

ABSTRACT

An Investigation Into the Challenges Faced by Teachers in a Co-Educational Denominational Primary School in the Caroni Education District During the Implementation of the Primary School Social Studies Draft Syllabus (2002)

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This study sought to investigate the challenges faced by teachers at a denominational primary school in Trinidad and Tobago, during the implementation of the Primary School Social Studies Draft Syllabus (2002). Data were collected through interviews held with two teachers—one from Standard 2 and one from Standard 4. The findings included the following: 1) teachers did not see the need for the syllabus and were unclear about its goals and objectives, 2) resources were sorely lacking in the implementation process and there was a lack of support from the school district, 3) the principal did not play an active role in the implementation process, 4) teachers felt that they were treated unfairly in the whole implementation process, 5) teachers did not get support from their colleagues and 6) there was a lack of support from the Ministry of Education.

Keywords: Social studies education; Social studies teachers; Primary school teachers; Case studies; Denominational schools; Trinidad and Tobago