

ABSTRACT

Teacher Perceptions on the Implementation of the National Continuous Assessment Programme in a Primary School in the St. George East Education District in Trinidad and Tobago

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This study sought to report the views of primary school teachers as implementers of an innovative National Continuous Assessment Programme (CAP), a reform initiated by the Ministry of Education of Trinidad and Tobago. A qualitative case study was employed to explore the research question, "What specific concerns do teachers have about the implementation of the National Continuous Assessment Programme?" Data were collected, via the semi-structured interview, from seven teachers chosen through purposive sampling. Member checking and peer-debriefing were employed to ensure validity. Findings revealed that the success of the innovation depended, to a large extent, on training, leadership, collegial relationships, administrative support, parental involvement, and resources.

Keywords: Perceptions; Continuous Assessment Programme; Primary school teachers; Adoption of innovations; Case studies; Primary school students; Student evaluation; Trinidad and Tobago