

RUNNING HEAD: AN INVESTIGATION INTO TEACHERS' CONCERNS ABOUT THE  
CAC OF THE SEA

AN INVESTIGATION INTO TEACHERS' CONCERNS ABOUT THE CONTINUOUS  
ASSESSMENT COMPONENT OF THE SECONDARY ENTRANCE ASSESSMENT AT A  
PRIMARY SCHOOL IN THE PORT OF SPAIN EDUCATION DISTRICT

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ABSTRACT

An investigation into teachers' concerns about the Continuous Assessment Component of the Secondary Entrance Assessment at a primary school in the Port of Spain Education District

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This qualitative study sought to investigate four teachers' concerns about the Continuous Assessment Component (CAC) of the Secondary Entrance Assessment (SEA) at a primary school in Trinidad and Tobago. Data was collected through interviews using semi – structured, open – ended questions. The findings revealed that teachers had mixed feelings about the CAC of the SEA; whilst they found the concept of the CAC to be good, they had issues related to inadequate training and the marginalization of their role in the planning process by the Ministry of Education (MOE). The findings also revealed that teachers were constrained by insufficient time for teaching and assessing new content areas as well as by inadequately trained monitors and the cramped physical infrastructure of the school. Teachers expressed concerns in the Self, Task and Impact categories which they experienced simultaneously and they often reverted to concerns in the Self category even when they had moved on to Task and Impact concerns. The findings of this study are significant as they support on - going, in - service teacher training as well as regular public consultations about local educational reform; interventions that are not commonly used in Trinidad and Tobago.

*Keywords:* Ria Natasha Broomes; teachers' concerns; Continuous Assessment Component; Secondary Entrance Assessment; Stages of Concern; CAC; SEA, CBAM.

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**LIST OF ABBREVIATIONS**

CAC - Continuous Assessment Component

CAPE - Caribbean Advanced level Proficiency Examination

CBAM - The Concerns Based Adoption Model

GTM - Grounded Theory Methodology

IC - Innovation Configurations

LoU - Levels of Use

MOE - Ministry of Education

SEA - Secondary Entrance Assessment

SEMP – Secondary Education Modernization Programme

SoC - Stages of Concern

TTUTA - The Trinidad and Tobago Unified Teachers' Association

USE - Universal Secondary Education

## **Chapter 1: Introduction**

### **Background**

Education has often been regarded as a vehicle through which upward socio- economic mobility can be achieved. (Fullan, 2001) In the Caribbean context, secondary schooling was once reserved for a privileged few and was seen as a critical juncture on the road to success. (Campbell, 1996; Brereton, 2007). Great importance was attached to secondary school placement examinations. From the colonial era to now little has changed in this regard, as these placement examinations continue to hold a place of prominence in our education systems. (De Lisle, 2002). Undeniably though, there has been change with regard to the structure of these placement examinations as time has elapsed.

Trinidad and Tobago's education system has witnessed several incarnations of secondary placement examinations. The year 1879 marked the inception of the College Exhibition which was replaced by the Common Entrance Examination in the early 1960s. (Campbell, 1996) The longevity of the College Exhibition was by no means an indicator of its perfection. Indeed, the College Exhibition was subject to what De Lisle (2002, p. 117) refers to as "small scale administrative tinkering by technocrats". Changes in the assessment design of the College Exhibition in 1947 and 1953 introduced testing in Geography and History in addition to the traditionally tested content areas of Mathematics and Language Arts. (De Lisle, 2002).

The post – independence era brought a name change for the secondary placement examination in Trinidad and Tobago from the College Exhibition to the Common Entrance. The Common Entrance Examination initially consisted of tests in the content areas of Mathematics and Language Arts. The 1970s and 1980s ushered in the inclusion of testing in Social Studies

and Science as well as a written essay. (De Lisle, 2002) The Common Entrance Examination was subject to several minor changes up until the late 1990's.

In the year 2001 with the introduction of Universal Secondary Education (USE) in Trinidad and Tobago, the present day Secondary Entrance Assessment (SEA) was instituted. The array of changes from the colonial era up to that time was seen as pseudo change under the guise of educational reform by De Lisle (2002). The introduction of the SEA brought the genesis of constructed response questions rather than multiple choice questions as well as the removal of Social Studies and Science from the content areas that were tested. In 2005, the Ministry of Education (MOE), in attempt to reform the examination, revisited the manner in which composite scores were arrived at and modified the marking rubric for the Creative Writing component of the SEA. In spite of these major changes in 2005, it is the year 2012 that would be recorded as the most significant in the history of the Secondary Entrance Assessment since its adoption in 2001.

The year 2012 would signal the arrival of the most significant change to the nature of the secondary placement examination in Trinidad and Tobago; the introduction of a Continuous Assessment Component. The Continuous Assessment Component (CAC), as the name implies is based on the philosophy that students would be assessed over an extended period of time rather than solely by a one - shot examination. Le Grange and Reddy (1998, p.110) contend that continuous assessment "is the assessment of the whole learner on an ongoing basis over an extended period of time, where cumulative judgments of the learner's abilities in specific areas are made in order to facilitate further positive learning". In the same vein, Ugodulunwa (1996, p. 87) posits that continuous assessment "refers to a systematic, comprehensive, cumulative and

guidance - oriented technique of evaluation. It involves systematic and repeated evaluation rather than a single, terminal evaluation of an individual.”

De Lisle (2010, p.4) views continuous assessment as “on- going, holistic assessment in the classroom designed to produce data that leads to the improvement of teaching and learning”. Continuous assessment encapsulates academic as well as non-academic skills. It encompasses not only the cognitive domains but caters to the psychomotor and the affective domains as well. (Esere & Idowu, 1996)

The introduction of a Continuous Assessment Component to the SEA meant that the traditional final examination would no longer be the only form of assessment for placement in secondary school. In a 2012 publication by Trinidad and Tobago’s Ministry of Education it was highlighted that for the first year of the CAC, 2012, 80 % of the mark used for placement of students would come from the final examination whilst the remaining 20 % would come from the CAC. The article goes on to say that from the academic year 2013 – 2014 and in the future, 40 % of the mark would come from the CAC with the remaining 60 % coming from the final examination.

The birth of the CAC of the SEA heralded a notable diversification in the number of content areas in which students would be tested. In addition to traditional testing in the areas of Mathematics, Language Arts and Creative Writing students would now be tested in areas such as Physical Education, Values and Citizenship Education, Agricultural Science, Music , Dance and Drama. Of great significance was the change in the date of the final examination from March to May in 2013 to allow students greater preparation time. In addition, it was proposed that in 2013 the final examination would take place over the course of two days: one day for Creative Writing and another day for Language Arts and Mathematics.

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The introduction of the CAC was accompanied by a diversification in the teaching/learning strategies that were employed by teachers as well as the types of assessments that were used to judge the quality of students' work. Indeed, the introduction of the CAC saw students being engaged in hands - on activities such as the planting of crops, the enactment of dances and the creation of art, a welcome change from the 'chalk and talk' methods that have traditionally dominated Standard Four and Five classrooms. Ramdass (2012) quoted Gaynelle Holdip, the then Acting Director of Curriculum at the Ministry of Education, as saying that "the project is an attempt to allow students to demonstrate what they have learnt in a more relaxed, engaged manner". This diversification in pedagogy and assessment strategies positions teachers to address the needs of their students who may have any of the eight types of intelligences (Linguistic, Logical, Visual, Musical, Intra- personal, Inter – personal, Kinesthetic and Naturalistic) that are outlined by Gardner (2006).

The first phase of implementation of the CAC of the SEA began in September 2012. Standard Five students were given note books by the MOE and under the guidance of their class teachers began to compile portfolios of various genres of writing. These portfolios were subsequently scored by the class teacher and marks forwarded to the MOE in electronic form. Commencing in September 2012 Standard Five students were also assessed in the content areas of Character Education, Visual Arts Education, Citizenship Education, Agricultural Science, Music Education and Physical Education over the course of two terms and contributed 20% of the final mark for SEA 2013. At the same time Standard Four students were assessed in Science, Drama, Dance, Mathematics and Physical Education over the course of three terms. Marks in these content areas would contribute 20% of the mark used for placement. Students would earn a further 20 % in Standard Five to contribute to their final score.

Whilst merit was seen in the implementation of a Continuous Assessment Component of the SEA, key stakeholders held differing views with respect to the time frame given for the planned implementation of the innovation as well as with the manner in which the MOE communicated information about the innovation to the nation's teachers, the implementers of the CAC of the SEA. There was much debate on the planned implementation of the CAC in the local media. (Kowlessar, 2012)

The introduction of the CAC of the SEA was accompanied by an additional workload for Standard Four and Five teachers across the country. The additional work took the form of the marking of Creative Writing portfolios, the grading of performance tasks in areas such as Physical Education, Dance and Agricultural Science, as well as the keeping of written records of students' scores and performance in the various new content areas that were introduced. Teachers who had limited or no computer literacy skills were also faced with the task of acquiring competency in the entering and uploading of students' scores to the MOE's database.

School X, the school that is the focus of this study, is a denominational, co – educational, primary school in the Port of Spain Education district. The school was opened in 1886 to meet the needs of primary school students in the Port of Spain area. At present the school has a population of 400 students and 18 teachers. The student population hails from a diverse area ranging from the surrounding communities of St. James, Laventille and Belmont to as far as Carenage in the west, Arima in the east and Carapachaima in the south. The diversity of the school's catchment area is credited to the fact that the majority of students' parents work in the Port of Spain district but live in areas outside of the capital.

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The school is considered to be a high - performing school and the demand for places at the school greatly exceeds those available. The school excels at music and sporting activities and has active chess and hockey clubs.

There are a total of 14 classes (2 in each level from First Year Infants to Standard 5). In addition to the fourteen class teachers there is a Music teacher, a Physical Education teacher, a Senior Teacher and a principal. The school is also manned by six ancillary staff members (4 janitors, 1 clerical officer and 1 cafeteria attendant) and one security officer. At least 60% of the staff has been employed at the school for over 12 years with four members of staff being at the school for 25 years or more. At least 70 % of the teaching staff has between 15 and 30 years of overall teaching experience.

All of the teachers at the school have had formal pedagogical training. 75 % of the school's teaching staff has acquired undergraduate university degrees with at least three members of staff pursuing masters or doctoral degrees in education. There exists a general sense of collegiality and mutual respect among all members of staff. At the school, Standard Four students retain their same teacher for Standard Five in an effort to alleviate the adjustments that go along with entering a new class.

In April 2012, the Standard Four and Five teachers of School X were informed of plans to introduce the Continuous Assessment Component of the SEA from the following September via an MOE circular. These teachers along with their colleagues across the country were hastily sent on training workshops from the month of May leaving their classes unattended for extended periods of time. SEA teachers at School X have voiced concerns from then to now about the rushed manner in which the CAC is being implemented.

Teachers have complained about their lack of knowledge and training in many areas and the pressure they feel to implement the CAC because of the high stakes nature of the SEA. Teachers have also expressed frustration with what they perceive to be the Ministry of Education's customary top down approach with respect to the diffusion of educational innovations. They feel marginalized by the MOE in the planning process. The negative feelings that teachers have expressed with respect to the CAC of the SEA has negative implications for the success of its implementation. Indeed research (Ornstein & Hunkins, 2009) indicates that teachers (change facilitators) play a pivotal role in innovation success and that the readiness with which teachers accept a new curriculum is largely dependent on the quality of their initial experiences with it. Research also stresses the importance of giving teachers time to assimilate change and acknowledges that change is a process and therefore cannot be approached in a rushed or ad hoc manner. (Fullan, 2001)

My research has led me to conclude that studies that treat with the issue of the concerns of teachers with respect to the implementation of curriculum innovations are common on international, regional and local levels. Indeed, internationally, Puteh, Abd Salam, and Justoff (2011) evaluated the concerns of Malaysian pre - school teachers about the implementation of Science literacy among pre - schoolers and Constantinou, Eliophotou – Menon, and Phillippou, (2004) as well as Charalambos and Phillippou (2010) explored the concerns of Cyprian, primary school teachers about the implementation of a Mathematics innovation. Regionally, Roofe – Bowen (2007) evaluated the concerns of Jamaican primary school teachers about the then revised primary school curriculum. On the local scale, research (Moore, 2013; Viscuna, 2013; Glasgow – Charles, 2012; Barrow & De Lisle, 2010; Harry, 2007) explored the concerns of teachers about the implementation of various curriculum innovations. A constant among all of

the studies was the use of the Concerns Based Adoption Model, (CBAM) as a theoretical framework.

My selection of a study that deals with the concerns of teachers about the CAC of the SEA for my research project was driven by my concerns for my colleagues at the School X. As a member of the teaching staff at School X, I was privy to the expressions of concerns and frustrations by the Standard Four and Five teachers at staff meetings and during informal chats over the past year. I found that the complaints were not isolated to a single teacher but that all of the teachers implementing the CAC of the SEA expressed similar concerns about time constraints, uncertainty and their lack of competency in some areas of the new curriculum.

I felt that the concerns that my colleagues have about the CAC of the SEA was an area worthy of study. I wanted to know more about their feelings about this innovation, the specific challenges that they faced with respect to its implementation and what recommendations they had for improvement of the implementation process. I felt that a study of this nature would provide me with greater insights into the feelings, preoccupations and thoughts of teachers as they go through the change process.

My preliminary interrogation of the literature revealed that studies on the concerns of Trinidad and Tobago teachers about the implementation of the CAC of the SEA had been conducted. Indeed, Ramoutar – Bhawan (2013) used the CBAM to evaluate the concerns of teachers in three schools in the Caroni Education District, whilst George (2013) investigated the concerns of teachers in the Tobago Educational District using the CBAM as her theoretical framework.

The literature merely concretized my belief in the worth of the study I was about to embark on as it proved that teachers concerns about the implementation of the CAC of the SEA

was an area that others were interested in and that there existed no studies about it in its second year of implementation. I believed that engaging my colleagues in meaningful discussion about their thoughts, feelings and preoccupations about the CAC of the SEA would alleviate some of their stress by giving them a voice and would also help them to better understand the changes that they are going through.

### **Statement of the Problem**

A research problem is “an educational issue or problem within the broad topic area that you believe is important”. (Johnson & Christensen, 2012, p.71) In the qualitative paradigm, the research problem is concerned with discerning the inner workings of a process, a group or phenomenon. For this particular study I am concerned with understanding the inner feelings, thoughts and preoccupations that the teachers at School X have about the CAC of the SEA Merriam (2009, p. 60) posits that the research problem should be outlined in “a carefully crafted essay that lays out the logic of the research study” called the problem statement. In an effort to present my research problem in a concise, clearly articulated manner, it was necessary for me to formulate the following problem statement:

Change is a dynamic, inevitable process in all aspects of life. In the field of education teachers' actions and attitudes towards change largely determine the success or failure of change. (Fullan, 2001) Given the pivotal role that the teacher plays in the process of educational change it is critical for researchers to adequately investigate their thoughts, feelings and preoccupations as they implement innovations. For this study the problem is that the Standard Four and Five teachers of School X have expressed concerns about the Continuous Assessment Component of the Secondary Entrance Assessment. Given the high - stakes nature of the SEA it is important that teachers concerns be understood so that they can be addressed in the shortest possible time.

### **Purpose of the Study**

Stating the purpose of the study is critical as it ensures that the researcher has a good grasp of the specific problem to be studied. Johnson and Christensen (2012, p. 73) posit that the statement of the purpose of the study “is a statement of the researcher’s intent or objective of the study”, they add that in a qualitative study it “should indicate that the intent or purpose of the study is to explore or understand some phenomenon experienced by certain individuals at a specific research site”.

The purpose of this qualitative case study is to explore the concerns of four primary school teachers about the Continuous Assessment Component of the Secondary Entrance Assessment at a primary school in the Port of Spain Education District. The study investigated the four teachers’ concerns by exploring their feelings, thoughts and preoccupations about the CAC of the SEA.

### **Significance of the Study**

This study is significant because the Continuous Assessment Component of the Secondary Entrance Assessment is relatively new; as such there has been little research in the area. Whilst there have been studies with regard to teachers’ concerns about the CAC of the SEA in the first year, no studies of this nature have been done in the second year of implementation. As such, this study adds to the limited body of educational literature on the issue.

It is expected that this study will assist the teachers at School X in understanding their concerns about the CAC of the SEA and how these concerns impact implementation. In addition it is anticipated that this study will offer these teachers an avenue to voice their thoughts, feelings and preoccupations about the CAC of the SEA as they go through the implementation process.

It is also hoped that this study will aid policy planners at the Ministry of Education as well as educators in gaining a clear understanding of how the affective dimension of change impacts the change process. Hall and Hord (2009, p. 250) have underscored the importance considering the feelings of the agents of change in the implementation process. They posit that “many school districts have failed to implement their programs because they ignored the people factor and spent time and money modifying only the programme or process.”

This study is also of significance because it comes at the end of the second year of implementation, a critical juncture in the implementation process of the CAC of the SEA. At this point in time there is still some level of uncertainty by users of this innovation but many of them are becoming used to the curriculum content and what is required of them. This study can help policy planners at the Ministry of Education (MOE) to determine the way forward in terms of curriculum content and strategies. The findings of this study will also be instructive in determining how the concerns of teachers about the CAC of the SEA can be addressed and alleviated so as to facilitate its successful implementation.

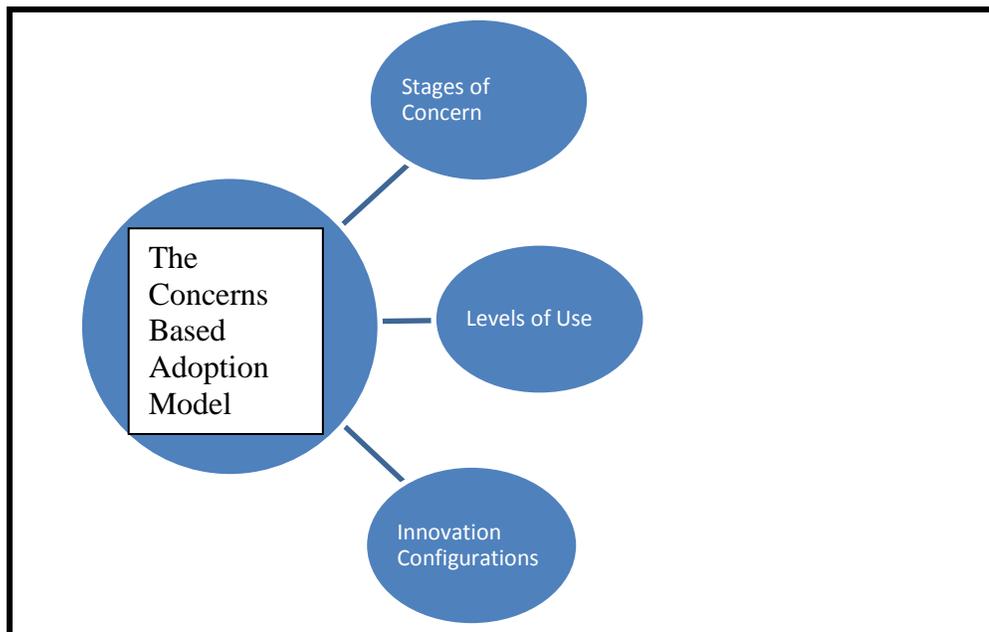
### **Theoretical Framework**

Theory is an intrinsic component of all research. Merriam (2012 p. 66) posits that “a theoretical framework is the underlying structure, the scaffolding or the frame of your study”. Indeed, it is the theoretical framework that guides the phrasing of the research questions, the formulation of the problem statement, the choice of research design, the sampling strategies and data collection procedures. For the purpose of this study the Concerns Based Adoption Model (CBAM) will form the theoretical basis.

The CBAM is a participant - oriented framework that was formulated to treat with the issues that individuals experience as they go through change. (Hall & Hord, 2006) The CBAM

provides a context for understanding the process of change from the perspective of the teacher. (Harry, 2007) As shown in Figure 1, the CBAM has three major components: Stages of Concern (SoC), Levels of Use (LoU) and Innovation Configurations (IC). SoC addresses the affective dimension of change. It outlines how individuals feel as they go through change. Conversely, LoU treats with the behavioural component of change. It outlines how individuals act as they go through change. Lastly, IC deals with the images that policy planners and users have about how an innovation should be implemented. The way that users operationalize an innovation often varies from what policy planners had in mind. According to Hall and Hord (2006 p.112) Innovation Configurations is the diagnostic dimension of the CBAM and focuses on “developing and applying word – picture descriptions of what the use of an innovation can look like”. For this study, I will focus only on the Stages of Concern that teachers at School X go through as they implement the CAC of the SEA

Figure 1 The components of the CBAM



## **Research Questions**

In qualitative research the research question is an open – ended, over-arching question about the issue or phenomenon under study. (Johnson & Christensen, 2012) For this study the research question has been articulated in the form of a grand tour question followed by three sub - questions which elaborate on the grand tour question.

### **Grand Tour question**

What are teachers' concerns about the implementation of the Continuous Assessment Component of the Secondary Entrance Assessment?

### **Sub – Questions**

1. What feelings do SEA teachers have about the CAC of the SEA?
2. What are the challenges faced by teachers implementing the CAC of the SEA?
3. What are the Stages of Concern of teachers implementing the CAC of the SEA?

### **Operational Definitions of Key Terms**

The terms below have been defined in an attempt to bring clarity to the intended readers of this paper.

**Change** – this is a complex process that has as its main goal an improvement of what went before. It often involves loss, struggle and apprehension. (Fullan, 2001, Hall & Hord, 2006)

**Change Agent** – refers to “an individual who influences clients' innovation – decisions in a direction deemed desirable by a change agency. A change agent usually seeks to secure the adoption of new ideas, but he or she may also attempt to slow the diffusion process and prevent the adoption of certain innovations with undesirable effects.” (Rogers, 2003, p. 366)

**Concern** - this is “the composite representation of the feelings, preoccupation, thought and consideration given to a particular issue or task”. (Hall, George & Rutherford, 1998, p.5)

**Concerns Based Adoption Model (CBAM)** - this is “a comprehensive theory of education change that focuses upon the needs of the user developed in Canada and used worldwide”. (De Lisle, 2010, p.4)

**Continuous Assessment** – this refers to “on going, holistic assessment in the classroom designed to produce data that leads to the improvement of teaching and learning”. (De Lisle, 2010, p.4)

**Curriculum**- this refers to all the knowledge and skills that learners gather under the purview of the school. (Marsh & Willis, 2003)

**Implementation** - this consists of “the process of putting into practice an idea, program or set of activities and structures new to people attempting or expected to change.” (Fullan, 2001, p. 69)

**Innovation** - this is “an idea, practice, or object that is perceived as new by an individual or other unit of adoption.” (Rogers, 1995, p.12)

**Stages of Concern (SoC)** - this is a seven - stage framework for the measurement of the feelings preoccupations and thoughts of individuals as they go through change. (Fullan, 2001, Hall & Hord, 2009)

### **Organization of the Paper**

The first chapter introduced the study by delineating the background that gave rise to the study and gave consideration to the findings of similar international, regional and local studies about the research topic. In this segment of the study the exact nature of the problem as well as its purpose and significance were articulated. The first chapter also provided insight into the theoretical framework that formed the basis for the study. In addition the research questions and definitions of key terms were outlined in this chapter.

Chapter 2 contains a literature review that provides the reader with a thorough exploration of the theoretical framework, the CBAM, upon which the study is hinged. Pertinent information with regard to educational reform, the process of change and its impact on teachers have also been highlighted.

Chapter 3 offers a detailed description of the methodology that was utilized for the study. Justification for the study is clearly articulated in this chapter. Further, the sampling strategies, data analysis and collection procedures are also outlined in this chapter. The strategies used to preserve the integrity of the study as well as the limitations and delimitations are also demarcated here.

Chapter 4 zooms in on the analysis of the data and presents the findings in a clear, concise manner. Chapter 5 provides a discussion on the findings of the research and makes recommendations about the CAC of the SEA that are based on those findings. Suggestions for further research are also outlined in this final chapter of the study.

## **Chapter 2: Literature Review**

### **Introduction**

The aim of research is to ultimately add to the field of knowledge that is available on a particular topic. Before I delved into this study it was important for me to know if the topic is one that had been thoroughly researched, one that had been minimally researched or one on which no studies had been done. A review of the literature presented me with what knowledge is available about teachers' concerns about the CAC of the SEA. It also helped me to gain insights about the change process and the critical role of teachers in that process. Research (Merriam, 2009; Best & Kahn, 2006) explains how the literature review illustrates how a study adds to, revisits or refines the data that is presently known about a topic. Merriam (2009, p. 71) contends that "an investigator who ignores prior research and theory risks pursuing a trivial problem, duplicating a study already done, or repeating other's mistakes". Additionally, the literature review was of importance to me as it provided guidance as to the theoretical framework that I should utilize for this study. It also provided pertinent information about which data collection procedures are best suited to the study at hand.

For this study the literature reviewed focused on the nature of educational reform as well as the theoretical framework that informed the study; the CBAM. The manner in which the CBAM informs the change process and treats with the concerns of individuals as they navigate change was also highlighted in this literature review.

### **Educational Reform**

Globally, the education sector has been on a continuous drive for reform since the late 1950s. (Fullan, 2001; Hargreaves & Evans, 1997) Baker (1993) cites the need for students to be prepared for the future world as justification for this spate of reforms in the education sector. The

introduction of a Continuous Assessment Component to the SEA is thus an attempt by the MOE to reform the primary education sector and to better equip the nation's children to survive in the coming decades. There is consensus amongst researchers that teachers, the change facilitators, are at the center of the reform process. (Ornstein & Hunkins, 2009; Hall & Hord, 2006; Duke, 2004; Fullan, 2001; Hargreaves & Evans, 1997) Ornstein and Hunkins (2009) contend that the failure of many educational reform programs is credited to the marginalization of the role of teachers by curriculum planners. An understanding of teachers' feelings, preoccupation and thought about the implementation of the CAC of the SEA is understandably important given the pivotal role that teachers play in the change process.

When faced with change, such as the introduction of the CAC of the SEA, reluctance is the response of many teachers. (Hargreaves & Evans, 1997) According to Fullan, 2004, for many people, the idea of change invokes feelings of anxiety, fear, excitement and exhilaration. Successful implementation of reform is therefore critically linked to alleviating teacher anxiety about change. To successfully treat with teachers' concerns about one innovation or the other and to fully understand how concerns impact the implementation of innovations, it is vital that key stakeholders have a clear understanding of what actually constitutes a concern.

### **Understanding Concerns**

As I set out to dissect the term 'concern' (as it relates to the implementation of innovations), I looked to the literature. I discovered that the term 'concern' was originally proposed by Frances Fuller in 1969 to describe individuals' feelings and thoughts about an innovation. Probing of the literature revealed that Hall, George and Rutherford (1998, p. 5) define concern as 'the composite representation of the feelings, preoccupation, thought and consideration given to a particular issue or task'. Logic would dictate that in order to gain a clear

understanding of 'concern', it is necessary to understand its sub – components: feelings, preoccupation, thought and consideration.

Pettinelli (2012) posits that individuals' lives are ruled by what they feel (emotion) and what they think (logic). He posits that feelings are stimulated by what is personal to individuals such as their family, home or job. Pettinelli (2012) contends that individuals attach stronger feelings to the things that they like more. He believes that feelings are actually unconscious thoughts and that as an individual seeks to find out what causes a feeling it becomes a thought. He adds that the degree of consideration one places on a thought can lead to preoccupation with it.

Pettinelli (2012) posits that emotion and logic are closely linked. He finds that feelings stimulate thought but that thought also stimulates feelings. He believes that one's thoughts and feelings about something dictate one's actions towards it. Pettinelli's (2012) work is of significance to my study as it makes a clear link between individuals' concerns (feelings, preoccupation, thoughts and consideration) and their actions. His findings have implications for how principals and policy planners might influence teachers' actions during the change process through dealing with their concerns.

## **Understanding Change**

### *Assumptions about Change*

Research (Hall & Hord, 2006; Loucks & Pratt, 1979) indicates that there are several assumptions about change that individuals need to be acquainted with before they can fully understand the change process. A major assumption is that change is a process, not an event. Quite naturally then, change cannot be rushed. Another assumption is that change is accomplished by individuals not institutions, this highlights the personal nature of change and

implies that change starts with the teacher. A third assumption is that change entails developmental growth in both feelings about and skills in using new programs. Loucks and Pratt (1979, p. 214) posit that “individuals go through stages in their affective orientation to the innovation and in their skills and sophistication in using it”.

### *Dimensions of Change*

In order to fully understand change, individuals must realize that change is multi-dimensional and has three components or dimensions: 1) the possible use of new or revised materials 2) the possible use of new teaching approaches and 3) the possible alteration of beliefs. (Fullan, 2001) In practice, Fullan (2001) finds that individual teachers implement none, one, two or all three dimensions of change and that this results in various degrees of innovation success. Fullan (2001) also finds that change that fails to address all three dimensions of change is insignificant and does not represent real change. He sees the requirement that teachers change in all three dimensions as an explanation for the difficulty of instituting change at schools. The literature supports that successful implementation of the CAC of the SEA is dependent on the willingness of teachers to embrace all three dimensions of change. The literature also underscores the need to support teachers as they embrace these dimensions of change.

### **Educational Models of Change**

My interrogation of the literature led me to discover the existence of several models of change and highlighted the impact that these various models of change had on the process of implementing an innovation. My studies revealed early models by Zaltman and Duncan (1977) and Hall and Hord (1979) as well as later models by Ely (1990), Reigeluth and Garfinkle (1994), Rogers (1995) and Fullan (2001).

Zaltman and Duncan's (1977) model focuses on the cause of resistance to change. They cite the lack of knowledge and skills as well as deeply entrenched values and beliefs as causative factors for resistance. The model also identifies strategies that help to alleviate resistance to change. Hall, George and Rutherford's (1979) model, the Concerns Based Adoption Model (CBAM), considers three aspects of change: how people feel about change, what people do as they go through change and how various people conceive change. This model focuses on the concerns of those who are required to enact the particular change and how their concerns impact the process of implementation.

Ely's (1990) model helps to address obstacles in the change environment that hinder implementation. He suggests that clearer commitment to the innovation process by top leaders as well as the provision of more opportunities for professional development can help to facilitate successful implementation of innovations. Reigeluth and Garfinkle's (1994) model identifies systematic causes of resistance to change. They see an understanding of the system being changed as critical to determining whether a particular innovation helps or hinders that system. Rogers, (1995) model focuses on the diffusion of an innovation. Embedded in this model is a theory that seeks to explain how, why, and at what rate new ideas and technology spread through cultures.

Fullan's (2001) model underscores that effective implementation of change is dependent on a number of factors. He sees the characteristics of change (need, clarity, complexity and quality/ practicality), local characteristics (the district, community, principal and teacher) as well as external factors (government and other agencies) as critical to the success of the change process. He believes that the change process would be less effective if any these factors were to be omitted.

Careful cogitation on all that I discovered about educational change models led me to the conclusion that the CBAM is the best model to address the concerns of teachers about the implementation of the CAC of the SEA. I found that central to this model, unlike the other models, was the concerns of individuals going through change. The model therefore emphasizes the important role that teachers play in the change process. It highlights the correlation between teacher concerns and their levels of implementation of innovations.

### **Theoretical Framework - The Concerns Based Adoption Model (CBAM)**

Frances Fuller (1969), the creator of the idea of concerns, proposed that teachers concerns exist on four levels: Unrelated, Self, Task and Impact. Some years later, in 1979, Hall, George and Rutherford expanded Fuller's theory into what we know today as the Concerns Based Adoption Model (CBAM). The CBAM acknowledges that whilst individuals' personal make – up, knowledge and experience impact the concerns they have about implementation of innovations, there also exists a predictable path for the concerns of all individuals as they go through change. (Hall & Hord, 2006)

The CBAM is underpinned by several theoretical assumptions (Hall & Hord, 2006): change is a process not an event, change must be accomplished on an individual level before institutions can change, successful change involves the changing of attitudes and practices and lastly, intervention by key stakeholders can facilitate planned change. The CBAM has three major components, namely Innovation Configurations (IC), the Stages of Concern (SoC) and the Levels of Use (LoU).

Innovation Configurations (IC) deals with the differing images that individuals involved in a change process have of what full implementation looks like. (Hall & Hord, 2006) The differing IC held by individuals result in the implementation of an innovation in various ways.

Hall and Hord (2006) hold the view that successful implementation of an innovation is contingent on the arrival of consensus on IC through the use of a rubric called an Innovation Configuration Map. The Stages of Concern (SoC) deals with the affective processes that individuals experience as they go through change. Research (Hall & Hord, 2006) indicates that there are seven Stages of Concern that individuals go through whilst engaged in the change process. The Levels of Use (LoU) is the behavioural component of the CBAM. It is an eight – stage classification that deals with how individuals act as they go through the change process. Whilst all three aspects of the CBAM are relevant in the evaluation of teachers' concerns about the implementation of innovations, only the Stages of Concern (SoC) will be considered in this study.

### **Stages of Concern (SoC)**

Stages of Concern treats with the affective dimension of change, it explores how individuals feel as they go through change. (Horsely & Loucks – Horsely, 1998) SoC is a framework for the understanding of the concerns of teachers as they implement innovations such as the CAC of the SEA. Stages of Concern explore the concerns of teachers in four distinct developmental dimensions: Unrelated, Self, Task and Impact. There are seven Stages of Concern across which these four developmental dimensions are spread: Awareness, Informational, Personal, Management, Consequence, Collaboration and Refocusing. (Hall & Loucks, 1978) As shown in Appendix A, there are specific expressions of concern by individuals at each Stage of Concern. For example individuals at the Awareness stage express no concern about the innovation, whilst individuals at the Informational stage express that they would like to know more about the innovation.

The pioneering work of Hall, George and Rutherford (1979) clearly articulates teachers' concerns at each Stage of Concern in paragraph form and is presented in Appendix B. Fuller's (1969) original classification of concerns into the dimensions of Unrelated, Self, Task and Impact are maintained but each area is clarified by identifying stages in each dimension. Self concerns are divided into two stages: Informational and Personal, Task concerns into one stage: Management and Impact concerns into three stages: Consequence, Collaboration and Refocusing.

Hall and Hord's (2006) research about the SoC of individuals going through change led them to two major realizations about the Stages of Concern Framework: a. Although there is a quasi- developmental path to concerns during the change process, the flow of concerns is not always guaranteed nor does it always flow in one direction. b. It is possible for an individual to simultaneously have concerns at more than one stage. These two realizations mean that as I analyze my data I need not be alarmed if I find that any of the participants display concerns at more than one level and that I am not to assume that because this is only the second year of implementation of the CAC of the SEA, that teachers would only have concerns in the Unrelated and Self categories. Indeed, Hall and Hord's (2006) research led me to conclude that the progression of the concerns of teachers at School X (about the CAC of the SEA) may or may not follow a predictable pattern and therefore warrant investigation.

My in – depth exploration, yielded data on the types of data collection procedures that are best suited for determining teachers' Stages of concerns. According to Hall and Hord (2006), there are three ways to assess teacher's concerns: the one – legged interview, the Open- ended concerns statement and the Stages of Concern Questionnaire. A one- legged interview is a “brief conversation between a change facilitator and an implementer about the use of the innovation”.

(Hall & Hord, 2006, p. 145) The open – ended statement is a written description of individuals' concerns that is penned by the individuals themselves. (Hall and Hord, 2006) Hall and Hord, 2006 explain that the Stages of Concern Questionnaire is a 35 – item questionnaire.

In several studies (Barrow & De Lisle, 2010; Harry, 2008) researchers have collected data via modifying the open – ended statement process in the form of an interview. Instead of having participants write down their views, participants are engaged in dialogue in which open – ended questions are asked. The questions are formulated in a manner that elicits the concerns of participants. The interviews are audio- recorded to allow the researcher to transcribe the verbatim of participants at a later date. Hall and Hord (2006) contend that one of the most attractive things about the open – ended statement is its use of the verbatim of participants. He adds that a disadvantage of the open – ended statement is the varying amount of detail that each participant goes into when answering the questions. The use of interviews to collect the data allows the researcher to manage the depth of participants' responses by allowing for interrogation and probing where necessary. (Seidman, 1991; Berg, 2009)

### **Review of the Concerns Based Adoption Model (CBAM)**

The CBAM has been utilized extensively in educational contexts since its formulation in 1977. (Constantinous, Eliophotou-Menon & Philippou, 2004) Today, CBAM theory continues to be relevant in the exploration of teachers' concerns about various types of innovations. (Hall & Hord, 2001) Its relevance is evidenced by its continuous employment in international, regional and local studies.

Internationally, Van den Berg, Slegers, Geijsel and Vandenberghe (2000) used the CBAM to examine the concerns of Netherland teachers in relation to the adoption of adaptive teaching. Their research revealed that in the initial stages of implementation teachers focused on

Self concerns but as time elapsed, teachers exhibited strong Task concerns. Van den Berg et al (2000) concluded that in order for successful implementation of the adaptive teaching innovation in Netherland schools, there was a need for the relevant authorities to address the Task concerns that teachers expressed.

Also on the international front, Constantinous et al (2004) used the CBAM to investigate the concerns of Cyprian teachers about the implementation of a new Mathematics curriculum. Analysis of the data revealed that teachers concerns were mainly Task concerns. Data analysis also revealed that teachers' concerns in the Management category were the lowest of the three types of concerns expressed. They found that teaching experience was the most critical factor in determining the category of teachers' concerns in the SoC framework.

Puteh, Abd Salam, and Justoff (2011) used the CBAM to evaluate the concerns of 369 Malaysian, pre- school teachers about the implementation of Science Literacy among pre-schoolers. For this study all three dimensions of the CBAM (IC, SoC and LoU) were explored. Analysis of the data revealed that teachers mostly had Self and Task concerns and that teachers' concerns followed the CBAM's developmental path from Self to Task to Impact concerns. Puteh et al (2011) also found that the teachers' concerns varied according to the geographic location of their school (urban/ rural) and the level of their academic qualifications (graduate/ non – graduate).

Interrogation of the literature revealed that the CBAM is a useful framework for the exploration of teachers' concerns about innovations on the regional and local level as well. In 2007, Roofe – Bowen used the CBAM to explore the concerns of Grade One Jamaican primary school teachers about the then Revised Primary School Curriculum. In this study Roofe – Bowen explored teachers' SoC and LoU. Analysis of the data revealed that teachers' concerns about the

innovation were mainly in the Management Category and that there was discrepancy between teachers' reported Levels of Use and their actual Levels of Use.

Locally, Harry (2007) used the CBAM as a theoretical framework for the exploration of the concerns of two secondary school teachers about the implementation of the Caribbean Advanced Proficiency Examination (CAPE) Communication Studies innovation. This study focused only on the SoC component of the CBAM. Harry's (2007) analysis of the data revealed that the two teachers had varying Stages of Concern that was linked to the amount of time spent implementing the innovation. Also, the teachers had concerns in more than one category at simultaneous times. In another local study, Barrow and De Lisle (2009) used the CBAM to evaluate the concerns of 24 secondary school Science teachers about the Secondary Education Modernization Programme (SEMP) Science curriculum at the lower secondary level. Their study focused on the Stages of Concern and LoU components of the CBAM. Analysis of the data revealed that teachers had nine major concerns which were mainly in the Management and Consequence categories.

The literature has clearly highlighted the widespread use of the CBAM today even though it was created over twenty years ago. The literature revealed that the CBAM is globally respected and applied as a factual theory in the educational community. (Anderson, 1997) I found that most studies focused on the SoC component of the CBAM. The SoC framework provides policy planners and other change agents knowledge of the strengths and weaknesses of an innovation and positions them to make the necessary interventions. (Hall & Hord, 2006)

### **Factors that Impact on Teacher's Concerns**

The first year or two of implementing a new curriculum is often a challenging time for individuals because it is difficult to predict all that will happen. (Hall & Hord, 2006) Embedded

in the change process is an affective dimension that treats with how individual teachers think and feel about the new curriculum.

The Stages of Concern dimension of the CBAM was formulated to put the concerns of teachers into categories. SoC tells the researcher what teachers' concerns are. Researchers must be cognizant of the fact that the types of concerns teachers express are influenced by their personality and experience. (Hall & Hord, 2006) In other words, what may be a concern for one teacher may not be a concern for another. Some teachers may worry more, others worry less because that's just the way they are made – up or because their years of teaching experience has provided them with the knowledge and skills to effectively manage particular types of problems. (Anderson, 1997) Research by Constantinous et al (2004) makes linkages between the types of concerns teachers have and their teaching experience and level of involvement with a new curriculum.

Research (Ornstein & Hunkins, 2009; Loucks & Lieberman, 1983) indicates that individuals' perception of an innovation is dictated by the nature of their initial interaction with it. Ornstein and Hunkins (2009) posit that individuals' concerns about an innovation is often coloured by how they perceive the innovation in the early stages. (whether they see it as good or bad) Loucks and Lieberman, (1983) feel that when teachers are given the opportunity to give feedback on how they feel about new curriculum in the early stages of implementation, it causes them to view the curriculum in a positive light. Where teachers feel marginalized and left out of the planning process, there exists negative feelings about the curriculum that impact on the types of concerns they have. Indeed, Janas (1998) contends that allowing individuals to engage in early discussion about an innovation can help to clarify or resolve the concerns that they have. Open

communication channels throughout the change process are necessary for the management of individuals' concerns about an innovation. (Janas, 1998)

Hall and Hord (2006) and Fennell (1992) contend that the type of support that teachers receive during the change process influences their types of concerns about an innovation. They make links between the ethos of the school and the change facilitator style of the administrator. Fennell (1992) posits that the features of an organization's atmosphere influence the concerns of individuals throughout the change process. He sees collegiality and collaboration as positive influences on individuals' concerns during the change process. Hall and Hord (2006) contend that the physical features of a school as well as the attitudes and values of the staff influences the number and types of concerns teachers have about innovations. They also contend that the level of support that principals provide during the change process influences the concerns that teachers have about an innovation. Indeed, the way in which the principal treats with teachers during the change process can help to increase or reduce Management concerns. (Hall & Hord, 2006)

Another factor that influences the types of concerns that teachers have are the challenges that hinder successful implementation. According to Oga and Aniefiok (2012) challenges are those things that prevent the successful implementation of an innovation. Bennie and Newstead (1999) contend that it is important for teachers to understand the challenges that hinder implementation of an innovation. They found that some of the main challenges that teachers face while implementing an educational innovation are associated with the underlying assumptions and goals, the subject demarcations, the content, the teaching approach and the methods of assessment. They also found that issues of time, unavailability of instructional materials, lack of clarity about curriculum reform, teachers' lack of skills and knowledge, and the initial mismatch

between the teacher's "residual ideologies" and the principles underlying the curriculum innovation were also challenges that hinder the implementation of educational innovations.

### **Chapter 3: Methodology**

#### **Study Design**

According to Johnson and Christensen (2012, p. 90) “the design is the plan or strategy you would use to investigate your research question (s)”. It helps to guide the study so that the data is collected in such a manner that there is no disconnect between the actual data collected and the research questions.

#### **Qualitative Research**

In order to properly investigate the concerns that teachers at school X have about the CAC of the SEA, a research design that fostered the airing of individuals' feelings, perceptions and experiences was required. A qualitative design was optimal in this regard. Creswell (1998, p. 15) posits that research in the qualitative paradigm is “an inquiry process of understanding based on a distinct methodological tradition of inquiry that explores a social or human problem”. Merriam (2009, p. 13) holds the view that qualitative research “seeks to describe, decode, translate and otherwise come to terms with the meaning not the frequency of certain more or less naturally occurring phenomenon in the social world”.

Creswell (2012) underscores that qualitative research allows for a research issue to be ventilated from the perspective of the participants. He contends that this type of research focuses on process, understanding and meaning. Merriam (2009) holds the view that qualitative research focuses on how individuals interpret their experiences and the meaning they attach to these experiences. I believe that the qualitative paradigm is best suited to this study as it will elicit the rich, thick narrative that is needed to fully explore the concerns of teachers at School X about the CAC of the SEA.

My choice of a qualitative design is justified as research in this paradigm allows for intimacy and trust to be set up between me and the participants. (Tavers, 2001) This bond of trust will ideally position me to elicit the participants' genuine feelings, thoughts and preoccupations about the research issue.

The qualitative paradigm is additionally suited to this study because of the ontological assumptions that it is associated with. In the qualitative paradigm it is assumed that there are multiple realities that are subjective as well as personal. (Creswell, 2007) Qualitative research allows individuals to construct their own meaning in order to make sense of the world. (Bogdan & Biklen, 2007)

### **Case Study Approach**

After careful consideration I selected a case study approach for this study. This approach was ideally suited because a bounded system made up of four teachers at School X is being investigated. Indeed, Creswell (2007, p. 73) posits that "case study research involves the study of an issue through one or more cases within a bounded system (i.e. a setting or context)". Creswell (2007, p.73) adds that a case study is "an in-depth exploration of a bounded system (e.g. activity, event, process or individuals) based on extensive data collection".

Yin (2008, p.15) contends that a case study "investigates a contemporary phenomenon within its real -life context, especially when the boundaries between phenomenon and context are not clearly evident". For this study the contemporary issue is the concerns of teachers about the CAC of the SEA and the real - life context is School X. The fact that case studies are "anchored in real - life situations" (Merriam, 2009, p.51) adds to the suitability of a case study design to this study.

In addition, a case study design was selected because its product is richly descriptive and such a heuristic approach is aptly suited to the exploration of the concerns of teachers at school X about the CAC of the SEA.

In specific terms this study may be described as an instrumental case study as it provides valuable insight into teachers' concerns about the CAC of the SEA. The case, (Standards 4 & 5 teachers at school X) is secondary and plays a supportive role in facilitating my understanding of the concerns of teachers about the CAC of the SEA. (Yin, 2003, Best & Kahn, 2012)

### **The role of the researcher**

The researcher plays a pivotal role in the qualitative research process. Indeed Merriam (2009, p. 39) posits that the researcher is “the primary instrument of data collection and analysis”. Given the critical role of the researcher, I was careful not to let my opinions and feelings colour the outcome of the research. Indeed, Johnson and Christensen (2012, p. 376) posit that “qualitative researchers prefer to study the world as it naturally occurs without manipulating it”. They add that qualitative researchers should try to be unobtrusive.

I was ever mindful that my role as primary instrument of data collection was that of listener. In the process of listening I was also careful to engage the participants so that they would share their rich experiences with the CAC of the SEA. The fact that I am a teacher at School X, what I termed ‘the home advantage’, helped to facilitate a natural rapport between me and the participants.

As participants shared, I was careful to observe the non – verbal cues that they emitted. It is my view that the ‘home advantage’ and careful observation of non – verbal cues aided my understanding of the teachers’ concerns about the CAC of the SEA.

### **The research setting**

The research setting or the environment in which a study is conducted is an important consideration for the qualitative researcher. In qualitative studies the research is traditionally set in a real - life context. The type of research setting has implications for the quality of the responses by the participants as well as the recording quality. (Woods, 2006)

For this study the interviews were conducted at the library at School X. The library was selected as, it is a quiet place in the participants' natural context that would negate unnecessary disturbances that would distract the participants' train of thought and that would facilitate audible audio recordings.

### **The Sample**

“A sample is a small proportion of the population that is selected for observation and analysis”. (Best & Kahn, 2006, p. 13) For this study the sample consists of the four teachers who are currently involved in the implementation of the CAC of the SEA at School X. More specifically the sample consists of:

- 2 Standard Four teachers – Alice & Brenda (pseudonyms)
- 2 Standard Five teachers – Carla & Dawn ( pseudonyms)

### **Sampling Strategy**

For this study purposeful sampling was utilized. Patton (2002) advocates the use of this type of sampling for qualitative research in which participants are selected that would provide the researcher with the most pertinent information about the research issue.

### **Purpose for selection**

In selecting the participants I only had two criteria: 1. Participants must currently teach at the Standard Four or Five levels at School X. 2. Participants must be presently involved in the implementation of the CAC of the SEA.

I chose to use all four teachers for the study so as to get the richest and most diverse narrative of the concerns teachers experience while implementing the CAC of the SEA at School X. This was important to me as I wanted to understand the CAC phenomenon through the eyes of the Standard 5 teachers who were there from inception, as well as the Standard 4 teachers who became involved in the second year of implementation when it would be expected that some of the initial teething problems would have been resolved.

### **Data Collection Procedures**

Merriam (2009, p. 85) postulates that “data collection is about asking, watching and reviewing”. Creswell (1998, p.10) contends that data collection is “a series of interrelated activities aimed at gathering good information to answer emerging research questions”. In the qualitative paradigm data consists of verbatim transcriptions of the experiences, feelings and opinions of the research participants.

For the purpose of this study, data was collected via four semi- structured interviews using six open – ended questions. Interviews were selected as the method of data collection because they allowed me to gain a vivid, detailed understanding of the concerns the participants experience as they implement the CAC of the SEA. Indeed, Mc Cracken (1988) contends that interviews transport the researcher into the mental world of the interviewee and allows the researcher to view the world through multiple perspectives. The use of interviews afforded the participants the opportunity to cogitate on their experiences with the CAC of the SEA and

provided the fertile, abundant narrative required for a study of this nature. The use of interviews as the main method of data collection is justified as research (Walford, 2001; Gall, Borg & Gall, 1996 & Seidman, 1991) indicates that interviews help the researcher to generate copious amounts of data in a relatively short period of time.

The interviews were semi-structured to make allowances for participants to express themselves freely and to leave room for the clarification of vague or unclear responses. Open-ended questions were used, as the literature (Hall & Hord, 2006) supports the use of these types of questions in the determination of teachers' concerns about and innovation. An interview protocol, as seen in Appendix E, was created so as to guide the interview process. The interview protocol was not followed to the letter as the semi-structured nature of the questions allowed for digression and the deep probing that Merriam (2012) advocates in order to elicit rich, thick data.

Rich data was elicited by setting up a good rapport with the participants through the use of preliminary questions that sought to put participants at ease before the main questions were broached. Throughout the interview process, Merriam's (2012) advice to respect the views of participants, to be non-threatening, to ask 'good questions' and to build trust were focal thoughts.

Interviews were conducted during the first and second week of April, 2014. Scheduling of interviews with the two Standard Four teachers proved to be quite a challenge as end of term test was being conducted in the first week of April when their interviews were conducted. Arranging interviews with the Standard Five teachers was a bit easier as they were interviewed during the second week of April, 2014 when school was closed for the Easter vacation. The teachers were easily accessible as they were at school giving their students extra lesson in

preparation for the upcoming SEA. Interviews with the two Standard Four teachers were held prior to the start of school, as this was a time when the school was quiet enough for the purpose of recording and it was a time when the participants and me were free before our busy work days began. The two Standard Five teachers were interviewed during their lunch hour as this was the time that was most convenient for them.

Audio taping of the interviews allowed me to focus on the participants' body language and tone. It also allowed me to make jottings on points that I found were salient. These jottings were expanded in the form of a reflective journal and were quite valuable to me when I began the transcription process. The use of my reflective journal added to the accuracy of the data transcription process that ensued. (See Appendix F)

### **Data Analysis Procedures**

Data analysis is the process in which a researcher attempts to make sense of collected data. (Merriam, 2012) It is a multi- phase process that involves the transcription of interviews, the careful examination of transcripts to reveal codes, the generation of themes and the formulation of a narrative that will aid the researcher in making meaning out of the data. (Creswell, 1998) In the analysis of data, Berg (2009) advocates the use of a content analysis strategy. The Grounded Theory Methodology (GTM), put forward by Glaser and Strauss (1967), is often instructive in data analysis. According to Glaser and Strauss (1967), GTM involves open coding, the formation of categories, the interconnection of categories to create themes, the creation of a narrative that connects the themes and ends with the formulation of a theoretical position.

For this study, I chose to analyze the data manually using a two – phase process. The first phase of my analysis process was theory driven and entailed the generation of codes based

on my conceptual framework, the CBAM. The second phase of my analysis was data driven and entailed the identification of codes that were grounded in data from the participants' interviews.

As I began to analyze the data, I found that Merriam's (2012) view that data analysis is a recursive, dynamic and frequently messy process to be quite true. In analyzing the data Glaser and Strauss' Grounded Theory Methodology as well as Wellington's (2000) stages of data analysis: immersion, reflecting, taking apart the data, synthesizing the data, relating the data and presenting the data was instructive. I immersed myself in the data by listening to the audiotaped interviews several times. I wanted to ensure that the transcriptions were accurate, so I repeatedly replayed the audiotapes and reflected on the content of the interviews. I found that as I took the data apart, I often had to consult my field notes and my reflective journal to triangulate the data.

When I felt satisfied with my transcription, I engaged in what Merriam (2012) refers to as 'member checking'. During this process the participants were allowed to view the transcribed interviews so that they could confirm or authenticate the accuracy of the data. According to Maxwell (2005, p. 111):

Member checking is the single most important way of ruling out the possibility of misinterpreting the meaning of what participants say and do and the perspectives that they have on what is going on, as well as being an important way of identifying your own biases and misunderstanding of what you observed.

Once I was sure of the accuracy of the transcriptions, I began to carefully code the transcribed data. During this process, I was ever cognizant of the fact that my codes would come from two sources: a. a priori codes from the CBAM and b. grounded codes from the data. As I embarked on the first phase of coding, I looked at the a priori themes of Unrelated, Self, Task

and Impact for guidance. I perused the data for codes that would fit these categories. My perusal revealed that there was no data that would fit under the Unrelated/ Awareness category, as none of the participants expressed disinterest in the CAC of the SEA. I believe that due to the high-stakes nature of the SEA teachers felt compelled to do the CAC. Indeed, in the words of Carla (pseudonym), one of the participants:

“If I had a choice I would not do this thing you know! It’s only for the children, because it affects the school they go to.”

Under the category of Self I found that the data yielded codes such as ‘uncertainty’ and ‘reluctance’; codes that were directly related to the Personal concerns of the participants. One of the Task related codes that was generated was ‘insufficient time’ in the Management category. As can be seen in Appendix H, further analysis of the data yielded codes in the Impact category such as: ‘exposure to new subject areas’ in the Consequence category.

After I was satisfied with the first phase of coding, I embarked on the second phase; coding using grounded codes. I carefully searched the data for salient words and phrases that had not been used to create codes in the first phase. Appendix I, shows that some of the codes generated in this phase were ‘insufficient training’ and ‘subjectivity of rubrics’. In my analysis, I found that some of the codes were only found in the transcript of one participant. These anomalous codes were discussed and not ignored so that all of the teachers’ concerns would be aired. After I extensively reviewed the codes that were generated from each participant’s interview, I formulated several themes. I found that I often had to review the codes to ensure the accuracy of the emerging themes. In this second phase of coding the two themes that were salient across all four interviews were: ‘participants’ feelings about the CAC’ and ‘challenges to implementation of the CAC’.

Following this, the themes that emerged from the two phases of coding were linked to the research questions. I found that the a priori themes answered my third sub – question: What are the SoC of teachers implementing the CAC of the SEA? And that the grounded themes answered my first and second sub – questions: a. What feelings do SEA teachers have about the CAC of the SEA? and b. What are the challenges faced by teachers implementing the CAC of the SEA? My next step was to formulate a rich, thick narrative to detail the concerns of teachers at School X about the CAC of the SEA.

Following the formulation of a concise narrative to present the findings of the study, I proceeded to discuss the findings and how they impact the implementation the CAC of the SEA. Recommendations were then made as to how the CAC of the SEA could be improved, so as to alleviate the concerns of teachers at School X.

### **Ethical considerations**

In order for a researcher's work to be credible, the researcher must adhere to the ethical traditions that over time have become the hallmark of good research. Merriam (2012) underscores the importance of validity and reliability of research; as it directly involves the lives of individuals. She sees integrity as of utmost importance. According to Patton's (2002) 'Ethical issues Checklist' the following ten issues must be considered when engaging in research:

1. Explaining the purpose of the inquiry and methods to be used
2. Promises and reciprocity
3. Risk assessment
- 4. Confidentiality**
- 5. Informed consent**
- 6. Data access and ownership**

7. Interviewer mental health
8. Advice ( who will be your counselor on ethical matters)
9. Data collection boundaries
10. Ethical versus legal conduct

In an effort to ensure that the highest ethical standards were maintained for this study, I began by obtaining informed consent from the principal of the School X as well as from the four participants. Johnson and Christensen (2012, p. 107) explain that “before a person can participate in a research study, the researcher must give the prospective participant a description of all the features of the study that might reasonably influence his or her willingness to participate”. The principal’s consent was sought via a letter outlining the details of the study (See Appendix C). The principal responded affirmatively after I answered her questions and concerns about the study. Each participant was presented with a consent form and the details of their involvement in the study carefully explained to them. (See Appendix D)

On the consent form participants were informed of their right to withdraw at any time during the study. International ethical standards mandate that research participants be afforded the opportunity to withdraw from a study unless they are constrained in an official capacity by their role or job title. (Johnson & Christensen, 2012)

Good ethical standards dictate that the researcher ensures the confidentiality of the data and the anonymity of the participants. For this study the identities of the participants were concealed by the use of the pseudonyms Alice, Brenda, Carla and Dawn. Participants were also informed that the data gathered would be used for the sole purpose for which it was intended.

I informed the participants that they would have access to the data before it was published. As I embarked on the process of analyzing the data I often consulted the participants for

verification of my findings. Through this process of verification it was ensured that the participants' true feelings would be related in the analysis of the data.

### **Limitations of the study**

“Limitations are those conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations”. (Best & Kahn, 2006, p. 39) The limitations of the present study were as follows:

- The investigation of teachers' concerns was limited to concerns about the Continuous Assessment Component of the Secondary Entrance Assessment.
- Researcher bias- the fact that the researcher is a member of staff at School X creates the possibility of bias. However, I made every effort to ignore this bias and dealt with each participant in the same relaxed yet professional manner.
- Time Constraints- scheduling concerns were a constraint as the participants all had hectic work days and I only had two months to collect, triangulate and analyze the data.

### **Delimitations of the study**

According to Best and Kahn (2006 p. 39) the “delimitations are the boundaries of the study”.

The following are the delimitations of this study:

- The study is limited to one school in the Port of Spain Education District.
- The participants are limited to four individuals.

## **Chapter 4: Data Analysis and Presentation of Findings**

### **Introduction**

For this study, the findings are presented in the form of a narrative that is richly interwoven with the verbatim of the four participants. I chose to present my findings in a narrative form so as to poignantly share the voices of the participants. In my narrative the participants' concerns about the CAC of the SEA are highlighted.

Before I got into the actual analysis of the data, I felt that a profile of each participant should be presented so as to give readers of this paper a clear understanding of each participant. In an attempt to structure my data analysis, the findings that related to each of my sub – questions were addressed separately.

As I embarked on the interview process I wondered how the participants would respond: would they be open about their feelings and thoughts about the CAC or would they feel constrained by the fact that their responses would form the basis for a research paper at the University of the West Indies? In preparation for the interviews I spent a considerable amount of time formulating the interview protocol. I wanted to ask the right questions; questions that would put the participants at ease, which would encourage them to share freely and that, would provide me with copious amounts of data to analyze.

As I interviewed the participants, I found that Carla, though being the teacher with the most teaching experience, initially appeared shy and withdrawn. She sought reassurance that her name would not be used in the study. As we went through the preliminary stages of the interview she became more relaxed and by the time I got to the issue of the CAC, her responses were quite vociferous. The other participants: Alice, Brenda and Dawn, appeared to be comfortable throughout their interviews. Dawn displayed the largest amount of non – verbal cues of all the

participants. Her face would 'light – up' whenever she spoke about an aspect of the CAC that she was particularly passionate about; like the effect that the CAC had on the Creative Writing abilities of her students. She often used hand gestures to explain her ideas. Her verbatim was interspersed with a succession of phrases at times, yet I was able to understand her point of view at all times. Alice and Brenda also gave insightful responses to the questions. Indeed, their stories impacted the way I think about change and the teacher.

### **Data Analysis**

As I spoke to the participants, I made jottings about the non – verbal cues that they exhibited in response to the various questions as well as about points that I felt were salient. I used my jottings as the basis for the creation of a reflective journal that would prove to be an invaluable tool as I triangulated the data.

As seen in Appendix H and I, my analysis of the data yielded several themes. The a priori categories from the SoC dimension of the CBAM yielded several themes. Themes associated with Self concerns were: 'information acquisition', 'user – deficiency' and 'user – anxiety'. The themes that were identified in the Task category were: 'time constraints' and 'inadequacy of resources'. In the Impact category several themes emerged: 'areas of satisfaction', 'collegiality' and 'suggestions for improvement'. I found that the theme of 'administrative support' emerged in the Collaboration category, however this was only supported by one participant (Brenda). Two themes emerged from the grounded codes: 'feelings about the CAC' and 'challenges to implementation of the CAC'. In analyzing the data I found that only Alice's interview yielded the code of 'student indiscipline' under the 'challenges to implementation of the CAC' theme.

### **Participants of the Study**

In the profiles that follow each participant is given a pseudonym in order to maintain anonymity.

**Alice**

Alice is a Standard Four teacher at School X. She has been in this profession for the past twenty one years. She has spent sixteen of those years at School X. She has ten years of experience at the upper primary level. She possesses a teachers' diploma from the Corinth Teachers' College as well as a Bachelor of Arts degree in English Language and Literature with Education from the University of the West Indies. This is her first experience implementing the CAC of the SEA. She has attended training sessions that the MOE has held with regard to the CAC of the SEA.

**Brenda**

Brenda is also a Standard Four teacher at School X. She has twelve years of teaching experience however; this is the first time she has taught a Standard Four class. She has taught at School X for the past six years. She possesses a teachers' diploma from the Valsayn Teachers' College as well as a Bachelor of Arts degree in English Language and Literature with Education from the University of the West Indies. This is also her first experience implementing the CAC of the SEA. She too has attended training sessions that the MOE has held with regard to the CAC of the SEA.

**Carla**

Carla is a Standard Five teacher at School X. She has been a member of the teaching profession for the past forty one years and has taught at the upper primary level for the past twenty five years. She has taught at School X for the past thirty two years. She possesses a teachers' diploma from the Mausica Teachers' College as well as numerous certificates in the teaching of Reading and other content areas. This is her second year implementing the CAC of

the SEA having taught her present class last year when they were in Standard Four. She has attended training sessions that the MOE has held with regard to the CAC of the SEA.

### **Dawn**

Dawn is also a Standard Five teacher at School X. She has been a member of the teaching profession for the past twenty nine years and had not taught at the upper primary level for more than ten years prior to her placement in her current class. She has acquired all of her teaching experience at School X except for the two years during which she attended teachers' college. She possesses a teachers' diploma from the Valsayn Teachers' College as well as a Bachelor of Arts degree in History from the University of the West Indies. This is her second year implementing the CAC of the SEA having taught her present class last year when they were in Standard Four. She too has attended the training sessions that the MOE has held with regard to the CAC of the SEA.

### **Presentation of findings**

#### **Sub- question one - *What feelings do SEA teachers have about the CAC of the SEA?***

My thoughts then were, umm, basically work! I was thinking wow! That's just a whole lot of work especially having to focus on the other core areas of the curriculum. I was very much apprehensive because of the newness as well as reluctant to even be teacher of a standard four or five class because of this "dreadful C.A.C."

Analysis of the above statement by Brenda revealed her initial feelings about the CAC of the SEA. Brenda expresses negative feelings about the SEA which seemingly stem from her view of the CAC as being too much work. The other teachers also expressed negative initial feelings about the SEA. They expressed feelings of anxiety, uncertainty and doubt about their

competence and exhibited reluctance to begin implementation if given the choice. Indeed, according to Carla: "Alright, I started apprehensive but of course this improved over time."

More than concerns for themselves, teachers also expressed concerns about how the innovation would impact their students. Indeed this was reflected in Carla's words: "Well after hearing what CAC was I was a bit at a loss about how it would impact on the children, you know."

On analyzing the data I found that teachers' feelings towards the CAC were not all negative. Indeed, all four participants indicated pleasure with the variety of subjects offered under the CAC. Pleasure was also derived from the multiple types of assessment strategies which the CAC employs, as well as from the level of enjoyment students displayed when engaged in Drama and Creative Writing in particular. This was reflected in Dawn's response when asked about her feelings about the SEA:

Armm, well I still think it is a lot of work! Too much of recording for teachers! Recording of marks, adding up of marks, transferring of marks! It is a lot and a lot of the areas are not really in - depth assessments but barely scratch the surface. Yet, for me what is most successful of all is that the children appreciate Drama, they like Drama. I think they appreciate more Creative Writing, that kind of process where they are allowed to correct their work and so that they could get more marks.

An exegesis of the following comments by Brenda also supports the idea that whilst teachers had negative feelings about the SEA, there was consensus that the CAC was a good concept:

I think the CAC is actually a brilliant idea by the Ministry of Education; however, the implementation of it is still a bit of a problem for me. Armm, the

fact that children are being exposed to Visual and Performing Arts; it helps to develop the minds and strengthen the talents of those who are so inclined. In terms of the area of Writing I think that can really assist in helping children to be better writers due to the fact that much emphasis must be placed on it. Armm, in terms of Agricultural Science, children are now being exposed to learning about Agricultural Science which on our own we would not have been doing.

Teachers admitted that they felt that the Ministry was rushing into the CAC. In Dawn's words:

That goes back to the root of the problem! The root of the problem is that they should not rush to put through this programme! Time should be taken to train the monitors! Armm, in a more detailed way so that they could be more efficient. I think that is the key, detailed training!

In analyzing the data I also found that teachers felt left out of the planning process for the CAC of the SEA. According to Alice; "I think teachers' input should have been sourced in the planning of this thing! Teachers would know that time constraints should be considered before you just set deadlines!"

**Sub- question two** - *What are the challenges faced by teachers implementing the CAC of the SEA?*

When asked the second sub - question, all of the teachers listed time as their greatest constraint. They admitted that they felt pressured to meet deadlines set out by the MOE. Teachers felt that they were not given enough notice of the due dates for the submission of marks and were therefore always in a rush. Indeed Brenda asserted:

No, I think basically the time, as well the way in which they would come at last minute, like now for now to have you get whatever. Whether its marks or as the case may be pertaining to CAC, they just take you by surprise!

Teachers also felt that the entire programme needed time; time for teachers and students to become used to the change and time for the MOE to work out all the 'kinks ' in the system and to put the necessary infrastructure in place. Alice's statements corroborate this: "It was not well thought out. Infrastructure and necessary resources were not established before/ in time for the programme to begin."

All four teachers agreed that they were constrained by inadequate training for the CAC. Carla, Alice and Dawn felt that the training that the MOE provided did not equip them to implement the CAC of the SEA. Dawn fervently expressed:

The training was scanty! It was just suited to the scanty approach, for the lack of depth, it was quite scanty! I don't think that many teachers walked away knowing well how to assess certain areas. If you hadn't previous contact with the subjects before, it was difficult to do. For instance, the music, and I haven't had to do the music because we have a music teacher, but I know that I would have had problems assessing the music. The visual arts would have been simple because I was involved in that, the Drama to some extent even though I was involved in it at a young age, but still not in terms of assessing and what to look for, and how it should be and what skills they should have and armm, generally those areas .

Brenda, unlike her three colleagues, did not completely condemn the MOE's training sessions. Indeed she stated:

Armm, I think the training was quite adequate in terms of content knowledge and that is as far as it goes. When it comes to procedural knowledge, how do you go about getting, ok after marking for example, after marking papers even in the very assessment, the question that probably would not have come up at the time of training is how do you go forward with that in terms of getting the marks and so on uploaded on the system . I mean we may be fortunate here to have a secretary doing that for us, but I know that in some schools teachers have to upload and putting myself there, how do I go about getting that done, armm, when is it supposed to be done?, those things and others.

Further analysis of the data revealed that teachers also felt that the inadequate training of the monitors that were assigned to assist them was another challenge faced by teachers implementing the CAC of the SEA. This was poignantly captured by Dawn:

I think the monitors know as much as I do or even less! But they themselves are not, they are not specialists in these areas, so they don't, know as much. They cannot help. All they know is to come to see if the C.A.C. is being done and that's it! But in terms of giving proper advice with regard to the special information that is really needed, the in – depth, down to earth information that is needed in a particular area, they don't have.

Dawn's statement also highlights another concern expressed by all four teachers; the unavailability of information as it pertains to the CAC of the SEA. Teachers felt that they lacked pertinent information with regards to the grading of pieces, the use of resources and knowledge about effective teaching strategies with regard to the CAC of the SEA. Alice also expressed similar sentiments: "Knowledge in specific content areas such as art proved to be a challenge as

I'm not too au courant with art techniques. I had to rely on Google and the assistance of a colleague."

Carla, Alice and Brenda felt that the way in which the MOE had formulated the rubrics created room for teachers to display subjectivity. Whilst Dawn had no problems with the design of the rubrics she too felt that subjectivity was an issue. All the teachers felt that the grading standard would differ from teacher to teacher, school to school and district to district and that this could be advantageous to some students but disadvantageous to others. This was clearly articulated in Dawn's words:

The rubrics that they have worked out, they are good I'm not going to say anything against that. But, armm, in terms of being subjective it's hard to be objective when you've known a child for a year, two years, three years, you may tend to tip the scale in their favour. I mean you would not say give a child a nine out of ten when they deserve a one out of ten, you're not going to do that, but you'd always tip the scale in favour of the child. Then again there's a problem I have with that, the marking. I will judge the children in terms of the standard of the class but there is also a national standard. What about the standard of children in a school, let us say, I don't want to call a name. Or should I call a name? Let us say the children in this school usually get ninety percent and up in their Narrative Writing, and this is of a high standard, now let us look at another school whose ninety percent may not be like that, you know, but you would, I hope I'm making myself clear, you would judge it according to the standard of your school, or the standard of your class.

All of the teachers expressed that absenteeism of students was a challenge for them. They said it was a tedious process to assess one or two students outside of the assigned days but they felt that they needed to in order to give students who may have been absent on the assigned day a chance to gain their marks. They felt that having to do assessments in this manner wasted a lot of teaching time. Only one teacher, Alice, felt that student indiscipline and a lack of resources were challenges for her. Indeed, she states:

Discipline, children's attitudes are of great concern. They are often immature about completing tasks like revising and editing and they have to be constantly reminded of the importance of doing the work. Resources, texts promised by the Ministry were not delivered. The texts that are provided are often inadequate and some have many grammatical errors, like the "Easy Steps in Vocabulary".

All four teachers felt that space was a major constraint for them, as the school has little yard space. They expressed that it was a challenge to conduct Drama, Physical Education and Agricultural Science but they made do with the space that they had.

**Sub- question three - *What are the Stages of Concern of teachers implementing the CAC of the SEA?***

As can be seen in Appendix H, the teachers at School X expressed concerns in the areas of Self, Task and Impact. Analysis of the data revealed that teachers initially had very high Self concerns but that these diminished as time elapsed. Indeed, the two Standard Five teachers, Carla and Dawn, expressed less Self concerns than the two Standard Four teachers Brenda and Alice. Brenda's self concerns appeared to be greater than those of her colleagues. I assumed that this

was linked to the fact that this is her first time teaching an SEA class. All four teachers had Task concerns. The Impact concerns of the four teachers, particularly Dawn, were quite high.

### *Self Concerns*

The teachers expressed two types of concerns in this category: Informational and Personal. The Informational concerns were mainly centered on poor communication channels between the MOE and teachers, insufficient training of teachers and monitors and the unavailability of procedural knowledge about the CAC of the SEA. Personal concerns had to do with feelings of anxiety and incompetency with respect to enacting the CAC curriculum. Indeed, Brenda noted:

I think in terms of information, the lines of communication need to be very, or much more lucid. I would think that they should not only call teachers out to a workshop as they would have done but try to have a system in place where they visit schools in the particular districts so that we can have more of a one on one, armm, explanation of how this thing is really supposed to be implemented because there are still too many questions and too many uncertainties. You're not sure if the information that has reached you is the correct information and that you should run with it. So somewhere along the line you would feel as though you're going a step forward but then a step backward. When you hear something that would probably refute what was said before.

### *Task Concerns*

Teachers Task concerns had to do with the management of time and resources. All four teachers felt that time to teach and assess all the new content areas was always a challenge.

Whilst all teachers agreed that the MOE had sent resources, they had concerns about critical resources that had not been provided. Brenda asserts:

So that, yes we received the main things, but not all, so for example for pesticides we were at a loss. Maybe we will have to purchase pesticides? Armm, what I think needed to be provided for Agricultural Science was some other gardening tools. Ok, so I wasn't sure if that was to be provided by the school or if the Ministry would provide that, but everything else was fine.

### ***Impact Concerns***

#### *Consequence*

Teachers concerns in this area focused on how the CAC affected their students. Teachers were unsure as to if engagement in the new subject areas would translate to improvement in students' overall performance. All four teachers felt satisfied by the fact that the CAC catered to the multiple intelligences of their students. Dawn states "I was glad that they were now including the Visual Arts and those other, armm, P.E. and those subjects would now be assessed. So I was pleased to hear about that."

#### *Collaboration*

All of the teachers were concerned with Collaboration. Indeed, teachers expressed that they relied heavily on each other in terms of gathering content for their lessons and they also shared teaching strategies that they felt were successful. Teachers expressed that even prior to the CAC; collegiality had been a major aspect of the school's ethos. In Dawn's words:

Yes, we always discuss. Not just because of the CAC we would collaborate. We've been working together even before that, so it's a continuation of the same. You know if I have a problem I would go to my cooperating teacher and

work it out, you know? So, it's not anything different at least here, at this school. We were always collaborating!

### *Refocusing*

All four teachers expressed concerns in this category; however Dawn was the most vociferous in this area. Teachers suggested that the CAC of the SEA would run more smoothly if there was better communication between the MOE and teachers, if monitors were trained properly, if new teachers were required to have certification in at least one the Creative Arts areas and if the teachers in the system with knowledge and experience in the Creative Arts were utilized as 'Master Teachers' or specialists. Dawn asserts:

Get people who know about these subject areas. I'm speaking about these people who are within the teaching service themselves. There are teachers who are art people, who could come and supervise. Or look, become an art teacher in the school, specialized teacher! The system already has those kinds of experts, people who are artists, people who are creative writers, writers of books, writers of poetry, and writers of short stories, these people are already in the system! Armm people, people who have done those kinds of things, musicians, there are teachers who can sing and not just sing, know about singing, they really know! Teachers, who could play the piano and read music and play the guitar, some people who could play pan and read music. Find out who these people are and attach them to schools!

The findings revealed that the four teachers had gone through multiple stages of concern and that the degree to which teachers expressed specific types of concerns was related to the length of time that they had been implementing the CAC as well as their overall experience at

the upper primary level of the school. I also found that all four teachers experienced several types of concerns at the same time and that even though teachers had moved on to Task and Impact concerns, they still had concerns in the Self area. Indeed, Dawn's statement below illustrates that whilst she expressed concerns for how the CAC affected her students (Consequence) she also expressed concerns about her ability to properly assess pupils (Self) in the same breath.

The only one that, I have seen that I could tell at a glance that something happened, that there was a change; an improvement, is the Creative, Narrative Writing. I did my own test, this term, at the end of the Easter term, armm and I saw that the children, they are better spellers. They know what to put in paragraphs, armm; they are a little more creative in terms of thinking. You know thinking up things and arranging their sentences in sequential order and that kind of thing. And they are more imaginative in their writing, that's what I noticed with the Narrative Writing but I can't really mention anything noticeable for the Drama. Although they loved the Drama, that is what I can tell, that they enjoyed those periods and they even asked for it. "Miss, when are we going to have Drama?" They were calling for it, but I don't know what to look for in terms of a change in behaviour because they are doing Drama. I don't know what to look for!

## **Chapter 5: Discussion and Recommendations**

### **Discussion**

One attribute of this study is the fact that it provided my colleagues at School X with an outlet to vent their concerns about the CAC of the SEA. Dawn in particular expressed that talking about her concerns about the CAC helped her to put her concerns in perspective and helped her to engage in metacognition. Alice, Carla and Brenda expressed similar sentiments. Alice was grateful for the opportunity to vent and felt that it helped to alleviate some of her frustration. Brenda felt that being a part of the study forced her to cogitate on all that she did with respect to the CAC of the SEA.

I found that the literature review helped me to put my findings in perspective and provided support for some of the observations that I had made. I found that Loucks and Pratt's (1979) assumptions about change, as well as Hall and Hord's (2006) theoretical underpinnings about the CBAM, were quite true. The findings support the assumption that change is a process, not an event. Carla and Dawn (the two Standard Five teachers) expressed less Self concerns than Alice and Brenda (the two Standard Four teachers) pointing to the fact that time is needed for teachers to become accustomed to change. The teachers' unanimous view that the MOE was rushing the CAC is evidence that they realize that change takes time and cannot be rushed.

The second assumption about change that my findings support is that change occurs on the individual level before change at the institutional level can be achieved. The findings indicate that owing to the high – stakes nature of the SEA, teachers were forced to change their teaching styles and incorporate new beliefs about the capabilities of their students (the new focus on multiple intelligences required multiple assessment styles). Teachers' change on the personal level was then outwardly manifested in their level of engagement with the CAC. These findings

also support a third assumption: change entails developmental growth in both feelings about and use of the new programme. Indeed, in her second year of implementation Carla expressed that her apprehension about the CAC had decreased as she became more au courant with the innovation. Both Carla and Dawn expressed that while they still had concerns about Self, their concerns were more focused on logistics such as the management of their time to maximize time for teaching of content as well as on the impact of the CAC on their students' skills and performance. Brenda and Alice, being in their first year of implementation, expressed more Self concerns. They worried about their capabilities to teach the various new content areas as well as on their feelings (frustration, pressure and anxiety) about the CAC.

The findings that were discussed above also support Fullan's (2001) dimensions of change: 1. New or revised materials were used 2. New teaching approaches were used and 3. Teachers' beliefs were changed (both Dawn and Carla expressed changed ways of thinking about assessment and teaching). The efforts of the teachers to cater to all three dimensions of change augers well for the successful implementation of the CAC of the SEA at School X.

My analysis of the data led me to conclude that though there was some justification in Petinelli's (2012) belief that individual's feelings, thoughts and actions are interrelated, motivation proved to be a factor that inspired action in spite of negative feelings and thoughts about the CAC of the SEA. The data showed that in spite of the fact that teachers initially felt apprehensive, anxious and resentful about the CAC, they still implemented it because they knew that the SEA is a high- stakes examination and they wanted their students to perform well.

In analyzing the data I also found that Loucks and Lieberman's (1983) and Ornstein and Hunkins' belief that early interaction with an innovation has a lot to do with individual's perception of it is quite true. Whilst all of the teachers harboured some degree of negativity

towards the CAC, Carla and Dawn expressed a higher degree of negativity towards the CAC than Brenda and Alice. Indeed Carla spoke openly about her disgust with the way she was introduced to the CAC. She expressed agitation with the way she was “pulled out of” her classroom and sent on two months of training. She felt that the CAC had been thrust upon her and Dawn. Carla’s expressions of disgust give credence to Janas’ (1998) belief that teachers should be involved in the early discussions about a new innovation in order to foster positive feelings about the innovation.

Analysis of the data also supports Fennel’s (1992) view that types of concerns that teachers have about an innovation are impacted by factors such as the ethos of the school, support from administration and the physical features of the school. Indeed, all of the teachers expressed that the collaborative ethos of the school had helped them in the management of their Personal concerns about the availability of information and their ability to implement the CAC curriculum. Brenda mentioned that support from the school’s clerical officer with respect to the uploading of marks had helped to ease some of her Personal and Management concerns. In addition teachers’ concerns about space (physical features) increased their Management concerns.

My analysis of the data also supports Hall and Hord’s (2006) belief that a single teacher could simultaneously experience several stages of concern. The teachers all had simultaneous Self, Task and Impact concerns though to varying degrees. The data also supports Hall and Hord’s (2006) belief that personality and experience also influence an individual’s SoC when implementing an innovation.

## **Conclusion**

Teachers' concerns about an innovation are three dimensional: a. affective (associated with their feelings) b. cognitive (associated with their thoughts) and c. psychomotor (associated with their actions). Teachers' concerns about an innovation are dictated by multiple factors. Their concerns go through specific developmental stages called Stages of Concern. Concerns usually begin at the Awareness stage and ultimately end at the Refocusing stage, however the SoC an individual navigates during the process of change are not entirely predictable. Individuals may skip stages or may revert to early stages even after they have moved on. In addition individuals may experience several SoC at the same time but to varying degrees.

It is significant for teachers, administrators and policy planners to realize that concerns are a natural part of the change process and that fear, doubt and confusion are also natural elements of the change process. These stakeholders must be cognizant of the importance of addressing teachers' concerns in order to facilitate the successful implementation of an innovation and the critical role that they play in this process. The importance of monitoring and analyzing teachers' SoC as they go through the process of change must also be understood as well as its implications for future planning and the formulation of relevant intervention strategies.

## **Recommendations**

My analysis of the findings of this study inspired the following recommendations:

- Forums need to be provided for teachers to voice their concerns about the CAC of the SEA (and other innovations) throughout the change process.

- A course of study that treats with the issue of change and the role of teachers in the change process needs to be a vital aspect of all teacher education programs in order to help teachers to understand curriculum change.
- The MOE and administrators need to collaborate in order to provide physical, emotional and technological support for teachers at all stages of the change process. Adequate resources as well as technological assistance and training should be provided at all stages of the change process. Administrators should do their best to foster a collaborative work environment so that teachers can support each other as they go through the change process.
- Teachers need to be a central part of the change process. Nation – wide public consultations at all stages of the change process should be set up in order to constantly improve the CAC of the SEA based on the recommendations of the teachers who are actually using the innovation.
- On- going professional development exercises should be set up to train teachers in areas of weakness that may have been voiced at the public consultations. Through continuous in – service training teachers’ various SoC about the CAC of the SEA can be adequately addressed.
- Administrators in conjunction with the MOE need to identify teachers at their school with prowess in the various curriculum areas and use them as resource personnel to host staff development exercises or to make them ‘specialist teachers’ that teachers can consult when faced with difficulties in the particular subject areas.
- Introduction of the post of “Master Teacher’ to provide a financial incentive for teachers who are qualified for the post.

### **Future Research**

The study focused on the concerns of teachers about the CAC of the SEA in the second year of the innovation. Further studies may focus on how teachers concerns evolve with prolonged interaction with the CAC of the SEA. In addition, this study was restricted to one school in one education district. Further studies may be done across multiple schools in one education district as well as across several education districts in Trinidad and Tobago.

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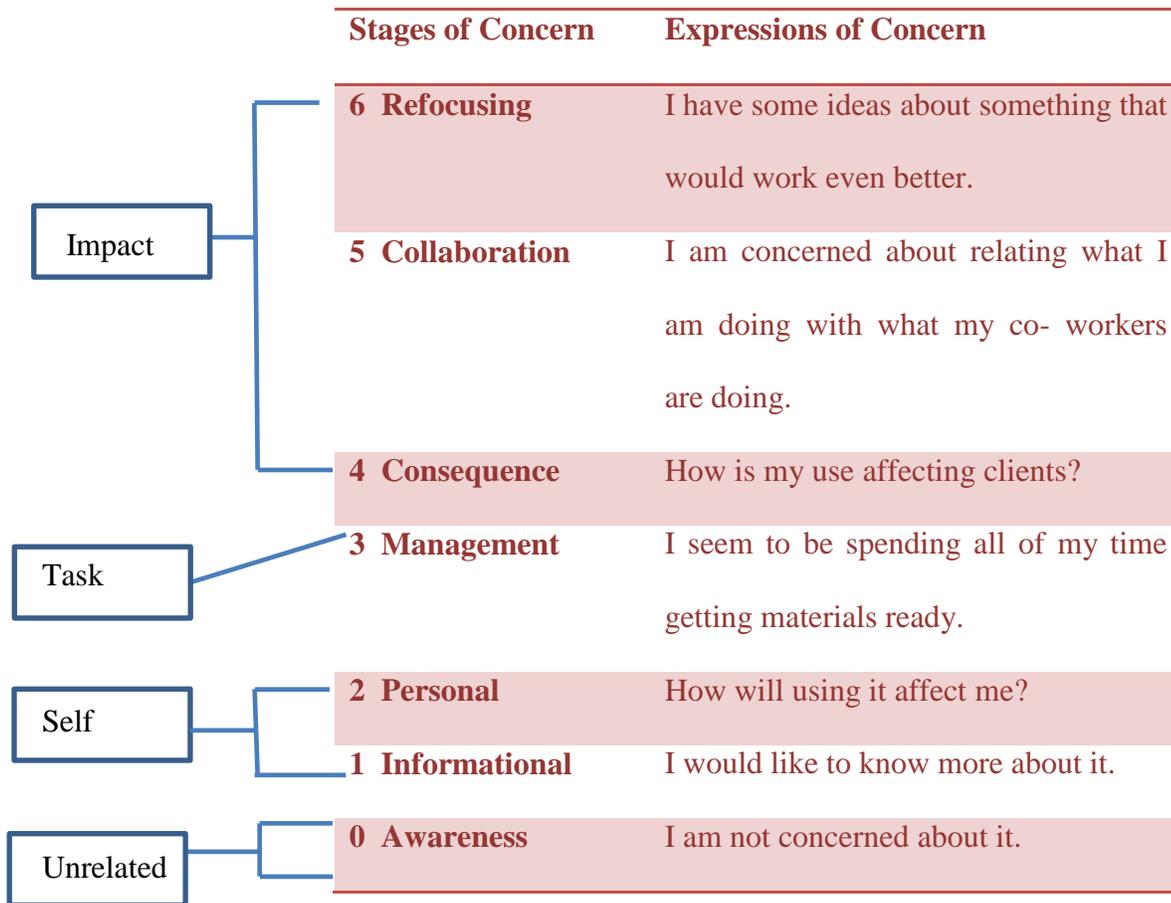
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# *Appendices*

**Appendix A**

Stages of Concern: Typical Expressions of Concern about the Innovation



**Appendix B**

Figure 2 Paragraph definitions of Stages of Concern

	<p><b>6 Refocusing:</b> the focus is on the exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.</p>
<b>Impact</b>	<p><b>5 Collaboration:</b> the focus is on coordination and co- operation with others regarding use of the innovation.</p>
	<p><b>4 Consequence:</b> Attention focuses on impact of the innovation on clients in his or her immediate sphere of influence. The focus is on relevance of the innovation for clients, evaluation of outcome including performance and competencies, and changes needed to increase client outcomes.</p>
<b>Task</b>	<p><b>3 Management:</b> Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling and time demands are utmost.</p>
	<p><b>2 Personal:</b> Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role in relation to the reward structure of the organization, decision – making, and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleague may also be reflected.</p>
<b>Self</b>	<p><b>1 Informational:</b> A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a self- less manner, such as general characteristics, effects and requirements for use.</p>
<b>Unrelated</b>	<p><b>0 Awareness:</b> Little concern about or involvement with the innovation is indicated.</p>

**Appendix C**

Letter seeking the principal's permission

March 4<sup>th</sup>, 2014

The Principal,

School X

Dear Madam,

I would like to request permission to conduct a research study at your school. This study is a requirement of the University of the West Indies as partial fulfillment of the Master of Education Programme which I am currently pursuing. The proposed title of the study is "An investigation into teachers' concerns about the Continuous Assessment Component (CAC) of the Secondary Entrance Assessment (SEA)".

In order to carry out this research, interviews with four teachers: (two from Standard Four, two from Standard Five) will be conducted. One interview with each participant will be required in order to gain a full understanding of the research issue. I assure you that the highest level of confidentiality and all other ethical protocols will be observed. I thank you for your kind co- operation in this matter.

R. Broomes

Teacher (Primary)

**Appendix D**

Letter seeking informed consent of participants

March 10<sup>th</sup>, 2014

Dear Participant,

My name is Ms. Ria Broomes. I am currently a student at the University of the West Indies, St. Augustine Campus, enrolled in the Masters in Education (Curriculum Concentration) Programme. One of my courses requires that I conduct a small research project; I am asking you to participate in that project.

My area of study is the concerns teachers have about the Continuous Assessment Component of the Secondary Entrance Assessment. You have my assurance that no individual teacher will be the focus of this research. Your participation will entail one interview. The interview will be tape recorded and written notes taken.

The identities of all participants will be protected; as no actual names will be used in this or any future publications and presentations. As a participant, you should understand that you may be quoted directly but your name will not appear in any part of the report. All data will be stored in a secure location. Please understand that you may withdraw from the study, without prejudice.

I appreciate your willingness to give your time to this project to help me learn about teacher concerns with respect to the Continuous Assessment Component of the Secondary Entrance Assessment. If you have any questions, please free to contact me at 314 – 7779; [riabroomes@hotmail.com](mailto:riabroomes@hotmail.com).

Regards,

R. Broomes

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I have read the above and discussed it with the researcher, I understand the study and I agree to participate.

\_\_\_\_\_ (signature)

\_\_\_\_\_ (date)

## **Appendix E**

### **Interview Protocol**

The interview protocol was divided into two sub- sections: preliminary questions and main questions.

#### **Preliminary questions**

These questions were asked in an effort for me to get some background data on the participants and also to put them at ease by engaging them in a simple discussion before I delved into the main questions.

1. How many years have you been teaching?
2. How many years have you been teaching at this school?
3. Have you taught at other schools prior to this?
4. What are your academic qualifications?
5. How long have you been an SEA teacher?

#### **Main questions**

Much thought went into the generation of these questions. I wanted to ask questions that would generate data that would answer my research questions once I began the process of data analysis. I had to choose wisely as I did not want to bombard the participants with too many questions, but I wanted to ask a few questions that would generate meaningful responses. I hoped that the responses of the participants would give me greater insights about the concerns of teachers at School X about the CAC of the SEA. I also hoped that the participants' responses would help me to better understand the process of change and its impact on the teacher.

#### **Main Questions**

1. What were your initial feelings about the CAC of the SEA?
2. What are your present feelings about the CAC of the SEA?

3. How can the CAC be improved or revised?
4. How do you judge the CAC curriculum in terms of the meaningfulness of its content and activities?
5. What are some challenges you are facing in implementing the CAC curriculum?
6. What do you see as some of the specific barriers to implementing the curriculum?

## **Appendix F**

### Sample Entries from my Reflective Journal

#### Excerpt 1

“First interview – Wednesday 2<sup>nd</sup> April, 2014”

The first participant I interviewed was Brenda. At the onset of the interview she seemed a bit tense and though she answered my preliminary questions in a firm, clearly articulated tone, I sensed nervousness in her. I noticed non- verbal cues such as the steeping of her fingers and terseness in her facial expression, as well as the rigidity of her shoulders. Having known Brenda for several years now as a colleague at the school, these were reactions that I had never witnessed from her. I noticed that she took particular care with the way she enunciated words and that she seemed preoccupied with the tape recorder; which she would glance at from time to time. As I made little jottings about her responses, she appeared to be trying to figure out what I had written.

As I got into the main questions, the initial nervousness seemed to disappear as she seemed happy to vent about her concerns about the CAC of the SEA. Her speech increased in speed and her responses were scattered with exclamations when asked about aspects of the CAC such as resources and support from the monitors.

As I continued to interrogate Brenda, I found that I often had to use probes in order to gain clarification of many of her responses. I also realized that her responses brought up issues such as the benefits of the CAC and the subjective nature of teacher marked assessments; issues that I had not addressed in my questioning.

A point that struck me was the general sense of frustration expressed by Brenda. Though she claimed not to have the answers when asked to make recommendations for the improvement

of the CAC of the SEA, she gave insightful responses. It made me appreciate the opinions of teachers, as field practitioners. I imagined how much more efficient the process of change could be if there was greater consultation and communication between teachers and Ministry of Education technocrats.

Excerpt 2

“The qualitative research process – Monday 23<sup>rd</sup> April, 2014”

As I look back at my journey with this qualitative research, I have a new respect and appreciation for the work of researchers. I now appreciate how much effort it takes out of an individual to move from an idea for research to the actual publishing of research findings. I understand the initial uncertainty, the confusion, the disappointment and frustration that is intrinsic to the research process. A year ago, if someone told me I would spend so many nights bent over dozens of books and at the computer, I would probably not believe them.

As I made my way through the tiresome process of taking my research from an idea into an actual study I often had to remind myself of why I was enduring these ‘hardships’. Yes I wanted to earn my master’s degree but just as importantly I was genuinely concerned for my colleagues at my school. Careful interrogation of the literature confirmed that my choice of a qualitative study was correct; as this was the best way to bring to the fore the concerns of my colleagues with respect to the CAC of the SEA.

In retrospect, I know that this process has caused growth in both my professional and personal life. I now understand the importance of cognition throughout the research process; every minor detail must be properly thought out to make a cohesive whole. I realize more than ever that my inner strength and desire to succeed are critical; especially as I experienced so many

challenges to my health and family relationships throughout this process. Resilience, patience and persistence are all virtues I have learnt on this journey.

I now see that the Master's programme is a cleverly, crafted, cohesive whole. All of the knowledge that I gained in my Year One and Year Two courses served me in good stead as I delved into the research process. I relied on knowledge I had gained about qualitative and quantitative data analysis, on knowledge about the change process and about models of change such as the CBAM to enlighten what at times seemed to be darkened pathway.

The qualitative process, though fraught with at times seemingly insurmountable hurdles, has taught me valuable lessons. I appreciate even more the need to maintain good professional relationships at the workplace. I thank God that I had no difficulties in getting my colleagues to agree to be a part of the study! I also appreciate the importance of patience. I understand that the research process, like change is a process; it takes time, planning and effort from all those concerned with it.

## Appendix G

### Analysis of Brenda's Interview

I = interviewer    B= Brenda

Transcript	Emerging codes and themes
<p><b>I:</b> Good morning Miss! We have just gone through the confidentiality statement and you have agreed and again you are free to withdraw at any time. Now as I mentioned my area of study is the concerns that Standard Four and Five teachers have with respect to the Continuous Assessment Component of the Secondary Entrance Assessment. Before we delve into our discussion on that I just want to get some background information.</p> <p><b>B:</b> ok Miss, ask away!</p> <p><b>I:</b> How many years have you been teaching?</p> <p><b>B:</b> Overall?</p> <p><b>I:</b> Yes!</p> <p><b>B:</b> Well, I know to myself that I began teaching in 2000 but somehow the Ministry has it recorded as 2002, something about a break in service.</p> <p><b>I:</b> Ok, and how long have you been teaching at this school?</p> <p><b>B:</b> I began teaching at this school in 2008, so that's six years at this school.</p> <p><b>I:</b> And where have you taught before coming here?</p>	

<p><b>B:</b> I taught in Charlottesville first and then I went to San Fernando and then here.</p> <p><b>I:</b> Ok and if you don't mind me asking, what are your academic qualifications?</p> <p><b>B:</b> Not at all. I possess a diploma from Valsayn Teachers' College and a Bachelor of Arts degree in English Language and Literature with Education from the University of the West Indies.</p> <p><b>I:</b> Lovely and how long have you been an SEA teacher?</p> <p><b>B:</b> This is my first time actually but if I knew this CAC would have been like this, hmmm!</p> <p><b>I:</b> As you mentioned the CAC let's get into the meat of the matter. I want to ask you this morning, when you first heard of the CAC, what was your impression of the CAC? What were your thoughts and your feelings?</p> <p><b>B:</b> My thoughts then were, umm, basically work! I was thinking wow! That's <b>just a whole lot of work</b> especially having to focus on the other core areas of the curriculum. I felt very much <b>apprehensive</b> because of the newness as well as <b>reluctant</b> to even be teacher of a standard four or five class because of this <b>"dreadful CAC"</b></p> <p><b>I:</b> Ok. Now having been involved with the CAC for over a year now, have your feelings changed or have they remained the</p>	<p><b>Codes:</b> 'apprehension', 'reluctance', 'increased work load', 'negative feelings'</p> <p><b>Themes:</b> 'user anxiety', 'increased teacher workload', 'feelings about the CAC'</p>
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<p>tell you in just a couple of days or in a day there will be an assessment, or marks must be submitted by tomorrow, as the case may be .I think in terms of information the <b>lines of communication need to be very, or much more lucid</b>. I would think that they should not only call teachers out to a workshop as they would have done but try to have a system in place where they <b>visit schools in the particular districts so that we can have more of a one on one, armm, explanation of how this thing is really supposed to be implemented</b> because there are <b>still too many questions and too many uncertainties</b>. You're not sure if the information that has reached you is the correct information and that you should run with it. So somewhere along the line you would feel as though you're going a step forward but then a step backward. When you hear something that would probably refute what was said before. Armm, another area I think they could really use is that of the monitors. I think <b>more information should be given to the monitors</b>, so that the monitors are better able to help the teacher. Armm, in terms of decision making, how you need to go about successfully, armm, getting the work done basically.</p> <p><b>I:</b> so there's a feeling that the monitors don't know enough?</p> <p><b>B:</b> Yes, yes they are not quite sure. Sometimes you know they may say to you that they're not sure. That word would have been</p>	<p>acquisition', 'time constraints', 'opening communication channels'</p> <p><b>Codes:</b> 'improvement plans', 'lack of information', 'uncertainty' and 'inadequacy of monitors'</p> <p><b>Themes:</b> 'suggestions for improvement', 'information acquisition', 'feelings about the CAC', 'user deficiency' and 'user anxiety'</p> <p><b>Code:</b> 'uncertainty'</p>
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<p>used before and I think certainty, I think <b>certainty needs to be, armm, well much more important.</b></p> <p><b>I:</b> You mentioned training. That you would have received training, some sort of training from the Ministry of Education with respect to the CAC imitative?</p> <p><b>B:</b> Initially yes!</p> <p><b>I:</b> But in terms of the adequacy of the training, what is your view on that?</p> <p><b>B:</b> Armm, I think the <b>training was quite adequate in terms of content knowledge</b> and that is as far as it goes. When it comes to procedural knowledge, how do you go about getting, ok after marking for example, after marking papers even in the very assessment, the question that probably would not have come up at the time of training is <b>how do you go forward</b> with that in terms of getting the marks and so on uploaded on the system . I mean we may be <b>fortunate here to have a secretary</b> doing that for us, but I know that in some schools teachers have to upload and putting myself there, how do I go about getting that done, armm, when is it supposed to be done?, those things and others.</p> <p><b>I:</b> Information wasn't provided?</p> <p><b>B:</b> Yes and other procedures. When the forms come you just have to do what the circular or memorandum states. I think that <b>we need to get more info</b> on that prior to that time so that you're</p>	<p><b>Theme:</b> 'user anxiety',</p> <p><b>Codes:</b> 'insufficient training', 'clerical support', 'uncertainty'</p> <p><b>Themes:</b> 'information acquisition', 'challenges to implementation', 'user anxiety', 'teacher support', 'feelings about the CAC'</p> <p><b>Codes:</b> 'apprehension', 'lack</p>
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<p>not <b>flustered and worried</b> as to if you're doing the right thing, so that part wasn't looked at in training!</p> <p><b>I:</b> So your areas for improvement would be training and opening up of communication channels?</p> <p><b>B:</b> Basically, yes!</p> <p><b>I:</b> Now in terms of the CAC, I want you to kind of judge how meaningful is the content itself? Because you mentioned that you were impressed with the new subject areas and so but in terms of the content and the materials, the resources that were provided, what is your view on that? How meaningful is it? And are the resources that were provided adequate to suit the content?</p> <p><b>B:</b> Armm, resources? I will say yes and no. <b>Most of the resources have been provided</b> and that's kudos to the Ministry, but not all, so for example, in art you know we didn't get the brushes. It stated that, you know, students are supposed to be able to use different types of brush techniques, but yet still we were not given the professional brushes or the brushes according to the numbers, you know in terms of the bristles and all of that. Armm, everything else would have been provided for all the other areas, armm, except too for Agricultural Science. So that, <b>yes we received the main things, but not all</b>, so for example for pesticides <b>we were at a loss</b>. Maybe we will have to purchase pesticides? Armm, what I think needed to be provided for</p>	<p>of information', work load', 'negative feelings'</p> <p><b>Themes:</b> 'user anxiety', 'information acquisition', 'feelings about the CAC'</p> <p><b>Code:</b> 'adequate resources', <b>Themes:</b> 'areas of satisfaction'</p> <p><b>Codes:</b> 'lack of resources', 'uncertainty', 'adequate content'</p>
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<p>Agricultural Science was some other gardening tools. Ok, so I wasn't sure if that was to be provided by the school or if the Ministry would provide that, but everything else was fine. In terms of the content, I think the content is fine, not over the top though. I don't think it's too difficult for the children to understand. I think it's quite within the range, you know, simple enough for them to be able to gain their scores.</p> <p><b>I:</b> And in terms of how the content was presented to you? Did you have to do a lot of work in terms of lesson planning? Or was all of that done for you? What extra did it require of you?</p> <p><b>B:</b> Ok, all of that was done. All of it was done. I think the only thing, and I don't know if this would be under content, is the grading of the pieces. The grading of the pieces for Art, the observation type grading for Agricultural Science. Mmmm, ok so that's Agricultural Science. I think that was a bit of a challenge as the classes are large, this made grading difficult as well for the other areas. .</p> <p><b>I:</b> Ok, let's elaborate a bit on grading. In terms of your training, were you trained to judge the pieces? Or in terms of armm, they didn't provide a rubric?</p> <p><b>B:</b> The rubric was there, but I think the rubric was still too open and left for a lot of subjectivity by individuals. So that how I may grade, or assess, or judge a particular piece, even though I</p>	<p><b>Themes:</b> 'inadequacy of resources', 'user anxiety and ' areas of satisfaction'</p> <p><b>Code:</b> 'difficulty of grading'</p> <p><b>Theme:</b> 'challenges to implementation'</p> <p><b>Code:</b> 'subjectivity of rubrics'</p> <p><b>Theme:</b> 'grading practices'</p>
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have the rubric to use, you know, it still, somebody else would have graded or might have graded it differently using the same rubric. So, I think it was **too broad leaving room for subjectivity** because I remember asking the monitor about the grading of a piece. She would have said something different to what I would have thought and we both used the same rubric, so I think that was poor.

**I:** Now in terms of, you mentioned that the rubric was insufficient in terms of the marking and so on, as this is the final assessment for students, in what way do you think the Ministry could have worked on the rubric? Because we want a standard assessment for all schools, right? We don't want this being subjective! What suggestion would you give to the Ministry of Education in terms of making the rubric more user - friendly and more equitable?

**B:** **Leave questions out that would cater or would encourage subjectivity.** So, for example what would appeal to you might not appeal to me. Visual appeal was one of the points on the rubric to mark, nut what is visual appeal? **What may be termed as visual appeal to you may not be termed visual appeal for another.** So, I think just leave those questions out that would have lent to its subjectivity, stick with factual points.

**I:** You mentioned that implementation was a challenge. What

**Code:** 'reducing subjectivity'

**Theme:** 'suggestions for improvement'

<p>are some of the specific challenges you are facing in implementing the curriculum?</p>	
<p><b>B:</b> <b>Time, time, time!</b> Because Standards 4 and 5 are classes where the major or the basic literacy and skills need to be sharpened, armm, it somehow felt that the new areas took away some of the time for that.</p>	<p><b>Code:</b> 'insufficient time' <b>Theme:</b> 'time constraints', 'challenges to implementation'</p>
<p><b>I:</b> Alright, so time was a major constraint for you. Any other constraints?</p>	
<p><b>B:</b> No, I think basically the time, as well <b>the way in which they would come at last minute,</b> like now for now to have you get whatever. Whether its marks or as the case may be pertaining to CAC, they just take you by surprise!</p>	<p><b>Code:</b> 'rush' <b>Theme:</b> 'insufficient time'</p>
<p><b>I:</b> What were any other barriers that you think prevented the full implementation of the CAC? Thinking not only of yourself but from, you know, you would have had discourse with other teachers, what were some major barriers?</p>	
<p><b>B:</b> Armm, I can't think of any that they would have expressed to me. I think basically time as well as <b>student absenteeism</b> because whenever students are absent you have to make sure you do the make-up. So, I think those were the challenges. In terms of any major challenges, I have not gotten any information on that from other teachers and for me either.</p>	<p><b>Code:</b> 'student absenteeism' <b>Theme:</b> 'challenges to implementation'</p>
<p><b>I:</b> Well, miss I thank you for your time and I think your</p>	

information has been quite helpful and again I will maintain confidentiality and your name will not appear anywhere in this report. So have a great day!

**B:** You're welcome It has been a pleasure!

**Appendix H**

Analysis of a priori codes: themes and SoC based on data about the CAC of the SEA across the four interviews

<b>Codes</b>	<b>Emerging Themes</b>	<b>Category of Concern</b>	<b>Stage of Concern</b>
-	-	<b>Unrelated</b>	<b>Awareness</b>
'lack of information' 'poor communication'	'information acquisition'	<b>Self</b>	<b>Informational</b>
'uncertainty' 'reluctance' 'apprehension'	'user – deficiency'  'user – anxiety'		<b>Personal</b>
'insufficient time' 'rush' 'increased work load' 'not enough space'	'time constraints' 'inadequacy of resources' 'spacial constraints'	<b>Task</b>	<b>Management</b>
'exposure to new subject areas' 'adequate content' 'adequate resources', benefits of the CAC'	'areas of satisfaction'	<b>Impact</b>	<b>Consequence</b>
'information sharing' 'clerical support'	'collegiality' 'administrative support'		<b>Collaboration</b>
'opening communication channels' 'employment of specialist teachers' 'compulsory pre service training in Creative Arts for new teachers' 'proper training of monitors' 'slowing down'	'suggestions for improvements' 'national inconsistencies'		<b>Refocusing</b>

**Appendix I**

Analysis of grounded codes: codes and themes based on data about the CAC of the SEA across the four interviews

Codes	Emerging Themes
'uncertainty' 'negative feelings' 'reluctance' 'enthusiasm of students' 'frustration' 'adequate content' 'diversified learning' 'pressure'	'Feelings about the CAC'
'insufficient training' 'ineffectiveness of monitors' 'improper planning' 'lack of information' 'insufficient time' 'insufficient space' 'subjectivity of rubrics' 'student indiscipline' 'absenteeism'	'Challenges to implementation'