and students.	3.43	1.07	4.153	.000	.427	0.396	.22	.63
Students' cultural awareness is increased through the integration of local culture.	3.48	1.23	4.101	.000	.482	0.391	.25	.71
Teachers have focused on delivering a culturally responsive curriculum.	3.36	1.24	3.059	.003	.364	0.292	.13	.60
Teachers feel confident in their ability to blend cultural content with academic content.	3.32	1.24	2.689	.008	.318	0.256	.08	.55
Local curriculum contributes inclusive and respectful school environment.	3.45	1.17	3.994	.000	.445	0.381	.22	.67
Sufficient resources and materials available to support the implementation of a local curriculum.	3.23	1.19	1.997	.048	.227	0.190	.00	.45
The local curriculum supports the development of students' proficiency.	3.65	1.16	5.826	.000	.645	0.555	.43	.87
The curriculum accommodates and respects multiple spoken within the community.	3.64	1.23	5.417	.000	.636	0.517	.40	.87
There are effective local resources in the curriculum and provide feedback.	3.41	1.22	3.513	.001	.409	0.335	.18	.64
Average	3.49	.44	11.65	.00	.49	1.11	.40	.57

Alignment between learning objectives and standards

The results of the One Sample t-Tests for the various curriculum-related statements show mixed levels of statistical significance when comparing the sample mean to the test value of 3 (the neutral point). The item "Local curriculum helps preserve and promote cultural heritage among students" demonstrates a significant positive deviation with a t-value of 4.239 and a p-value of .000. The mean difference (MD) of .555 and a Cohen's d of .355 suggest a moderate effect, indicating that participants generally perceive this aspect of the curriculum as positively contributing to cultural heritage preservation. However, other items, such as "The

curriculum clearly defines learning purposes that align with local standards” ($t = -1.713, p = .090$) and “Local community members and educators are involved in the process of learning” ($t = -1.075, p = .285$), do not show significant deviations from the test value, implying that these elements of the curriculum are perceived as neither particularly effective nor ineffective.

The effect sizes, measured by Cohen’s d , provide further insight into the practical significance of these differences. The strongest effect is observed in the preservation and promotion of cultural heritage (Cohen’s $d = .355$), indicating a moderate effect size. In contrast, the effect sizes for other items are smaller or negligible, with some even showing negative values, reflecting less pronounced or insignificant perceptions of the curriculum’s effectiveness in those areas. Notably, the statement “School administration provides adequate support for teachers’ instruction with learning objectives and local standards” also shows statistical significance ($t = 2.319, p = .022$) with a Cohen’s d of .162, suggesting a small but meaningful positive perception. Overall, while the local curriculum is seen as beneficial in preserving cultural heritage, other aspects such as alignment with local standards and community involvement show limited or no significant positive impact, highlighting areas where the curriculum might require further development (Table 3)

Table 3: *Descriptive statistics and one sample t-test of the components in alignment between learning objectives and standards*

One Sample t- Test (Test- Value=3), N=110, df=109								
	Mean	SD	t	Sig. (2-tailed)	MD	Cohens’d	95% Confidence Interval of the Difference	
							LCI	UCI
Local curriculum helps preserve and promote cultural heritage among students	3.55	1.372	4.239	.000	.555	0.355	.30	.81
The curriculum clearly defines learning purposes that align with local standards.	2.81	1.169	-1.713	.090	-.191	0.073	-.41	.03
The learning objectives are relevant to the needs and expectations of the local community.	3.02	1.299	.147	.884	.018	0.320	-.23	.26
Local community members and educators are involved in the process of learning	2.86	1.330	-1.075	.285	-.136	0.198	-.39	.12
The curriculum encourages continuous improvement to better align learning objectives with evolving local standards	3.08	1.300	.660	.511	.082	0.145	-.16	.33
Resources are provided in the curriculum to support the achievement of students.	3.19	1.238	1.618	.109	.191	0.26	-.04	.42
Students are more likely to achieve with local standards to compare national standard.	3.13	1.242	1.075	.285	.127	-0.225	-.11	.36
School administration provides adequate support for teachers’ instruction with learning objectives and local standards.	3.27	1.233	2.319	.022	.273	0.162	.04	.51
Average	3.11	.65	1.83	.070	.114	0.64	-.01	.23

Consistency in teaching practices

The results of the One Sample t-Tests comparing various aspects of a localized curriculum to a neutral test

value of 3 reveal significant positive perceptions in several areas. Notably, the statement “Teachers consistently use instructional methods over local curriculum principles” shows a highly significant result with a t-value of 6.697 and a p-value of .000, accompanied by a mean difference (MD) of .809 and a substantial Cohen’s d of .639. This indicates a strong effect, suggesting that teachers are perceived as effectively integrating local curriculum principles into their instructional methods. Other aspects such as “The local curriculum connects with national academic values and balances” ($t = 3.173$, $p = .002$, Cohen’s $d = .303$) and “Teachers are adequately trained to incorporate cultural content into their lessons” ($t = 2.765$, $p = .007$, Cohen’s $d = .264$) also show statistically significant positive deviations, with moderate effect sizes, reflecting positive perceptions in aligning the curriculum with broader academic standards and in teacher training for culturally relevant education.

Conversely, some items do not reach statistical significance, indicating neutral or mixed perceptions. For instance, “The integration of local culture into the curriculum does not diminish from achieving high academic standards” ($t = 1.209$, $p = .229$, Cohen’s $d = .115$) and “The curriculum is applied reliably across different classrooms and grade levels” ($t = .133$, $p = .894$, Cohen’s $d = .013$) show negligible effect sizes, suggesting these aspects of the curriculum may not be strongly perceived as either positive or negative. The average t-value across all items is 7.59, with a significant p-value of .000, and the mean effect size (Cohen’s d) is .443, indicating a generally positive perception of the curriculum’s effectiveness in integrating local cultural content with national academic standards. However, the variation in individual item results points to areas where further improvement or support may be necessary to ensure consistent and effective application across all dimensions of the localized curriculum (Table 4).

Table 4: Descriptive statistics and one sample t-test of the components in consistency in teaching practices

One Sample t- Test (Test- Value=3), N=110, df=109									
	Mean	SD	t	Sig. (2-tailed)	MD	Cohens'd	95% Confidence Interval of the Difference	LCI	UCI
Teachers consistently use instructional methods over local curriculum principles.	3.81	1.267	6.697	.000	.809	0.639		.57	1.05
The integration of local culture into the curriculum does not diminish from achieving high academic standards.	3.15	1.262	1.209	.229	.145	0.115		-.09	.38
The local curriculum connects with national academic values and balances.	3.36	1.202	3.173	.002	.364	0.303		.14	.59
Local cultural content with required academic standards is a significant challenge in curriculum.	3.06	1.329	.502	.617	.064	0.048		-.19	.31
Teachers are adequately trained to incorporate cultural content into their lessons.	3.35	1.345	2.765	.007	.355	0.264		.10	.61
Culturally relevant curriculum helps students connect nationally more meaningfully.	3.39	1.342	3.056	.003	.391	0.291		.14	.64
Involving the community in developing curriculum enhances the standard of teaching.	3.35	1.324	2.808	.006	.355	0.268		.10	.60
A localized curriculum's learning objectives are suitably captured by standardized assessments.	3.47	1.269	3.908	.000	.473	0.373		.23	.71
The curriculum is applied reliably across different classrooms and grade levels.	3.02	1.433	.133	.894	.018	0.013		-.25	.29
Teachers regularly collaborate to ensure uniformity in instructional practices.	3.24	1.256	1.974	.051	.236	0.188		.00	.47
Average	3.32	.443	7.59	.00	.32	0.72		.23	.40

Discussion

The local curriculum work is enjoyed a lot of area for the teachers to define the objectives, subject matter, and instructional strategies that would be included in the subject curriculum, even though it was framed by national guidelines for an outcome-based plan with assessment criteria in conjunction with its various content items (Caniglia et al., 2018). The curriculum is a valuable instrument for acquiring and conserving a country's cultural accomplishments (Suprpto et al., Subcultures are distinguished from other cultures by their own spiritual, linguistic in nature and cultural practices as well as their distinct living spaces. According to Muchenje, F., and Heeralal (2021), schools have a vital and effective role in promoting community culture. In this regard, the social studies curriculum plays a particularly essential role. Cultural variations have a significant impact on instructional endeavors. Individual communities have different norms, beliefs, and expectations, which are reflected in the design of national and local curricula. These differences are tied to and aligned with global knowledge. The method of instruction and learning in each culture varies depending on the views and ideas of its primary actors because cultural trends and values have an important effect on how learners learn and how teachers feel about educational activities. The primary goal of the study was to examine teachers' phenomenology's regarding the nature, effects, difficulties, and solutions associated with localizing curricula, with a focus on their effect to the academic coherence.

Local curriculum refers to the physical, emotional, social, and cultural elements that support teaching and learning in a multinational collaborative teaching-learning context (Pietarinen et al., 2017). It makes the case that experiences and participation in local contexts should be combined with digital technology in a global teaching-learning environment. The concept of global recognizes the connections between local and global realities in the modern world, as well as the worldwide interconnectedness of historically and culturally particular knowledge. The findings suggested that the curriculum might prefer one dimension over the other because there was a statistically significant difference in the teachers' judgments with a medium impact size.

These results highlight the necessity of continuously modifying the curriculum to better incorporate cultural components while upholding academic rigor. It has been demonstrated that incorporating localized language, content, and resources into the curriculum greatly improves student learning by making it more applicable to their everyday lives and cultural situations. According to studies, students are more likely to be inspired to study and feel connected to the topic when they interact with materials that reflect their cultural background (Ball, 2010). This is further supported by using the local language as the medium of instruction, which promotes improved understanding and engaged learning in the classroom (Pinnock, 2009). Additionally, the curriculum is enhanced by the use of neighborhood resources and local expertise, which gives students real-world applications and illustrations of the principles they study in class (Gay, 2018). This strategy not only closes the deficit but also protects and advances cultural heritage.

The fair delivery of educational outcomes by the localized curriculum is contingent upon the alignment of learning objectives and standards, as well as the maintenance of instructional methods. Schmidt and Prawat (2006) highlight the significance of ensuring that local curricula are in line with national or regional standards in order to guarantee that students acquire competences that are acknowledged in a variety of educational settings. This alignment guarantees that all students, regardless of geography, have access to a uniform quality of education, which further promotes educational equity. According to Gladthorn, et al., (2018), sustaining the integrity of the curriculum and giving children a stable learning environment depend on consistent teaching techniques across many schools and classrooms. When moving between schools or areas, kids could have difficulties if there isn't enough coherence and uniformity, which could impede their academic advancement.

Conclusion

There are several benefits to the creation and implementation of a local curriculum at basic level. One way to help students feel relevant and like themselves is to incorporate aspects of the local culture into the curriculum. It encourages cultural continuity by assisting students in seeing how their own customs, dialects, and beliefs are represented in the classroom, which can boost motivation and engagement. However, the difficulty is in making sure that the academic coherence is not jeopardized by this cultural connection. A curriculum should also be in line with more general educational norms, giving students the tools they require to succeed in an increasingly globalized society. A curriculum that is methodically structured and has a discernible learning progression in line with national or international educational standards is known as academic coherence.

A willingness to adapt, constant communication with stakeholders, and careful planning are necessary to strike a balance between academic coherence and cultural resonance. Teachers need to be prepared to convey academic rigor while presenting material that is relevant to their culture. Furthermore, it is imperative to establish continuous evaluation and feedback systems to supervise the efficacy of the curriculum in accomplishing cultural and academic objectives. Ultimately, by development a sense of cultural identity and equipping students with the skills necessary to function in a wider academic and social environment, a well-Prepared local curriculum may empower students. The secret is to see academic coherence and cultural connection as complimentary components that, when skillfully combined, may raise the standard of education as a whole rather than as opposing forces.

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