

ABSTRACT

An Investigation Into the Concerns of Teachers in the Implementation of the Secondary Education Modernization Programme Social Studies Curriculum

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This study sought to investigate the concerns of teachers about the implementation of the Secondary Education Modernization Programme (SEMP) Social Studies curriculum, their reactions or responses as a result of those concerns, and effective means of addressing these concerns at the school under study. Additionally, the study attempted to determine teachers' concerns, feelings, and perceptions toward their own competencies and skills in enacting the curriculum. Data collection was done via interviews, participant observation, and document analysis. Among the findings were that: 1) teachers were concerned about the consequences of the implementation of the Social Studies curriculum on the students of the school studied, 2) many teachers expressed relatively high informational concerns, and 3) while the perceived school support was quite good, support from the Ministry of Education was relatively weak, and these two variables were significantly and positively correlated with behavioural intentions towards promoting the curriculum.

Keywords: Case studies; Secondary Education Modernization Programme; Secondary school teachers; Secondary school curriculum; Curriculum implementation; Social studies education; Teacher attitudes; Perceptions; Trinidad and Tobago