

Curricular Changes and Teacher Performance: between duty and power to act

Adonías Julia Villa Calderón^I

Edwin Daniel Félix-Benites^{II}

Uriel Montes Serrano^{III}

William Camilo Yauris Polo^{II}

^IUniversidad César Vallejo – Peru

^{II}Universidad Nacional José María Arguedas, Andahuaylas – Peru

^{III}Universidad Antonio Ruiz de Montoya, Lima – Peru

ABSTRACT – Curricular Changes and Teacher Performance: between duty and power to act. The objective of this study was to analyze the perception of secondary school Communication teachers regarding the impact of curricular changes on teaching performance in schools in the province of Andahuaylas, Peru, 2022. Qualitative, descriptive and analytical study. The results indicate that the construction of categories of meaning from the teachers' narratives characterized the experience of curriculum implementation as a dynamic and complex process. The constructs "curricular change" and "learning" turned out to be core categories that structure the participants' experience. The search for answers to the changes unfolds in permanent tension due to the collision between the vocation for teaching and the limitations of the context. **Keywords: Curriculum. Changes. Tension. Environment. Performance.**

RESUMO – Mudanças Curriculares e Desempenho Docente: entre o dever e o poder de agir. O objetivo deste estudo foi analisar a percepção de professores de Comunicação do ensino secundário quanto ao impacto das mudanças curriculares no desempenho docente em escolas da província de Andahuaylas, Peru, 2022. Trata-se de um estudo qualitativo analítico descritivo. Os resultados indicam que a construção de categorias de sentido a partir das narrativas dos professores caracterizou a experiência de implementação curricular como um processo dinâmico e complexo. Os construtos “mudança curricular” e “aprendizagem” revelaram-se categorias centrais que estruturam a experiência dos participantes. A busca por respostas para as mudanças se desdobra em permanente tensão devido ao embate entre a vocação para ensinar e as limitações do contexto.

Palavras-chave: Currículo. Mudanças. Tensão. Meio Ambiente. Desempenho.

Introduction

The basic education curriculum constitutes the structural element of cohesion in the teaching-learning process, as it establishes the foundations for the development of skills, competencies, and knowledge of students (Forero et al., 2022; Glatthorn et al., 2019; Núñez; Llatas; Loaiza, 2022). Historically, various theoretical approaches have influenced curriculum design and updating, in a permanent dynamic of improvement and modernization, oriented to respond to the needs and demands of society (Ro, 2020). The literature refers to the evolution of approaches to the teaching-learning process that induced the progressive modification of the curriculum (Gouëdard et al., 2020; Karakuş, 2021a; Pak et al., 2020). The behaviorist approach led by Watson, Thorndike and Skinner during the nineteenth and twentieth century was positioned based on the scientific method based on the fact that knowledge emanates from the observable and quantifiable, being transmitted through the conditioning of the student (Toledo; Cabrera, 2017). Subsequently, cognitivist and constructivist approaches focused on the student and internal learning processes emerge in contrast to behaviorist approaches focused on the teacher and the modification of observable behaviors. Both approaches share a constructive vision where knowledge is not a copy of reality but a mental construction of the individual generating meanings. Consequently, meaningful learning establishes a link between previous knowledge and new knowledge. This is achieved through active, student-centered methodologies such as problem-, project- or research-based learning that promotes guided discovery as opposed to direct teaching. Cognitivism and constructivism constitute the foundation of the most significant curricular reforms of the 21st century, promoting the development of competencies such as creativity and critical thinking in what is known as socioconstructivism where social elements and constructive approach education converge.

Inherent and Related Processes in Curriculum Design

Curriculum design is a complex process linked to the dynamics of sociohistorical processes and the approaches to education prevalent in a given context (Wedell; Grassick, 2017; Steiner, 2017). The design and updating of basic education curricula require a theoretical analysis of the aforementioned approaches processes and a reflection on how these influence teacher performance and school reality (Espinoza, 2020; Yakavets et al., 2022). Often, educational policies and curricular changes pose challenges and tensions for teachers, who are faced with the need to adapt their practices and methodologies to new demands and expectations (Govindasamy; Mestry, 2022; Zhou; Wong; Ziyue, 2022). In this order, curricular changes must be accompanied by teacher training and professional development processes that allow educators to understand and appropriate the new approaches and strategies proposed (Ayala; Dibut, 2020; Hidayah; Wangid; Wuryandani, 2022). It is also necessary to promote the active participation of teachers in curriculum design and updating, recognizing their

experience and knowledge as key actors in the educational process. In addition, it is important to consider the school's reality and the specific conditions in which the teaching-learning process takes place. Curricular changes must be contextualized and adapted to the characteristics and needs of students, educational communities and socio-cultural environments (Karakuş, 2021b; Vreuls et al., 2022). In the same context, it is essential to ensure the relevance and coherence of curricula with educational policies and sustainable development goals, promoting inclusive, equitable and quality (Nevenglosky et al., 2019).

Basic Education Curriculum in Peru

The Peruvian Basic Education curriculum adopted a competency-based approach, understanding competency as the integration of knowledge, skills, attitudes and values to act effectively in real situations. In 2008, through RM N° 0440-2008-ED, the National Curriculum Design for Regular Basic Education was approved (MINEDU, 2008), which incorporated a cognitive, sociocultural, pragmatic-critical and axiological approach. Subsequently, in 2015, RM N° 199-2015-MINEDU (MINEDU, 2015) partially modified said curricular design, regarding the competencies and capacities of areas such as Communication, Mathematics, Science and Environment, Social Personal, and Religious Education. These modifications obeyed the National Education Plan, under the teleology of comprehensive training and a quality, equitable and inclusive education. Performance indicators were incorporated for each grade and educational cycle (Initial, Primary and Secondary). Likewise, competencies such as text comprehension and production, mathematical reasoning, scientific inquiry and exploration, spatial and mathematical relations, among others, were updated. The competency-based approach seeks to promote meaningful, critical, reflective, and pertinent learning, conceptualizing the student as a social subject, capable of understanding and transforming his or her reality. The role of the teacher breaks with the hypodermic conception of education towards a role as a mediator of learning, adopting an inclusive vision, attending to the diversity of educational needs through curricular adaptations. The curriculum was linked to the Peruvian sociocultural context, from an intercultural and inclusive approach to educational quality.

In this context, the transition to a competency-based curriculum in Peru faces significant challenges related to teacher training, resources, resistance to change, equity, evaluation, and lack of research. Overcoming these challenges requires efforts to facilitate teacher learning, increase resources, promote inclusion, develop adequate evaluation systems, and conduct educational research to strengthen the curriculum and the system. In Peru, the obstacles pointed out by Nevenglosky et al. (2019), for curriculum implementation are evident:

- Lack of teacher training. Many teachers do not receive adequate training on the competency-based approach and updated competencies and skills.

- Large class sizes. Peruvian classrooms often have a high student-teacher ratio, which makes it difficult to provide individualized attention and support for the development of students' competencies.
- Inadequate resources. Schools lack educational materials, tutorials, laboratories, libraries, etc. needed to develop higher-order skills and competencies effectively.
- Resistance to change. Some teachers and school actors are reluctant to modify their pedagogical practices and prefer traditional pedagogical approaches.
- Equity and inclusion challenges. Ensuring that all students, including those from rural, indigenous, and disadvantaged areas, have equal opportunities to develop the required competencies is difficult.
- Assessment challenges. Developing fair and valid assessment methods to evaluate competency development, especially higher-order skills, poses key challenges.
- Lack of educational research. It lacks research on the implementation of competency-based education, difficulties faced by teachers and students, best practices, impacts on learning outcomes, etc.

In that order, the objective of this study was to analyze the perception of secondary level Communication teachers regarding the impact of curricular changes on teacher performance in schools in the province of Andahuaylas, Peru, 2022.

Methodology

Qualitative, descriptive, and analytical study. The population corresponds to 160 teachers of Communication at the secondary level in the province of Andahuaylas, Peru, 2022. Random and convenience sampling reached 107 participants who expressed their willingness to participate in the study. The approach was based on grounded theory (Kuckartz and Radiker, 2019) -Grounded Theory- in the study of the experiences lived by teachers and their narratives. For this purpose, tools of interpretative phenomenology, text mining, qualitative analysis of textual data, and analysis of the linguistic corpus collected were used.

Data Collection and Analysis.

The data collection process was based on semi-structured interviews. The method used for text analysis corresponds to the Colaizzi method (Edward et al., 2011; Morrow; Rodríguez; King, 2015) and was modified and structured in four phases: Phase 1. Horizontalization: Corresponding to the generation of themes from the analysis of significant statements in the study of the phenomenon: (a) Once the interviews were transcribed, the data were stored in text files identifying each one of them. The text files were pre-treated and curated to eliminate possible spelling errors or erroneously digitized words. The text files were entered into the MaxQDA software (2020) to code concepts and categories of the textual data, based on the reading, and data min-

ing analysis to identify a matrix of concepts associated with the dimensions proposed in the Instrument used. This process was carried out iteratively until the impressions, feelings, and experiences of the participants were understood. (b) Expressions and data that had meanings related to psychological reactions, teaching experiences, and life experiences were identified. (c) All identified concepts were extracted and organized into associated codes, the process was carried out in an automated and manual way. (d) In the coding process, in all possible cases, the results obtained and those describing the phenomenon studied were associated and merged into more general and abstract conceptual constructs. Phase 2. Noema, "textural, epiphenomenological" type description of the interviews, its objective is to describe the "what" of the phenomenon: It corresponds to the description of the phenomenon under study using descriptive statistical tools: bags of words, frequency of terms, formation and identification of n-grams. Phase 3. Noesis, structural description, identifying and pointing out the underlying structures in the text (interviews) analyzed.

Procedure

The school management authorized the execution of the research and likewise, informed consent was obtained from the participating teachers, specifically, 107 teachers in the area of Communication at the secondary level in the province of Andahuaylas, Peru, 2022.

Data Analysis

The analysis process began by identifying the keywords with the highest frequency that emerge from the interviews, a lower limit of 0.4% relative frequency was established so that the words were incorporated as significant (Kuckartz; Radiker, 2019). To this end, a textual analysis of the data mining type was carried out to identify the terms and words that most frequently appeared in the data set, plotting the results in the usual way of this analysis technique by means of a word cloud, where the frequency associated with each word was indicated according to its relative size. This process was carried out for each of the dimensions of the interviews, repeating the same procedure for the 7 dimensions of analysis contained in the interview: 1. Curricular approach, 2 Curricular changes, 3 Approach to the area of communication, 4 Practices rooted in teaching actions, 5 Dimensions of teacher performance, 6 Learning planning. 7 Learning management.

The keywords that appeared most frequently in the interviews were identified using the n-gram grouping technique – uni, bi, and tri-grams – with a context of 5 following words and 5 preceding words. Subsequently, a textual analysis of the data mining type was carried out to identify the terms and words that appeared most frequently in the data set, obtaining a number of 42 significant words. The results were plotted in the usual way of this analysis technique by means of a word cloud, where the frequency associated with each word was indicated according to its relative size.

Results

Noema. Description of the Phenomenon.

The results regarding the process of horizontalization and initial coding in uni-grams, bi-grams and trigrams of the 7 dimensions contained in the semi-structured interview revealed that at the level of teachers' narratives for the dimension "Curricular Approach" the n-grams "change", "curricular", "year after year", "curricular policy" constitutes the central axis on which the discourse was built

At the level of the second dimension, "Curricular Change", the narrative focused on the n-grams "change", "curricular change", "must curricular change", "indicating central", "priority" and "attention":

In order to integrate curriculum change, there needs to be a clear and shared vision of what is a priority in education in a country or region... Then, the general and specific objectives to be achieved with the curriculum change must be established".

To integrate curricular change into educational policies, it should be well thought out and coordinated, paying attention to what really happens in the classroom. The priority and duty of curriculum change must be to help teachers to teach better and children to learn more.

In attention to the dimension "Focus on the area of Communication", teachers emphasized "DCN 2005" and "current curriculum focus":

During my years of teaching, I have seen several curricular changes in the area of Communication. I remember the DCN 2005 and that in 2010 there was an important change in the way the subject of reading and writing was approached, and in 2015 new content related to new technologies and digital communication was introduced as axes that the current curriculum should focus on.

The approaches to the area of Communication that I remember in the different curricula: DCN 2005: communicative approach, we had to focus the classes on linguistic competencies. DCN 2009: It continued to be a communicative approach, but the intercultural dimension was incorporated. DCN 2016: Competency-based approach, this is more current and emphasizes 21st-century competencies (citizenship, entrepreneurship, technology) that the curriculum should focus on.

The dimension corresponding to "Practices rooted in teaching actions", the narrative focused on the n-grams: "change", "curricular change", "identify some achievement".

I managed to identify some achievements in my teaching practice related to curricular changes: First, I learned to critically analyze each change in the curriculum to try to evaluate its virtues and limitations, before implementing them. I developed skills to manage curricular change and uncertainty, although I did not always manage to eliminate the stress involved. I enriched my repertoire of strategies, resources, activities, and forms of assessment by experimenting with different approaches and competencies.

Concerning the dimension "teacher performance" the words that dominated the discourse were "learning", "curricular change", "new curricular approach".

Curricular change has had little or no positive relationship with my teaching performance. They have meant more work and concern than real improvement in my practice. It has been more of a concern than an advantage. I have hardly changed my work as I have been required to "implement" innovations without any basis or resources to do so.

The relationship between curricular changes and my performance is close, although complex. The changes condition my work, requiring constant adaptations that could enrich it, if I had the means and the time to carry them out fully, which rarely happens.

The narrative of dimension 6, "Learning planning" focused on: "learning", "curricular change", "integrating through homework".

My learning planning is guided by perceived needs, not mandates for curricular change. I think it is folly to implement "innovative approaches" that we are forced to integrate into student assignments, without adequate training and resources to do so.

In dimension 7, "Conduct of learning", the prevalent n-grams in the narrative were: "change", "curricular change", "must curricular change".

My work is defined by perceived needs and vocation, not by name change or the label of curricular change. Nothing relevant changed in my teaching practice apart from the dynamics that guide it. I always criticize modifications that reduce the educational debate to gazetteers and require changes of course without prior evaluation and impose it as a duty that the teacher must comply with and that's it.

As can be appreciated, the narrative focused fundamentally on the n-grams "change", "curriculum", "curriculum change", and the most frequently used words were learning, integrate, focus and duty.

Noesis: identification of the underlying structure of the phenomenon

In this phase, the description of the structural type that underlies all the interviews -textural analysis- was carried out, and can only be captured from reflection. An additional process used in the data mining analysis, which is supported by the MaxQDA software, is topic modeling, which is a machine learning and natural language processing technique to determine which topics or conceptual categories are present in a document and can be performed in an automated way. The MaxQDA software was able to identify 6 themes, these are indicated in the following table,

Table 1 – Analysis Conceptual Constructs and Codes associated with the set of Textual Data obtained from the qualitative analysis

Conceptual construct	Analysis
Curricular changes and educational policies: (Changes)	It refers to changes in the curriculum, curriculum itself, education and educational policies implemented. The codes refer to curricular changes, objectives and curricular design. The number of significant codes identified and grouped together is 14 with a relative value of 17.9%. The code "Changes" constitutes a critical theoretical construct for understanding how participants approach and evaluate their teaching performance.
Pedagogical Approaches and Methodologies: (Approaches)	It refers to the pedagogical approaches adopted and methodologies developed. The prevalent uni-grams were "approaches", "competencies", "practice", "guide", "integrate" and "inclusion". Teachers were able to use and identify constructivist approaches and methodologies focused on the development of competencies through the integration of knowledge and educational inclusion. The number of codes required in this category was 17, with a relative value of 21.8% in relation to the total number of significant codes used to respond to the phenomenon.
Contents and didactic resources: (Contents)	It focuses on the didactic contents and resources used. The codes point to the uni-grams "conduct", "text", "current", "novelty", "resource", "skill" and "example". In this sense, teachers reported the need to use a variety of texts, resources and novel strategies to develop skills in the context of curricular changes; the relative number of codes used was 22, with a relative value of 28.2%.
Teacher's role and Performance (Teacher)	It alludes to the role and performance of the teacher in this context. The codes indicate the uni-grams "teacher", "all", "evaluation", "do", "teach", "our" and "should". The teachers expressed that their role as the teacher changed, adopting new forms of evaluation, teaching and educational practices. The codes used were 7 with a relative value of 8.97%.
Students and educational needs (Students).	Refers to the students and educational needs covered. The codes include the uni-grams "student", "among", "now", "other", "have" and "needs". Teachers express that the diverse needs of students should have been addressed and inclusive education provided. The codes used were 5 with a relative value of 6.4%.
Context and educational reality: (Context)	It alludes to the educational context and reality. The codes point to the uni-grams "power", "way", "inclusion", "needs", "cultural" and "our". Teachers expressed that the changes had to respond to the cultural and educational context of the educational community. The codes used were 13 with a relative value of 16.7%.

Source: Own Elaboration.

From the automated and manual coding processes, the codes (78) considered as expressing significant statements were identified, each of these codes was associated with 6 conceptual constructs or

themes, whose identification and association was made through the analytical reflection of the responses, Table 2 indicates the grouping of the codes in their identified conceptual constructs (78 codes) and the associated code clouds are shown:

Table 2 – Grouping of Codes into Categories

Category	Codes	Code cloud
Curricular changes and educational policies: (Changes) (14)	Change, Curricular, Curriculum, Curriculum, education, policy, objectives, design, communication, improve, achievement, performance, well, doing, greater, difficulty.	
Pedagogical Approaches and Methodologies: (Approaches) (17)	Approach, Competencies, cultural, include, inclusion, inclusion, Practice, Guide, Integrate, Inclusion, way, cultural, learning, classroom, develop, support, pedagogy, why	
Contents and didactic resources: (Contents) (22)	Novelty, identify, skill, ability, plan, power, work, work, resource, form, content, area, methodology, project, example, use, current, text, drive, time, implementation, understand, use, adaptation	
Teacher's role and performance (Teacher) (7)	Teacher, all, evaluation, do, our, educational, must, do, our, must, educational	
Students and educational needs (Students) (5)	Student, between, now, other, have, needs, other, now, now, now, now, now, now, other, have, needs	
Context and educational reality: (Context) (13)	Power, factors, classroom, remember, daily, other, demand, believe, search, relationship, intercultural, inconvenient, daily.	

Source: Own Elaboration.

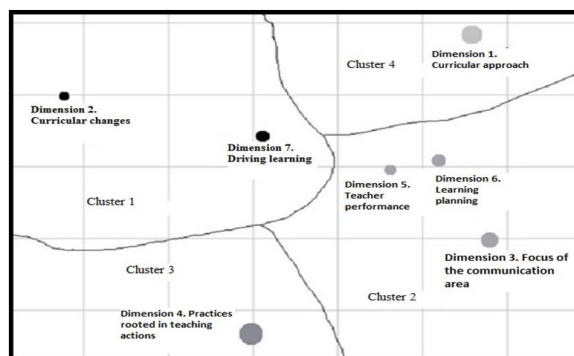
The analysis indicated the frequency of occurrence of codes associated with the conceptual constructs of analysis in the teachers' narratives and their combination follows the distribution presented as follows: In reference to the category "Changes", the most used codes, were those referring to "change", "curriculum" and "curricular". The next 3 codes in frequency correspond to those associated with "education", "achievement" and "improve". In reference to the category "Approaches", in addition to the code defining the category, the codes "practice", "competencies", "why", "develop", and the combination of the codes "competencies + approach" are present. The "Contents" category, in addition to the code that defines its name, the codes with the highest frequency present in the narrative were: "power", "novelty", "work", "implementation" and "area". In the "Students" category, the most frequently used codes were those referring to "students", "needs now", "have" and "students + needs". In the "Teacher" category, the associated codes were: "teacher", "educational", "must", "do", "evaluation" and "all". For the "Context" category, the codes with the highest frequencies were: "power", "other", "relationship", "inconvenient", "relationship" and "demand".

The analysis of the Conceptual Dimensions (7) studied the software allowed locating the cluster modeling associated with each dimension and calculating the Euclidean distance measure (Kuckartz and Radiker, 2019). Graphically, it was observed that the distance – the closeness of occurrence – of the dimensions corresponding to the set of interviews grouped by dimensions according to their frequency – quantitative aspect, quantity, and commonality – and according to occurrence – qualitative aspect, relevance –. For the grouping according to frequency, the number of times that each dimension appears throughout the document and their relative position showed that these are grouped in 4 clusters: Cluster 1: Dimension 2 "Curricular changes" and dimension 7 "Conduct of learning"; Cluster 2: Dimension 3 "Approach to the area of communication", dimension 5 "Approach to the area of communication" and dimension 6 "Planning of learning"; Cluster 3: Dimension 4, "Practices rooted in teaching actions"; Cluster 4: Dimension 1 "Curriculum approach", This grouping suggests that teachers' responses tend to cluster, where "teacher performance", "learning planning" and "communication area approach" have a tendency to appear together in teachers' responses.

Curricular changes" and "Conduct of learning" are strongly associated with the teachers' responses, while "Curricular approach" and "Practices rooted in teaching actions" tend to appear individually in the teachers' narratives. From the point of view of occurrence (qualitative), the text mining analysis showed that the sample of interviewees tend to group the dimensions differ from the frequency and in 5 clusters: Cluster 1 reflects the association of dimension 2 "Curricular changes", dimension 5 "Teaching performance" and 7 "Conduct of learning"; Cluster 2: Dimension 3 "Approach to the area of communication; Cluster 3, dimension 4 "Practices rooted in teaching actions";

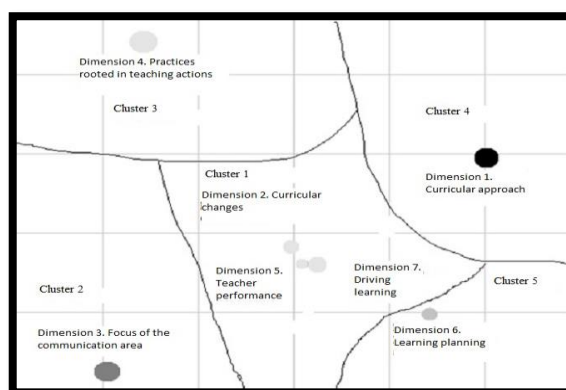
Cluster 4, dimension 1, "Curricular approach" and Cluster 5 dimension 6 "Learning planning".

Figure 1 – Grouping According to Frequency



Source: Own Elaboration.

Figure 2 – Grouping by occurrence



Source: Own Elaboration.

Among the 10 dominant codes present in the narrative throughout the interview, the preeminence corresponds to the code "Curricular", following in hierarchical order: change, student, approach, educational, and needs.

Discussion

The objective of this study was to analyze the perception of teachers in the area of Communication at the secondary level, referring to the impact of curricular changes on teacher performance in schools in the province of Andahuaylas, Peru, 2022. The phenomenological analysis of teachers' perceptions regarding curricular changes allowed us to understand the meaning they attribute to their experience of implementing the various curricular changes implemented in Peru. The results show that the experience of curricular change is conceived by teachers as a dynamic and complex process that develops in the horizon of the meaning of their pedagogical practice.

The categories of meaning that emerge from the teachers' narratives show that their experience is structured primarily around the constructs "curriculum change" and "learning". The curricular change appears to be endowed with a constant dynamism "year after year" that demands immediate responses from them in their professional performance. On the other hand, the learning of their students is their main vocation and orients their professional actions towards the integration of emerging approaches. This search for answers unfolds in a "horizon of meaning" shaped by their conception of "professional duty", the "power of action" within their context, and the confrontation with the obstacles it presents. In addition, the categories identified show the presence of "tension" between the constructs that structure the teaching experience of situated curricular implementation. This tension underlies the collision that occurs between their vocation to promote learning -which requires the integration of emerging approaches- and the power of action limited by the adverse conditions of the environment they inhabit. Teachers live and feel this tension to the extent that their "duty" collides with the obstacles of reality, generating a sense of powerlessness to make "changes happen". This result is consistent with the results obtained by the research of Bada et al. (2020) and Cortés (2021) who found that teachers experience work stress linked to organizational policies that affect their performance. In the same vein, the study by Núñez, Llatas and Loaiza (2022) reports that Peruvian teachers, even when they have managed to adapt to curricular changes, face the limitations inherent to the fragmentation of knowledge that continues to dominate the teaching-learning process, despite curricular reforms that promote constructivism, learning by competencies and multidisciplinary.

The phenomenological reading (Aguirre, 2020) of teachers' perception manifests categories that structure this experience, revealing the centrality of their vocation for students' learning, as well as the tension that comes from trying to respond to curricular changes within the limitations of the real educational context where they operate:

Curricular changes should adequately respond to the learning needs of students and prepare them to face the challenges of their times. Curricula are also influenced by the cultural, political, and economic demands of society, in addition to the strictly educational ones. That is why their implementation in the reality of the

classroom is so complex and although you should not always have the power to make changes without affecting the teaching process... it is frustrating.

This result is consistent with what is pointed out by Pieters, Voogt and Roblin (2019), who refers to the need for collaborative participation of teachers in curriculum design and reform processes as an indispensable mechanism to achieve the objectives proposed in the curriculum. In the same order, the study by Marques & Xavier (2020), refers to the obstacles faced by teachers in the implementation of novel practices derived from curricular modifications, emphasizing the proposals contained in the curriculum and the limitations derived from asymmetrical conditions in the exercise of the power of action by teachers.

The Noesis identified 6 constructs: "Curricular changes" and "educational policies", "Pedagogical approaches" and "methodologies", "Didactic contents and resources", "Teacher's role and performance", "Students and educational needs", "Context and educational reality". These constructs represent the conceptual structures with which teachers give meaning to their pedagogical practice. The meaning structures emerge from their experience situated in the educational context and reveal the components that for them are essential in their work. Thus, they conceive their work as articulated around the curricular changes and educational policies they must assume, the pedagogical approaches and methodologies they apply, the contents and resources they use, their own role and performance as teachers, the characteristics of their students and the conditions of the context in which they work.

The frequency distribution of the codes makes it possible to identify those topics that most concern teachers and constantly capture their attention in the exercise of their profession. Curricular changes, student needs, pedagogical approaches, and the educational context as a whole are sources of permanent tension that demand immediate answers and solutions in their daily work. The grouping of codes in clusters represents the main categories of meaning that structure teachers' thinking. These categories operate as "strong ideas" around which they construct their conceptions and guide their practices. It was observed that teachers conceive their work by strongly articulating dimensions such as curricular changes and educational policies with the conduction of learning and planning; or rooted practices with emerging pedagogical approaches. This result is consistent with those obtained by Cárdenas, Guerrero y Johnson (2021), who found that participatory curricular construction constitutes an efficient strategy in the design and implementation of curricular reforms, since teachers incorporate various dimensions of the educational process during their performance and, consequently, require their incorporation in the processes of content construction. In this order, the studies of Nevenglosky et al. (2019), are consistent with the results of this study, since in their studies they identified barriers to the implementation of curricular changes linked to the environment, customs, and traditional educational policies and paradigms.

From grounded theory, these findings allow us to understand the complex interrelationships between the experiences, perceptions, and actions of teachers in their natural teaching scenarios. The narratives analyzed made it possible to identify conceptual categories that explain the processes through which teachers give meaning to and guide their pedagogical practice, which is transversality by curricular changes. These emerging "categories" provide guidance on the perception and experience of teachers during the processes of curricular change and the real scopes of the mentioned changes on the pedagogical dynamics inside the classrooms.

Conclusion

The construction of categories of meaning coming from the teachers' narratives characterizes the experience of curriculum implementation as a dynamic and complex process. Dynamic, in that it constantly develops at the pace of curricular changes "year after year", generating in them the need for immediate responses. And complex, insofar as it develops within the horizon of meaning delimited by its conception of professional duty, the limited power of action in its context and the confrontation with the obstacles that limit it. The constructs "curricular change" and "learning" turn out to be the nuclear categories that structure his experience. Curricular change, represented by the successive curricular reforms and innovations implemented, is conceived as a constant demand for changes in their practice that forces them to integrate "emerging approaches". For their part, student learning is the *raison d'être* of their teaching vocation and orients their actions toward the promotion of meaningful learning.

This search for answers to changes is in constant tension due to the collision between their vocation for learning and the limitations of the context. Teachers experience this tension when their "duty" collides with obstacles that generate their impotence to "make changes happen". This tension reveals the complexity of implementing curricular changes in the educational reality where their practice is inscribed. The emerging categories make it possible to understand the constructs with which the teachers use to signify their work and guide their educational actions. They construct their practice by articulating dimensions such as curricular changes and educational policies with learning, planning, and methodology. By grouping codes in clusters, we identified as core categories: curricular changes, pedagogical approaches, contents, teaching roles, students, and context. They explain how they give meaning to their work, revealing essential components in it: assuming curricular changes, applying pedagogical approaches, using resources, performing their role, and attending to student needs and context. The distribution of frequencies places curricular changes, student needs, approaches, and context as permanent sources of tension that demand solutions in their daily work. These categories operate as "force ideas" when constructing conceptions and guiding practices, articulating curricular changes and policies with learning; or entrenched practices with emerging approaches.

From grounded theory, these findings allow us to understand complex interrelationships between teachers' experiences, perceptions and actions in their natural setting. The narratives made it possible to identify conceptual categories that explain how teachers make sense of and guide their practice in light of curricular changes. These emerging categories provide guidance on teachers' perceptions and experiences during curriculum change processes and the real scope of changes in pedagogical dynamics in classrooms.

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Adonías Julia Villa Calderón is Professor at Universidad César Vallejo. She is also a teacher of Regular Basic Education. She holds a Master's degree in Educational Sciences from the Universidad Antonio Ruiz de Montoya. She is a graduate of the Master's Degree in Education Sciences from the UNMSM; she is also a graduate of the Master's Degree in Intercultural Bilingual Education from the Universidad Peruana Cayetano Heredia. She is a researcher in education. She is currently a PhD student in Educational Sciences at the Universidad Peruana Cayetano Heredia - Peru.

ORCID: <https://orcid.org/0000-0003-3785-5427>

E-mail: adoniasvillacalderon@gmail.com

Edwin Daniel Félix-Benites is Full-time Associate Professor at the Universidad Nacional José María Arguedas. He has a Master's degree in Educational Sciences from the Universidad Nacional de Educación, Enrique Guzmán y Valle, La Cantuta. He has a PhD in Humanities and Cultural Studies from the University of Piura and a master's degree from the Faculty of Letters and Human Sciences of the UNMSM, mention in Language and Literature. He is a researcher of Argentine narrative and Educational Sciences. He is currently a doctoral student in Educational Sciences at the Cayetano Heredia University.

ORCID: <https://orcid.org/0000-0001-8690-354X>

E-mail: efelix@unajma.edu.pe

Uriel Montes Serrano is head of Spanish I practice in Inter-cultural Bilingual Education. Teacher of Quechua. Coordinator of the Semi-presential Master's Degree in Education. Specialist in Integral Communication (Cusco). Technical pedagogical and social-productive support of the Improved Rural Secondary Program.

ORCID: <https://orcid.org/0000-0002-6824-5931>

E-mail: uriel.montes@uarm.pe

William Camilo Yauris Polo is a professor at the Academic Department of Education and Humanities of the Universidad Nacional José María Arguedas. He has a degree in Primary Education from the Universidad Tecnológica de los Andes; Psychologist, graduated from the Universidad Inca Garcilaso de la Vega. He also holds a Master's Degree in Education with a specialization in University Teaching and a Doctorate in Education from the Universidad Daniel Alcides Carrión.

ORCID: <https://orcid.org/0000-0001-8892-9989>

E-mail: wyauris@gmail.com

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