

ABSTRACT

Teachers' Perceptions About the Implementing of Universal Secondary Education (USE) in St. Vincent and the Grenadines

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This qualitative study focused on the Universal Secondary Education (USE) implementation process in St. Vincent and the Grenadines (SVG). It examined the nature of the perceptions of practitioners and how these perceptions informed their openness to change and, by extension, the educational implications of USE for the education system of SVG. Data were obtained via interviews with participants selected through purposive sampling. The principal finding of this study was that the apparent lack of a shared understanding of what USE entails, as exemplified by the absence of policy guidelines, as well as the presence of the top-down model of management, were some of the predictors for teachers' behavioural attitudes towards it.

Keywords: Perceptions; Teacher attitudes; Universal Secondary Education; Curriculum implementation; Educational reform; Secondary school teachers; St. Vincent and the Grenadines