

## Effectiveness of Curriculum Mapping in Improving Teaching Practices in Social Studies at Secondary Level

<sup>1</sup>Dr. Um E Rubab

<sup>2</sup>Asia Bano

<sup>3</sup>Raja Nabeel Razaqat

<sup>1</sup>Assistant Professor, Department of Education, Alhamd Islamic University (AIU), Islamabad

<sup>2</sup>M.Phil Scholar, Department of Education, Alhamd Islamic University (AIU), Islamabad

<sup>3</sup>M.Phil Scholar, Department of Education, Alhamd Islamic University (AIU), Islamabad

[dr.umerubab@aiu.edu.pk](mailto:dr.umerubab@aiu.edu.pk), [aasiya439@gamil.com](mailto:aasiya439@gamil.com), [nabeelraja754@gmail.com](mailto:nabeelraja754@gmail.com)

### Abstract

This study investigates the effectiveness of curriculum mapping in improving teaching practices in social studies at the secondary level. The research focuses on examining how structured alignment of curriculum components enhances instructional quality and student learning outcomes. The objectives of the study were to examine the effectiveness of curriculum mapping in improving teaching practices, to analyze its role in aligning instructional strategies with learning objectives, and to investigate its impact on assessment practices and student learning outcomes. A quantitative research design based on a descriptive survey method was employed to collect data from respondents. The population comprised approximately 220 public secondary schools and 660 social studies teachers in District Rawalpindi. A sample of 120 teachers was selected through stratified random sampling to ensure representation from different schools. The research tool used for data collection was a structured questionnaire based on a five-point Likert scale, designed to measure teachers' perceptions regarding curriculum mapping and teaching practices. The validity of the instrument was ensured through expert review, while reliability was established through a pilot study with a Cronbach's alpha coefficient of 0.87, indicating high internal consistency. Data were analyzed using descriptive and inferential statistical techniques, including mean scores, standard deviation, and correlation analysis. The findings related to the first objective revealed that curriculum mapping significantly improves teaching practices by enhancing lesson planning, instructional clarity, and classroom delivery; therefore, it is recommended that teachers be provided with professional training in curriculum mapping to strengthen their instructional competencies. The study holds significance as it provides empirical evidence on the role of curriculum mapping in improving teaching quality, aligning curriculum components, and enhancing student learning outcomes, thereby offering valuable insights for educators, curriculum developers, and policymakers.

**Keywords:** Curriculum mapping, teaching practices, social studies education, instructional alignment, secondary level, assessment practices, student learning outcomes

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Corresponding Authors\*

## Introduction

Curriculum mapping has emerged as a systematic and strategic approach in educational planning, particularly in improving instructional coherence and effectiveness in secondary education. In the context of social studies, which integrates diverse disciplines such as history, geography, and civics, curriculum mapping plays a crucial role in aligning intended learning outcomes with teaching practices and assessment strategies. Contemporary educational reforms emphasize standards-based instruction, accountability, and measurable student outcomes, thereby necessitating structured tools such as curriculum mapping to ensure coherence across instructional processes. Research indicates that curriculum mapping provides a comprehensive overview of what is taught, how it is taught, and how learning is assessed, thereby enabling educators to identify gaps, redundancies, and misalignments within the curriculum (Okojie et al., 2022; Arafeh, 2015; Denton & Sink, 2015).

The effectiveness of curriculum mapping is closely linked with its ability to enhance instructional planning and pedagogical practices. In social studies education, teachers often face challenges in integrating content knowledge with critical thinking skills, values, and civic competencies. Curriculum mapping addresses these challenges by providing a structured framework that connects learning objectives, instructional strategies, and assessment methods. According to Okojie et al. (2022), curriculum mapping establishes explicit links between course content and student learning outcomes, thereby ensuring that instructional practices are purposeful and aligned with educational goals. Similarly, Arafeh (2015) highlights that systematic mapping processes support curriculum development by ensuring consistency in content delivery and assessment practices (Shaheen et al., 2022). Furthermore, Denton and Sink (2015) argue that alignment through curriculum mapping is essential in maintaining the significance of social studies as a core subject in an era of standards-based reforms (Waheed et al., 2025).

In secondary education, the need for effective teaching practices is particularly critical, as this level serves as a foundation for higher education and civic participation. Social studies education aims not only to impart knowledge but also to develop analytical, reflective, and participatory skills among students. However, research has shown that teaching practices in social studies often lack coherence and alignment with curricular objectives. For instance, Dack et al. (2016) found that many instructional strategies in social studies classrooms are implemented without clear alignment to learning objectives, resulting in limited effectiveness. Similarly, McCulley and Osman (2015) emphasize that instructional interventions, when properly aligned with curriculum goals, significantly improve students' learning outcomes. These findings underscore the importance of structured curriculum planning tools such as curriculum mapping in enhancing teaching effectiveness (Sarfaraz et al., 2025).

Curriculum mapping contributes to improving teaching practices by promoting reflective teaching and collaborative planning among educators. It enables teachers to systematically analyze their instructional approaches and make informed decisions regarding content delivery and assessment. The process of mapping encourages teachers to critically evaluate whether their teaching practices align with intended learning outcomes and to adjust their strategies accordingly. As highlighted by Okojie et al. (2022), curriculum mapping increases educators' awareness of curriculum content and its implementation, thereby fostering more intentional and effective teaching practices (Noreen et al., 2025). Additionally, studies on social studies pedagogy emphasize the importance of reflective practice in improving instructional quality, suggesting that structured tools such as

curriculum mapping can support this process (Brant et al., 2016; Okojie et al., 2022; Pryor et al., 2016).

Another significant aspect of curriculum mapping is its role in identifying gaps and redundancies within the curriculum. Misalignment between intended and enacted curriculum can lead to ineffective teaching practices and poor student outcomes. Curriculum mapping provides a mechanism for identifying such discrepancies and ensuring that all essential content and skills are adequately covered. According to Okojie et al. (2022), curriculum mapping helps in detecting redundancies and omissions, thereby improving curriculum coherence and effectiveness. Arafeh (2015) further notes that mapping tools facilitate the systematic review of curriculum content, enabling educators to ensure that learning experiences are logically sequenced and aligned with program objectives. Denton and Sink (2015) also emphasize that curriculum alignment is crucial in maintaining the integrity and relevance of social studies education (Nazir et al., 2025).

The integration of curriculum mapping in social studies education also supports the development of higher-order thinking skills among students. Social studies, by its nature, requires students to analyze complex social, political, and historical issues. Effective teaching practices in this subject area must therefore go beyond rote memorization and promote critical thinking, inquiry, and problem-solving skills. Research suggests that aligned instructional practices, supported by curriculum mapping, enhance students' ability to engage in meaningful learning experiences. For example, McCulley and Osman (2015) found that instructional strategies aligned with curriculum goals significantly improve students' comprehension and content learning (Nasir & Mahnaz, 2026). Similarly, studies on experiential learning in social studies indicate that the effectiveness of such strategies depends on their alignment with instructional objectives (Dack et al., 2016).

Moreover, curriculum mapping facilitates collaboration among educators, which is essential for improving teaching practices. In secondary schools, teachers often work in isolation, leading to inconsistencies in instructional approaches and student learning experiences. Curriculum mapping encourages collaborative planning and sharing of best practices, thereby promoting consistency and coherence across classrooms. Okojie et al. (2022) highlight that curriculum mapping enhances communication among educators and supports coordinated efforts in curriculum implementation. Similarly, Pryor et al. (2016) emphasize the role of teacher beliefs and collaborative practices in shaping instructional decisions, suggesting that structured frameworks such as curriculum mapping can support collaborative teaching practices (Mehrukh et al., 2022).

In addition to improving teaching practices, curriculum mapping also contributes to effective assessment practices. Assessment is a critical component of the teaching-learning process, as it provides feedback on student learning and informs instructional decisions. Curriculum mapping ensures that assessment methods are aligned with learning objectives and instructional strategies, thereby enhancing the validity and reliability of assessments. Arafeh (2015) notes that curriculum mapping integrates assessment tools into the curriculum framework, ensuring that evaluation processes accurately reflect student learning outcomes. Furthermore, Okojie et al. (2022) argue that aligned assessment practices support accountability and continuous improvement in education (Mehmood et al., 2022).

Despite its numerous benefits, the implementation of curriculum mapping in social studies education is not without challenges. Teachers may face difficulties in understanding and applying mapping techniques, particularly in contexts where professional development opportunities are limited. Additionally, resistance to change and lack of institutional support

can hinder the effective implementation of curriculum mapping. Research indicates that successful implementation requires adequate training, administrative support, and a collaborative school culture. Brant et al. (2016) emphasize that differences in instructional systems and curricular structures can influence the effectiveness of educational innovations, including curriculum mapping. Similarly, Pryor et al. (2016) highlight the role of teacher beliefs and attitudes in the adoption of new instructional practices (Mahnaz et al., 2021).

In the Pakistani context, particularly at the secondary level, the need for effective curriculum implementation in social studies is increasingly recognized. Educational reforms have emphasized the importance of student-centered learning, critical thinking, and competency-based education. However, challenges such as outdated teaching practices, lack of alignment between curriculum and assessment, and limited professional development opportunities continue to affect the quality of education. Curriculum mapping offers a viable solution to these challenges by providing a structured approach to curriculum planning and implementation. By aligning teaching practices with curriculum objectives and assessment methods, curriculum mapping can significantly improve the effectiveness of social studies education at the secondary level (Mahnaz et al., 2022).

In conclusion, curriculum mapping is a powerful tool for improving teaching practices in social studies education at the secondary level. It enhances instructional planning, promotes alignment between curriculum components, supports reflective teaching, and facilitates collaboration among educators. Furthermore, it contributes to the development of higher-order thinking skills and effective assessment practices, thereby improving student learning outcomes. However, its successful implementation requires adequate training, support, and a collaborative school culture. Given the importance of social studies in developing informed and responsible citizens, the effective use of curriculum mapping can play a crucial role in enhancing the quality of education and achieving educational objectives in secondary schools.

### **Objectives of the Study**

1. To examine the effectiveness of curriculum mapping in improving teaching practices in social studies at the secondary level.
2. To analyze the relationship between curriculum mapping and alignment of instructional strategies with learning objectives.
3. To investigate the impact of curriculum mapping on assessment practices and student learning outcomes in social studies.

### **Hypotheses of the Study**

- H<sub>01</sub>: Curriculum mapping has no significant effect on improving teaching practices in social studies at the secondary level.
- H<sub>11</sub>: Curriculum mapping has a significant effect on improving teaching practices in social studies at the secondary level.
- H<sub>02</sub>: There is no significant relationship between curriculum mapping and alignment of instructional strategies with learning objectives.
- H<sub>12</sub>: There is a significant relationship between curriculum mapping and alignment of instructional strategies with learning objectives.
- H<sub>03</sub>: Curriculum mapping has no significant impact on assessment practices and student learning outcomes in social studies.
- H<sub>13</sub>: Curriculum mapping has a significant impact on assessment practices and student learning outcomes in social studies.

## Statement of the Problem

Despite the increasing emphasis on quality education and effective teaching practices, social studies instruction at the secondary level often suffers from a lack of coherence and alignment between curriculum objectives, teaching strategies, and assessment methods. Teachers frequently implement instructional practices without a clear connection to intended learning outcomes, resulting in ineffective teaching and limited student achievement. Curriculum mapping has been identified as a potential solution to these challenges; however, its effectiveness in improving teaching practices in social studies at the secondary level remains underexplored. Therefore, this study aims to investigate the effectiveness of curriculum mapping in enhancing teaching practices, aligning instructional strategies with learning objectives, and improving assessment practices and student outcomes in social studies education.

## Significance of the Study

This study holds significant importance for multiple stakeholders in the field of education. For teachers, it provides insights into effective instructional practices and the role of curriculum mapping in enhancing teaching quality. For curriculum developers, the study offers evidence-based recommendations for designing coherent and aligned curricula. For educational administrators, it highlights the importance of supporting curriculum mapping initiatives and professional development programs. Additionally, the study contributes to the existing body of knowledge by providing empirical evidence on the effectiveness of curriculum mapping in social studies education. Ultimately, the findings of this study can inform educational policies and practices aimed at improving the quality of secondary education and promoting meaningful learning experiences for students.

## Literature Review

### Conceptual Framework of Curriculum Mapping

Curriculum mapping is conceptualized as a systematic process that aligns curriculum components, including content, instructional strategies, and assessment methods, with intended learning outcomes (Abbasi et al., 2025). It serves as a visual and analytical tool that allows educators to examine what is taught, how it is taught, and how learning is assessed across different grade levels and subjects. The framework of curriculum mapping emphasizes coherence, alignment, and continuity in instructional practices, ensuring that educational objectives are effectively translated into classroom practices (Okojie et al., 2022; Channa et al., 2026; Lam & Tsui, 2016).

The conceptual understanding of curriculum mapping is grounded in theories of constructive alignment and outcome-based education. Constructive alignment ensures that teaching strategies and assessment methods are directly linked to learning objectives, thereby enhancing instructional effectiveness. In this context, curriculum mapping acts as a bridge between intended curriculum and enacted curriculum, enabling educators to identify discrepancies and ensure consistency in instructional delivery (Okojie et al., 2022; Conoyer et al., 2020; Dinç et al., 2024).

Furthermore, curriculum mapping supports reflective teaching practices by encouraging educators to analyze and revise their instructional approaches (Mahnaz et al., 2025). It provides a structured mechanism for continuous curriculum evaluation and improvement, which is essential in dynamic educational environments (Batoool et al., 2025). Studies highlight that mapping processes promote collaboration among educators and foster a shared understanding of curriculum goals, thereby enhancing teaching quality (Okojie et al., 2022; Colis & Reyes, 2024; Channa et al., 2026).

## Curriculum Mapping and Teaching Practices

The relationship between curriculum mapping and teaching practices has been extensively examined in recent educational research. Curriculum mapping enhances teaching practices by providing a clear structure for lesson planning and instructional delivery (Bibi et al., 2023). It ensures that teachers align their instructional strategies with predefined learning objectives, thereby improving the effectiveness of classroom instruction (Okojie et al., 2022; Channa et al., 2026; Conoyer et al., 2020).

Research indicates that teachers who utilize curriculum mapping are better able to organize content systematically and adopt pedagogical approaches that promote active learning. In social studies education, where interdisciplinary knowledge and critical thinking are essential, curriculum mapping facilitates the integration of diverse content areas and instructional strategies. This integration enhances students' engagement and understanding of complex concepts (Colis & Reyes, 2024; Dinç et al., 2024; Okojie et al., 2022).

Moreover, curriculum mapping contributes to professional development by encouraging teachers to reflect on their teaching practices and collaborate with colleagues. Collaborative curriculum mapping allows educators to share best practices, identify instructional gaps, and develop innovative teaching strategies. Such collaborative efforts lead to improved instructional quality and consistency across classrooms (Okojie et al., 2022; Lam & Tsui, 2016; Channa et al., 2026).

## Alignment of Curriculum, Instruction, and Assessment

Alignment is a central principle of curriculum mapping, ensuring that curriculum content, instructional strategies, and assessment methods are coherently linked. Effective alignment enhances the validity of teaching practices and ensures that students achieve intended learning outcomes (Ibrahim et al., 2025). Curriculum mapping provides a systematic approach to achieving this alignment by clearly outlining the relationships among different curriculum components (Okojie et al., 2022; Conoyer et al., 2020; Channa et al., 2026).

Empirical studies demonstrate that misalignment between curriculum objectives and instructional practices can lead to ineffective teaching and poor student performance. Curriculum mapping addresses this issue by enabling educators to identify gaps and redundancies in the curriculum. This process ensures that all essential content is covered and that instructional practices are aligned with learning objectives (Okojie et al., 2022; Dinç et al., 2024; Lam & Tsui, 2016).

In addition, curriculum mapping enhances assessment practices by ensuring that evaluation methods accurately reflect learning objectives. Aligned assessments provide meaningful feedback to both teachers and students, facilitating continuous improvement in teaching and learning processes. Research suggests that curriculum-based measurement tools, when aligned with curriculum objectives, yield more reliable and valid assessment outcomes (Conoyer et al., 2020; Okojie et al., 2022; Channa et al., 2026).

## Curriculum Mapping in Social Studies Education

Social studies education presents unique challenges due to its interdisciplinary nature and emphasis on critical thinking, civic engagement, and values education. Curriculum mapping plays a vital role in addressing these challenges by providing a structured framework for integrating diverse content areas and instructional approaches. It ensures that social studies curricula are coherent, comprehensive, and aligned with educational objectives (Okojie et al., 2022; Dinç et al., 2024; Colis & Reyes, 2024).

Recent studies highlight the importance of curriculum mapping in enhancing the quality of social studies education. For instance, research on curriculum revisions in social studies

emphasizes the need for alignment between learning outcomes and instructional content to ensure effective teaching practices. Curriculum mapping facilitates this alignment by providing a systematic approach to curriculum design and implementation (Dinç et al., 2024; Okojie et al., 2022; Channa et al., 2026).

Furthermore, curriculum mapping supports the integration of contemporary themes, such as digital citizenship, into social studies education (Kiran et al., 2025). This integration enhances the relevance of the curriculum and prepares students for active participation in modern society. Collaborative curriculum mapping processes involving teachers, students, and administrators have been shown to improve curriculum design and implementation in social studies (Colis & Reyes, 2024; Okojie et al., 2022; Lam & Tsui, 2016).

### **Impact of Curriculum Mapping on Student Learning Outcomes**

The ultimate goal of curriculum mapping is to improve student learning outcomes by ensuring effective teaching practices and curriculum alignment. Research indicates that curriculum mapping positively influences student achievement by providing a coherent and structured learning experience (Mahnaz, 2024). When instructional practices are aligned with learning objectives, students are more likely to achieve desired outcomes (Okojie et al., 2022; Conoyer et al., 2020; Channa et al., 2026).

Studies also suggest that curriculum mapping enhances students' higher-order thinking skills by promoting meaningful learning experiences. In social studies education, aligned instructional strategies encourage critical thinking, problem-solving, and analytical skills. These skills are essential for understanding complex social issues and participating effectively in civic life (Dinç et al., 2024; Colis & Reyes, 2024; Okojie et al., 2022).

Moreover, curriculum mapping contributes to equity in education by ensuring that all students receive consistent and high-quality instruction. By standardizing curriculum content and instructional practices, curriculum mapping reduces disparities in educational experiences and promotes equal learning opportunities for all students (Okojie et al., 2022; Lam & Tsui, 2016; Channa et al., 2026).

### **Challenges in Implementing Curriculum Mapping**

Despite its numerous benefits, the implementation of curriculum mapping presents several challenges. One of the primary challenges is the lack of professional development and training for teachers. Effective curriculum mapping requires a thorough understanding of mapping processes and tools, which may not be readily available in all educational contexts (Okojie et al., 2022; Channa et al., 2026; Colis & Reyes, 2024).

Another challenge is resistance to change among educators. Teachers may be reluctant to adopt new instructional practices, particularly if they perceive curriculum mapping as time-consuming or complex (Mahnaz et al., 2025). Research indicates that successful implementation of curriculum mapping requires strong institutional support and a collaborative school culture (Lam & Tsui, 2016; Okojie et al., 2022; Dinç et al., 2024).

Additionally, resource constraints, such as limited access to technology and instructional materials, can hinder the implementation of curriculum mapping. In many educational settings, particularly in developing countries, these constraints pose significant challenges to effective curriculum planning and implementation (Channa et al., 2026; Okojie et al., 2022; Conoyer et al., 2020).

### **Strategies for Effective Implementation of Curriculum Mapping**

To maximize the benefits of curriculum mapping, several strategies have been proposed in the literature. Professional development programs are essential for equipping teachers with the knowledge and skills required for effective curriculum mapping. Training workshops and

collaborative learning opportunities can enhance teachers' understanding of mapping processes and promote their effective implementation (Okojie et al., 2022; Colis & Reyes, 2024; Channa et al., 2026).

Institutional support is another critical factor in the successful implementation of curriculum mapping. School administrators play a key role in providing resources, facilitating collaboration, and promoting a culture of continuous improvement. Research suggests that supportive leadership and collaborative environments significantly enhance the effectiveness of curriculum mapping initiatives (Lam & Tsui, 2016; Okojie et al., 2022; Dinç et al., 2024).

Furthermore, the use of technology can facilitate curriculum mapping by providing digital tools for curriculum design, analysis, and evaluation (Mahnaz & Kiran, 2024). Digital mapping tools enable educators to create dynamic and interactive curriculum maps, जिससे curriculum planning and implementation become more efficient and effective (Colis & Reyes, 2024; Okojie et al., 2022; Conoyer et al., 2020).

## Conclusion of Literature Review

The literature review indicates that curriculum mapping is a powerful tool for improving teaching practices and enhancing student learning outcomes in social studies education at the secondary level. It promotes alignment among curriculum components, supports reflective teaching practices, and facilitates collaboration among educators. Despite challenges in implementation, effective strategies such as professional development, institutional support, and technological integration can enhance the success of curriculum mapping initiatives (Mahnaz & Kiran, 2024). Overall, the evidence suggests that curriculum mapping plays a critical role in improving the quality of education and achieving educational objectives.

## Research Methodology

### Research Design

The present study adopted a quantitative research design to examine the effectiveness of curriculum mapping in improving teaching practices in social studies at the secondary level. A descriptive survey approach was considered appropriate, as it allows the collection of standardized data from a large number of respondents within a limited time frame. The design enabled the researcher to analyze relationships between variables such as curriculum mapping, instructional practices, and assessment alignment. Furthermore, the cross-sectional nature of the study facilitated the collection of data at a single point in time, ensuring consistency in responses. The quantitative design also supported statistical analysis, thereby enhancing the objectivity and generalizability of the findings.

### Research Philosophy

The study was grounded in the positivist research philosophy, which emphasizes objectivity, measurement, and empirical verification of phenomena. This philosophy is suitable for studies that aim to test hypotheses and establish relationships among variables through statistical methods. The positivist approach assumes that reality is measurable and can be understood through observable data, making it appropriate for examining the effectiveness of curriculum mapping. The use of structured questionnaires and statistical analysis aligns with this philosophical stance. Additionally, the philosophy ensured that the research remained unbiased and focused on quantifiable evidence rather than subjective interpretations.

### Population

The population of the study comprised all public secondary schools and social studies teachers working in District Rawalpindi. According to available educational statistics, there

are approximately 220 public secondary schools in the district. The total number of social studies teachers working at the secondary level in these institutions is estimated to be around 660. This population was selected due to its relevance to the research topic and accessibility for data collection. The inclusion of all public secondary schools ensured that the study covered diverse educational settings within the district. The population provided a comprehensive base for drawing a representative sample for the study.

### **Sample and Sampling Technique**

A sample of 120 social studies teachers was selected from the total population of 660 teachers. The study employed a stratified random sampling technique to ensure representation from different schools across the district. Schools were first categorized based on geographical location, and then teachers were randomly selected from each stratum. This technique enhanced the representativeness and reliability of the sample. The sample size was considered adequate for statistical analysis and hypothesis testing. Furthermore, the use of randomization minimized sampling bias and increased the generalizability of the findings.

### **Research Tool**

The primary research tool used in this study was a structured questionnaire developed by the researcher. The questionnaire consisted of two sections: demographic information and items related to curriculum mapping and teaching practices. A five-point Likert scale was used to measure respondents' perceptions, ranging from strongly agree to strongly disagree. The tool was designed to assess key variables such as alignment of curriculum, instructional strategies, and assessment practices. The items were developed based on an extensive review of relevant literature. The questionnaire was simple, clear, and easy to understand, ensuring accurate responses from participants.

### **Validity and Reliability of Research Tool**

To ensure validity, the questionnaire was reviewed by experts in the field of education and curriculum studies. Their feedback was incorporated to improve the clarity, relevance, and comprehensiveness of the items. Content validity was established by aligning the questionnaire items with the research objectives. A pilot study was conducted on a small sample of 20 teachers to test the instrument. Reliability was determined using Cronbach's alpha, which yielded a coefficient of 0.87, indicating a high level of internal consistency. These measures ensured that the research tool was both valid and reliable for data collection.

### **Data Collection Procedure**

Data were collected through direct visits to selected schools in District Rawalpindi. The researcher obtained permission from school authorities before administering the questionnaires. Participants were informed about the purpose of the study and were requested to provide honest responses. The questionnaires were distributed and collected personally to ensure a high response rate. Adequate time was given to respondents to complete the questionnaire. The collected data were carefully checked for completeness and accuracy before proceeding to analysis.

### **Ethical Consideration**

Ethical principles were strictly followed throughout the research process. Informed consent was obtained from all participants before data collection. Participants were assured that their responses would remain confidential and used solely for research purposes. No personal identifiers were included in the data analysis or reporting. The study ensured voluntary participation, allowing respondents to withdraw at any stage without any consequences. Additionally, the research adhered to academic integrity and avoided any form of data manipulation or misrepresentation.



**Data Analysis Technique**

The collected data were analyzed using statistical techniques with the help of software such as SPSS. Descriptive statistics, including mean, standard deviation, and frequency distribution, were used to summarize the data. Inferential statistics, such as t-tests and correlation analysis, were applied to test the hypotheses. The analysis aimed to determine the effectiveness of curriculum mapping in improving teaching practices. Results were presented in the form of tables and interpreted systematically. This approach ensured accuracy and clarity in the presentation of findings.

**Table 1: Distribution of Respondents by Gender**

Gender	Frequency	Percentage
Male	70	58.3%
Female	50	41.7%
Total	120	100%

The table indicates that the majority of respondents were male teachers, comprising 58.3% of the sample, while female teachers represented 41.7%. This distribution reflects a slightly higher representation of male teachers in secondary schools of District Rawalpindi. The inclusion of both genders ensured diversity in responses and perspectives regarding curriculum mapping. The variation in gender participation provided a balanced view of teaching practices. Overall, the table demonstrates an adequate representation of both male and female teachers in the study.

**Table 2: Distribution of Respondents by Teaching Experience**

Experience (Years)	Frequency	Percentage
1-5 Years	25	20.8%
6-10 Years	35	29.2%
11-15 Years	30	25.0%
16+ Years	30	25.0%
Total	120	100%

The table shows that respondents had varied teaching experience, with the highest proportion (29.2%) having 6-10 years of experience. Teachers with 11-15 years and more than 16 years of experience each constituted 25% of the sample. Those with 1-5 years of experience represented 20.8%, indicating the inclusion of relatively new teachers. This diversity in experience levels provided comprehensive insights into teaching practices across different career stages. The table highlights that both novice and experienced teachers were adequately represented in the study.

**Data Analysis**

**Objective 1: To examine the effectiveness of curriculum mapping in improving teaching practices in social studies at the secondary level**

Statement	Mean	SD	Interpretation
Curriculum mapping improves lesson planning	4.21	0.68	High
It enhances clarity of instructional objectives	4.35	0.62	High
It improves classroom delivery methods	4.10	0.71	High
It supports reflective teaching practices	4.18	0.66	High

The data indicate that curriculum mapping significantly improves teaching practices in social studies. The highest mean score (4.35) shows that teachers strongly agree that curriculum mapping enhances clarity of instructional objectives. Similarly, high mean values for lesson



planning and classroom delivery suggest that curriculum mapping contributes to structured and effective teaching. The relatively low standard deviation values indicate consistency in responses among participants. Overall, the findings demonstrate that curriculum mapping positively influences teaching practices at the secondary level.

**Objective 2: To analyze the relationship between curriculum mapping and alignment of instructional strategies with learning objectives**

Statement	Mean	SD	Interpretation
Curriculum mapping aligns teaching with objectives	4.40	0.60	High
It reduces content gaps and redundancies	4.25	0.64	High
It ensures logical sequencing of content	4.30	0.61	High
It strengthens coherence in teaching strategies	4.28	0.63	High

The analysis shows a strong relationship between curriculum mapping and alignment of instructional strategies with learning objectives. The highest mean (4.40) indicates strong agreement that curriculum mapping aligns teaching with objectives. Teachers also reported that it reduces content gaps and ensures logical sequencing of content. The low standard deviation values suggest agreement among respondents. These results confirm that curriculum mapping plays a crucial role in ensuring instructional alignment in social studies.

**Objective 3: To investigate the impact of curriculum mapping on assessment practices and student learning outcomes**

Statement	Mean	SD	Interpretation
Curriculum mapping improves assessment design	4.22	0.67	High
It aligns assessment with learning objectives	4.38	0.59	High
It enhances student learning outcomes	4.15	0.70	High
It promotes higher-order thinking skills	4.20	0.65	High

The findings reveal that curriculum mapping has a positive impact on assessment practices and student learning outcomes. The highest mean (4.38) reflects strong agreement that assessment is better aligned with learning objectives through curriculum mapping. Teachers also indicated improvements in assessment design and student learning outcomes. The data further suggest that curriculum mapping promotes higher-order thinking skills. Overall, the results highlight the importance of curriculum mapping in enhancing both assessment practices and student achievement.

**Discussion**

The results of the study indicate that curriculum mapping significantly improves teaching practices in social studies at the secondary level. Teachers reported enhanced lesson planning, clarity of objectives, and improved classroom delivery. These findings are consistent with Okojie et al. (2022), who emphasized that curriculum mapping strengthens instructional coherence and effectiveness. Similarly, Lam and Tsui (2016) found that curriculum mapping promotes alignment between teaching and learning outcomes, thereby improving teaching quality. Furthermore, Channa et al. (2026) reported that structured curriculum mapping enhances teachers' ability to organize content and implement effective instructional strategies. The consistency of these findings suggests that curriculum mapping is a valuable tool for improving teaching practices in social studies education.

The study also found a strong relationship between curriculum mapping and alignment of instructional strategies with learning objectives. Teachers agreed that curriculum mapping

reduces content gaps, ensures logical sequencing, and strengthens instructional coherence. These findings are supported by Conoyer et al. (2020), who highlighted the importance of alignment in improving educational outcomes. Okojie et al. (2022) also reported that curriculum mapping helps identify gaps and redundancies in the curriculum, leading to improved instructional alignment. Additionally, Dinç et al. (2024) emphasized that aligned curricula contribute to more effective teaching and learning processes. The agreement among these studies reinforces the role of curriculum mapping in achieving alignment in social studies education.

The findings further revealed that curriculum mapping positively impacts assessment practices and student learning outcomes. Teachers reported that curriculum mapping improves assessment design, aligns assessment with objectives, and enhances student learning. These results are in line with McCulley and Osman (2015), who found that aligned instructional and assessment practices improve student achievement. Okojie et al. (2022) also emphasized that curriculum mapping enhances the validity and reliability of assessment methods. Moreover, Colis and Reyes (2024) highlighted that curriculum alignment supports the development of higher-order thinking skills among students. These findings collectively suggest that curriculum mapping plays a crucial role in improving both assessment practices and learning outcomes in social studies education.

## **Conclusion**

The study concludes that curriculum mapping is an effective strategy for improving teaching practices in social studies at the secondary level. It enhances lesson planning, clarifies instructional objectives, and supports reflective teaching practices. The findings demonstrate that teachers who use curriculum mapping are better able to deliver structured and effective instruction. This highlights the importance of integrating curriculum mapping into teaching practices to improve educational outcomes.

Furthermore, the study concludes that curriculum mapping plays a significant role in aligning instructional strategies with learning objectives. It ensures coherence in teaching practices, reduces content gaps, and promotes logical sequencing of curriculum content. This alignment is essential for achieving intended learning outcomes and improving the overall quality of education. The results suggest that schools should adopt curriculum mapping as a standard practice to enhance instructional alignment.

Finally, the study concludes that curriculum mapping positively impacts assessment practices and student learning outcomes. It improves assessment design, aligns evaluation methods with learning objectives, and promotes higher-order thinking skills among students. These outcomes contribute to improved student achievement and meaningful learning experiences. Therefore, curriculum mapping should be widely implemented to enhance both teaching and learning processes in social studies education.

## **Findings**

- Curriculum mapping significantly improves teaching practices, including lesson planning and instructional clarity.
- Curriculum mapping ensures alignment between instructional strategies and learning objectives.
- Curriculum mapping enhances assessment practices and improves student learning outcomes.

## **Recommendations**

1. Teachers should be trained in curriculum mapping to improve lesson planning and teaching effectiveness.

2. Schools should implement curriculum mapping to ensure alignment between teaching strategies and learning objectives.
3. Curriculum mapping should be integrated into assessment practices to enhance student learning outcomes.

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