

STRING OF NEGATIVE EFFECTS

by:

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Curriculum change is constant in the educational landscape, often driven by the desire to improve learning outcomes, meet global standards, or address societal needs. However, while the intentions behind these reforms are often positive, the implementation can trigger a string of negative effects—particularly in how teachers perceive and respond to the change. Teachers, being at the forefront of curriculum delivery, are the ones most affected by such shifts, and their perceptions can either support or hinder the success of any new curriculum.

One of the most common negative effects is the feeling of being overwhelmed. When a new curriculum is introduced without sufficient preparation time, professional development, or clear guidelines, teachers often find themselves struggling to adapt. This creates anxiety and stress, especially when expectations are high but support systems are lacking. Teachers may feel that they are being forced to implement changes they do not fully understand, leading to confusion and frustration.

Another point is the absence of consultation and participation in decision-making. Many teachers feel that changes in the curriculum are top-down decisions made by policymakers who are distant from classroom realities. This disconnect fosters a sense of disempowerment and detachment, reducing teachers' motivation and ownership over the new system. When teachers are not part of the planning and design, they may view the curriculum as irrelevant or impractical, which negatively impacts their commitment to its successful execution.

Abrupt curriculum changes can erode teachers' confidence in their professional abilities. As new frameworks, terminologies, and assessment systems are introduced, seasoned educators may feel that their prior training and experience are being invalidated. The pressure to unlearn and relearn without adequate support can lead to self-doubt and professional burnout. This can particularly affect older teachers who may find it more challenging to keep up with sudden educational trends and demands.

Furthermore, as stated by academia.edu, curriculum changes often bring increased workload due to new lesson planning requirements, unfamiliar teaching materials, and the need for continuous documentation. When these are not accompanied by adjustments in teaching hours, resources, or administrative support, teachers may perceive the change as an added burden rather than an opportunity for growth.

While curriculum change is necessary for educational advancement, it must be approached with care and inclusivity. Teachers' perceptions are shaped by how change is introduced, supported, and sustained. Without thoughtful planning and meaningful teacher involvement, curriculum reform risks becoming a source of professional stress rather than a pathway to progress. Addressing the negative effects on teachers' perceptions is vital if educational reforms are to achieve their intended outcomes.

References:

https://www.academia.edu/76436278/Curriculum_Overload_and_Its_Impact_on_Teacher_Effectiveness_in_Primary_Schools