



**RESEARCH PAPER**

**Parental Levels of Satisfaction about the Efforts Made by Teachers in Adapting the Curriculum for Students with Moderate Physical Impairment Studying at the Primary Level in Punjab**

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**ABSTRACT**

Parental satisfaction specify in this study, the degree to which parents are satisfied about the efforts made by teachers in adapting the curriculum for students with Moderate Physical Impairment (MPI). In this study, researchers used a quantitative research approach and employed a descriptive research design. A survey method was used with a self-made instrument to collect data from purposively selected 179 parents. The value of the Coefficient Alpha was .907. The survey focused on nine areas: size, time, level of support, input, difficulty level, output, participation, alternate goal, and substitute curriculum. Descriptive and inferential statistics was employed to analyse the data. The results revealed that overall parents had a low level of satisfaction with the efforts made by teachers in adapting the curriculum. In most of the areas of curriculum adaptations, significant differences were not found in parental levels of satisfaction based on gender and residential locality. This study recommends that teachers need professional training to implement adaptations in the classroom.

**Keywords:** Curriculum Adaptations, Parental Satisfaction, Physical Impairment, Primary Level

**Introduction**

More than anybody, even legal bindings, parents have a greater impact on their child's academic progress. As per the directions of PL 94-142, parents of children with different abilities have the right to involve in their children's education. PL 94-142 also provides guidelines about the participation of parents in the placement of their child and the evaluation process (Turnbull & Turnbull, 2001). Parent's role is very important in their children's education. They have deep concerns about how their children get an education and what content design for them. Nowadays, it is widely understood that parents play an active participation in their children's education and have a legal right to attain information and participation in school-related activities (Kronqvist & Jokimies, 2008).

The concept of measuring parental satisfaction has been considerable for researchers in the past. The most common and frequently assessed concept for researchers is parental satisfaction. No one knows the child's habits, likes and dislikes, unique conditions, health issues, and challenging behaviour better than the parents. That's why parental satisfaction is the most crucial indicator to check the quality of education of their children (Rhinesmith, 2017). Parental satisfaction is considered in this study as the degree to which parents are satisfied about the efforts made by teachers in adapting the curriculum for students with moderate physical impairment studying at the primary level in Punjab. It is also used to indicate the degree of their satisfaction with "what" and "how" their children progress in an educational setting. To better understand parents' desire the learning their children, the concept of measuring parental satisfaction is very important (Yell, Katsiyannas, & Shiner, 2006).

Parental satisfaction needs to be measured and ensured for several reasons. First, parental satisfaction is helpful for the triangulation, the parent, the child, and the teacher. Second, legal bindings such as Public Law 94-142; No Child Left Behind (NCLB, 2001), and later the Individuals with Disabilities Education Improvement Act (IDEIA, 2004), stresses schools to make arrangements for students with special needs regarding general education curriculum. These legislative mandates also promoted parents' contribution in their children's education (Cortiella, 2006). The purpose of all these legal bindings is to make sure that all students, achieve the best possible learning outcomes. Turnbull and Turnbull (2001), noted that the focus of these legislative changes is on the provision of accommodations and modifications.

To achieve the educational goals for their children, parents can play a crucial role. This matter significantly highlighted the role of parents and their involvement has a deep impact to increase their children's academic achievement (Hashim, Osman, & Badioze-Zaman, 2016). In this process, the key stakeholders are the parents, who have deep concerns about "what" and "how" their children learn in school. An investigation by (Whitaker et al., 2021), reported that parents face challenges to understand the curriculum. Further, they explained, parents and guardians are interested in knowing not only what is being taught to their children but also how the instructions are given to them.

Students with moderate physical impairments require adaptations, accommodations, and modifications in access to the general education curriculum (Hemmingsson, Borell, & Gustavsson, 2003). Some students might never face challenges without adaptations, while others might never succeed. The requirements of NCLB (2001), demand that reasonable modifications and accommodations be made for a child with different abilities (Wright, 2005). Curriculum adaptation is a process of making curricular adjustments i.e. content, that allow students with and without disabilities to equally access privilege and learning successes (Pent, 2015).

Prior research studies were conducted on the parents' satisfaction about their children's education (Newman, 2005); their satisfaction with the educational quality (Gibbons & Silva, 2011); their satisfaction with the Individualized Education Program (IEP), and their involvement in primary schooling (Gubbins & Otero, 2020). The researchers noticed that insufficient research studies have been carried out on parental satisfaction about curriculum adaptations. Here, an effort is made to determine the degree of parental satisfaction with curriculum adaptations made in primary special education schools of Punjab for students with moderate physical impairment.

## **Literature Review**

Almost everywhere in the world, parents are appreciated to play a key role in their children's education and to help them develop into the best possible human beings. But tragically, an unusual and scary practice is evolving in Pakistan, keeping the curriculum undercover from parents of the child (Siddiqui, Parveen, Shaheen, & Wajid, 2022). The schools which strictly implement the curriculum pay no attention to the different levels of ability, understanding, and interest of the children. Their disability level, readability level, and grade level are often not taken into respect. Students remain in a passive mood and continue to treat as spectators with no influence on how things go on in the classroom. They significantly deserve curriculum adaptations to fulfill their educational needs in their academic journey. This can be achieved by only adapting the curriculum and presenting the content of the curriculum in an understandable format (Fernandes, Leite, Mouraz, & Figueiredo, 2013).

The general education curriculum is usually not suited for students with moderate physical impairment as opposed to normal students. To meet their learning desires, needs, and purposes, some alterations and changes must be made to the instructional methods and

learning materials. The general education curriculum requires adaptations with a focus on the child's intellectual, social, emotional, and personal development (McCombs, 2004). Subsequently, parents of students with and without disabilities have been viewed as child care's customers (Ceglowski, 2004). Customer level of satisfaction and customer feedback is an important elements and frequently used in different spheres of life especially in the field of education, in defining, and assessing the quality, and its effectiveness (European CAF Resource Center, 2013).

Prior research studies reveal that the concept of parental satisfaction with curriculum adaptations couldn't uncover by the researchers and remain an elusive idea. The focus of previous research studies on parental involvement (Slade, Eisenhower, Carter, & Blacher, 2018); parent satisfaction with educational experiences (Fantuzzo, Perry, & Childs, 2006) and (Songlee, 2002); parental satisfaction about children's online learning (Deepthi Kumari & Jayathilaka, 2022), and satisfaction with their children's IEP (Underwood, 2010). However, according to a study (AlZboon, 2013), adaptability is one of the most critical behavioural skills and plays a role in human motivation and needs.

To measure school effectiveness, parental satisfaction is often used as an indicator (Yang et al., 2017). Several studies claim that when the school curriculum is adjusted, the outcomes are better achieved, and even the quality of a school can be improved (Priestley, 2012). Parents' opinions are rarely heard, it was crucial to determine how satisfied they are about the provision of quality education delivered to their children. The school placed a high priority on parent satisfaction (Xanthavanij & Eamoraphan, 2019).

Many research studies indicate that parents' experiences with their child's school and a variety of school-related factors influence their level of satisfaction. Parent satisfaction is influenced by teachers' effectiveness, school safety, parental involvement, and school accessibility (Friedman, Bobrowski, & Markow, 2007). According to various research, parent satisfaction is most significantly predicted by the factor of school safety (Cooper & Letts, 2002). In a similar vein, a study conducted in Abu Dhabi by (Badri, Mason, & Mourad, 2010), mainly highlighted the influence of several school-related factors on parent satisfaction.

Earlier studies mainly focused on academics, safety, and various other school features, such as curriculum, instructional methods, etc. (Driessen, Smit, & Slegers, 2005). Furthermore (Yahya, 2022), asserted that in Abu Dhabi parents' top priorities include a secure learning environment, high academic standards, quality instruction, well design curriculum, and behaviour expectations. Several studies reported parental satisfaction and intentions with the schooling of their children with specific needs. A research work by Newman (2005), argues that most parents were satisfied with their children's education. A study by (Naveed & Kasana, 2017), focused on the fact that parents of exceptional children were moderately satisfied with schooling of their children.

The findings of a previous study by (Fantuzzo et al., 2006), highlighted that the factors associated with the level of parental satisfaction were cooperation between school and home, teaching quality, and feedback from the teachers that parents receive. It was exposed, among other things that the satisfaction levels of parents are closely linked with the evaluation of school efficacy based on their children's educational outcomes. However, it appears that these studies are overly condensed and overlooks several important elements i.e. adaptations, modifications, and accommodations. Therefore, it is worthwhile to investigate the parent's levels of satisfaction with the efforts teachers made to adapt the curriculum for students with moderate physical impairment studying at the primary level.

After reviewing the literature, it was found that the concept of parental satisfaction about the efforts made by teachers in adapting the curriculum couldn't be uncovered by the researchers and remains an elusive idea. Therefore, it is worthwhile to measure the levels

of parental satisfaction with the efforts made by teachers in adapting the curriculum for students with moderate physical impairment studying at the primary level in Punjab. In light of the above, researchers decided to bridge the gaps identified in the literature and contribute to the existing body of knowledge.

### Material and Methods

The researchers take the advantage of a quantitative research approach and to get a real understanding of the topic under study, a descriptive research design was adopted in this study. Generally in descriptive research, questionnaires, surveys, interviews, and/or observational methods are used to gather data and information. Data collection for this study was done through the use of surveys. Survey questionnaires are frequently used in the field of curriculum assessment, because they produce a lot of data quickly, cheaply, and require little teamwork effort (Best & Kahn, 2016).

### Population

The study population contained 204 parents of students with moderate physical impairment studying at the primary level in Punjab. The word 'population' refers to a group to which a study's findings are generalized; it covers all individuals having a particular set of particular characteristics (Fraenkel, Wallen, & Hyun, 2012).

### Sample and Sampling Technique

The sample of this comprised 204 parents of students with moderate physical impairment in the province of Punjab. The sample of this study was selected through a sub-type of purposive sampling technique namely, the 'total population sampling technique'. According to (Silipigni & Powell, 2004), purposive sampling is based on an individual's understanding of the population and the objectives of the study. In 2005 reported by (Metsämuuronen, 2005), a total sample is employed when a particular group is being studied. This kind of sampling technique is frequently used in research when study data is limited. This type of technique is more commonly used when the unit of analysis is small in size (Vilkka, 2007). The demographic features of the respondents are depicted in table 1.

**Table 1**  
**Characteristics of Parents**

<b>Demographic feature</b>	<b>Category</b>	<b>N</b>	<b>(%)</b>
Gender (parents)	Fathers	92	51.4
	Mothers	87	48.6
	Total	179	100.0
Residential Locality	Rural	103	57.5
	Urban	76	42.5
	Total	179	100.0

Table 1 noted the demographic information of the respondents of the study. Results stated that 51.4% of the subjects under investigation were fathers, showing that men were a more dominant subject than women, who accounted for 48.6% of the population. The majority 57.5% of the respondents lived in rural areas, while 42.5% of participants belong to urban areas.

### Instrument

The researchers used a self-design instrument for the respondents (parents) of this study. This instrument was based on the nine types of curriculum adaptations described by (Deschenes, Ebeling, & Sprague, 1994). This implies that the researchers only use the nine

domains namely: size, time, level of support, input, difficulty level, output, participation, alternate goal, and substitute curriculum, while the items in it are crafted by the researchers based on the literature. The instrument was translated into the Urdu language for the ease of the respondents.

The selected respondents were given a survey questionnaire to complete. Out of 204 questionnaires that were distributed, 186 were returned, and 18 questionnaires were not received back. Out of these 186 questionnaires, seven were discarded during the data cleaning step, hence a sampling loss of almost 13% occurred. There were 179 questionnaires in all that needed to be analysed.

The instrument was separated into two parts. First part contained demographic information of the parents whereas, Section two consisted of 36 items along with nine domains. Each domain was crafted with 4 items. Five-point Likert scale was used with response options i.e., 1= never; 2= rarely; 3= sometimes; 4 = quite often, and 5= very often. The items of the instrument were validated by expert's opinion and reliability was also computed. The value of the Coefficient Alpha was .907.

## Procedure

The main focus of this investigation was to measure the parental levels of satisfaction about the efforts made by teachers in adapting the curriculum for students with MPI studying at the primary level in Punjab. Researchers decided to gather information from all of the parents due to the small size of participants. The process of collecting data from every respondent throughout Punjab was very expensive, hectic, and time-taking.

The respondents of the study were also given the confidence that the data collected would only be used for research and would not be shared with anyone. The required information and instructions for completing the questionnaires were provided to the parents. After a comprehensive review of the relevant literature, researchers created a self-design instrument utilizing a five-point Likert scale for data collection. The questionnaire was separated into two sections. The first part includes demographic information, and part two comprised 36 statements to measure parental levels of satisfaction. The researchers carefully monitored the data collection procedures and advice to make sure timely completion. Completely and filled questionnaires (179) were collected and improperly filled (07) questionnaires were discarded. After data collection, it was analysed using SPSS version 21. The data were analysed using descriptive and inferential statistics.

## Results and Discussion

The survey tries to find out parental satisfaction with the practicing curriculum adaptations in nine domains: (1) size; (2) time; (3) level of support; (4) input; (5) difficulty level; (6) output; (7) participation; (8) alternate goal; and (9) substitute curriculum (See in Figure 1).

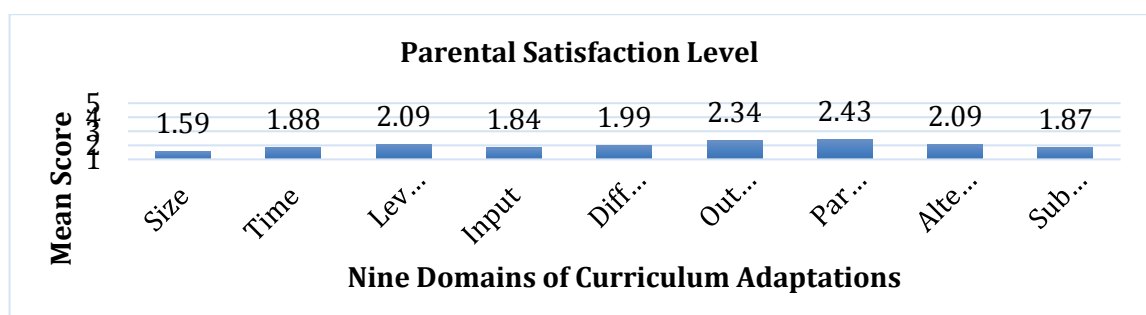


Figure 1 Domain-wise Outcomes of Parent's Levels of Satisfaction

Figure 1 illustrated that parents had a low level of satisfaction with the efforts teachers made in adapting the curriculum for students with MPI. Among the nine domains of curriculum adaptations assessed in the survey, parents were most satisfied with the domain “participation” with an average score ( $M = 2.43$ ). The second maximum score ( $M = 2.34$ ) was donated to the domain “output”, followed by the third and fourth highest ratings ( $M = 2.09$ ) were given to the domain “level of support” and “alternate goal” respectively. The domain “difficulty level” ( $M = 1.99$ ); the domain “time” with average score ( $M = 1.88$ ); the domain “substitute curriculum” with average score ( $M = 1.87$ ); the domain “input” with average score ( $M = 1.84$ ); and the domain “size” with average score ( $M = 1.59$ ) was rated least satisfied by the parents. Unlike the other adaptations areas, difficulty level, time, substitute curriculum, input, and size were valued within a very close range. These results were evident that parents did not score any of these nine domains higher than 2.0.

**Table 2**  
**Criteria for Interpretation of Mean Score**

Sr. No.	Levels of Satisfaction	Average Score
1	Low	1.00 - 2.33
2	Moderate	2.34 - 3.67
3	High	3.68 - 5.00

Table 2 paraded that if the observed mean score falls in the range of 1.00-2.33 then it is assumed that teachers have low levels of satisfaction; followed by 2.34-3.67 moderate levels of satisfaction, and 3.68-5.00 exhibit high levels of satisfaction with. This criterion for interpretation of mean score was used by Humaidat et al. (2021), in their study “Teachers’ Satisfaction with Collins Curriculum from their Perspective”.

### Item-wise Parental Levels of Satisfaction

A higher score would indicate the higher level of parental satisfaction, whereas the lower score intimate the lower level satisfaction. The following classification was adopted from the study by Humaidat et al., (2021) to judge the averages (See Table 3).

**Table 3**  
**Overall Item-wise Outcomes of Parent’s Levels of Satisfaction**

Domains	Items	<i>M</i>	<i>SD</i>	Degree
<b>Size</b>		<b>1.59</b>	<b>0.13</b>	<b>Low</b>
	My child’s teacher lessens the number of terms that he/she learns at one time.	1.73	0.45	Low
	My child’s teacher breaks down the task into small segments.	1.75	0.76	Low
	My child’s teacher reduces the volume of work when ideas are difficult.	1.38	0.75	Low
	My child’s teacher provides him/her with short questions instead of long questions in a test.	1.48	0.77	Low
<b>Time</b>		<b>1.88</b>	<b>0.09</b>	<b>Low</b>
	My child’s teacher provides additional time to complete a test or task.	1.93	0.79	Low
	My child’s teacher provides ample amount of time for writing practice.	1.46	0.66	Low
	My child’s teacher provides short breaks during a task or test.	1.63	0.89	Low
	My child’s teacher gives extra time while memorizing the concepts.	2.48	0.89	Moderate
<b>Level of Support</b>		<b>2.09</b>	<b>0.15</b>	<b>Low</b>
	My child’s teacher reads the instructions loudly before taking a test.	2.59	1.07	Moderate
	My child’s teacher repeats the instructions when he/she is unable to understand.	2.08	0.81	Low
	My child’s teacher provides him/her peer support to enhance her learning skills.	1.96	0.75	Low
	My child’s teacher guides his/her hand during handwriting.	1.75	1.08	Low
<b>Input</b>		<b>1.84</b>	<b>0.25</b>	<b>Low</b>

My child's teacher presents information to him/her through hands-on activities.	1.82	0.90	Low
My child's teacher provides relevant examples which help him/her to remember key concepts.	1.37	0.76	Low
My child's teacher develops mnemonic instruction to help him/her remember key information.	2.18	1.35	Low
My child's teacher familiarizes him/her with new vocabulary before beginning the lesson.	1.98	0.72	Low
<b>Difficulty Level</b>	<b>1.99</b>	<b>0.19</b>	<b>Low</b>
My child's teacher replaces difficult words with simple words.	1.97	0.81	Low
My child's teacher keeps sentence structures simple when required.	2.15	1.31	Low
My child's teacher rephrases paragraphs when he/she struggles to understand.	1.96	1.25	Low
My child's teacher provides a keyword list to improve his/her vocabulary.	1.88	1.21	Low
<b>Output</b>	<b>2.34</b>	<b>0.19</b>	<b>Moderate</b>
My child's teacher permits him/her for an oral response rather than a written response.	1.95	0.81	Low
My child's teacher provides multiple-choice answers for his/her ease.	2.83	0.95	Moderate
My child's teacher allows him/her to demonstrate knowledge e.g., pictures, words, etc.	2.08	1.12	Low
My child's teacher allows him/her to purpose alternate ways of completing a task.	2.60	1.33	Moderate
<b>Participation</b>	<b>2.43</b>	<b>0.25</b>	<b>Moderate</b>
My child's teacher allows him/her to cut and paste pictures of concepts instead of writing.	2.68	1.36	Moderate
My child's teacher allows him/her to note down the keywords than reading aloud.	2.53	1.33	Moderate
My child's teacher allows him/her to share their knowledge in the group.	2.45	1.07	Moderate
My child's teacher inspires him/her to pronounce key vocabulary words than learn the meanings.	2.04	0.73	Low
<b>Alternate Goal</b>	<b>2.09</b>	<b>0.11</b>	<b>Low</b>
My child's teacher allows him/her to learn the main idea of the story than preparing the whole story.	1.61	0.71	Low
My child's teacher changes the learning goals by keeping in mind the severity of him/her.	1.63	0.90	Low
My child's teacher rewrites questions using simpler language according to the reading level instead of the grade level.	2.55	0.89	Moderate
My child's teacher creates a variety of tasks for him/her by keeping in mind the level of their different ability.	2.57	1.02	Moderate
<b>Substitute Curriculum</b>	<b>1.87</b>	<b>0.08</b>	<b>Low</b>
My child's teacher provides him/her alternate books with the same content and easily describes the concept.	2.14	0.84	Low
My child's teacher provides different instructional material that meets her interests of him/her.	1.82	0.82	Low
My child's teacher uses a variety of resources (flashcards, models, and real objects) for better comprehension of him/her.	1.72	1.03	Low
My child's teacher allows him/her to learn with the help of an aide to comprehend the lesson.	1.80	0.92	Low
<b>Overall Satisfaction</b>	<b>2.01</b>	<b>0.07</b>	<b>Low</b>

Table 3 summarized overall parents' levels of satisfaction with the efforts teachers made to adapt the curriculum for students with moderate physical impairment studying at the primary level in Punjab ranging between (1.59-2.43) with low and moderate average scores. Results indicated that parents had an overall low level of satisfaction with the understudied phenomenon. Parents consigned an overall average score on a scale of 1 to 5 with condition ( $M = 2.01$ ,  $SD = 0.07$ ); they tend to agree that many of the practices adaptations mentioned on the survey were not evident in the classroom. The moderate level of satisfaction of this rating also showed that some parents were not firmly convinced that such practices were dominant and consistent.

In response to question No. 2, an independent sample *t*-test was utilized to compare the mean score of two groups based on gender and residential locality. A commonly used test Cohen's *d* was also employed to calculate the effect size between the mean scores. The interpretation of Cohen's *d* effect size refers to table 4.

**Table 4**  
**Interpretation Criteria of Cohen's *d* Effect Size**

Sr. No.	Effect Size	Cohen's <i>d</i>
1	Small	0.2
2	Medium	0.5
3	Large	0.8

A frequently adopted interpretation of Cohen's *d* effect size refers to; small ( $d = 0.2$ ), medium ( $d = 0.5$ ), and large ( $d = 0.8$ ) formed on the benchmark suggested by (Cohen, 1988).

**Table 5**  
**Mean Comparison of Fathers and Mothers on Nine Domains of Curriculum Adaptations**

Domains	Gender	<i>n</i> (179)	<i>M</i>	<i>SD</i>	<i>t</i> (177)	<i>Sig.</i>	Cohen's <i>d</i>
Size	Fathers	92	6.17	1.44	-1.55	.122	0.23
	Mothers	87	6.51	1.50			
Time	Fathers	92	7.47	2.14	-.08	.935	0.02
	Mothers	87	7.51	2.35			
Level of Support	Fathers	92	8.05	1.84	-2.52	.013	0.38
	Mothers	87	8.75	1.84			
Input	Fathers	92	8.42	2.22	-.87	.383	0.01
	Mothers	87	8.44	1.92			
Difficulty Level	Fathers	92	8.00	3.30	-.62	.538	0.03
	Mothers	87	7.91	3.01			
Output	Fathers	92	9.36	2.17	-.57	.569	0.09
	Mothers	87	9.57	2.40			
Participation	Fathers	92	9.45	2.88	.62	.534	0.17
	Mothers	87	9.97	3.26			
Alternate Goal	Fathers	92	8.26	1.83	.31	.755	0.12
	Mothers	87	8.46	1.64			
Substitute Curriculum	Fathers	92	7.38	1.77	-.76	.446	0.11
	Mothers	87	7.57	1.72			

Table 5 reported that an independent sample *t*-test was conducted to compare the parent's opinions about the efforts teachers made to adapt the curriculum based on their gender. No significant difference was observed in the mean scores of fathers ( $M = 6.17$ ,  $SD = 1.49$ ) and mothers ( $M = 6.79$ ,  $SD = 1.53$ ) about the domain "size" conditions;  $t(177) = -1.55$ ,  $p > .05$ . These results suggest that the value of Cohen's *d* was ( $0.23 < 0.5$ ), specified medium effect size. Similarly, no significant difference was perceived in the scores of fathers ( $M = 7.47$ ,  $SD = 2.14$ ) and mothers ( $M = 7.51$ ,  $SD = 2.35$ ) about the domain "time" conditions;  $t(177) = -.08$ ,  $p > .05$ . These results suggest that the value of Cohen's *d* was ( $0.02 < 0.2$ ), evinced small effect size.

There was a significant difference in the scores of fathers ( $M = 8.05$ ,  $SD = 1.84$ ) and mothers ( $M = 8.75$ ,  $SD = 1.84$ ) about the domain "level of support" conditions;  $t(177) = -2.52$ ,  $p < .05$ . These results suggest that parents have a significant difference in their opinion about the teacher's efforts when they adapt the domain "level of support". The value of Cohen's *d* was ( $0.38 < 0.5$ ), showed a medium effect size.



There was no significant difference in the scores of fathers ( $M = 8.42, SD = 2.22$ ) and mothers ( $M = 8.44, SD = 1.92$ ) about the domain “input” conditions;  $t(177) = -.87, p > .05$ . These results suggest that the value of Cohen’s  $d$  was ( $0.01 < 0.2$ ), demonstrated small effect size. Similarly, there was no significant difference in the scores of fathers ( $M = 8.00, SD = 3.30$ ) and mothers ( $M = 7.91, SD = 3.01$ ) about the domain “difficulty level” conditions;  $t(177) = -.62, p > .05$ . The value of Cohen’s  $d$  was ( $0.03 < 0.2$ ), evinced small effect size.

There was no significant difference in the scores of fathers ( $M = 9.36, SD = 2.17$ ) and mothers ( $M = 9.57, SD = 2.40$ ) about the domain “output” conditions;  $t(177) = -.570, p > .05$ . These results suggest the value of Cohen’s  $d$  was ( $0.09 < 0.2$ ), evinced small effect size. Similarly, no significant difference was evident in the scores of fathers ( $M = 9.45, SD = 2.88$ ) and mothers ( $M = 9.97, SD = 3.26$ ) about the domain “participation” conditions;  $t(177) = .623, p > .05$ . The value of Cohen’s  $d$  was ( $0.17 < 0.2$ ), evinced small effect size.

There was no significant difference in the scores of fathers ( $M = 8.26, SD = 1.83$ ) and mothers ( $M = 8.46, SD = 1.64$ ) about the domain “alternate goal” conditions;  $t(177) = .313, p > .05$ . These results suggest that parents have no difference in their opinion about the teacher’s efforts when they adapt the domain “alternate goal”. The value of Cohen’s  $d$  was ( $0.12 < 0.2$ ), evinced a small effect size. Similarly, no significant difference in the scores of fathers ( $M = 7.38, SD = 1.77$ ) and mothers ( $M = 7.57, SD = 1.72$ ) about the domain “substitute curriculum” conditions;  $t(177) = -.764, p > .05$ . These results suggest that parents have no difference in their opinion about the teacher’s efforts when they adapt the domain “substitute curriculum”. The value of Cohen’s  $d$  was ( $0.11 < 0.2$ ), evinced a small effect size.

**Table 6**  
**Mean Comparison of Parents' Residential locality (Rural and Urban) on Nine Domains of Curriculum Adaptations**

Domains	Locality	<i>n</i> (179)	<i>M</i>	<i>SD</i>	<i>t</i> (177)	<i>Sig.</i>	Cohen's <i>d</i>
Size	Rural	103	6.37	1.38	.29	.773	0.05
	Urban	76	6.30	1.62			
Time	Rural	103	7.36	2.14	-.91	.365	0.14
	Urban	76	7.67	2.36			
Level of Support	Rural	103	8.49	2.05	.82	.414	0.13
	Urban	76	8.26	1.58			
Input	Rural	103	8.66	2.15	1.77	.078	0.26
	Urban	76	8.12	1.93			
Difficulty Level	Rural	103	8.42	3.26	2.31	.022	0.35
	Urban	76	7.33	2.91			
Output	Rural	103	9.45	2.23	-.12	.908	0.02
	Urban	76	9.49	2.37			
Participation	Rural	103	9.64	3.04	-.29	.773	0.05
	Urban	76	9.78	3.14			
Alternate Goal	Rural	103	8.34	1.68	-.16	.876	0.02
	Urban	76	8.38	1.82			
Substitute Curriculum	Rural	103	7.59	1.80	1.06	.293	0.16
	Urban	76	7.32	1.68			

Table 6 revealed no significant differences found in domain ‘size’ with condition  $t(177) = .29, p > .05$ . Findings showed that parents from rural areas exhibited higher scores ( $M = 6.37, SD = 1.38$ ) compared to parents from urban areas ( $M = 6.30, SD = 1.62$ ). The value of Cohen’s  $d$  was ( $0.05 < 0.2$ ), evinced a small effect size. Similarly, no significant difference was observed in domain ‘time’ with condition  $t(177) = -.91, p > .05$ . Findings showed that parents from urban areas showed higher scores ( $M = 7.67, SD = 2.36$ ) compared to parents from rural areas ( $M = 7.36, SD = 2.14$ ). The value of Cohen’s  $d$  was ( $0.14 < 0.2$ ), evinced a small effect size.

Results revealed that no significant difference was observed in domain 'level of support' with condition  $t(177) = .82, p > .05$ . Findings showed that parents from rural areas presented higher scores ( $M = 8.49, SD = 2.05$ ) compared to parents from urban areas ( $M = 8.26, SD = 1.58$ ). The value of Cohen's  $d$  was ( $0.13 < 0.2$ ), evinced a small effect size. Results revealed no significant difference in domain 'input' with condition  $t(177) = 1.77, p > .05$ . Findings showed that parents from rural areas displayed higher scores ( $M = 8.66, SD = 2.15$ ) compared to parents from urban areas ( $M = 8.12, SD = 1.93$ ). The value of Cohen's  $d$  was ( $0.26 < 0.5$ ), evinced a medium effect size.

Results exhibited that a significant difference was observed in domain 'difficulty level' with condition  $t(177) = 2.31, p < .05$ . Findings showed that parents from rural areas exhibited higher scores ( $M = 8.42, SD = 3.26$ ) compared to parents from urban areas ( $M = 7.33, SD = 2.91$ ). The value of Cohen's  $d$  was ( $0.35 < 0.5$ ), evinced a medium effect size.

Results disclosed that there was no significant difference in domain 'output' with condition  $t(177) = -.12, p > .05$ . Findings showed that parents from urban areas exhibited higher scores ( $M = 9.49, SD = 2.37$ ) compared to parents from rural areas ( $M = 9.45, SD = 2.33$ ). The value of Cohen's  $d$  was ( $0.02 < 0.2$ ), evinced a small effect size. Results unveiled that there was no significant difference in domain 'participation' with condition  $t(177) = -.29, p > .05$ . Findings showed that parents from urban areas exhibited higher scores ( $M = 9.78, SD = 3.14$ ) compared to parents from rural areas ( $M = 9.64, SD = 3.04$ ). The value of Cohen's  $d$  was ( $0.05 < 0.2$ ), evinced a small effect size.

Results highlighted that there was no significant difference in domain 'alternate goal' with condition  $t(177) = -.16, p > .05$ . Findings showed that parents from urban areas exhibited higher scores ( $M = 8.38, SD = 1.82$ ) compared to parents from rural areas ( $M = 8.34, SD = 1.68$ ). The value of Cohen's  $d$  was ( $0.02 < 0.2$ ), evinced a small effect size. Results reported that no significant difference in the domain 'substitute curriculum' with condition  $t(177) = 1.06, p > .05$ . Findings showed that parents from rural areas exhibited higher scores ( $M = 7.59, SD = 1.80$ ) compared to parents from rural areas ( $M = 7.32, SD = 1.68$ ). The value of Cohen's  $d$  was ( $0.16 < 0.2$ ), evinced a small effect size.

In most of the areas of curriculum adaptations, significant differences were not evident in the parental satisfaction based on two variables 'gender and residential locality'. However, parents' satisfaction levels differed across the two domains 'level of support' and 'difficulty level'. This finding is surprising, three areas of curriculum adaptations (size, time, and input) do not seem to require extensive preparation. Teachers may find it difficult to implement these areas in classroom due to tight schedule. On the other hand, the areas of curriculum adaptations (substitute curriculum and alternate goal) require extensive advance preparation.

## Conclusion

Means, standard deviations, Levene's tests for equalities of variances and Cohen's  $d$  test was employed to calculate the effect size between the mean scores to provide answers to the posed questions. This specific study was determine to measure the parental levels of satisfaction about the efforts made by teachers in adapting the curriculum for students with moderate physical impairment studying at the primary level in Punjab. Additionally, this study assessed parents' mean comparison of two groups on nine domains of curriculum adaptations.

The results of this study demonstrated that parents had an overall low level of satisfaction with the efforts teachers made to adapt the curriculum for students. This low level of satisfaction may be a result of several reasons i.e. lack of parent teacher meeting; lack of teacher training program; teachers unfamiliarity with curriculum adaptations, and parent's high expectations. However, the results of this study comported with research

conducted by (Ashraf et al., 2022), which found parental un-satisfaction with the academic performance of their children. The findings of this study matched with the previous study (Mzizi, 2014), which emphasized that most teachers do not adapt most of the aspects of the curriculum. Similar findings were found in a study by (Molosiwa & Mangope, 2011), which stated that teachers in inclusive classrooms did not modify the curriculum to assist students with intellectual disabilities.

Results of this study indicated that parents tend to agree that many of the practices adaptations mentioned on the survey were not evident in the classroom. The moderate level of satisfaction of this rating also showed that some parents were not firmly convinced that such practices were dominant and consistent. These results were matched with the findings of a study by (Otukile-Mongwaketse, Mangope, & Kuyini, 2016), which highlighted that in Botswana teachers did not adapt the curriculum to assist the students in their classrooms because they lacked the required competency. Additionally, (Major, Kuyini, & Mangope, 2012), found that teachers' efforts in adapting the curriculum in the classroom, frequently tended to be incidental or inconsistent, they do not considered the individuality of the students when they plan adaptations. Results of this study noted that in most of the areas of curriculum adaptations, no significant differences were observed in parental satisfaction based on gender and residential locality. However, parents' satisfaction levels differed across the two domains 'level of support' and 'difficulty level'. Several factors, like as the family's location and the gender of the parents, have varying degrees of impact in one domain out of nine about curriculum adaptations. The results of this study supported by (Saziso, Chimhenga, & Mpofu, 2021), mentioned that teachers need to learn how to adapt the curriculum to make it more accessible for students with disabilities.

### **Implications for Practice**

Besides demonstrating the benefits of curriculum adaptations, this study also determined the satisfaction levels of parents about the efforts teachers made in adapting the curriculum for students with moderate physical impairment studying at the primary level in Punjab. The findings of this study have implications for both, teachers and parents. Parental satisfaction levels can be enhanced only when teachers adapt or modify the content of the curriculum to reach the outcomes; when parents are involved in planning, designing, and implementing the curriculum adaptations for their children with moderate physical impairment. Schools should arrange meetings with parents about what the school has planned for their children. Prior research studies revealed that parents desire to work collaboratively with the school when teachers guide them on how they can work with their children at home. Parents and teachers should work together for the mutual benefit of their children. They can approach the matter as a team.

### **Implications for Future Research**

This study, being of quantitative and survey nature, raises several opportunities for future research, both in terms of research design and research methods. A qualitative inquiry from a small sample of teachers and parents is possible by using a focus group or structured interviews. Future researchers can collect information through the classroom observation method. The novel findings of this study require further research work to refine and elaborate. Thus, this study could be extended to investigate for analytical generalizability rather than statistical generalizability, as we have examined here. Further research could also take students with moderate physical impairment from grade 5<sup>th</sup> to grade 8<sup>th</sup>.

### **Recommendations**

It is essential to improve teachers' expertise in curriculum adaptations so that they would be able to implement the curriculum adaptations. It is recommended that an in-

service teacher's training program should be arranged on the effectiveness of the curriculum adaptations. This study also recommends that teachers need professional development training and administrative support to implement adaptations in the classroom. For the implementation of curriculum adaptations, teachers need to pay more attention and make more preparations.

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