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Parental and Teacher Perspectives on Inclusive Curriculum Modifications: Challenges and Strategic Implementation – A Systematic Literature Review

Abstract: Modifying the curriculum in inclusive schools aims to ensure equal access to education for students with special needs. This study explores parents' and teachers' perceptions of curriculum modifications, the factors influencing their acceptance, and the challenges in implementation. The research method employs a Systematic Literature Review (SLR) using the PRISMA approach, relying on literature sources from Scopus and the Wase Uake tool.

The findings indicate that parents focus more on the impact of modifications on their children's social and emotional development, while teachers emphasize academic effectiveness and technical challenges in implementation. Factors influencing their acceptance include school policy support, involvement in decision-making, and professional training for teachers. The main challenges in implementing an inclusive curriculum include ineffective communication between schools and parents, limited resources, and a lack of teacher training.

This study recommends increasing parental involvement in curriculum development, strengthening teacher training, and formulating clearer policies. Closer collaboration between schools, teachers, and parents is key to ensuring the successful modification of the curriculum in inclusive schools. Further studies using an empirical approach are suggested to gain a deeper understanding of the effectiveness of curriculum modifications and their impact on students with special needs.

Keywords: Curriculum Modification, Inclusive Education, Parent and Teacher Perceptions, Systematic Literature Review.

INTRODUCTION

Inclusive education is an approach aimed at providing a fair learning environment for all students, including those with special educational needs (Alessandro, 2020). One of the main components of inclusive education is curriculum modification, which involves adapting learning materials, teaching methods, and assessments to ensure that all students can access and understand the lessons according to their abilities (Antoninis et al., 2020; Chairunnisa & Rismita, 2022). In various countries, curriculum modification has become a key strategy in creating a more inclusive and responsive education system that caters to individual needs. However, the implementation of curriculum modifications still faces numerous challenges, particularly in terms of acceptance and perception among parents and teachers, who are the primary actors in inclusive education (Adiputra et al., 2019).

As two key stakeholder groups with significant roles in the success of inclusive education, parents and teachers often have differing perspectives on curriculum modifications (O'Leary et al., 2020). Parents tend to evaluate the success of curriculum modifications based on the extent to which their children can participate in an inclusive learning environment without facing significant barriers. In contrast, teachers often encounter challenges in implementing curriculum modifications due to limited resources, insufficient training, and inadequate school policies (Paseka & Schwab, 2020). Therefore, gaining a deeper understanding of how parents and teachers perceive curriculum modifications, the factors influencing their acceptance, and the challenges in their implementation is crucial for improving the effectiveness of inclusive education systems.

The implementation of curriculum modifications in inclusive schools has become an increasingly prominent topic in inclusive education studies worldwide (Beltran-Almazan et al., 2020). However, although numerous studies have explored the effectiveness of curriculum modifications, there is still a lack of research specifically addressing how parents' and teachers' perceptions and acceptance impact the successful implementation of inclusive curricula (Zaman & Raqib, 2023). In many cases, the lack of communication and parental involvement in curriculum planning has been a major obstacle to the effective implementation of inclusive education (Sultana & Hameed, 2024).

Moreover, teachers often feel unprepared or lack the necessary skills to adapt the curriculum to meet the needs of students with special needs (Maebana & Molotja, 2023). These challenges are further exacerbated by insufficient professional training, limited resources, and administrative pressures in implementing an inclusive curriculum (Sikanyika et al., 2022). Therefore, understanding how parents and teachers respond to curriculum modifications and identifying strategies to enhance acceptance and effectiveness in implementing inclusive curricula are crucial aspects of developing a more inclusive and sustainable education system.

Several previous studies have examined the role of curriculum modifications in inclusive education and how such strategies can improve accessibility for students with special needs. Universal Design for Learning (UDL) is one of the primary approaches in designing inclusive curricula, emphasizing the importance of flexibility in content delivery, student engagement, and assessment methods (Alessandro, 2020). This approach encourages teachers to develop more adaptive teaching strategies, such as using assistive technology, project-based learning, and more flexible formative assessments (Chairunnisa & Rismita, 2022). However, in the context of parents' and teachers' perceptions, some studies have found significant differences in how they assess the effectiveness of curriculum modifications.

A study conducted by O'Leary et al. (2020) revealed that parents of children with special needs tend to be more accepting of curriculum modifications, especially when they have access to clear information and effective communication with the school. Similarly, Chaidi & Drigas (2020) explained that parents of children with autism are more receptive to curriculum modifications when they receive quality communication and clear information from schools. On the other hand, teachers often experience pressure in adapting the curriculum due to inadequate training and resources (Paseka & Schwab, 2020). Therefore, identifying the factors influencing parents' and teachers' acceptance of curriculum modifications is an essential element in designing more effective inclusive education strategies.

Research Gap

Although previous research has extensively discussed the benefits of curriculum modification in inclusive education, several research gaps still need to be addressed. One of the primary gaps is the lack of studies on collaborative models between parents and teachers in implementing an inclusive curriculum. Most existing studies only highlight the perceptions of each party separately without offering concrete models that can be used to strengthen synergy between them in supporting the learning process of students with special needs (Lackovič & Pšunder, 2019). This creates a gap in understanding how effective collaboration can be built to enhance the effectiveness of inclusive curriculum implementation at various educational levels.

Additionally, research on curriculum flexibility in responding to the specific needs of students with special needs remains limited. Studies conducted by Dalgatov et al. (2022) have emphasized the importance of flexibility in curriculum structure and implementation, but they have not thoroughly explored how this flexibility can be applied in various inclusive school contexts. A rigid curriculum often fails to accommodate the unique needs of each student with special needs, ultimately hindering the optimal achievement of inclusive education goals. Therefore, further research is needed to explore strategies and approaches for creating a more adaptive and responsive curriculum tailored to individual student needs.

Another significant gap is the limited research on the long-term impact of curriculum modifications on the academic and social development of students with special needs. Most existing studies focus more on short-term outcomes, such as increased student participation and engagement in learning, while long-term effects on academic development, independence, and social integration into society remain underexplored (Bangun et al., 2023; Wood et al., 2024). A deeper understanding of these long-term impacts is crucial to ensuring that curriculum modifications provide sustainable benefits for students with special needs and to assisting in designing more effective and evidence-based inclusive education policies. Therefore, research adopting a longitudinal approach is essential to bridge this gap and provide more comprehensive recommendations for stakeholders in inclusive education.

Novelty and Originality of the Research

This study offers a new contribution in several aspects that have not been extensively explored by previous studies, namely: developing a collaborative model between parents and teachers in curriculum modification to enhance the effectiveness of inclusive education implementation; analyzing social, cultural, and emotional factors that influence parents' and teachers' acceptance of curriculum modifications; and providing evidence-based recommendations on optimal strategies for designing and implementing inclusive curriculum modifications that are acceptable to all stakeholders. Thus, this study not only provides theoretical insights but also offers practical solutions that educators and policymakers can use to improve inclusive education.

Research Questions:

Based on the background and research gaps identified, this study aims to answer the following key questions:

1. How do parents perceive the effectiveness of curriculum modifications in inclusive schools?
2. What are teachers' views on the implementation and challenges of curriculum modifications in inclusive schools?
3. What factors influence parents' and teachers' attitudes and acceptance of curriculum modifications in inclusive schools?
4. What are the best strategies for designing and implementing curriculum modifications that are acceptable to parents and teachers in inclusive schools?
5. What theories are used to understand parents' and teachers' perspectives on curriculum modifications in inclusive schools?

By addressing these questions, this study is expected to make a significant contribution to strengthening the inclusive education system, enhancing collaboration between parents and teachers, and designing more adaptive strategies for implementing an inclusive curriculum. Through an evidence-based approach and a focus on the experiences of key stakeholders, this research seeks to provide practical solutions that can support the sustainability of inclusive education in various educational contexts.

METHODOLOGY

1. Research Design

This study employs a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize relevant research on curriculum modifications in inclusive schools (Prajalani et al., 2021). The SLR method was chosen because it enables an in-depth exploration of existing findings while providing new insights into patterns, research gaps, and optimal implementation strategies (Issabayeva et al., 2024). The SLR process in this study follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, which include the stages of identification, selection, data extraction, and synthesis of findings (Lam et al., 2022). To ensure relevance to the latest developments in inclusive education, this study only includes research published in reputable academic journals indexed in Scopus between 2015 and 2024 (Alessandro, 2020; Mathur & Koradia, 2018).

2. Inclusion and Exclusion Criteria

To ensure research accuracy and relevance, the selection of literature is based on inclusion and exclusion criteria.

- Inclusion criteria: Studies that discuss parents' and teachers' perceptions of curriculum modifications, factors influencing acceptance, as well as challenges and solutions in implementation. Only articles from reputable Scopus-indexed journals (Tier Q1–Q4) that adopt qualitative, quantitative, or mixed methods approaches are included.
- Exclusion criteria: Studies that do not specifically address parents' or teachers' perceptions, opinion articles not based on empirical data, research with an excessively broad scope beyond inclusive education, and articles available only in abstract form are excluded from the analysis.

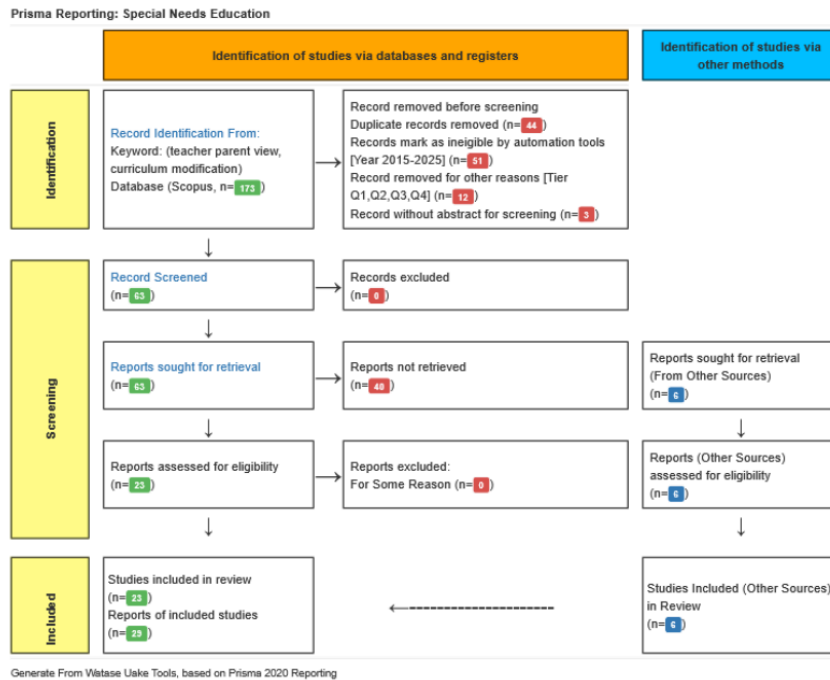
3. Data Collection Techniques

The data collection technique in this study was carried out through a systematic search strategy in the Scopus database. The search was conducted using two main keyword combinations: "teacher parent view" and "curriculum modification". The search process involved several steps:

1. An initial search was performed by entering the predetermined keywords into the Scopus database.
2. Preliminary selection was conducted based on titles and abstracts to ensure alignment with the inclusion criteria.
3. Articles that passed the preliminary selection were then fully reviewed to confirm their relevance to this study.
4. The selected articles were categorized based on research themes, such as parent perceptions, teacher perspectives, acceptance factors, implementation challenges, and optimal strategies.
5. An advanced screening process was conducted based on title, abstract, and full content to refine the selection of studies that meet the inclusion criteria.

Data was collected through a systematic search in the Scopus database using the keywords "teacher parent view" and "curriculum modification". The search results were filtered using the Wase Uake platform, which enables selection based on relevance and quality.

The PRISMA diagram for this study is presented in Figure 1.
Figure 1. PRISMA Diagram



After the initial selection, 173 articles relevant to this study were identified. During the screening stage, articles that did not meet the criteria were removed, including 44 duplicate articles, 51 articles outside the 2015–2025 period, 12 articles from journals outside Tier Q1–Q4, and 3 articles without abstracts. After the initial screening, 63 articles remained for the next stage. Of these, 40 articles were not fully accessible, leaving only 23 articles for further evaluation. Additionally, an extra search using alternative methods yielded 6 additional articles, bringing the total to 29 articles used in the final analysis.

4. Research Instruments

In this SLR study, the primary instrument used was the PRISMA checklist to ensure that each selected article met the established quality standards. Additionally, this study utilized the Watase Uake platform to facilitate the search, selection, and management of relevant literature. This

platform allows researchers to:

- (1) Identify articles based on specific keywords.
- (2) Group search results based on relevance and quality.
- (3) Filter publications that meet the predefined inclusion and exclusion criteria.

By combining the PRISMA checklist and the Watase Uake platform, this study ensures that only high-quality studies are included in the analysis, thereby enhancing the validity and reliability of the findings. Furthermore, all references were managed using Mendeley Desktop reference management software to maintain organization in source management.

5. Data Analysis Techniques

Data analysis was conducted using Thematic Analysis. Findings from various studies were categorized into key themes corresponding to the research questions. The analysis process was carried out in three main stages:

- (1) Data Extraction: Collecting key information from each study, including research objectives, methodologies used, research samples, and main findings.
- (2) Thematic Coding: Coding findings from various studies based on major categories, such as parental perceptions, teacher perspectives, acceptance factors, implementation challenges, and optimal strategies.
- (3) Synthesis: Conducting a comparative analysis of the categorized data to identify major trends, research gaps, and theoretical and practical implications for modifying inclusive school curricula.

6. Research Ethics

This study did not involve direct human participants and therefore did not require ethical approval from a research institution. However, to ensure academic integrity, this research adheres to the principles of transparency, accuracy, and replicability in the selection and analysis of literature. All articles used were cited following the American Psychological Association (APA) 7th edition standards to maintain credibility and avoid plagiarism.

RESEARCH FINDINGS

The analysis results indicate that parents' and teachers' perceptions of curriculum modifications in inclusive schools vary greatly, influenced by experience, school policies, and readiness for implementation. Parents tend to assess the effectiveness of curriculum modifications based on their impact on children's social and emotional development, whereas teachers focus more on academic aspects and technical challenges in implementation (Fedoseeva et al., 2024).

Based on literature synthesis, three main aspects are highlighted in the implementation of inclusive curriculum modifications. First, parents' perceptions of curriculum modifications indicate that they support inclusive policies that consider their children's specific needs but feel inadequately involved in the design process. This lack of involvement leads to distrust in its effectiveness (Guastaferrero et al., 2019; Lindner et al., 2022). Second, teachers face significant challenges in implementing modified curricula, particularly in terms of resource limitations, lack of professional training, and unclear implementation guidelines (Wencezlao et al., 2023). Third, acceptance of curriculum modifications is significantly influenced by school policies, involvement in decision-making, and access to professional training related to inclusive education (Huaman-Romani et al., 2023; Timmins, 2021).

A literature analysis conducted through Watake indicates that the extent to which parents feel involved in decision-making affects their acceptance of curriculum modifications. There is still a communication gap between schools and parents, contributing to distrust in the effectiveness of modified curricula (Rojas Fabris, 2018). Parents who understand the objectives and benefits of curriculum modifications tend to be more supportive of their implementation. However, many of them desire a more flexible curriculum tailored to their child's individual needs (Bangun et al., 2023).

Teachers face challenges in adapting teaching for students with different needs within an inclusive classroom environment. Major challenges include a lack of professional training, limited supporting facilities, and difficulties in applying differentiated instruction (Dalgatov et al., 2022). Furthermore, insufficient tailored resources, such as instructional materials and learning aids, hinder the optimal implementation of inclusive curricula (Tamayo et al., 2016). Similarly, Merga

et al. (2021) stated that the lack of material resources significantly hampers teachers' ability to support students struggling with literacy. This confirms that without adequate resources, the effective implementation of inclusive curricula becomes difficult, particularly in public schools that generally face facility constraints.

Several key strategies can be implemented to enhance the effectiveness of curriculum modifications in inclusive schools. Increasing parental involvement in decision-making is a crucial step, requiring schools to be more proactive in engaging them in curriculum development and evaluation so they feel a sense of ownership in their child's learning process (Lacković & Pšunder, 2019). Additionally, continuous teacher training is an urgent need, given that many educators still feel unprepared to implement curriculum differentiation and inclusive teaching methods (Guastaferrero et al., 2019).

Providing adequate resources is also a key factor in supporting the successful implementation of modified curricula. Schools must ensure the availability of facilities and instructional materials adapted to the needs of students with special needs (Bangun et al., 2023). Integrating technology into curriculum modifications can be a solution to improving the effectiveness of inclusive learning, such as through adaptive assessments and personalized learning that accommodate diverse student needs (Timmins, 2021). However, implementing technology in inclusive education requires a structured approach, including teacher training and policies supporting effective technology integration in classrooms (Klement et al., 2017). Teacher training in integrating Information and Communication Technology (ICT) with pedagogical knowledge plays a crucial role in ensuring the successful implementation of technology in inclusive education. Furthermore, policies supporting the creation of interactive and collaborative learning environments are needed to facilitate the learning process for students (Patrício et al., n.d.).

Additionally, school policies supporting inclusive education play a vital role in increasing parents' and teachers' acceptance of curriculum modifications. Schools with clear inclusive policies are more likely to succeed in implementing modified curricula (Lacković & Pšunder, 2019). Strong administrative support, such as adequate resource allocation and professional training for teachers, has been proven to significantly contribute to the success of inclusive education (Guastaferrero et al., 2019).

Effective communication between parents and teachers is also a key factor in ensuring the success of curriculum modifications. Active parental involvement in discussions about curricula can increase acceptance of the changes made (Addi-Raccah & Grinshtain, 2017). Moreover, the utilization of educational technology can be a tool for improving learning effectiveness if used properly, although it can also pose challenges if teachers do not receive sufficient training in its use (Tuukkanen & Wilska, 2015).

The findings of this study emphasize that parents' and teachers' perceptions of curriculum modifications in inclusive schools play a crucial role in their successful implementation. Although the goal is to enhance accessibility and educational diversity, there are significant differences in how both parties assess the effectiveness and challenges of implementing curriculum modifications. Parents emphasize the impact of modifications on children's social and emotional development, whereas teachers focus more on academic and technical aspects of implementation (Fedoseeva et al., 2024). These findings support previous research stating that parents desire an inclusive curriculum that is flexible and adaptive to their children's needs, while teachers struggle to implement modified curricula due to limited training and a lack of clear technical guidance (Dalgatov et al., 2022).

Furthermore, the communication gap between parents and teachers is a major factor in the low acceptance of curriculum modifications. A study by Leary (2019) found that active parental involvement in curriculum design and evaluation can increase their trust in the inclusive education system. However, many schools still struggle to establish effective communication mechanisms, leading to differing perceptions of the benefits of curriculum modifications. The lack of interaction and transparency in developing inclusive education policies is also a primary barrier to building trust and collaboration between both parties.

Policy factors and the availability of school resources also significantly influence the success of curriculum modifications. Schools with strong inclusive policies are more successful in implementation compared to schools lacking clear guidelines (Beltran-Almazan et al., 2020). The lack of professional training for teachers is a major obstacle, as educators who receive training in curriculum differentiation and inclusive teaching strategies are better able to adapt their teaching methods to the needs of students with special needs (Maebana & Molotja, 2023). Therefore,

stronger policy support and continuous training provision are essential factors in enhancing the effectiveness of curriculum modifications.

Conceptually, these research findings can be linked to Social Cognitive Theory, which emphasizes that the social environment, including interactions between parents, teachers, and students, plays a crucial role in the success of inclusive education. Perceptions and attitudes toward curriculum modifications are influenced by social interactions within the school environment (Fedoseeva et al., 2024). Additionally, Vygotsky's Social Interaction Theory asserts that collaboration between parents and teachers can enhance the effectiveness of inclusive education. Previous studies have revealed that this cooperation not only strengthens trust between parents and schools but also contributes to students' academic and social achievements (Guastaferro et al., 2019; Lackovič & Pšunder, 2019).

Implications and Limitations of the Study

This study highlights three key aspects of inclusive education. Strengthening communication between parents and teachers should be carried out through regular discussions and involvement in curriculum development. Teachers also require continuous training to be better prepared to implement an inclusive curriculum. Additionally, the use of technology can enhance learning effectiveness but must be supported by adequate training.

However, this study has limitations as it relies solely on a Systematic Literature Review, meaning it does not collect direct empirical data. Although this approach allows for a comprehensive analysis of previous research, the results do not fully reflect actual conditions in the field. Further studies using qualitative or quantitative methods are needed to gain deeper insights. Moreover, this research only includes studies from Scopus-indexed journals, thus not considering perspectives from other sources that may provide different viewpoints.

Overall, this study makes a significant contribution by identifying differences in perceptions between parents and teachers and offering strategies to enhance the implementation of curriculum modifications. Integrating both perspectives into decision-making processes can make inclusive

education more responsive to the needs of students with special needs. This study also emphasizes the importance of inclusive education policies, resource support, and strengthened teacher training to ensure optimal curriculum implementation. These findings are expected to serve as a reference for policymakers, academics, and education practitioners in developing a more adaptive and holistic education system that focuses not only on academic aspects but also on the social and emotional well-being of students in an inclusive environment.

CONCLUSION AND RECOMMENDATION

This study confirms that curriculum modification in inclusive schools heavily depends on parents' perceptions and involvement, as well as teachers' readiness to implement it. Parents tend to focus more on the social and emotional impact on their children, while teachers face challenges related to technical aspects and resource limitations. The lack of communication between parents and schools, along with insufficient teacher training, remains a major obstacle to implementing modified curricula.

To improve the effectiveness of curriculum modifications, more active parental involvement, enhanced teacher training, and clearer policy support are needed. Additionally, closer collaboration between teachers, parents, and policymakers can ensure that an inclusive curriculum truly provides optimal benefits for students with special needs. This study suggests further research with an empirical approach to gain a deeper understanding of the effectiveness of curriculum modifications in inclusive schools.

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