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Research Paper

Identifying Attitudinal Components Influencing Teachers' Behavior in Response to Curriculum Change: A Meta-Synthesis Study

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Abstract

To remain aligned with the evolving nature of the contemporary era, the educational system requires innovation and transformation, with the curriculum, as a fundamental component of this system, being one of the primary areas of reform. Since teachers are the most important human resources in educational organizations, they are considered the ultimate agents responsible for implementing curriculum reforms. Accordingly, the present study aimed to explore the attitudinal components influencing teachers' behavior in response to curriculum change. This qualitative study employed the meta-synthesis approach proposed by Sandelowski and Barroso. The research population consisted of 92 studies examining factors affecting the formation of teachers' perspectives toward curriculum change, published between 2016 and 2025 in reputable scientific databases. Accordingly, after formulating the research question and establishing the inclusion and exclusion criteria, a systematic search was conducted across relevant databases, resulting in the selection of 14 studies for analysis. The findings revealed that the attitudinal factors influencing teachers' behaviors toward curriculum changes encompassed three dimensions: contextual factors, affective-cognitive factors, and teacher preparation factors. These three components do not operate independently; rather, they interact within a networked and dynamic relationship to construct and shape teachers' ultimate attitudes, such that changes in any one component can strengthen or weaken the other two. By recognizing these factors, stakeholders and policymakers involved in curriculum design, implementation, and monitoring of reforms can better predict and manage teachers' responses to curriculum changes.

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Introduction

The contemporary era, compared with previous periods, is characterized by an unprecedented intensity and acceleration of social, cultural, technological, and economic transformations. These changes have not only encompassed broader dimensions of human life but have also increased in terms of their depth and impact. The very "speed" and "magnitude of impact" of these transformations are considered among the major characteristics distinguishing today's world from the past (*Torgalöz & Unlu, 2021*). Under such circumstances, organizations face the necessity of continuous "adaptation" and "reinvention" more than ever before, as their survival, dynamism, and development depend on their ongoing alignment with surrounding changes. From this perspective, organizational change is no longer regarded as a temporary choice but rather as a permanent mechanism for responding to emerging needs and the increasing complexities of society (*Yaqobi, 2021*).

Among social institutions, the educational system occupies a strategic position because its quality and effectiveness are directly associated with countries' development capacities. It can be argued that the foundations of societal progress from human capital development and social cohesion to economic competitiveness are fundamentally influenced by the quality of education (*Gholamazad, 2020*). Therefore, transformations in educational systems are not limited to internal organizational improvements; rather, they generate extensive consequences across social, cultural, economic, and even political domains. In development literature, the "quality of the educational system" is recognized as one of the key indicators of national success and a determining factor in countries' capacity to address the complex challenges of the modern era (*Davitt, 2011*). Accordingly, responding to the evolving needs of society requires continuous reconsideration of educational goals, content, and instructional approaches, which is manifested through curriculum reforms and changes (*Salari et al., 2022*).

Within this context, the curriculum, as the "backbone" of the educational system, plays a central role in organizing learning experiences and achieving educational objectives (*Mwanza & Mkandawire, 2020*). The curriculum is not merely a collection of instructional topics and educational content; rather, it represents a comprehensive reflection of a society's ideals, values, cultural beliefs, and educational orientations (*Momeni Mahmuee H., 2009*). More comprehensively, the curriculum encompasses formal and informal components, explicit and hidden forms of education, approaches, strategies, and a set of structural and implementation-related factors designed and enacted to improve the learning process and empower learners for individual and social life (*Kashou et al., 2023*). Therefore, any change in the curriculum whether at the level of objectives and content or in terms of instructional methods, assessment, and learning organization is considered a transformation in the "educational logic" and "framework of

instructional practice." Depending on conceptualizations of the nature of the curriculum, such changes may range from minor modifications to fundamental transformations (*Fathi Vajargah, 2022*). On the other hand, curriculum change is not merely a decision made at the level of policymaking or document development; rather, it represents an effective strategy for transforming classroom practices and improving the quality of learning experiences. In other words, the true value of any curriculum reform becomes evident when the designed changes are translated into daily educational practices and influence students' learning. Therefore, curriculum change should ultimately lead to transformations in "teaching practices," "educational interactions," and the "learning culture" (*Wang, 2019*). However, experiences from many educational systems indicate the existence of a significant gap between the "intended curriculum" and the "implemented curriculum." This gap is intertwined with human, organizational, and cultural factors and, if not appropriately managed, may cause reforms to result in limited, superficial, or even counterproductive outcomes.

Teachers are positioned at the center of this process. They are the primary implementers of the curriculum and, in practice, determine how, to what extent, and with what quality a change is realized in the classroom (*Snyder, 2017*). When confronted with classroom realities, the curriculum inevitably passes through the "filter of teachers' perceptions and interpretations." Consequently, teachers' attitudes, beliefs, values, and cognitive orientations can either facilitate curriculum change or become significant barriers to its implementation (*Mohammadi et al., 2017*). From this perspective, change is not a linear and risk-free process; rather, it is a continuous, interactive, and uncertain process whose success depends on accurately understanding influential actors and their responses. In the field of curriculum, teachers play a distinctive role because they are the first actors who must "accept," "interpret," and "implement" change within educational practice. Therefore, identifying teachers' responses and approaches toward curriculum change is essential for understanding the reasons behind the success or failure of educational reforms (*Malmir, 2023*). Numerous studies have examined teachers' approaches toward curriculum changes and analyzed the factors influencing their responses in this area. *Malmir (2023)*, in a study entitled "How Primary School Teachers Respond to Mathematics Curriculum Change," concluded that teachers were generally aware of mathematics curriculum changes, accepted them, and implemented them. Moreover, *Borna Khajeh et al. (2022)*, in their study entitled "Investigating Primary School Teachers' Resistance to the Implementation of the Official Curriculum: A Grounded Theory Study," identified components including rational resistance, lack of teacher empowerment, insufficient student participation, inadequate educational resources, curriculum deviations, teacher personality characteristics, shortcomings of textbooks, teacher incompetence, teachers' beliefs, cultural conditions, curriculum-related consequences, development of

teachers' capacities, instructional strategies, attention to students' needs, and curriculum optimization. Furthermore, *Barati Ebrahimzadeh and Khakbaz (2022)*, in their article examining primary school teachers' responses to the integrated approach in social studies textbooks, found that teachers possessed considerable awareness of the integrated approach and perceived its philosophy as being rooted in the interdisciplinary nature of social studies and the development of coherent knowledge among students. They also reported positive attitudes toward this approach. However, some teachers resisted this approach due to the elimination of disciplinary boundaries, difficulties in assessment, uncertainty regarding instructional practices, and attachment to traditional teaching methods. The findings of *Roomani et al. (2016)* in their study entitled "Exploring and Identifying the Role of Teachers' Culture in Response to Curriculum Changes: A Mixed-Methods Study" also indicated that the nature of changes, origins of changes, change-related factors, attitudes toward change, cultural characteristics, normative indicators, and teachers' participation and communication culture differed based on gender, teaching experience, workplace, and educational degree. Moreover, responses to curriculum changes were predicted by dimensions of teachers' culture.

Despite the growing body of research in this area, the dispersion of studies and differences in theoretical frameworks, methodologies, and implementation contexts have prevented the development of an integrated understanding of the attitudinal components influencing teachers' behaviors toward curriculum change. Furthermore, a considerable proportion of findings have been generated in diverse school and disciplinary contexts, and their results sometimes appear to be consistent or contradictory. Accordingly, the present study aimed to identify the attitudinal components influencing teachers' behavior in response to curriculum change through a meta-synthesis approach. It is expected that this study, by providing a coherent representation of the key influencing factors, will contribute to enriching the theoretical literature on curriculum change and provide practical evidence for policymakers, curriculum planners, educational administrators, and designers of teacher professional development programs. In this way, curriculum change processes can move beyond the level of policy documents and become more closely aligned with their actual realization in classroom practices.

Research Method

The present study employed a research synthesis approach, which involves integrating specific characteristics and factors derived from the existing research literature. In this approach, knowledge generated from diverse and dispersed studies is collected, interconnected, and subsequently evaluated, reorganized, and interpreted within a framework aligned with current research needs. Research synthesis does not merely involve the accumulation or juxtaposition of previous knowledge; rather, it emphasizes the integration of diverse findings within a

systematic framework that can generate new relationships and insights. Within this approach, common patterns and similarities among the findings of previous studies are identified and integrated based on their relevance to the research question and the dimensions of the investigated topic. Ultimately, the synthesized findings and the relationships among them are interpreted.

To achieve this objective, the present study adopted a research synthesis method to summarize and integrate extensive qualitative studies conducted previously, thereby developing a more comprehensive understanding of the research topic. Accordingly, the researchers attempted to collect relevant studies addressing teachers' attitudes and behaviors in response to curriculum change. Subsequently, these studies were compared, categorized, and synthesized to provide a broader and more coherent perspective on the factors influencing teachers' responses to curriculum reforms.

Various approaches have been proposed for conducting research synthesis. In the present study, the method developed by *Sandelowski and Barroso (2007)* was employed, as it is one of the most widely used approaches in qualitative research synthesis studies. This method significantly contributes to knowledge development through the integration of qualitative research findings and provides a systematic process for identifying, selecting, evaluating, and synthesizing the results of primary studies.

The *Sandelowski and Barroso (2007)* approach consists of seven stages: formulating the research question, conducting an organized and systematic literature review, searching for and selecting relevant documents, extracting data, analyzing and synthesizing findings, quality appraisal, and presenting the results. These stages are illustrated in Figure 1, and the implementation process of each stage is described in the following sections.

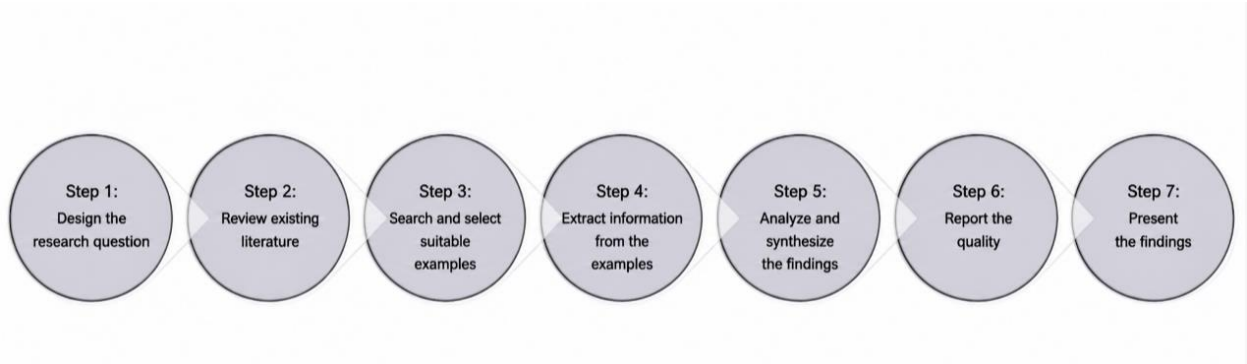

Figure 1. Sandelowski and Barroso's Research Synthesis Model

Stage 1: Formulating the Research Questions

The first stage of meta-synthesis involves designing questions related to the main research topic. At this stage, the research questions are formulated based on key

indicators, including what, who (the study population), when (the time period), and how (the methodological approach). The research questions addressed in this stage are presented in Table 1.

Table 1. Research Questions in the First Stage of the Study

Questions	Answers
What?	What are the factors influencing the formation of teachers' attitudes toward curriculum change?
Who? (Study population)	Articles retrieved from scientific databases and search engines, including Google Scholar, Scopus, Emerald, Elsevier, and ScienceDirect.
When?	The time span included domestic studies published between 2016 and 2025 (1395–1404 in the Persian calendar) and international studies published between 2015 and 2025.
How?	Data analysis was conducted through reviewing the selected studies and extracted codes, identifying concepts, categorizing concepts, and developing new categories.

Stage 2: Organized and Systematic Literature Review

The research population of the present study consisted of all published scientific and research documents related to the attitudinal factors influencing teachers' responses to curriculum change, which were identified and retrieved through searches conducted in scientific databases using relevant keywords, including *curriculum change, teachers' attitudes, teachers' behavior, educational reform,* and related terms.

Stage 3: Searching for and Selecting Appropriate Documents

At this stage, the researcher excluded a number of articles during each review cycle due to their lack of relevance to the research objectives. The screening process was conducted based on various parameters, including the title, abstract, content, and full-text details of the articles. Initially, the titles of the retrieved articles were examined, and those that were inconsistent with the research questions and objectives were excluded. Subsequently, the abstracts of the remaining articles were evaluated, and irrelevant studies were removed from the review process. Finally, the remaining articles were assessed based on their content and full text, and studies that did not align with the purpose of the research were excluded.

The criteria for selecting the articles were as follows:

- Scientific research articles published in reputable national and international journals;
- Articles published in Persian or English;
- Studies published between 2016 and 2025;
- Studies focusing on curriculum change and teachers' attitudes;

Studies with acceptable scientific quality and reportable, evidence-based findings.

Ultimately, the selected articles that met the inclusion criteria were entered into the subsequent stage of the research synthesis process. Figure 2 presents a summary of the

selection and screening process along with the obtained results.

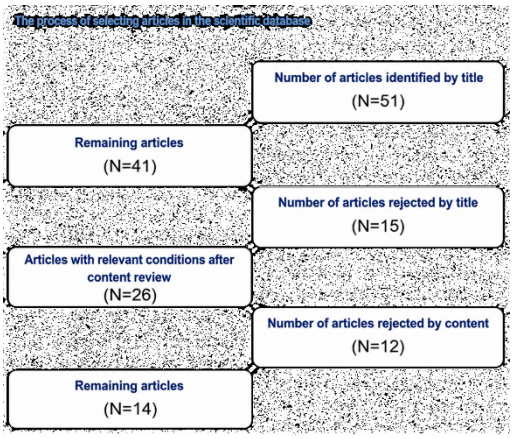

Figure 1. Search and Selection Process of Relevant Articles

Table 4. Analysis of Factors Influencing the Formation of Teachers' Approaches Toward Curriculum Change

No.	Author(s) and Publication Year	Research Title
1	*Roomani et al. (2016)*	*Exploring and Identifying the Role of Teachers' Culture in Response to Curriculum Changes: A Mixed-Methods Study*
2	*Zarghani et al. (2017)*	*New Mathematics Curriculum: What Do Teachers Do?* (Quarterly Journal of Curriculum Theory and Practice)
3	*Dadashi et al. (2016)*	*The Role of Teacher Culture in Responding to Curriculum Changes in Seventh-Grade Mathematics*
4	*Akbari Booreng (2018)*	*Validation of a Curriculum Change Acceptance Model Among Primary School Teachers in Birjand: A Structural Equation Modeling Approach*
5	*Zarghani et al. (2018)*	*Change as a Human Phenomenon: Desired Change in the Implementation Process of New Curricula from Teachers' Perspectives*
6	*Mohammadi et al. (2017)*	*Exploring Teachers' Attitudes Toward Changes in the New Fourth-Grade Reading and Writing Curriculum*
7	*Zivari Morad et al. (2019)*	*Investigating How Tenth-Grade Arabic Teachers Respond to Changes in the Arabic Curriculum*
8	*Razavi et al. (2020)*	*Evaluation of the Sixth-Grade Primary School Curriculum Change in Kouhrang County Based on Fullan's Model*
9	*Barati Ebrahimzadeh and Khakbaz (2022)*	*Investigating Primary School Teachers' Responses to the Integrated Approach in Social Studies Textbooks*
10	*Borna Khajeh et al. (2022)*	*Investigating Primary School Teachers' Resistance to Curriculum Implementation: A Grounded Theory Study*
11	*Zinati et al. (2022)*	*Phenomenological Identification of Strategies for Improving Teachers' Experiences in Response to Curriculum Change*
12	*Salari et al. (2022)*	*The Necessity of Comprehensive Renewal of Schools Implementing Curriculum Change: An Ecological Analysis of the Requirements for Change Implementation in Hormozgan Province*
13	*Malmir (2023)*	*How Primary School Teachers Respond to Mathematics Curriculum Change*
14	*Hafezi and Mottaghi Destanaei (2024)*	*Challenges of Geography Curriculum Planning in a Changing World from Teachers' Perspectives*

Stage 4: Data Extraction

At this stage, the selected studies were carefully reviewed several times, and open codes were extracted. For this purpose, each study was examined to identify concepts related to teachers' attitudes and curriculum change. Subsequently, based on first-order coding, each identified influencing factor was assigned a specific code. The findings obtained from this stage of the research are presented in Table 3.

Stage 5: Analysis of Qualitative Findings

The purpose of research synthesis is to summarize, integrate, consolidate, and provide new interpretations regarding the research topic. To analyze the findings, the information extracted in the previous stage was examined through thematic analysis. By integrating these findings, the relationships among the identified concepts were explored in order to align them with the main objective of the study. Accordingly, in the first step, and based on the research objectives, key points within the textual data were identified and assigned relevant codes. Subsequently, related codes were merged and categorized into subcomponents. In the next stage, the data were analyzed, and the identified subcomponents were grouped based on their conceptual similarities. Thus, after identifying the subcomponents, the main components were determined.

Stage 6: Quality Assessment and Research Trustworthiness

According to *Lincoln and Guba (2004)*, validation is an essential component of qualitative research. In the present study, the researchers employed self-reflection and researcher self-review to evaluate the quality of the selected studies. They attempted to provide clear and transparent descriptions of the procedures undertaken at each stage of the research process. To assess the quality of the selected studies, the Critical Appraisal Skills Programme (CASP) criteria were used. This tool enables a comprehensive evaluation of studies by addressing questions related to the clarity of research objectives, appropriateness of methodology, consideration of influencing factors, and validity of findings. The total score obtained from expert evaluation was 46 out of 50, indicating the high quality of the studies included in the present research. Finally, to ensure the accuracy and trustworthiness of the findings and to monitor the coding process and derived results, the researchers employed inter-coder agreement (peer review). For this purpose, another researcher with expertise in the research area and familiarity with qualitative data coding procedures was invited to independently code the research texts without being informed of the initial coding categories. Subsequently, the high degree of overlap and similarity between the codes extracted by the two researchers indicated a high level of agreement between coders, thereby demonstrating the acceptable reliability of the data.

Stage 7: Presentation of Research Synthesis Findings

In this stage of the research synthesis process, the findings obtained from the previous stages are presented.

Findings

Considering previous studies on teachers' attitudes toward curriculum change, each of which has examined different aspects of this phenomenon, the present study adopted a holistic perspective and employed thematic analysis to identify related components. Accordingly, interrelated concepts were extracted as subcomponents and classified into specific categories. Consequently, the main factors shaping teachers' attitudes toward curriculum change were identified. Table 5 presents the main components, subcomponents, and the researchers who have referred to each component.

Table 5. General Dimensions of the Formation of Teachers' Approaches Toward Curriculum Change

Selected Code	Axial Code	Open Code	Article Codes
Foundations shaping teachers' approaches toward curriculum change	Contextual factors	Teachers' culture	[1], [19]
		Availability of necessary facilities and resources in schools	[1], [3], [4], [7], [9], [10], [12], [13]
		Students' level of interest, motivation, and readiness	[1], [2], [3]
		Effectiveness of textbook content	[1], [2], [3], [4]
		Raising parents' awareness regarding curriculum changes	[2], [9], [14]
		Alignment of the revised curriculum with students' real-life contexts and needs	[3], [7], [9], [10]
		Level of organizational support provided to teachers	[4], [5], [7], [10]
		Lack of sufficient time for curriculum implementation	[4]
		Persuasion, gaining acceptance, and encouraging teachers' participation in change	[5]
		Influence of political, social, and economic directives on curriculum changes	[5]
		Prescriptive nature of the curriculum and reduced flexibility	[5]
		High student density in classrooms	[4], [8], [12]
		Improvement of teachers' economic and welfare conditions	[10]
		Teachers' age and teaching experience	[12]
		Teachers' cultural, political, social, and religious conditions	[2], [3]
	Affective-cognitive factors	Incompatibility of changes with teachers' previous experiences	[1]
		Teachers' positive and negative beliefs and attitudes toward change	[2], [6], [8], [10], [11], [13]

		Teachers' level of commitment, interest, and motivation	[3], [4], [5], [7], [12]
		Teachers' stress and anxiety regarding change	[4]
		Level of interaction among teachers, students, school staff, and the new curriculum	[7], [9]
		Unchanged beliefs of in-service teacher trainers	[12]
		Attention to teachers' perspectives and emotions	[19], [20]
	Teacher professional readiness factors	Quality of in-service training programs	[1], [4], [5], [8], [9], [12]
		Changes in teaching-learning methods and styles	[1], [9]
		Teachers' professional, scientific, and pedagogical competencies	[1], [2], [3], [4], [7], [8], [9], [12], [13]
		Increasing teachers' awareness and understanding of the nature and characteristics of new curriculum changes	[2], [7], [11], [12]
		Teachers' efforts in responding to curriculum changes	[2], [12]
		Teachers' participation in initiating and developing change	[4], [8], [10]

Based on the findings of the study, the analysis of the factors influencing the formation of teachers' approaches toward curriculum change revealed three overarching dimensions: contextual factors, affective-cognitive factors, and teacher professional readiness factors. Each of these dimensions consists of different levels represented as organizing themes. These dimensions are illustrated in Figure 1.

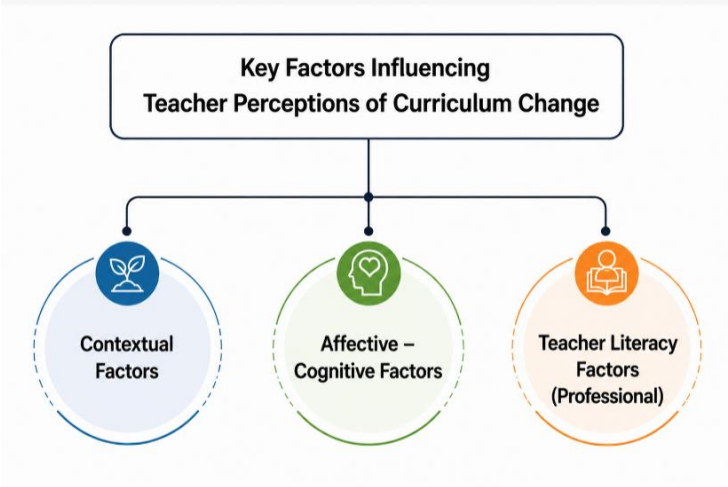

Figure 1. Overall Dimensions of the Factors Influencing the Formation of Teachers' Attitudes Toward Curriculum Change

Discussion and Conclusion

The rapid technological transformations, changes in patterns of living and working, and the increasing complexity of learners' needs in today's world have transformed curriculum change from a temporary initiative into a continuous necessity. However, experiences from educational systems indicate that the success of curriculum reforms depends not merely on the quality of designed documents and educational content, but rather on the quality of their actual implementation in schools and classrooms, where teachers play a central and decisive role. Therefore, it is natural that alongside a group of teachers who accept reforms and perceive them as opportunities for improvement, some teachers may experience uncertainty, concern, or resistance. Such resistance may manifest itself through reluctance to accept changes, minimal implementation, or lack of support for innovations. Within this framework, identifying and categorizing the factors shaping teachers' approaches and attitudes toward curriculum changes provides an opportunity to more accurately explain the reasons underlying acceptance or resistance and to design realistic interventions for improving the implementation of educational reforms.

Accordingly, the present study, using a systematic review/meta-synthesis approach, sought to provide an integrated understanding of the factors influencing the formation of teachers' approaches toward curriculum change through synthesizing the findings of selected studies. As reflected in Table 5, the synthesis process resulted in the identification of three major components: contextual factors, teachers' affective-cognitive factors, and teachers' professional readiness factors. A key point is that these three components do not operate independently; rather, they interact within a networked and dynamic relationship to construct and shape teachers' ultimate attitudes toward change. Consequently, any alteration in one component may strengthen or weaken the other two components.

Contextual factors refer to a set of cultural, organizational, social, and individual conditions that shape teachers' cognitive, psychological, and practical contexts when responding to curriculum changes. Identifying and analyzing these factors is essential for understanding teachers' reactions to educational innovations, as the success of any curriculum change largely depends on its alignment with these contextual conditions. Under this selected code, several personalized axial codes representing the contextual foundations of teachers' approaches are identified. These include teachers' culture, availability of necessary facilities and resources in schools, students' level of interest, motivation, and readiness, effectiveness of textbook content, raising parents' awareness regarding curriculum changes, alignment of the revised curriculum with students' real-life contexts and needs, organizational support for teachers, insufficient time for curriculum implementation, persuasion, gaining teachers' acceptance and participation in change, the influence of political, social, and economic directives on curriculum changes,

the prescriptive nature of curricula and reduced flexibility, high classroom student density, improvement of teachers' economic and welfare conditions, teachers' age and teaching experience, challenges inherent in curriculum change, and teachers' cultural, political, social, and religious conditions.

The findings of this section are consistent with and closely related to the results of studies conducted by *Borna Khajeh et al. (2022)*, *Adriani Putri (2024)*, and *Aytaç (2023)*. According to *Borna Khajeh et al. (2022)*, lack of teacher empowerment, insufficient student participation, and inadequate educational resources are among the factors contributing to teachers' resistance to curriculum implementation. *Adriani Putri (2024)* also argues that limitations in educational facilities and spaces, teachers' skills and competencies, and access to educational technologies are influential factors affecting how teachers respond to curriculum changes. The findings of *Aytaç (2023)* indicate that teachers' perceptions of curriculum change vary according to variables such as gender, professional experience, and the type and geographical location of schools.

Teachers' internal, cognitive, and emotional dimensions play a decisive role in shaping their approaches toward curriculum changes. These factors, including beliefs, emotions, motivations, and professional interactions, can either facilitate or hinder change and, therefore, require careful consideration for a deeper understanding of teachers' responses and for the successful implementation of new curricula.

The concepts included under this component consist of incompatibility of changes with teachers' previous experiences, teachers' positive and negative beliefs and attitudes toward change, teachers' level of commitment, interest, and motivation, teachers' stress and anxiety regarding change, the level of interaction among teachers, students, school staff, and the new curriculum, unchanged beliefs of in-service teacher trainers, teachers' beliefs about knowledge and teaching, teachers' beliefs about students' abilities, and attention to teachers' perspectives and emotions.

These findings are consistent with the results of studies conducted by *Zinati et al. (2022)* and *Roomani et al. (2016)*. Based on the findings of *Zinati et al. (2022)*, factors such as teachers' competence in institutionalizing change, their interest and motivation, and their level of participation play a significant role in improving teachers' responses to curriculum change. Furthermore, *Roomani et al. (2016)* reported that dimensions such as cultural characteristics, normative indicators, and participation culture have significant relationships with the quality of teachers' responses to curriculum changes.

The level of teachers' awareness, conceptual understanding, and scientific and professional competencies regarding curriculum changes highlights the critical role of teachers' knowledge and cognition in determining how they respond to curriculum transformations. These factors play an important role because teachers' knowledge and understanding of the objectives, content,

and approaches of new curricula determine the extent of their participation, acceptance, and effectiveness in implementing educational changes.

The most important cognitive and knowledge-based factors influencing teachers' approaches toward curriculum change include the quality of in-service training programs, changes in teaching-learning methods and styles, teachers' professional, scientific, and pedagogical competencies, increasing teachers' awareness and understanding of the nature and characteristics of new curriculum changes, teachers' efforts in responding to changes, and teachers' participation in initiating and developing change.

This part of the findings is consistent with the results of studies conducted by *Zinati et al. (2022)* and *Olibie (2013)*. *Zinati et al. (2022)* concluded that the implementation of professional development programs and the preparation of teaching-learning packages are among the strategies for improving teachers' responses to curriculum changes. Similarly, *Olibie (2013)* states that when facing emerging curriculum changes, teachers need to acquire sufficient knowledge and skills to provide effective instruction and respond to students' needs; this element plays a key role in shaping their responses to curriculum reforms.

It should be noted that this classification of the general dimensions of the factors influencing the formation of teachers' approaches toward curriculum change was developed based on the components and indicators identified in the existing research literature. These dimensions are interconnected across all three levels and influence one another. Based on the findings of the present study, which represent an integration of results from various studies examining the factors affecting teachers' approaches to curriculum reforms, the following recommendations are proposed:

1. Curriculum Change Design

- The role of teachers as "professional partners in change" should be recognized. This means that mechanisms for meaningful teacher participation should be incorporated into both the needs assessment stage and the processes of curriculum development and revision.
- The alignment of the curriculum with students' actual needs and classroom realities should be considered a fundamental criterion in decision-making processes so that curriculum change becomes meaningful, justifiable, and acceptable for teachers.

2. Preparation and Empowerment for Implementation

- In-service training programs should move beyond general and prescriptive approaches toward problem-based, classroom-oriented professional development, supported by practical tools such as teaching guides, sample learning activities, and assessment scenarios.
- The quality of in-service trainers and the alignment of their beliefs with the principles of the new curriculum approach

should be monitored to prevent the transmission of inconsistent messages to teachers during training programs.

3. Implementation, Monitoring, and Revision of Reforms

- Monitoring processes should not focus merely on whether changes have been implemented; rather, they should emphasize the quality of implementation, contextual barriers, and teachers' affective-professional experiences during the change process.
- School-based support systems (including school leadership, administrative staff, and educational groups) should be activated to reduce change-related anxiety and strengthen supportive professional interactions.

4. Policy and Organizational Level

Before announcing curriculum changes, adequate planning should be undertaken to ensure minimum implementation requirements, including sufficient time, resources, facilities, manageable class sizes, and administrative support. Without these essential conditions, even well-designed reforms may result in resistance or superficial implementation.

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