

# **An Investigation Into Teachers' Concerns About the Continuous Assessment Component (CAC) of the Secondary Entrance Assessment (SEA) and Their Effects on Implementation in the Educational District of Tobago**

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This qualitative case study examined teachers' concerns about the Continuous Assessment Component (CAC) of the Secondary Entrance Assessment (SEA) examination, and the effect of those concerns on the implementation of the programme. Data were collected through interviews with three teachers from three primary schools in the Tobago Educational District. The findings revealed that the teachers had informational, personal, management, and consequence concerns, which negatively affected implementation. While they viewed the innovation as potentially beneficial to teachers and students, they were primarily concerned with the management of the innovation. Factors affecting implementation were: 1) lack of clarity about the nature of the innovation, 2) lack of support, 3) the inability to effectively communicate with parents due to lack of clarity, 4) lack of resources, and 5) insufficient training.

**Keywords:** Secondary Entrance Assessment examination; Continuous Assessment Component; Concerns; Teacher attitudes; Primary school teachers; Curriculum implementation; Tobago; Trinidad and Tobago.