

Factors Affecting the Implementation of the Programming Component of the Information Technology Syllabus: Teachers' Perceptions

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Recent reports by the Caribbean Examination Council (CXC) for the Information Technology (IT) Caribbean Secondary Education Certification (CSEC) signal that the problem solving, program design and implementation (PS/PDI) components are proving challenging for students. Given the growing demand for IT skills for participating (living, learning, and working) in today's digital age, an examination of the factors affecting the classroom delivery of these challenging components of the IT syllabus is warranted. The current study examined IT teachers' perceptions of the PS/PDI components of the IT syllabus as well as what teachers perceive to be inhibiting factors affecting their implementation of this syllabus. Guided by Fullan's (1991) educational change model, the study employed a qualitative collective case study design. Data were collected from five teachers from four different government secondary schools in Trinidad through the use of guided journals and semi-structured interviews. The emerging findings indicated inadequate training of IT teachers, limited resources, and student ability as inhibiting factors to implementing the CSEC IT syllabus. Such significant findings indicate that these factors should be urgently addressed to become facilitators instead of inhibitors in avoiding any further teaching and learning deficits in the delivery of the programming component of the CXC (CSEC) IT syllabus.

Keywords: Problem-solving, programming, pascal, algorithm, innovation, Information Technology, CXC (CSEC) IT syllabus

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