

ABSTRACT

An Investigation Into the Use of the Problem Solving Method by Technology Education Teachers Including the Barriers Faced in the Delivery of the Curriculum to Form Two Students of Two Secondary Schools

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This study sought to determine whether teachers in Trinidad and Tobago are adopting a change in practice or facilitating the problem-solving process during the implementation of the Technology Education curriculum. Data were collected, through purposive sampling, from Form 2 students and teachers from two secondary schools in central Trinidad. Among the findings were that: 1) the teachers' concerns, such as lack of resources in implementing the technology education curriculum, were not addressed by the school administration and the Ministry of Education; and 2) some teachers expressed concerns about resistance by older peers and a lack of organizational structures to support the programme and, consequently, decided to temporarily disband the delivery of the curriculum, except in its adaptation to their previous subject areas.

Keywords: Case studies; Secondary school curriculum; Secondary school students; Secondary school teachers; Technology education; Problem based learning; Curriculum implementation; Trinidad and Tobago