

ABSTRACT

Factors Affecting the Implementation of the Problem Solving, Program Design and Implementation (PS/PDI) Components of the CSEC Information Technology (IT) Syllabus in Government Secondary Schools in T&T: IT Teachers' Views and Perceptions

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This study sought to investigate five teachers' perceptions of the Problem Solving, Program Design and Implementation Program (PS/PDI), components of the Information Technology (IT) syllabus at a secondary school in Trinidad and Tobago. It also sought to obtain their views about the factors that inhibit the implementation of the syllabus. Data were collected through the use of journals and interviews. The findings revealed that while the participants generally acknowledged the importance of PS/PDI, many felt that the volume of the content placed too great a demand on the students at the Caribbean Secondary Education Certification (CSEC) level. All but one of the teachers believed that the topic 'arrays' should be omitted in order to render the syllabus more amenable to students. Among the factors that inhibited the implementation of the syllabus were: 1) lack of clarity; 2) topic complexity; 3) comprehension, reading, and mathematical deficiencies among the students; 4) insufficient teacher training; 5) inadequate resources; and 6) the volume of work to be covered.

Keywords: Programming languages; Secondary school teachers; Perceptions; Teacher attitudes; Syllabuses; Information technology; Curriculum implementation; Case studies; Computer programs; CXC CSEC examinations; Trinidad and Tobago.