

ABSTRACT

Teachers' Concerns, Challenges and Coping Strategies: Implementing CVQs at Baker Secondary School in Central Trinidad

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This study examined the challenges and coping strategies of teachers in the implementation of the Caribbean Vocational Qualifications (CVQ) curriculum at a secondary school in Central Trinidad. Data were collected through interviews with five teachers, as well as through a questionnaire. The findings revealed that implementation of the curriculum was stymied by: 1) lack of resources, 2) lack of infrastructure, 3) time constraints, 4) inadequate training, 5) insufficient funding, 6) lack of capacity building, 7) poor perception of the CVQ, and 8) a paucity of student literacy. As a result, the teachers employed coping strategies to overcome these challenges, such as using their personal equipment and sharing classroom space.

Keywords: Concerns; Secondary school teachers; Teacher attitudes; Caribbean Vocational Qualifications; Curriculum implementation; Vocational education; Trinidad and Tobago.