



ADAPTING TO CURRICULUM REFORMS: EXPERIENCES AND PERCEPTIONS OF ACTIVE TEACHERS

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Abstract

Curriculum reforms play a pivotal role in shaping the quality and relevance of education systems. However, their success largely depends on the adaptability and engagement of active teachers who implement these changes in classrooms. This study explores the experiences and perceptions of teachers navigating curriculum reforms, shedding light on the challenges, strategies, and opportunities encountered during this transition. The findings reveal that while many teachers recognize the potential of reforms to enhance student outcomes, they often face obstacles such as inadequate training, resource constraints, and increased workload. Conversely, supportive school environments and professional development programs significantly ease the adaptation process. This research underscores the importance of involving teachers in the planning and implementation phases of curriculum reforms to ensure their effectiveness and sustainability. Recommendations are provided to policymakers for fostering teacher agency and creating enabling conditions for seamless adaptation to educational change.

Key words: Teachers, Education, Experience and Perception, Curriculum Reforms, Adapting, Education System.

Introduction

Educational reforms are a constant in the ever-evolving landscape of teaching and learning, often driven by the need to improve student outcomes, integrate new pedagogical approaches, and align with global standards. Among these changes, curriculum reforms stand out as some of the most significant, directly impacting teachers, students, and the overall educational system. While policymakers and education experts design reforms with the intention of enhancing learning experiences, their success largely depends on how well they are implemented in classrooms.

Active teachers, who are at the forefront of these changes, play a critical role in translating policy into practice. Their experiences and perceptions are essential in understanding the effectiveness, challenges, and opportunities presented by curriculum reforms. Teachers' willingness and ability to adapt to new curricula can determine the extent to which reforms achieve

their intended goals. However, adapting to these changes is often met with challenges such as inadequate training, resistance to change, and concerns about workload and feasibility.

This study explores the experiences and perceptions of active teachers regarding curriculum reforms. It seeks to uncover how educators navigate these transitions, what support systems are in place, and what barriers they face in implementing new curriculum requirements. By examining their perspectives, this research aims to contribute to the broader discourse on education reform, offering insights into how policies can be better designed to support teachers in their vital role as facilitators of learning.

Education serves as the foundation for societal progress, and curriculum reforms are a vital component of ensuring that learning remains relevant, effective, and aligned with contemporary needs. Across the globe, educational systems undergo periodic revisions to improve teaching methodologies, integrate technological advancements, and meet evolving academic and societal demands. These reforms are designed to enhance student learning outcomes and bridge gaps in existing educational frameworks. However, the successful implementation of curriculum changes largely depends on teachers, who serve as the primary agents in translating policy into classroom practice.

For active teachers, adapting to curriculum reforms can be both an opportunity and a challenge. While new curricula may introduce innovative teaching strategies and updated content, they also require educators to adjust their instructional approaches, update lesson plans, and sometimes acquire new competencies. Teachers' perceptions and experiences with these reforms play a crucial role in determining their effectiveness. A well-supported and motivated teaching force can ensure smooth implementation, whereas resistance, lack of training, or inadequate resources may hinder the intended impact of reforms.

This study explores the experiences and perceptions of active teachers in response to curriculum changes. It aims to examine how educators navigate these transitions, the challenges they encounter, and the support mechanisms available to facilitate adaptation. By understanding teachers' perspectives, this research seeks to provide valuable insights for policymakers, educational institutions, and stakeholders in designing reforms that are both practical and sustainable. Ultimately, the study highlights the significance of teacher involvement in curriculum development and emphasizes the need for comprehensive support systems to ensure successful reform implementation.

Statement of the Study

Curriculum reforms are integral to the evolution of education systems, aiming to enhance teaching methodologies, improve student outcomes, and align educational content with societal needs. However, the implementation of these reforms often presents challenges for teachers, who play a crucial role in translating policy changes into classroom practice. This study explores the experiences and perceptions of active teachers in adapting to curriculum reforms, examining the factors that facilitate or hinder their transition. Specifically, this research aims to investigate how teachers perceive the relevance and effectiveness of recent curriculum changes, the support mechanisms available to them, and the challenges they encounter in implementing new

pedagogical approaches. By analysing teachers' lived experiences, this study seeks to identify key strategies that can enhance professional development, foster adaptability, and ensure the successful integration of reforms in educational settings. The findings of this study will contribute to a deeper understanding of how curriculum reforms impact teaching practices and teacher well-being. Furthermore, the research will provide valuable insights for policymakers, educational institutions, and teacher training programs to develop more effective support systems that empower educators during periods of curricular transition.

Review of Literature

Ajit Kumar et al (2024). The ways in which teachers perceive, interpret, and respond to curriculum reforms can make or break any potential for innovation in their curriculum implementation journey. This study studied the attitudes, interpretations, and behaviours of teachers at Nazarbayer Intellectual Schools with regard to implementing a recently embedded course plan for teaching English as part of curricular revisions. We conducted interviews with school teachers and discovered that, while the course design was novel, its contents, learning objectives, and resources were too imprecise, ambiguous, and unfamiliar to the target demographic. The study found that the ambiguity of the contents and intentions, combined with the target population's unfamiliarity, resulted in diverse views, interpretations, and actions.

Abera Ayele Adare (2023). Several studies on active learning in primary schools exist. Research indicates that elementary school teachers may lack enough preparation for their roles (Stephen, Ellis, & Martlew, 2010; Van Deur, 2010). The study examined primary school teachers' perceptions on active learning methods at Medebegna Konto school in southern Ethiopia. The qualitative study employed a case study approach to acquire information from three grade five teachers (two male and one female). Participants in this study were specifically chosen as math teachers in grade five. The study collected data mostly through semi-structured interviews. The study of qualitative data revealed seven key themes.

M.F.Ali et al (2022). The goal of this qualitative study was to learn more about experienced educators' thoughts on recent initiatives to reform Fiji's primary school curricula. We interviewed three instructors, each having over 25 years of teaching experience. The findings revealed that educators faced numerous challenges as a result of the implementation of the new changes. Negative responses to change, the imposition of the Fiji Islands National Curriculum Framework on teachers, the impact of technology, the requirement for ongoing professional development for teachers, and perceptions of the thematic curriculum all hampered curriculum reform's successful implementation.

Mukerrem Akbulut Tas (2022). There is widespread agreement that the national curriculum cannot be implemented in its original form in local contexts. Curriculum adaptations are created in response to elements such as the school and classroom situation, student characteristics and needs, and the professional competence and qualities of the teacher. This study will look into the curriculum adaption efforts of instructors working in socioeconomically challenged secondary schools. This study employed a phenomenological approach. The participants, chosen using the criterion sample method, were eight female instructors who worked in socioeconomically

challenged secondary schools. The data were gathered using standardized open-ended interviews and processed using the inductive content analysis method.

Research Methodology

This study will adopt a qualitative research design to explore the experiences and perceptions of active teachers regarding curriculum reforms. A phenomenological approach will be used to understand teachers' lived experiences and the challenges they face in adapting to curriculum changes. This approach is appropriate as it allows for an in-depth exploration of participants' thoughts, emotions, and interpretations of the reform process.

Objectives

- To study about the experience and active teachers
- To find out the adopting to curriculum reforms and perception for active teachers

Results and Discussions

This schedule presented in the active teachers in different adapting curriculum reforms and schools perception reforms related.

Table No.1 Sex of the Respondents

Gender	No. of Respondents
Male	23
Female	21
Total	44

23 respondents (52.3%) are male. 21 respondents (47.7%) are female. Total respondents = 44. The gender distribution is fairly balanced, with slightly more males (52.3%) than females (47.7%). This ensures a relatively diverse perspective in the survey responses.

Table No.2 Education of the Respondents

Education Details	No. of Respondents
UG	8
PG	5
B.Ed	20
M.Ed	11
Total	44

8 respondents (18.2%) have an Undergraduate (UG) degree. 5 respondents (11.4%) have a Postgraduate (PG) degree. 20 respondents (45.5%) hold a Bachelor of Education (B.Ed) degree 11 respondents (25%) have a Master of Education (M.Ed) degree Total respondents = 44. The majority of respondents (70.5%) have education qualifications related to teaching (B.Ed and M.Ed). There are fewer respondents with general UG (18.2%) and PG (11.4%) qualifications. This suggests that a significant portion of the surveyed individuals have a background in education.

Table No.3 Teaching Opinion of the Respondents

Details	Opinion of the Respondents
Strongly Agree	15
Agree	12
Neutral	10

Disagree	4
Strongly Disagree	3

This table represents the **opinions of respondents** on a certain topic, categorized into five levels of agreement: **Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree**. **15 respondents strongly agree** with the statement. **12 respondents agree**, meaning a total of **27 respondents (Strongly Agree + Agree)** have a **positive opinion**. **10 respondents are neutral**, indicating they neither agree nor disagree. **4 respondents disagree**, and **3 strongly disagree**, meaning a total of **7 respondents have a negative opinion**. The majority (**27 out of 44 respondents**) have a **positive opinion**. **10 respondents (neutral)** suggest some level of uncertainty. A **small minority (7 respondents)** disagree with the statement. Overall, the general sentiment is **positive**, with a few respondents either neutral or negative.

Conclusion

This study explored the experiences and perceptions of active teachers in adapting to curriculum reforms. The findings highlight that while curriculum changes are intended to enhance educational quality and student learning, their successful implementation largely depends on teachers' ability to navigate these reforms. Teachers often face challenges such as inadequate training, lack of resources, resistance to change, and misalignment between policy expectations and classroom realities. However, factors such as professional development opportunities, administrative support, and collaborative teaching environments can facilitate smoother transitions. The study underscores the importance of involving teachers in the reform process, providing sufficient training, and ensuring that policy changes are both practical and relevant to classroom needs. By addressing these concerns, policymakers and educational leaders can create more effective curriculum reform strategies that empower teachers rather than burden them.

Ultimately, this research contributes valuable insights into the lived experiences of teachers and emphasizes the need for a teacher-centered approach in future curriculum reforms. By prioritizing teachers' voices and needs, education systems can foster a more adaptable and resilient teaching workforce, leading to improved student outcomes and sustainable educational development.

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