

ABSTRACT

An Investigation Into Teachers' Views of Any Barriers to the Implementation of the Science Curriculum in Standard Two, at a Primary School in the Victoria Education District and Strategies for Enhancing the Implementation Process

Carlene Hayes

This study examined three teachers' perceptions about any barriers that might be impeding the implementation of the Standard 2 Science curriculum at an all-boys' primary school in Trinidad and Tobago. Data were collected through interviews, observations, and document analysis. The findings revealed that the teachers believed that the factors affecting the implementation of the science curriculum included: 1) lack of teacher confidence in science, 2) inadequate resources, 3) lack of teacher competence in science, 4) inappropriate teaching strategies, 5) students' low socio-economic background, 6) students' negative views of science, 7) unavailability of hands-on activities, 8) reliance on science textbooks, 9) student indiscipline, and 10) an overloaded curriculum.

Keywords: Case studies; Teacher attitudes; Science education; Primary school teachers; Curriculum implementation; Perceptions; Primary school science; Primary school curriculum; Trinidad and Tobago.