Teachers' Perceptions Of Curriculum Reforms In Fijian Primary Schools

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Abstract

The purpose of this qualitative study was to investigate the perspectives of more experienced educators about recent efforts to revise the primary school curricula in Fiji. We conducted Interviews with three educators who each had more than twenty-five years of teaching experience were interviewed. The findings demonstrated that educators were confronted with a significant number of difficulties as a consequence of the implementation of the new reforms. 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 the perceptions of the thematic curriculum acted as barriers to the successful implementation of curriculum reform. Based on these findings, it is reasonable to propose that the Fiji Curriculum Advisory Services should take into consideration the viewpoints of teachers before introducing a new curriculum.

Keywords: Curriculum Framework, Curriculum Reform, Implementation, Quality Education and Teachers' perceptions.

Introduction

A curriculum can be defined as a plan for what is to be taught in schools. It consists of topics at all levels in primary school. The term "curriculum" is generally understood as the courses or programmes of study offered by an educational institution. The curriculum is simply all planned and organized learning and teaching processes at school (Helu-Thaman, 2003). Curriculum change is an extensive and challenging process. The Curriculum Advisory Service is responsible for designing the new curriculum in Fiji. Curriculum designers occasionally suggest how the content should be taught but hardly ever guide educators on how to implement the curriculum. Gilbert (1993) and McGee (1997) stated that teachers have a powerful influence on the implementation of new curricula. It is also obvious that teachers' beliefs and perceptions have a great influence on how they view both curricula change and their own development in terms of content, teaching methods, teaching aids and assessments.

Other challenges exist in the curriculum change process. Not only do teachers lack direction concerning curriculum change, but they also lack the time to gain knowledge of the new curriculum. Inadequate knowledge in each discipline convinces the teacher to skip topics, regardless of the designed curriculum. Globalisation and technological advancements

have led to reforms in the education sector throughout the world and Fiji is not different.

Fiji's education system also went through major reforms over the recent years. Lack of knowledge, and skills, low teacher motivation, lack of professional guidance, lack of peer support and low morale have become a barrier to the effective implementation of the curriculum (Ali & Iqubal, 2018). Thus, these problems instigated a keenness to conduct research on how experienced teachers perceived curriculum reforms in primary schools in Fiji.

The recent Fiji Islands National Curriculum Framework (NCF) has been a major reform in the Fijian education system, based on the three guiding principles; social constructivism, pillars of education and cultural influences which provide the philosophical and theoretical foundation of the NCF. The purpose of these guiding principles was to ensure that teaching and learning in classrooms followed the broad approaches outlined in the NCF. They influenced what teachers teach (content), how they teach (pedagogy) and how students learnt and applied their learning throughout their lives (Ali & Prasanna, 2021).

Teachers play a major role in the curriculum implementation process and have the responsibility to implement the developed curriculum in accordance with its principles. No matter how well a curriculum is developed, if it is not applicable, then it cannot be effective (Ali, 2018; Ali et.al., 2022). For this reason, an ideal curriculum will only achieve its objectives if it is implemented effectively. Therefore, teachers are expected to control the curriculum at least at the implementation level by mastering principles of teaching, objectives, contents, learning-teaching approaches, educational technologies, and the evaluation process of the curriculum.

The challenge is that teachers are overwhelmed if they are asked to teach subjects in which they have little background or experience (Siegfried,1998). Experienced, but unenthusiastic, teachers could fall back on precedent teaching practice, teaching the new content in a lack-lustre way to deliver the content of the new curriculum meaningless (Orrill and Anthony, 2003).

Literature Review

The history of educational change has demonstrated that reform is not achieved by simply putting into place the latest policy or educational initiative (Fullan, 2001b). Change is not a one-day in-service intended to update teachers on the most recent instructional innovation. Fullan (2007) stressed that change is a subjective process in which individual teachers build personal importance from the changes they experience. Many reform efforts fail due to a lack of knowledge of change. "Understanding is an insight about the process of change and the key drivers that make for successful change in practice" (Fullan, Cuttress, & Kilcher, 2005). Many studies have examined the gap between policy and practice in curriculum change and have explored some of the issues that limit and negatively affect the implementation (Kim & Jeong, 2003).

Reforms focus on transforming the teaching-learning process, by introducing critical thinking skills and methods and promoting indigenous forms of learning (Millo, 2002). Thus, the NCF was introduced in the year 2015 which aimed at facilitating positive learning experiences that enabled active learning in schools that would evolve into life-long learning beginning from pre-school to year 13. Shah (2012) expressed that the new policies and reforms require more than a mandate for changes and engaging in the exchange of ideas and consultations with civil society would lead to successful curriculum reform. It is not an overnight formation but rather a collective work that must come with proper planning. "Change is a process of coming to grips with the new personal meaning, and so it is a learning process".

It is vital that teachers have a thorough understanding of both the academic underpinnings and the classroom purpose of a curricular innovation (Cohen, 1990; Karavas-Doukas, 1995). Waugh and Punch (1993)

reported that a lack of knowledge is associated with the degree of uncertainty and receptiveness to change. It is broadly recognized that the growing complication of education systems in the modern era has placed greater demands for liability in all scopes of teachers' professional work. Several researchers have highlighted that role overload, complexity, and tension teachers are experiencing arise from introduced educational reforms (Bell & Stevenson, 2006; Cardno & Howse, 2005). The major reform of the thematic curriculum was implemented from Early Childhood Education to Year two level in 2013. The six Foundation Areas of Learning (FALD) were introduced thus making the curriculum very broad and challenging. Although the thematic curriculum is child-centred and revolves around constructivism, there are several constraints that make it difficult to put it into practice. Likewise, the article by Altinyelken (2010) suggested that the thematic curriculum incorporates many fine ideas as it is well-designed and well-intentioned. However, he elaborated those problems such as large class size, lack of teaching and learning aids and low teacher motivation hinders its implementation. The problems highlighted by him are contributing factors to the ineffective implementation of the reforms in Fiji. Being in the field for almost twenty-four years, the three teachers agreed that more than one of those factors hinder the instances they put new curriculum into practice. Teachers play a vital role in the delivery process of the curriculum. According to Greene (2005), teachers are "part of a process, part of an opening. They are not in a product-oriented profession. They are in a process-oriented profession. They are helping people become different; they are helping people find their way. Teachers' knowledge, beliefs and perceptions play an essential role in the effective implementation of reforms. Other authors (Kirk & Mcdonald, 2001, Little, 1993) also share the view that teachers are the means to curriculum reform success.

Understanding teachers' morale, performance problems, and emotional responses to these challenges are essential for knowing the readiness level of preparing for effective change (Evans, 2001). Fullan (1991) also asserted "Good change processes that foster sustained professional development over one's career and lead to student benefits may be one of the few sources of revitalization and satisfaction left for teachers."

Moreover, teachers devise their own meanings and perceptions when reforms are initiated. Despite change being a recurrent motion, positive and negative energy work together but sometimes against each other. Each mandate and change inventiveness seem to take no notice of the wear and tear on teachers, as well as the humanistic mechanism of education. If the purpose of education is to provide knowledge, it seems as though current educational practices and policies have a lot to learn. Goodson (2001) stated, "Where large-scale reforms fail to incorporate teachers' senses of passion and purpose, such changes will actually face major problems of sustainability and generalizability".

There has been little research on experienced teachers' perceptions of curriculum reforms in Fiji. Thus, the findings of this study may assist the Curriculum Advisory Services when designing a new curriculum and could ensure that the curriculum reforms are implemented gradually through consultation with the teachers. They would also make provisions for teachers to ensure that before any reforms are implemented, teachers are given prior training and professional development for effective implementation of the curriculum reform. Carrying out this study could help to gain relevant information about curriculum reforms. Moreover, it also can explain how the teachers perceived such reforms. Thus, this study was guided by the following research question; how do experienced teachers perceive curriculum reforms in Fiji primary schools?

Research Methodology

In these challenging times, one of the biggest phases of society that must be redesigned on a regular basis is education. Changes in the curriculum as well as pedagogies of teaching need to be modified every now and then. Experienced teachers' perceptions and how they implement curriculum reforms are of major interest in the 21st century. Thus, a study of experienced teachers' perceptions of curriculum reforms in Fiji primary schools was conducted using the qualitative method. In qualitative research, the process of data collection, data analysis, and report writing are not always distinct steps; they are often interrelated and occur simultaneously throughout the research process (Creswell, 2007).

Participants

Three teachers with an experience of twenty-five years and more were involved in this study. Participants were experienced teachers, who could best provide information about their experiences and views on curriculum reforms. Experienced teachers with twenty years and more were chosen for the study because they were convenient sources of data for the researcher. The researcher was well-known to the participants.

Data Collection

The interview is one of the ways to collect data in qualitative research. A qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level (Kvale, 1996). Interviews may be useful as a follow-up to certain respondents to questionnaires, e.g., to further investigate their responses (McNamara, 1999). Data was collected using interviews. Open-ended questions were used. This allowed the participants to freely express their experiences and opinions. Data was collected via a voice recorder and kept in a password-encrypted folder. The interviews were conducted on dates, times, and venues convenient for the participants. Three teachers with teaching experience of twenty years and more were interviewed for twenty minutes. All the data were collected within two weeks.

Data Analysis

The data analysis resulted in findings to explicate the challenges faced by teachers in implementing reforms in Fiji primary schools. When conducting data analysis, the researcher becomes the instrument for analysis, making judgments about coding, theming, de-contextualizing, and re-contextualizing the data (Starks & Trinidad, 2007). The data were analysed through coding and thematic analysis. The thematic analysis was used to analyse data. Thematic analysis is a qualitative research technique that can be extensively used across a range of epistemologies and research questions. It is a method for identifying, analysing, organizing, describing, and reporting themes found within a data set. The first step of this phase included familiarization with the data which was collected from the 3 interviews conducted. Regardless of who collected the data, it is vital that researchers immerse themselves in the data to familiarize themselves with the depth and breadth of the content.

Secondly, the generating of initial codes followed where isolated phrases, sentences, and paragraphs were labelled by meaningful topics. The second phase begins once researchers have read and familiarized themselves with the data, having ideas about what is in the data and what is interesting about them (Braun & Clarke, 2006). The main ideas were highlighted, and frequent patterns and similar and diverse ideas were identified and categorized under several headings.

The main ideas were the imposition of NCF, the Effects of reforms, Negative responses to NCF, the need for professional development for the teachers, class-based assessments, Exam oriented curriculum and teachers' workload. The third phase of thematic data analysis involves searching for themes. Themes are identified by bringing together components or fragments of ideas or experiences, which often are meaningless when viewed alone (Aronson, 1994).

In addition, the fourth step included reviewing and refining themes where there was a decline in the number of themes to better confine the real meaning of the data in relation to the aim of the investigation. The fifth step began with defining the themes and further refining it for data analysis. Finally, the last step included producing a written report once suitable themes had been chosen.

Findings and Discussion

The results analysis depicts that teachers' opinions vary as far as the implementation of curriculum reforms is considered. The findings are organised around five major themes: The imposition of the Fiji Islands National Curriculum Framework on teachers, the impact of technology, the need for Professional Development for teachers and negative responses to change and teachers' perceptions of the Thematic Curriculum.

Imposition of Fiji Islands National Curriculum Framework (NCF) On Teachers

The NCF was a major curriculum reform implemented in the year 2015. The term reform holds a range of definitions as designated by a host of professionals within the field of education (Feldmann and Rupert, 2012; Haywood, 2004). Basically, reform means to change. From the very grassroots that is Early Childhood up till Year 13, the curriculum has certainly undergone tremendous changes. The participants had experienced this major reform and the responses were as follows:

"This NCF was just imposed on the teachers; teachers were not trained for this change. The curriculum was introduced, and it was surprising to find the entire curriculum was changed from ECE to Year 13." (Teacher A)
"When NCF was introduced, teachers felt as if they were bulldozed without being offered any courses to train them. New material and curriculum were imposed on the teachers." (Teacher B)

"Once the curriculum arrived, we had to adapt to these changes and the poor teachers suffered because we did not have the content knowledge to teach the subject matter." (Teacher C).

The successful implementation of any curriculum reform depends on how teachers construct meanings out of the reforms. Teachers must have a clear understanding and develop constructive meanings of the new curriculum reforms. Failure to implement a new curriculum persists and it is argued that well-designed curriculum reform with impressive goals has not been successful because too much attention has been focused on the desired educational change but how the curriculum change should be implemented is neglected (Bantwini, 2009). Fullan (2007), globally renowned for his knowledge of the educational change, pointed to the most important problem of educational change as "the inability to get inside the classroom." Greene (2005) has asserted that it is important to understand the curriculum change environment before initiating any curriculum change activity.

The respondents believed that curriculum developers need to involve teachers in the curriculum reform process to allow teachers' views and suggestions to be taken into consideration, and participation helps to awareness of the changes before any curriculum reform is implemented. Supervisors must spend time in the classroom. They need to monitor, guide, and provide regular feedback to teachers, thus enabling teachers to devise improvement plans to enhance teaching and learning. Head Teachers need to work more closely with teachers to be aware of the curriculum, regardless of their own teaching environment, and make sure that teachers are prolifically reaching the goals. Administrators need to support diligent, capable teachers to uplift the public's perception of the teaching profession. Administrators must be familiar with, guide, and be honest with weak teachers to improve their skills in the classroom. Administrators need to assist the developing teachers to devise plans for improvement and escalation. Teachers

should bring about improvements in curriculum development and delivery and therefore students' learning. McGee (1997) argued that teachers should be at the heart of curriculum decision-making. Teacher development and curriculum development are closely related. Therefore, teachers are initiators of change and must be proactive.

The Impact of Technology

We are living in a world where networking with technology is expected; technology has developed into an essential component of existence, in that it is inseparable from human livelihood, (Dubey & Alam, 2014). The pervasive use of technology in all spheres of life that includes education, business, communication industry, industries, entertainment, transport, and health among many other fields warrants an educator to employ more efforts in preparation of students so that they will play an active role in the technological world and age of social media. (Schacter, 1999; Dubey et.al., 2018).

According to the participants:

"Modern technology is incorporated in lessons. Students are highly interested in cartoons. If students are exposed to games, and video viewing in a lesson, they learn faster as their interest is captured and there is a change in their learning behaviour." (Teacher A)

"We are using Information Communication Technology (ICT) most of the time. We are designing our lessons so that it flows smoothly when we use interactive projectors. Nowadays we adjust our lessons in a way that students view videos and have a greater understanding of the concepts being taught." (Teacher B)

"We are in the technology era but it is not that everyone in Fiji is getting access to technology. Our students use the educational sites most of the time and these sites provide a lot of knowledge on subject matters than any single could provide." (Teacher C)

The students who habituate ICT will relate to using technology at school. If the learning atmosphere mirrors the ways in which the students connect with the world, they will do extremely well in their education (Christen, 2009). Technology can change the classroom into an interactive learning environment.

The Need for Professional Development

Educators and policymakers are increasingly looking to teacher professional learning as a vital tactic for supporting the multifaceted skills students require to be equipped for further education and work in the 21st century.

According to the participants the responses to the need for Professional Development (PD) for teachers before the implementation of any curriculum reform were as follows:

"No Professional Development was taken for the teachers in regard to NCF." (Teacher A)

"Surprisingly we teachers did not attend any workshop or PDs as far as NCF was concerned." (Teacher B)

"No P.D. was taken before and after the implementation of the NCF". (Teacher C).

Several researchers have argued for the need of professional development for teachers. For example, Karabenick and Noda (2004) noted that teacher development was a critical factor in improving teaching practice, as well as acquiring the latest knowledge in their area of expertise. Furthermore, Mizell (2010) pointed out that ongoing efforts at career development were needed for teachers to understand the best methods for reaching their students; while Richards and Farrell (2005) suggested that ongoing teacher development can help in-service practitioners become familiar with the latest resources and methodologies to avoid falling behind on the current standards for instruction.

Negative Responses to Curriculum Change

Curricular reform is a multifaceted venture that includes the responses of teachers to curriculum change. Teachers are the key to success in curriculum reform (Kirk & McDonald, 2001; Little, 1993). Their knowledge, beliefs and perceptions play a fundamental role in the effective implementation of reforms. Fullan

(2007) pointed out that change was a subjective process in which individual teachers constructed personal meanings from the changes they experience.

The following were the participants' responses to curriculum change:

"I have had negative experiences adjusting to the new reform. NCF came with numerous changes, making it difficult to adjust and adapt to." (Teacher A)

"I was caught by surprise when the new pile of textbooks arrived in my classroom, and I had no idea how to integrate new material with what the students knew and what we were doing before. It was awful." (Teacher B)

"The NCF was bulldozed onto us. Basically, I had no idea of the new reform. It was a poorly coordinated but quick paced changes with no thought to ground level difficulties." (Teacher C)

A teacher's attitude and beliefs impact not only the teacher but those around them (Prasanna, Ali & Rasoolsab, 2020). Learning about how teachers perceive their role in a school is vital, as it yields information beyond statistical quantification. Teachers could provide much more detailed feedback about areas of their profession such as in-service training opportunities, leadership feedback and developing lessons that align with aspects of teaching a particular subject (Legette & McCord, 2014).

Teachers are important for any educational system at school or district level. The reason for this is that teachers come in contact with the students every day. Teachers' perceptions are important because the interactions that they have with the students go well beyond classroom material and often broaden to impact their students' social well-being. Besides the apparent classroom work, academic teachers serve the students by providing support and engaging students socially throughout fostering school climate and providing support for the students during the tenure of school (Ball & Anderson-Butcher, 2014).

Teachers perceive the various social connections among three different groups; student -student, student-teacher, and teacher-teacher, could yield information about the school and the teachers. The teachers who are perceived by other teachers as well as students to be more emotionally knowledgeable tend to have stronger emotional expression skills (Zinsser, et.al., 2015).

Curriculum reform initiatives have rarely been effectively implemented and have often failed to achieve their objectives (Cohen, 1990; Fullan, 2007). Thus, perceptions of teachers about the rationale of curricular reform are essential for its successful implementation. For curriculum reform to be successful, teachers play a vital role in the proper implementation and delivery process. Updated content knowledge, appropriate strategies and teachers' perceptions are essential constituents of successful curriculum reforms. It is important to learn and understand teachers' perceptions and the meanings they have derived from the reforms

The Thematic Curriculum
The thematic approach was used in organizing and presenting the ideas because it was more integral, holistic, and considered "the most comprehensive and the scholarly" (Sampa, 2012). The thematic curriculum was devised for the students to be exposed to many opportunities to formulate decisions about their own knowledge and to develop a sense of responsibility. Integrated instruction is an educational approach that prepares children for lifelong learning. In general, the thematic curriculum includes a combination of learning areas built upon the FALDS. Majid and Rochman (2014) declared thematic modes are a learning model that departed from a centre of interest to understand symptoms and concepts, either from relevant or less relevant disciplines. It was also interpreted as an approach that related various disciplines that reflect the real world around and within the range of the student's ability and development.

The responses of the participants on thematic curriculum were:

"The thematic curriculum for Years 1 and 2 is very challenging for the students. The concepts taught are very abstract and quite difficult for the students. It could be a major contributing factor the students lack interest and cannot learn. In a short time, we teach students more abstract concepts, which they fail to grasp. When the same concept taught in another class for instance Year 5 and 6, students learn it better then because they can understand." (Teacher A)

"For Years 1 and 2 we have a thematic curriculum. I took Year 1 after a lapse of many years and I was totally lost in thematic curriculum because it had just come, and I did not attend any workshop. Therefore, I found it difficult to teach themes, especially Numeracy. I could not relate my numeracy topics to the themes. It is not helpful for smooth learning or teaching when the teacher is not properly trained. (Teacher 2)

"When I had to implement the thematic curriculum, I felt incompetent as I had no idea how to teach with the themes. It was really challenging to inculcate these into the young minds. The children were going through topic without proper retention or understanding." (Teacher C)

From the accounts of the experiences of the teachers, it is evident that teachers must be made aware of any reform that would take place. The study shows no curriculum should come to teachers as a surprise. Teachers must be updated with reforms to be implemented. Min et.al., (2012) affirmed that the level of integrated life skills of a teacher indicates the level of the teacher's understanding of the thematic approach.

To put into practice, the changes in the curriculum effectively, it is essential for the teachers to have both content and pedagogical knowledge. For this to happen successfully, teachers need to be professionally prepared to use the thematic approach and other associated changes in curriculum content, to ensure delivery and children's learning are not compromised (Tuimavana, 2010).

Recommendations

The research question that guided this study was: How experienced teachers perceived curriculum changes in Fiji Primary Schools? The review of the existing literature revealed five themes of curriculum change from the experienced teachers' perspective: The imposition of the NCF, the Impact of Technology, the Negative Response to Change, The Need for Professional Development and Teachers' Perceptions about the Thematic Curriculum.

Firstly, support represents the foundation of the structure. Without the support of the community, administration, colleagues, and outside agencies curriculum reform fails and the structure falls.

Secondly, challenges are the walls, and barriers to progress in a structure. The constraints teachers face are a hindrance to implementing the curriculum effectively. All the participants in this study experienced a lack of professional development on new curriculum reforms and the lack of consultation with all the stakeholders was the biggest obstacle to curriculum change for all participants and thus the largest part of the structure.

Thirdly, the windows of the structure represent the impact of technology because it is through the effective delivery of lessons that 21st-century learners would learn better. Integration of technology plays a significant role in teachers' willingness to motivate students, build competence and develop the talents in students.

Fourthly, the furnishings inside the building represent the teachers' responses to the prescribed curriculum. An elevator inside the building visually represents the movement of four components in the curriculum change process: preparation, collaboration, consultation, and professional development training. All four elements are crucial to the successful implementation of any reform.

Eventually, the objective of all curriculum reform is to increase student learning. Students will relay what they learn during their

educational experiences to our universal society. As adults they will directly contribute as members of the community. They will become the product of the curriculum change process and the failure in the system impacts the contributions of these students in society.

The findings from this study serve to promote consultation with all the stakeholders, integration of technology in lesson delivery, and involvement of teachers in the ongoing curriculum change process. The study shows support of the teachers, professional development training for the teachers, and teachers' perceptions and beliefs contribute to successful curriculum change. Teachers must have time for collaboration, preparation, knowledge building, and curriculum development in the curriculum change process. The participants' interest, or motivation, in the content area subject is also the key to successful curriculum change. Teachers familiarize or construct curriculum resources to fit their personal teaching style, overcome challenges and meet the curriculum requirements. Support, time, motivation, and adaptation work together, and, ironically, sometimes against each other, in the curriculum change process.

Conclusion

Curriculum reform is a complex endeavour having many facets including, the development of teaching resources, the identification of appropriate instructional approaches, the implementation of processes by which these new resources and approaches will be introduced into practice, sustained, and the appropriate attention to the social context in which it all occurs.

Its full understanding requires that it be viewed from a multiplicity of perspectives including various psychological, socio-cultural, subject matter and theoretical perspectives. Reforms address a genuine problem that it tackles as its root cause, based on strategic interventions that impact positively on the entire education system. It is apparent that curriculum reforms in Fiji are an important component in the advancement of education, for every individual

and the entire nation. As mentioned in the literature, teachers' knowledge, beliefs, and perceptions play an essential role in the effective implementation of reforms.

The imposition of the NCF, the responses towards curriculum reforms, the impact of technology and teachers' perceptions of the thematic curriculum had been highlighted in this small study. Any reform proposal should first study the effects and seek to gain the perspective, the practical foundation of experience, from the community of teaching professionals.

Individual teachers connect to reform acts or understand the new curriculum and the implementation expedition, often determining the success of the reforms. All reforms face challenges. The launch of reforms must take into deliberation, must be treated optimistically and strategies made to resolve them along with the implementation process. It is therefore important to ensure that teachers concerned with the reform possess or maintain the same map or vision of the reform process. Or else, it is likely to result in a group of teachers with diverse maps who may end up with different reform goals. Teachers utilize their knowledge of daily settings and experiences as lenses or skylights through which they view new reforms thus their experiences, beliefs, and values daily challenge and influence the meanings that the teachers finally attach to the new reforms which in turn play a vital role in their acceptance of classroom implementation.

In light of the centrality of teachers in students' education, the formation of appropriate forums and institutional frameworks where they can freely voice out their views on all phases of education could contribute towards building a group of professional practice. Teachers as professionals should be involved in the process of introducing change as this would help them in redesigning their work, rather than leaving it in the hands of those who are more remotely involved in their work at the school level (Ingersoll, 2003). Without teachers having a voice in the process of change, it is unlikely that all the stages of the implementation will be

enhanced, as they are the key players in any educational change agenda (Fullan, 2007).

Curriculum Reforms are necessary due to globalisation and the demands of the current trends of the job market. Teachers' understanding of the prescribed curriculum and its combination with other content areas are vital tools for adaptation in the curriculum change process. Competence, teamwork, training, and curriculum development are also significant elements of adaptation. Eventually, the goal of all curriculum changes is increased student knowledge. Students will transmit what they learn during their learning experiences to our universal society. As adults they will directly contribute as members of the community, bringing us back to the commencement of the curriculum change process and the key role community support plays in the process. Time, more than any other change factor, influences teachers' ability to make curriculum changes in the classroom. Teachers need time for training, curriculum implementation, enduring prescribed education, and collaboration. Teachers need preparation time and space to proceed as a team more skilfully with their colleagues. Teachers' own incentives also play a significant role in curriculum change. Change is inevitable, but teachers need to be positive to change. It is easy for teachers to become sluggish when they teach the same class year after year, in the same classroom, with minimum to no supervision or community support. Teachers must reflect on their teaching practices on a regular basis. Teachers should be asked what area they need or want to progress in so that competent development coordinators, both within the district and outside agencies, can enhance to meet the individual needs and interests of teachers. Reliability, aspiration, and valuable feedback from teachers' impact on their teaching practice. Students, colleagues, and supervisors must all provide valuable support in helping teachers get on par with the standards and the changes. Teachers could use technology-based, data-driven, formative assessment to constantly improve teaching in their classrooms, leading to higher student achievement. Teacher training programs should look for and mould new teachers to be philosophical, flexible, and open to suggestions.

Being familiar with making curriculum resources educators suit their own teaching style and curriculum requirements. Curriculum change is not a matter of measuring outcomes, it is a process of understanding how the curriculum is "enacted and experienced" in the context of the classroom (Snyder, et.al, 1992). Adaptation, motivation, support, and time work together paradoxically, sometimes against each other, in the curriculum change process. Teachers who are the most enthusiastic devote time and energy to adapting new curriculum resources to their own manner are most thriving in the change process.

Students become perplexed when teachers rush to execute new curricula in their classrooms without taking the time to comprehend the resources and acclimatize them to their own style. The amount of time spent in planning and implementing the prescribed curriculum directly influence students' capability to comprehend and learn the content.

Teachers are the gatekeepers of their classrooms and eventually, it is the individual teacher who chooses what to teach and how to teach the curriculum. Teachers need to be able to easily adapt curriculum materials to their own teaching styles and curriculum guidelines. Teachers are motivated by what interests them and so are students. With the support of the community, administrators, colleagues, and outside agencies for continued, successful curriculum change, teachers require time and space for collaboration, planning, curriculum development, and knowledge building.

Curriculum developers and planners need to keep their interests in mind when designing curriculum materials. Students and teachers demand relevant, current, local examples to increase their understanding and reach the goal of curriculum change in the classroom: curriculum improvement and increased student learning and achievement.

Through their daily work teachers attain a comprehensive picture of curricular reasoning that is, how to plan, assess, adjust, and implement curriculum (McDuffie and Mather 2009). This would contribute towards a positive dynamic interaction in the learning environment whereby meaningful learning will take place (Clandin and Connely, 2004). As Schnepp (2009) asserted ''one of the most significant factors in teachers'' use of curriculum materials was how they position themselves in relation to those materials. This means that when teachers are familiar with the curriculum materials, they would maximize the curriculum potential by adapting, adjusting, or by using supplementary materials to suit their school and community settings (Lingam et.al.2017; Ben-Peretz 1990; Luke 2012).

Each teacher has his/her own style and how they teach concepts can be effective in multiple ways. All teachers are different and experience curriculum change in a multitude of ways. Curriculum changes need to be an ongoing, democratic process that is determined at the local level, even the individual level. Consultation and collaboration with all stakeholders must form the cornerstone of such reforms.

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