

## **ABSTRACT**

### **An Investigation Into the Challenges Encountered by Teachers of "Form 1 Special" Students in the Implementation of the SEMP Curriculum (National Curriculum) in Social Studies**

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This case study sought to investigate the challenges encountered by teachers of "Form 1 Special" students in implementing the Secondary Education Modernization Programme (SEMP) curriculum in Social Studies. Data were collected through interviews with three Form 1S teachers, as well as through observations, journal entries, and questionnaires. Among the findings were that: 1) the high level of illiteracy among the students affected the students' learning abilities in the subject area, 2) there was a lack of materials to cater to the students' varying learning styles, 3) low self-esteem among the students and negative labelling among the students led to disruptive behaviour in the classroom , 4) teachers exhibited a reliance on the use of traditional methods of teaching, and 5) there was a lack of administrative support in dealing with the high level of indiscipline among the 1S students.

**Keywords:** Curriculum implementation; Social studies education; Social studies teachers; Teacher attitudes; Case studies; Secondary school curriculum; Trinidad and Tobago