

Curriculum Reform and Teacher Motivation: The Case of Bangladesh

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ABSTRACT: *The Bangladesh education system is undergoing a transformational phase with the introduction of the National Curriculum 2022 (NC 2022). This research investigated teachers' motivation to implement the NC 2022 in Dhaka city, focusing on its alignment with student development, suitability for the Bangladeshi context, and implementation challenges. This study used semi-structured interviews with fourteen grade 6 and 7 teachers from public and private secondary schools in Dhaka city, each having over five years of teaching experience and training in the new curriculum. The research explored teacher views through the lens of Everett Roger's Diffusion of Innovation and Hertzberg's two-factor theory, considering motivator and hygiene factors influencing implementation. Teachers recognized the curriculum's potential for skill development and global adaptation but highlighted practical challenges, including resource constraints, heavy workload, and classroom environment issues. They also expressed concerns about the implementation procedures and economic struggles affecting their motivation. Despite perceived positive impacts on student involvement and analytical thinking, challenges such as large class sizes hindered willingness to contribute. Teachers emphasized the importance of school readiness and infrastructural improvements for successful implementation of the new curriculum. This study emphasizes the need for policy and administrative adaptations to ensure the effective implementation of NC 2022.*

KEYWORDS: Bangladesh, curriculum implementation, National Curriculum 2022, competency-based education, teachers' motivation.

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1. Introduction

Bangladesh's education system is undergoing a transformational phase as a new National Curriculum Framework was approved in 2021. In light of the framework, the National Curriculum 2022, which is competency-based and experiential, was piloted in 62 secondary schools around the country is currently being implemented gradually with a target to country wide rollout from grades 1 through 10 within 2027. Bangladesh aims to attain the status of a developed country by 2041. In alignment with this objective and 4th industrial revolution, the new curriculum indicates a significant shift in focus towards transforming the education system. The implementation of the competency-based and experiential curriculum highlights the transformation from the traditional content-focused and teacher-centric pedagogical approaches. This curriculum framework (NCF, 2021) prioritizes the development of students'

practical skills and active learning with teachers' roles transformed from content experts to learning facilitators, thereby equipping students more effectively to navigate and address future challenges efficiently.

According to Bangladesh Bureau of Educational Information and Statistics (BANBEIS, 2022) there are more than 6 lakh teachers teaching at various tiers of education. Additionally, Bangladesh has a large number of students, with a combined enrolment figure of more than 20 million, spanning across various tiers of educational institutions. NC 2022 requires teachers to act as facilitators, a guide who helps students construct their understanding through active learning, inquiry, and collaboration. This requires a student-centered approach where the teacher listens attentively, asks probing questions, and provides personalized support to nurture individual learning styles and needs. Therefore, the motivation and active involvement of teachers

towards implementing the new curriculum is essential to provide a holistic learning experience for the learner as this curriculum heavily relies on real-life activity-based learning.

However, this is entirely a new orientation for teachers as they were acquainted with the traditional lecture method teaching. The core difference of previous and new curriculum is the teaching approach. The previous curriculum focused mainly on content but the new curriculum prioritizes more on student's competency and holistic development. Accordingly, teachers are required to change their existing practice. Several training sessions have been organized and some supports have been given such as teachers guide and technology-based app on student evaluation. However, concerns have been expressed by educationists regarding teachers' motivation and their acceptance of the new curricular approach.

This paper provides a detailed account of Bangladeshi secondary teachers' views regarding their motivation to implement the new curriculum highlighting their experience in implementation. The second section of this paper provides an overview of Bangladesh's education system and its operational structure. Additionally, a literature review discusses global curriculum trends and the significance of teacher motivation in curriculum implementation. In third section, findings present the research findings from teachers expressing their views about the new curriculum and challenges experienced during implementation. Lastly, the paper highlights some recommendations from teachers for policymakers, administrative authorities working towards curriculum implementation and the educational community as a whole.

2. Literature Review

In recent years, curriculum reform has become a focal point for educational systems worldwide, reflecting a shift towards fostering skills essential for lifelong learning, employment, and societal engagement. This literature review explores the global trends in curriculum reform, highlighting existing research on the competency-based education approach. Furthermore, it focuses on the National Curriculum 2022 in Bangladesh, emphasizing its alignment with global

educational standards and its targeted goals. Additionally, the review underscores the critical role of teachers in the successful implementation of curriculum reforms and the need for adequate support and motivation. Furthermore, the conceptual framework integrates Rogers' Diffusion of Innovation theory and Herzberg's Two-Factor Theory to provide a comprehensive understanding of teachers' experiences and motivations in adapting to new curricular demands.

2.1. Global Trends of Curriculum Reform

Over the past 15 years, many countries have undergone substantial modifications to their curricula, prioritizing skills essential for lifelong learning, employment, and societal engagement (UNESCO International Bureau of Education, 2018). These reforms typically integrate higher-order thinking abilities, and multiple intelligences, aiming to foster global citizenship and interdisciplinary learning. For instance, Brazil's Brazilian National Common Curricular Base (BNCC) emphasizes comprehensive education and holistic student development through interdisciplinary learning and real-world knowledge application. Similarly, Cambodia's Curriculum Framework of General Education and Technical Education (CFGETE) focuses on alignment and consistency across all levels, emphasizing interdisciplinary connections and defining eight key competencies. Finland's National Core Curriculum for Basic Education (NCCBE) emphasizes creating a conducive school culture and learning environment, promoting active participation, critical thinking, and collaboration. Kenya's Basic Education Curriculum Framework (BECF) and Kenyan Competency-Based Curriculum (KCBC) incorporate competency-based approaches, preparing students with practical skills for various life areas. These diverse approaches highlight a shift towards reflexive learning and teaching methods, promoting critical thinking and dialogue among students. Further examples like India's Happiness Curriculum (Khanna & Peterson, 2023), Bhutan's New Normal Curriculum (Ministry of Education and Skill Development, 2021) underscore innovative

approaches, aiming to develop practical skills and abilities for real-world success.

The National Curriculum 2022 is a big move towards educational reform in Bangladesh in light of the global adaptation. Rather than the traditional examination and assessment system, NC 2022 was developed with a vision to create patriotic, productive, adaptable, happy, and global citizens by providing competency-based and life-oriented educational experiences to students (National Curriculum Framework, 2021). Most importantly, the NC 2022 aims for students' multidimensional skill development in prospects of the 21st century such as problem-solving, decision-making, creative thinking, communication, self-management, collaboration, global citizenship, digital skills, and employability skills throughout learners' learning experiences (National Curriculum Framework, 2021). Additionally, NC 2022 aims to prepare students to face real-world difficulties with confidence by emphasizing critical and creative thinking, problem-solving, effective communication, and self-management. The curriculum aims to offer students a secure and supportive learning environment in which their uniqueness and perspectives are valued, allowing them to take responsibility for their learning path.

A study conducted by Rogers (2021) in New Hampshire (NH) found that competency-based education (CBE) improved students' research and writing skills through specialized classes and projects. However, teachers reported a decrease in student participation due to a lack of motivation caused by the lack of deadlines. Rogers' (2021) Findings further revealed that slow-rolling of CBE in K–12 approach promoted collegial teamwork and produced students who knew no alternative systems by the time they entered high school. With the use of this methodical approach, educators were able to advance and improve their teaching techniques. Some participants also reported that their student's anxiety levels have decreased as a result of using CBE-based evaluation techniques.

2.2. Teachers' Motivation as Frontliners

Changes in curriculum approach and evaluation methods indicate a significant change

in the way teachers perform their responsibilities. Dhuinn et al., (2021) argued that, in terms of curriculum changes, teachers at the field level need to adapt to new perspectives and practices. Olibie (2013) further noted that the new curricular reform trends require teachers to develop new skills, information, and teaching methods to meet the demands of the curriculum and prepare students for a rapidly changing environment. Teachers must be supported to comprehend the logic behind the modifications in addition to how to put them into action (Kapur, 2019).

In terms of curriculum reform, motivated teachers are more likely to adopt and effectively incorporate new techniques, methodology, and content into their teaching practices (Gökçe, 2010). Their effort and dedication act as drivers for innovation and adaptation, resulting in a dynamic learning environment that promotes student engagement and achievement (Kapur, 2019). Studies have revealed that educational reforms often trigger anxiety and pose significant threats to teachers' mindsets (Guskey, 1986). Dhuinn et al. (2021) stated teachers have a general perception that, to alter or try something new entails risking failure, and there is often a concern among them that students will learn less effectively than they would under present procedures. Teachers may be hesitant to implement new practices or procedures unless they feel confident that the new curriculum will be effective (Lortie, 1975). However, how teachers' value and implement reformed curricula is ultimately influenced by their particular views about teaching and learning (Manouchehri and Goodman, 1998). According to Van den Berg and Ros (1999) and Charalambous and Philippou (2010), if instructors are not given support to overcome their fears about curricular change, they may not see the value in the reform. Constantinos et al. (2004) also discovered that in the absence of ongoing professional development and support measures, teachers' concerns may not be eased. Without teacher assistance, curriculum developers risk replicating old behaviors under a new disguise (Dhuinn et al., 2021).

Prokes et al. (2021) conducted a mixed methods study that revealed negative faculty perceptions of Competency-Based Education

(CBE), primarily due to their roles and infrastructure issues. Faculties reported feeling pressured to teach CBE either by assignment or personal motivation, and expressed concerns about large class sizes. They emphasized the importance of trial and error and collaboration with peers, emphasizing that effective faculty development must be continuous and varied. The study suggested that there is no single correct approach to preparing and supporting faculty for CBE approach, and highlighted the need for ongoing specific learning experiences to ease implementation. Faculty collaboration was perceived as essential for improving CBE teaching practices. Another study carried out in the Algerian educational context by Mirza et al. (2023) found general dissatisfaction among educators with CBE. The researchers found six main barriers: a lack of resources, a curriculum that is too demanding, crowded classes, and imprecise competency performance requirements.

curriculum reform. Rogers' (2003) Diffusion of Innovation theory provides a lens to examine how teachers perceive the new curriculum's attributes such as relative advantages over the previous one. Specifically, this study explored new innovations attributes like complexity, compatibility with the Bangladeshi context, and the trialability experienced during the 2023 implementation. Furthermore, Herzberg's Two-Factor Theory was utilized to investigate how teachers' perceptions of these attributes affected their motivation for implementing the new curriculum by exploring the motivator factors and hygiene factors. In hygiene factor teachers working condition, salary structure and professional wellbeing was emphasized in light of the NC 2022 implementation. Additionally, in motivating factors teachers' sense of achievement in teaching the new curriculum, responsibility towards teaching in new curriculum and motivation towards teaching in NC 2022 was emphasized.

2.3. Conceptual Framework

This research aimed to gain a comprehensive understanding of teachers' experiences and their driving force in adapting to the

3. Methodology

This study employed a qualitative research approach, specifically phenomenological research, to investigate secondary school

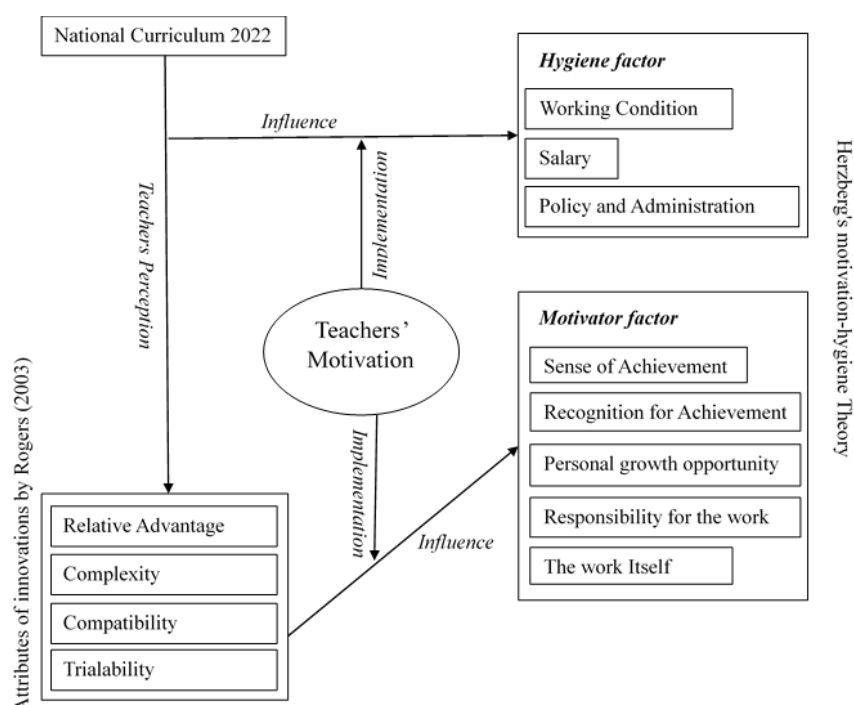


Figure 1. Conceptual Framework

teachers' motivations towards implementing the NC 2022. The central phenomenon of this study was to explore participants' subjective experiences and perspectives about the new curriculum, providing rich insights into their motivations. Phenomenological lens is employed to explore how individuals make meaning of their educational experiences, uncover the essence of their lived experiences, and understand the underlying motivations and intentions that drive their actions and behaviors within the educational setting (Koopman, 2016). Phenomenological research was particularly well-suited for this study as it enabled in-depth exploration by allowing the researcher to delve deeply into the experiences, perceptions, and motivations of secondary school teachers regarding the NC 2022 which is a recent phenomenon in Bangladesh.

3.1. Research Questions

The study explored three key research questions:

1. How do secondary teachers view the attributes of innovation of the new curriculum?
2. How do attributes of innovation's perception influence hygiene factors of secondary teachers regarding the implementation of the new curriculum?
3. How do attributes of innovation's perception influence motivator factors of secondary-level teachers regarding the implementation of the new curriculum?

3.2. Sampling and Participants

The population under investigation for this research comprised secondary school teachers from both public and private schools in Dhaka, specifically focusing on teachers instructing grades 6 and 7. As the curriculum was implemented initially in grades 1, 6 and 7; this study targeted the secondary level. For this study, a two-step qualitative sampling strategy was employed in school and participant selection. Firstly, 10 schools were selected for participant selection - 5 Public and 5 private schools through convenient sampling (Creswell, 2012) approach, taking into consideration factors such as the accessibility of schools, their willingness to

participate in the study, and the compatibility of their schedules with the research timeline. The selected 10 schools were implementing NC 2022 and used textbooks prescribed by the National Curriculum and Textbook Board (NCTB). The school selection process was tailored to include a mix of both types of institutions.

Afterward, 14 teachers were selected for interviews from the chosen schools, 7 from public schools, and 7 from private schools. The participant selection process followed the Criterion sampling (Patton, 2001, p. 238) method based on the specified criteria. Secondary school teachers who meet the defined criteria were selected as participants –

- Teach in class 6 or 7,
- Received training on the NC 2022,
- Have a minimum five years of teaching experience.

14 teachers were selected by criteria sampling for interview. To ensure a balanced representation of both public and private schools in Dhaka City, efforts were made to equally select participants from each sector and each subject taught at the secondary level. This involved identifying an equal number of eligible teachers from both public and private schools.

3.3. Data Collection Method

Semi-structured interview was employed in this study for data obtaining. Semi-structured interviews provide a flexible and open-ended approach to data collection (Creswell & Guetterman, 2018). This method allowed for a personalized and participant-focused approach, ensuring that each teacher's unique perspective was heard and understood. In this research, 14 teachers were interviewed individually. A semi-structured interview protocol was developed to facilitate in-depth conversations with individual secondary school teachers in Dhaka City. The tool was piloted with 2 secondary school teachers who met the population criteria. These interviews aimed to explore various aspects of teachers' motivations towards implementing the NC 2022 in terms of the research questions. The interview protocol started with introductory questions to establish rapport, followed by

open-ended inquiries about their views, and perceptions regarding the components of the curriculum and the motivator and hygiene factors influencing their motivation in implementing NC 2022. Questions also addressed the influence of contextual factors, such as teaching experience in the new curriculum, students' response, resource availability, and the influence of training experience on their motivation towards implementing the NC 2022. Each interview was conducted face to face, allowing for an interactive exchange of ideas and experiences between the researcher and the participants. The semi-structured style of the interviews provided a framework for research while also allowing for an in-depth investigation into emergent thoughts. Detailed notes were taken during the interviews to capture the details of the participant's responses and interview was audio recorded with written consent, ensuring that the data collected was accurate and complete.

3.4. Data Analysis

Thematic Analysis approach adapted from Braun and Clarke (2006) was employed to derive meaningful insights from the collected data. As interviews were recorded, it was transcribed into text format. Afterward, familiarization with data was done for thematic understanding. Codes were labeled and assigned to specific concepts, ideas, or phrases within the data. By systematically identifying and assigning codes to relevant portions of the data, the key ideas and concepts present in the data were identified. Building upon the initial codes, potential themes within the data were identified. Through close reading, the underlying themes that emerged from the data were identified. The potential themes were reviewed and revised examining their relationships, connections, and alignment with research questions. Afterwards, each theme and sub-theme was thoroughly generated to clarify its broad, distinct traits and relevance to the study concern. After reviewing the themes, attempts were made to discover exemplars within the dataset. Exemplars were chosen carefully to represent the diversity in the data, thus increasing the credibility and validity of the thematic analysis.

4. Findings

Themes that emerged from the data included teachers' views on curriculum design, content, and effectiveness in achieving learning goals through new evaluation. Themes also pointed challenges like workload, training quality, resource limitations, and technological constraints. The research highlighted the complex interplay of factors influencing teachers' experiences with the curriculum.

4.1. Curriculum's Strength and Benefits

The study found that teachers viewed this curriculum as having significant strengths in fostering a student-centered approach that practically cultivates their deeper engagement and intrinsic interest in learning. Teachers also viewed this shift from the previous curriculum as prioritizing the development of critical thinking skills over rote memorization that is empowering students to brainstorm with complex ideas and develop the foundation for lifelong learning. Majority of the teachers expressed that the tasks in this new curriculum were appropriate to equip students with necessary life skills. One teacher of a public-school teaching "Digital Technology" expressed:

"There is a topic in class 6 focusing on how to communicate with neighbors and relatives during a crisis period. Students are getting this practical knowledge which I think is very much needed not just for students but parents also who leave their child at home alone."

Majority of the teachers further noted a positive increase in students' classroom participation and analytical thinking, attributing this to the curriculum's experiential learning approach. Teachers noted that students were learning how to successfully express and articulate their ideas to others through presentations and demonstrations, which is a critical skill set required for academic and professional success. A teacher of a public school expressed:

"In this new curriculum teachers and students are working together, students are teaching us through presentation and demonstration. They are learning how to present factual findings from a very early stage rather than passively observing lectures like the previous curriculum.

This will be beneficial when they learn more advanced methodologies at the upper grades and university level.”

However, one prominent concern raised by teachers was the frequency of curriculum changes, which they perceived as confusing and demotivating. A private school teacher expressed:

“In Bangladesh educational changes are very frequent in relation to the political and administrative changes. Another new system begins before an established system starts to stabilize. These frequent changes hamper the implementation mindset of field-level teachers, they become confused. A system should be given enough time.”

4.2. Curriculum Content and Assessment

This study found that teachers viewed the thematic continuity of topics given across grade levels from class 6 to class 9, as providing a scaffolded and age-appropriate learning experience, building upon prior knowledge and fostering a sense of progression within the student’s educational journey. One teacher of private school teaching ‘Bangla’ highlighted:

“The first chapter of class 6 is ‘Let’s contact respectfully’ in class 7 the same theme is repeated as ‘Let’s contact in standardized language’ in class 8 again the same theme is repeated as ‘Let’s read and write in standardized language’ in class 9 the theme is further presented as ‘Let’s contact in different media’. The communication theme is classified into different levels like a staircase.”

Some teachers believed that a field of justification had been created in this new curriculum for teachers who used to remain callous in the previous curriculum regarding class conduct. One teacher of a public school expressed in this regard:

“We had 20% continuous assessment in the previous curriculum too, teachers used to ignore the instruction given centrally as it was just 20%. Now teachers have become serious as continuous assessment is majority of the evaluation. Students are getting increased attention from teachers.”

However, while the majority of teachers expressed positive motivation about the new evaluation system, some teachers expressed that

it was difficult to adjust to the direct increase of 60% continuous assessment for the first time as the system was complex to understand for everyone, but over times that adaptation was improving among teachers, students, and guardians as well. A private school teacher expressed:

“At the initial stage, evaluation ratio should’ve been 50% real-time assessment - 50% summative assessment and based on the result of the trial period, it should’ve been reconsidered.”

Furthermore, teachers perceived the new evaluation system as providing an equal platform for students of all abilities, not just those who excel academically. However, teachers noted that the system may allow for more casual grading by evaluators, potentially compromising the accuracy and fairness of assessments. Additionally, 6 teachers highlighted that, students were taking this evaluation very casually being satisfied after achieving the lowest sign square. In those cases, they were participating very lazily. Regarding the new curriculum’s evaluation signs, 5 teachers expressed concern that they allowed for inadequate evaluation of students’ actual learning. Specifically, the practice of assigning Performance Indicator (P.I.) signs based on previous performance posed challenges, as students might not always possess the necessary skills or capabilities to achieve specific P.I. targets. This raised questions about the fairness and effectiveness of the evaluation system in accurately assessing individual student progress and growth. A teacher of a private school expressed:

“If a student acquires the triangle sign in 2 or 3 P.I.s among 10 P.I.s, the teacher is supposed to assume the student is capable of achieving the triangle sign in other P.I.s as well. The teacher has to provide judgment based on the evaluation of 2 or 3 P.I.s.”

4.3. Students’ Engagement as Envisaged in The New Curriculum

According to some teachers, students were also not engaging in classwork since they understood that there was no failure in the evaluation system. They would still achieve the lowest sign, which is a square, therefore they were reluctant. This acted as a demotivating factor to teachers in

comparison to their efforts in the new curriculum. Teachers acknowledged, the new curriculum's emphasis on experiential learning benefits students by accommodating a variety of learning styles, facilitating deeper comprehension through practical application, and encouraging personal growth through active engagement. Teachers believed this technique would not only improve students' academic skills but also important social and emotional competencies such as confidence and collaboration, especially among introvert children. They believed that this system alleviated the pressure traditionally associated with rote memorization, fear of judgment, exam anxiety, and unhealthy competition among students; in some cases, parents too. They appreciated the distributed nature of assessment, which ensured that evaluation occurs regularly throughout the learning process, thereby reducing stress and promoting a more holistic approach to education due to distributed pressure. A teacher of a public school stated:

“The focus of the exam was to see at which stage the student currently is in. They have 40% marks in written examinations where no direct question is given from the book, student is supposed to write analytically from his/her own thinking. This requires no study. It encourages students' own understanding of the topic and theme.”

However, teachers voiced concerns over a common misconception surrounding the curriculum, noting that the curriculum was perceived as only focused on practical work among parents and students. In reality, the core concept of the curriculum revolved around fostering understanding, analysis, and implementation skills. However, some students were skipping these foundational steps and directly jumping into implementation activities. This trend raised concerns among teachers about the depth of students' knowledge in actual comprehension and their ability to critically analyze and apply knowledge acquired through the curriculum. One teacher of a public school stated:

“I think this curriculum is encouraging not to study, Students are supposed to read and then implement or demonstrate. For example, a group of students is demonstrating drama

about the liberation war. As an outcome, they are demonstrating only fighting scenes. Why the liberation war happened, and what was the background, they are missing out on that information as the content-focused evaluation is no more. I think content focus is also important, and evaluation of the learning should also be prioritized.”

4.4. Infrastructural Challenges

This study found that teachers were facing difficulties in providing the appropriate context for students to complete specific assignments as per curriculum demand, particularly those requiring community support. The discrepancy between curriculum standards and practical limitations highlighted a gap in implementation, reducing students' ability to fully participate in real-world activities. This study found that teachers could facilitate those experiences within the school context when they provide an appropriate environment. This finding pointed out a lack of community support, grooming, and mindset as a key barrier to effective implementation of NC 2022. A teacher of a private school voiced concern stating:

“They have some tasks like identifying problems, brainstorming solutions, and applying them in the field. The problem is they are getting little support and response from the community. It's difficult for them to execute the tasks properly in Bangladesh's context if the surroundings don't communicate. However, if I try to give them the experiences in school setting, they can perform accordingly as I can provide them with the appropriate situation.”

For successful implementation of NC 2022 classroom environment is a big factor to consider. The issue of huge class sizes considerably limited teachers' capacity to deliver personalized attention. A teacher of a private school stated:

“When all the students are present, it's difficult to accommodate everyone in the classroom for group work. There is less space to arrange all the benches.”

Additionally, teachers expressed that the NC 2022 demands an interactive classroom whereas the existing classroom size and setting remained in lecture method mode. Teachers faced real

challenges when they had to constantly rearrange benches to make room for group activities due to lack of space and inappropriate furniture. This constant interruption hampered the intended learning objectives by creating excessive noise and disrupting important class time. Furthermore, the physical strain that the heavy furniture placed on teachers as well as students was reported as a cause of frustration by respondents.

4.5. Insufficiency and Unethical Use of Technology

Another major challenge teachers voiced was the lack of stable device availability and internet access for evaluation purposes. This limitation hampered the ability of some teachers to accurately and promptly input evaluation data and track student progress. A teacher of a private school expressed:

“We are working with mobile data at our own cost, there is no in-house internet connection at the school. We were instructed to display classes of “10 Minute School” (a popular ed-tech startup) during training. But we can’t accommodate 60 students in our existing computer lab. In the classroom, it’s also difficult as there is a lack of sound output, in some classes’ projectors too.”

9 out of 14 teachers noticed that students were finding answers to evaluation questions online. This raised concerns about whether the evaluation process was fair and appropriate. Additionally, some unethical teachers and business opportunists were sharing evaluation materials with answers. Whether those were correct or not. Students were memorizing these answers and writing them in exams without truly understanding the material. Teachers also unanimously expressed frustration with the performance of the “Noipunno” app (newly introduced to ease continuous evaluation), reporting issues such as unresponsiveness, frequent crashes, and data loss during input. Despite their best efforts to input data, the app often crashed, leading to the loss of valuable information they had already given input.

4.6. Classroom Environment and resource Constraints

In the private schools’ context, there were differences in funding and the number of subject specialist teachers compared to public schools.

Teachers stated that non-subject specialists were pressured to teach extra classes. This placed a strain on teachers, who were already overburdened with their current workload in NC 2022. In such cases, a lack of competence in specific disciplines resulted in a negative impact on the quality of instruction provided during extra lessons. Teachers who lacked a thorough understanding of the subject failed to deliver detailed explanations, properly answer questions, and promote meaningful debates. A teacher of a private school stated,

“Sometimes I have to take extra classes even if my specialization is not in a specific subject. In the new curriculum providing background knowledge and maintaining class quality is very challenging without expertise in the subject matter.”

Additionally, this study found that inadequate classroom size, environment, and furniture patterns limited teachers’ capacity to organize group activities and collaborative learning. The frequent shifting of desks disrupted lectures due to space limits, causing noise and class time loss, compromising the learning objectives of NC 2022. Teachers expressed concerns about the extra burden caused by manual evaluation, as they were required to assess students every day. Additionally, this study identified the frustration existing among teachers due to the functioning of the “Noipunno” app, which was designed to speed up evaluation processes. However, multiple teachers reported unresponsiveness, frequent crashes, and data loss during input. Despite their best efforts to enter data, the app frequently crashed, resulting in the loss of important information.

The discrepancy between the curriculum requirements and the limitations due to Dhaka’s urban infrastructure raises questions regarding the feasibility of performing specific activities. Challenges in organizing events such as educational picnics, swimming lessons, and river views due to limited facilities highlights the need for creative solutions that ensure students receive hands-on learning experiences. Furthermore, the financial limitation that private schools had when supporting field trips raises questions about equity in educational opportunities. The inability to

provide such experiences may increase existing inequities in access to experiential educational activities, especially among students from low-income families. A teacher of a private school teaching 'Life and livelihood' subject expressed:

"There are some activities like field visits, for example, the curriculum demands that I take students to visit a poultry farm. I need the financial support for that. As a private school, it is very challenging to support all teachers at a time."

4.7. Financial and Professional Challenges Influencing Teachers' Motivation

12 out of 14 teachers expressed frustration that, their current salary was not adequately compensating for the increased work pressure associated with the new curriculum. Teachers felt undervalued and financially strained, which impacted their morale and willingness to invest extra effort in adopting new teaching methods or adapting to curriculum changes. Teachers expressed that, while they desire to contribute fully to their profession, the necessity of prioritizing personal survival limits their ability to do so. A teacher of a private school expressed regret stating:

"Despite the salary being insufficient, sometimes our existing salary is also postponed even for a month as the school entirely depends on students' tuition fees. We want to contribute but we need to think about surviving first. Every teacher should be brought under the same umbrella."

This study also found the need for some teachers to seek supplementary income through additional activities such as part time jobs, tuitions detract from their ability to devote full attention to their students and classroom responsibilities. This can lead to reduced quality of instruction and less effective engagement with the curriculum, ultimately affecting students learning outcomes and curriculum goals. Teachers expressed concern about the diverse classification of teachers' wage structures noting that it did not sufficiently represent their contributions and qualifications. Despite receiving salary under government pay scale, the government school teachers also reported struggling to afford their living expenses, highlighting financial stress that negatively affected their general well-being.

Teachers stated that the many classifications of compensation scales frequently disregard aspects such as experience, qualifications, and teaching responsibilities, resulting in disparities within the field. A teacher of a public school stated:

"If I want to live decently in Dhaka, I have to spend 25-30 thousand a month on my house rent only. My total salary is 40-42 thousand a month, how do I bear the educational expense of my child? What about health risks and expenses?"

Furthermore, Teachers in both private and government schools expressed frustration with covering multiple subjects and keeping track of all students across these subjects. This study identified that these challenges led to feelings of overwhelm and stress as teachers struggled to maintain high-quality instruction in each subject area. Moreover, teachers of government schools expressed the additional challenge of teaching six or seven consecutive classes, which took a toll on their physical and mental well-being. The constant intensity of teaching for extended periods resulted in fatigue and low effectiveness in maintaining engagement and focus in the classroom. These stressors conflicted with the demands of the new curriculum, which requires teachers to be fully engaged and focused throughout the day in class activity. In such conditions, adapting to teaching methods and being prepared in every class to meet curriculum requirements further added to the compatibility of the teaching process, increasing the pressure on educators.

4.8. Training, Teaching Resource and Dissemination-Related-Factors Influencing Teaching

Due to the improved student engagement and flexibility in teaching methods, most teachers expressed positive attitude towards the new curriculum's pedagogical approach. However, teachers were facing issues with class time management, outside pressure from parents and school administrators, and frustration with the quality of teacher's training programs. These stood out as major obstacles in sustaining teachers' motivation. A teacher from a private school expressed concern regarding high spending costs and the burden of unattended classes during training periods - Expressing:

“Sometimes the training is given in a place where spending cost is more than TA/DA, Moreover, when I’m away for training my classes remain unattended due to lack of teachers. After returning from the training those extra class loads are very tough.”

Teachers reported mixed experiences regarding the training. The majority of teachers found the brief training sessions unsatisfactory and lacking in detail, while others recognized the need for self-study and adaptation in the unique classroom setting to complement their understanding of the training. Teachers appreciated the Teachers Guide (TG) for classes 6 and 7, noting it provided sufficient guidance for the new curriculum. However, they reported some concerns regarding the completeness and clarity of certain sections within the TG. A teacher of life and livelihood pointed out that certain topics, such as poultry training, lacked detailed instructions regarding key aspects of the task such as sourcing chickens and the whole process of how it should be conducted. A teacher from a public school stated:

“In this urban setting of Dhaka, it’s difficult for a student to rear chickens in their apartments as most of them live in rent. Some students face building restrictions. There is no clear instruction in TG where they will perform the task and how they will perform the task, which raises confusion.”

Teachers expressed concern over misinterpretations of the curriculum’s components, particularly on social media, which caused confusion among parents and children. The difference between the visible focus on some practical work like cooking that was highlighted in social media and the actual emphasis of the curriculum on understanding, analysis, and skill development emphasizes the need for effective communication and stakeholder alignment.

5. Discussion

The study found that teachers were positive regarding the importance of curriculum change and its potential benefits. Dhuinn et al. (2021) highlighted the necessity for teachers to adopt new perspectives and practices to successfully implement the curriculum. However, the

study uncovers substantial concerns about the compatibility of the new curriculum with existing contexts and the readiness of schools to implement it effectively. These concerns provide crucial insights for policymakers and curriculum implementors. The new curriculum aims to enhance students’ cultural awareness and behavior which requires community support and adequate infrastructural availability. Nevertheless, the study identifies significant challenges faced by teachers in organizing the intended curriculum tasks, in addition to lack of community readiness. This underscores the urgent need for community grooming and awareness-raising initiatives.

Prokes et al. (2021) revealed negative faculty perceptions of Competency-Based Education (CBE) due to role assignments and infrastructural limitations. Faculty reported feeling pressured to teach CBE, either by assignment or personal motivation, and were concerned about large class sizes. Similar issues are evident among Bangladeshi teachers, who face a shortage of subject-specific educators, disparities in infrastructure between private and public schools, and challenges with simultaneous class periods. These findings underscore the need for improved class scheduling and capacity building in schools. Olibie (2013) highlights the need for teachers to acquire new skills, information, and teaching methods to meet the curriculum’s demands. The study unveils a complex picture where the curriculum’s advantages were mitigated by real-world constraints that affected teachers’ effectiveness and motivation to be involve negatively. Financial strains further fueled these challenges, forcing teachers to prioritize their basic needs over professional responsibilities.

Roger’s (2021) research in New Hampshire (NH) illustrates the positive impact of competency-based education (CBE) on students’ research and writing skills, fostered through specialized classes and projects. This finding contrasts with the increased student participation observed by Bangladeshi teachers in the new curriculum format, even among typically reserved children. Rogers (2021) observes that the gradual introduction of CBE in New Hampshire allowed teachers to adapt more effectively and collaborate, resulting in students

who were well-acquainted with the system by the time they reached high school. In contrast, the simultaneous implementation of NC 2022 across multiple scattered grades in Bangladesh has overwhelmed teachers with a wide array of changes to manage. NH's gradual implementation also reduced student anxiety through CBE-based evaluation techniques, a benefit noted in the Bangladeshi context as well, where students were learning without any added pressure.

In another study, Mirza et al. (2023) find general dissatisfaction among educators in the Algerian educational context. The main barriers identified were lack of resources, an overly demanding curriculum, crowded classes, and unclear competency performance requirements. Similarly, Bangladeshi teachers also highlighted the need for appropriate resources, such as classrooms suited for activity-based learning, large class sizes and the feasibility of conducting curriculum-intended tasks, particularly in urban settings, suggesting the need for policymakers to reconsider implementation strategies. Van den Berg and Ros (1999) and Charalambous and Philippou (2010) stressed on the importance of supporting teachers through curricular changes to ensure they recognize the value of reforms. The study emphasizes the need to prioritize teachers' wellbeing and livelihoods. If teachers are preoccupied with their survival, they are unlikely to effectively contribute to educational reform.

6. Recommendations

To ensure the successful implementation of the National Curriculum 2022, teachers outlined a series of recommendations aimed at optimizing classroom infrastructure, environment and technological resources.

6.1. Optimizing Educational Infrastructures

Teachers stressed that classroom infrastructure should be synchronized with the demands of the curriculum, ensuring adequate classroom sizes to accommodate various learning activities. Teachers also highlighted the need of renovating furniture and incorporating movable features within the system which will allow for flexible arrangements. This will facilitate dynamic

learning environments tailored to different teaching methods and group sizes. Recognizing the significance of collaborative learning, teachers advocated for dedicated setups for group work equipped with appropriate furniture and resources to promote teamwork and communication among students. Furthermore, every school, regardless of its status, must be provided with sufficient technological infrastructure, such as smart TVs, projectors, and computer lab facilities, to support multimedia integration and ensure equitable access to educational technology. Additionally, teachers urged for separate institutional LAN connections which will enable them to utilize Wi-Fi networks for evaluation purposes without disrupting access to internet usage. Furthermore, teachers urged the need for streamlining and simplifying the assessment processes centrally by ensuring technical improvement. This involves integrating the entire education system into a comprehensive Learning Management System (LMS) developed by professionals, considering the hosting capacity of the system. Teachers suggested this LMS to serve as a centralized platform for managing various aspects of teaching and learning, including curriculum delivery, assessment, and student performance tracking. Moreover, teachers advocated for the continuous availability of the "Noipunno" app throughout the learning session, enabling the opportunity for real-time evaluation and input of student performance data on the spot.

6.2. Empowering Educators

Teachers also stressed the importance of ongoing professional development, advocating for a systematic approach that highlights the continuous growth and learning of educators. This includes specifying a clear salary structure to ensure equitable compensation for all teachers regardless of their professional backgrounds, thereby fostering a sense of fairness and unity within the profession. Additionally, teachers emphasized the need for a promotional structure based on performance, where opportunities for advancement will be linked to demonstrated excellence in teaching. Additionally, yearly performance evaluations of teachers should be conducted, providing valuable feedback

and opportunities for improvement. Moreover, teachers opined that the training programs should be facilitated by highly qualified instructors including curriculum development experts and subject specialists who can provide targeted guidance and support. A dedicated pool should be established with these experts who will ensure that teachers receive high-quality professional development tailored to their needs. Teachers further recommended that, teachers' training should be delivered through organized training modules designed to enhance teaching skills and pedagogical knowledge with appropriate resources. Teachers also advocated for organizing seminars and workshops focused on highlighting the benefits of the curriculum and addressing the challenges teachers face during its implementation. These sorts of programs will help maintain teachers' motivation and enthusiasm by providing them with the necessary support and resources to effectively deliver the curriculum.

6.3. Improving Evaluation Processes

Teachers provided several recommendations to enhance the evaluation process by making the criteria more meaningful and simplified, increasing understandability to a wider audience specifically the parents. This may involve breaking down complex performance indicators into easily understandable terms that resonate with the mass audience, promoting transparency and understanding of the assessment process. Additionally, teachers advocated for increased monitoring in social media platforms to minimize misrepresentation of information and unethical conduct regarding the evaluation process. This will enable continuous improvement and refinement of the evaluation system. Moreover, to address concerns related to the lack of credibility of the evaluation system, the evaluation process should be made confidential to minimize the risk of data leaks.

6.4. Enhancing Learning Environments

Teachers also emphasized the importance of managing class sizes to ensure effective learning environments, advocating for a maximum of 30 students per class. To achieve this, teachers have recommended increasing the number of

classrooms and appointing qualified subject specialist teachers accordingly. Moreover, teachers urged to provide the highest priority to the education budget, accompanied by the equitable dissemination of resources prioritizing schools with minimal resources to promote fairness and inclusivity. Teachers also emphasized increased school monitoring of curriculum implementation nationwide, involving both local and national curriculum authorities to ensure consistency and quality in education delivery. Furthermore, transparency in teacher appointments at all levels of education should be given paramount importance. In this regard, teachers have advocated to give preference to individuals with pedagogical training and Bachelor of Education degree to ensure teaching standards and effectiveness as the curriculum demands. Additionally, teachers recommended that every school should be equipped with an enriched library to empower students to engage in self-directed learning and personal development in alignment with the goals and demands of the curriculum. Access to a comprehensive library promotes a culture of lifelong learning and encourages students to investigate varied topics outside of the classroom.

7. Conclusion

The National Curriculum 2022 presents a promising vision for educational transformation. Teachers acknowledged its well-designed content and potential benefits for students. However, the research exposed a critical tension between the curriculum's transformative aspirations and the practical realities of implementation. While teachers demonstrated remarkable resilience and commitment to delivering quality education, their concerns regarding resource constraints, workload pressures, and inadequate compensation painted a picture of under preparedness for large-scale implementation. Despite their passion and determination to efficiently apply the curriculum, many educators felt devalued and financially stressed, influencing their morale and ability to actively participate in the teaching process. These issues threaten to hinder the transformative potential of the curriculum. The success of the NC 2022

hinges on addressing these concerns. Increased resource allocation, improved training, and a review of teacher remuneration and wellbeing are crucial for creating a supportive environment where teachers can effectively implement the curriculum. By acknowledging the limitations of the current context and prioritizing teachers' well-

being, policymakers can bridge the gap between the curriculum's transformative vision and its practical application in Bangladeshi classrooms. Only then can the NC 2022 truly transform the educational landscape and empower teachers to deliver the best possible learning experiences for their students.

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