results of the inquiry and finally there was researcher reflexivity, where the researcher self-disclose his assumptions, beliefs, and biases.

5. Limitations and Delimitations of the study

Shenton [44] highlighted the construct transferability, he posits that the findings of a qualitative project then to be specific to a small number of particular environments and individuals and it is impossible to demonstrate that the findings and conclusions are applicable to other situations and populations. In addition, dependability of qualitative research tends to vary because of the changing nature of the phenomenon scrutinized by qualitative researchers these factors acted as a delimitation to the study.

The researcher faced two (2) major limitations. Firstly, time constraints, in that the time frame to conduct and analyze the data received were too short, therefore the meeting between the interviewer and interviewee prove to be difficult as assignments and work related issues got in the way. Secondly, having to rely solely on interviews because of time constraints posed a problem as it limited the data that could have been collected for the research. Therefore should the time have been permitted a more comprehensive research could have been done.

6. Findings of the Study

Research Question 1

What are teachers' perspectives of the factors that facilitate the implementation of the CAPE Entrepreneurship curriculum change?

All three teachers expressed that they were enthusiastic about the CAPE Entrepreneurship Curriculum change. Teachers' views on curriculum implementation process are imperative in ensuring the success of a curriculum [48]. Also Fullan [17] agrees that the success of any educational review depends on what teachers do and think. Therefore, it is important to note that the need for a new curriculum was recognized by the implementers and this acted as a motivator to implement the curriculum change.

It was a really interesting subject to offer at CAPE level, because it was related to the business field and I thought it was important for the students to be offered something new especially since it would have focused on helping students become involved in setting up and establishing their own business and providing interesting or unique products which is what our economy, the national economy looking

for people with entrepreneurial spirit.

(Agent A, interview 2018)

It is a necessary skill, because the economy is changing and with the change in the economy in T&T we have an increasing need for students to open their own business. So that whereas before when the economy was a little bit better, you could have find students getting jobs easily. Now you will find that it is now much more difficult, so that when they learn this skill from the exposure to starting their own business they at least have an extra option if they want they can open there own business. So I think it is necessary and a very good course. I love teaching the entrepreneurship.

(Agent J, interview 2018)

With entrepreneurship you can apply the principles to any area, it is an important area and yeah, actually it is my favourite subject, favourite.

(Agent B, interview 2018)

Small class size was seen as a facilitator of the implementation process, since the teachers believe that they were able to interact with their students to a greater extent and have better class discussions. This was explained by Pedder [40] in that as class size increases, teachers tend to lose scope to choose from their repertoire of skills to increase the time available for academic activities. Also in bigger classes, more time is needed for non-academic activities in terms of management and control of discipline. Peddler [40] also posits that teachers mentioned that they were spread too thinly across students in larger classes and that better quality of support was available to students in small than in large classes. Also monitoring, checking and providing appropriate feedback is more difficult with larger classes as compared to that of smaller classes.

The class size affects the performance, I have observed because the class size in entrepreneurship in my school is very small and you find that the students are doing better, because in the class, because the size is small I am able to focus on each student and in a sense get each student to get engage. I engage all of them. If the class size was like 20 or more then it would have been very difficult to get every single person, I would not have the time to get every single person to contribute every class, but with the small class size I am able to get each child involved in the class, since we started the entrepreneurship the class size ranged from 10-15.

(Agent J, interview 2018)

Class size is not a problem, we have small classes 20 to 22. And we could do group work. Which helps them in the future. The teamwork is good, I like it.

(Agent B, interview 2018)

All three teachers alluded to the fact that the Curriculum change was interesting to students and provided good opportunities for them, like starting their own person, this motivated them to do well. This is supported by a broad based university level analysis found that "student engagement is linked positively to desirable learning outcomes such as critical thinking and grades" [9].

Despite the challenges, they overall love the subject because they were from a business background as well, accounts econ, POB, so they had love the subject no matter what. Also the students when enrolled for the class they saw it was interesting for them too. I have like two students from 2016 who went on to study it at tertiary level it is worthwhile.
(Agent A, interview 2018)

All three teachers indicated that they possessed the diploma in education and this training placed them in a better position to use a myriad of teaching strategies in the classroom. They believe they were able to meet the educational needs of their students in effecting the curriculum change. It should be noted that effective in-service teacher training is crucial for successful implementation of the curriculum [47]. Furthermore teacher training is important since, Fullan [16] explained that difficult classroom conditions, the absence of training, an inappropriate school environment, insufficient resources and mismatched high stakes assessment are inhibitors to curriculum reform at the classroom level. In addition, Beggs [6] found that one of the top three barriers to adoption of curriculum is the lack of training for teachers.

Entrepreneurship is like a living subject and for me the children should be able to become come part of it. Put in terms of a potential entrepreneur and see if they can move in that direction they will better understand what they supposed to do and how to complete task and so on. I used the flip classroom, well that was because of Dip Ed right. It was really good in that a lot of students was really intrigued in getting the material before. So they came to class having the advantage and they like that. We generally use discussions and cases and so on and pull little videos and so on from different areas.
(Agent B, interview 2018)

Well we had to use class discussion, I used a lot of the business videos to supplement, a lot of it I had to use websites related to the topic. The main strategies were class discussion use of videos, and we had done a field trip.
(Agent A, interview 2018)

From my stint at the DipEd programme I have learnt that if students effectively realize the importance of real life and what each subject that they do and how they are all interrelated then they will be more interested in the subject, hence they have to discuss with me. You will never walk into my entrepreneurship class and not see students talking if they not talking I am not teaching, that is how it operates we have to have discussion.
(Agent J, interview 2018)

Two teachers highlighted that administration was supported of the curriculum change and that they encouraged the teachers to follow through. They even provided resources and relevant materials as needed. This is supported by study after study which reinforces that effective principals build the collective capacity and capability for productive change to occur [43]. In addition the paricipants expressed that the networks built amongst their colleagues were crucial to the implementation process since they were able to discuss and troubleshoot concerns that they may have with the curriculum. This is reinforced by Whitaker [43] who highlights that a key factor in successfully leading change is the capacity to give deliberate attention to the building and development of an organizational culture conducive to collaboration, participation and change.

Research Question 2

What are teachers' perspectives of the challenges to the implementation of the CAPE Entrepreneurship curriculum change?

The teachers all highlighted that there was a time constraint when implementing the curriculum change. They indicated that the curriculum change required an SBA to be done which was essential to the curriculum, however it needed intense ground work to be done and this is time consuming. Also the teachers indicated that curriculum content required that the teacher be current and update, which placed additional burden on the teacher to do further research which took additional time. A study conducted in Saudi Arabia by Al-Alwani [6] found that lack of time is the main barrier affecting teachers' implementation of curriculum. In addition, Pace [8] posited that when instructional time has been so restricted, there is no time for higher order discussions, and this would affect curriculum implementation.

So it is a lot of background work from the individual teachers to get the work done. The main problem was scheduling a time to sit with the owner to conduct the interview. Definitely because it have the SBA component which is 60% but at the end of the day the SBA will take them only so far that was a lot

of work too, a lot of work for the students and the teacher.

(Agent A, interview 2018)

Yeah they have the SBA, but a more hands on, I know it is difficult with the CAPE subject with the time frame. More resources, from the teachers' perspective, the curriculum easier in that it is less content than the MOB, but I guess you have to do more, more work as a teacher before, you have to stay current.

(Agent B, interview 2018)

Sometimes yes I find myself doing the teacher student classroom, but majority of the times I am like changing gears so like I sometimes I will be teaching the children and be like wait, this is a practical subject I should not be teaching this much and I may revert, but with the entrepreneurship class I try as much as possible because I want the students to really get the true value of the subject which is understanding how to be an entrepreneur, but it can be time consuming.

(Agent J, interview 2018)

The students factors highlighted were financial problems, absenteeism and low student abilities, and these acted as barriers to the implementation process because the three teachers had problems executing the curriculum successfully. However, Fullan [16] posited that children are vastly underutilized resources and that society is complex, hence children characteristics and needs are diverse. Therefore teachers must find a way to not only allowed them to be part of the solution, but in many cases, encourage them for they may even have better ideas and solutions.

The issue was learning the work. The challenge also come from other students who are not working on par like some students were too distracted with their own personal situations. Yeah probably they felt the entrepreneurship was easier and they did not follow through completely and it was getting to be tedious on the teacher to get them to finish the SBA, and in one case they did not turn up for their oral assessment

(Agent A, interview 2018)

My entrepreneurship class is not like that they are involved from the start to the finish, so at any one point in time though I will constantly test to make sure that they are on the same page with me. Also you will find that the students are not grasping the concepts too well, sometimes they will just go class relax, not really take on the classes.

(Agent J, interview 2018)

Once you direct them, you have to be able to direct them because by themselves, no way. Also You realize that many students know stuff but they don't know how to apply it and well you know, at least not here, in that, children not going to buy books anyhow you take it. Also some students hardly coming to school now.

(Agent B, interview 2018)

Lack of resources was considered a major challenge hindering the implementation of the curriculum change, this was explicitly stated by all three teachers. They highlighted that a relevant textbook for the curriculum change is not provided by the relevant authorities. Also classroom were not available for one of the teacher to do classes. In addition the use of projectors and multimedia was limited since it most times were being used by other colleagues. Also internet connection was non-existent in all three schools thereby limiting the use of videos or online resources. This is supported by Guthrie and Guthrie [51] who acknowledged the context-dependent nature of curriculum change and commented that curriculum reform progress had been limited and uneven due to their inappropriateness to the skills of teachers, the conditions under which teachers work, and the resources available. Furthermore Dello-Iacovo [51] pointed out that insufficient resources, conceptual ambiguity and conservative resistance in the exam-oriented education system will hamper the implementation of a curriculum change. In addition Cheng and Chueng [9] postulated that Curriculum implementation depends on availability of resources and that inadequate resources limit curriculum implementation.

No, sadly at the time, but I think they still working on stuff, but by the time they provided a textbook, I think it was not enough and there was a lot of gaps, in terms of the textbook not fulfilling what was required in the syllabus, it was not enough in the textbook, and I can say that for a fact. And the people who had done the textbook was aware of the situation and was working on editing but I haven't seen an edited version since. But I think they are working on it.

(Agent A, interview 2018)

In terms on the market yes, but very expensive. But most of the material…They basically have two textbooks, right, they mostly use one more than the other. But most of the material in terms of what in the market that they could actually purchase is more catered for university level. Projectors are available but it is limited , so use of a particular room for instance if I want to do any online I cannot use the form 6 class it is a dead zone, totally, total dead zone even with data, a total dead zone. In terms of

internet use it is the library or the AV room. So that is a hindrance for me, because it had times, you want to get things going, so me now I have to organize things before and save it.

<div align="right">(Agent B, interview 2018)</div>

The textbook when I started off this programme was difficult to get because they did not publish a textbook as yet as I actually had to use the internet to gather information, but now we have a text book that we are working with but still, limited information in terms of having a text that is suited for the syllabus, it might be a general entrepreneurship text which is more suited for tertiary level students so it will be difficult. In terms of projector use and stuff I don't get a room or a projector to do those classes so sometimes I will have to, actually there was a lot of times I had to have my classes outside of a room, on a pres-t-con bench with the group of students because of lack of room.

<div align="right">(Agent B, interview 2018)</div>

The three teachers indicated the curriculum was not clear and there was ambiguity mainly with the Internal Assessment (IA) aspect of the curriculum. This caused a problem since the teachers were left confused as to how they should introduce the IA to the students, since there was little clarity specifically with the mark scheme for the IA. However, Fullan [18] stresses the importance of clarity during and throughout the period of implementation, stating that an absence of it can represent a major problem. He further maintains that quite often teachers and others find that the proposed changes are not very clear in practice [16]. Therefore, care must be taken so that the change process provides teachers with clear, specific details about what is required, and that changes are not implemented on a superficial basis [18]. Hence with clear expectations, teachers are more likely to own the process [48].

There is a scoring rubric for both Unit 1 and 2 where you have to do an SBA on. So it is details on both, they will give you a rubric but then they don't give you much more than a rubric, so it is like a puzzle you figure out what is required for under this section in the rubric. as to the details as to what supposed to be in each section and you know it was very different at that time

<div align="right">(Agent B, interview 2018)</div>

Some of the things were not specific, in terms of what they want you to do and how deep they want you to go. There is always that concern. All CAPE syllabus same problem. In the syllabus, initially you have to read certain things, it have a part where marks are allocated here, but then when you check the rubric, but then what they asking for but you say

where this marks come out from. So you have to stick to the full rubric. In unit 2 for market research specifically, there is a part where they talk about customer analysis, but then you don't see all those thing brought out in the actual mark scheme. So you what they should actually do. So that is one of the challenges, and basically for any new curriculum area trying to fully understand what they really want to find out, especially with CXC you realized that they are very vague.

<div align="right">(Agent B, interview 2018)</div>

I followed that syllabus but then questions came to me about the structure of the SBA, some persons were asking about the word limit and when I read the instructions on the syllabus it was very vague so it wasn't clear on what was the word limit for unit 2 and what was the word limit for unit 1 and what should go where. Actually there was a marking scheme, there is two marking scheme for the business plan and market research. One was not adding up to 60 and the other was adding up to 60. So I was confuse when you giving me 2 piece of information that is against each other.

<div align="right">(Agent B, interview 2018)</div>

In terms of balkanization and department support only one teacher highlighted that there was no support from the business department. The teacher also expressed that another teacher within the department who implements the curriculum change as well is not proficient in the area and refuses to take advice from anyone. This acts as a barrier to the implementation process and is reinforced by Hargreaves and Huberman and Miles [21] who envisage that collegiality can promote professional growth and generate internally school improvement; therefore, it can also be viewed as a means of ensuring effective implementation of the externally imposed change.

School culture was seen as a barrier since the three teachers' stated that it had some impact on their practice. Agent A indicated that the curriculum was being supported because it provided a great selection of subjects for students to choose, hence increasing their chances of scholarship, this agent A identified as a culture of the school, the drive for academic excellence. Whereas agent J indicated that the culture of his school was toxic in that students depended mainly on the teacher. Therefore the culture of a school can be a positive influence on learning or it can seriously inhibit the functioning of the school [23]. More so, it is highlighted that the teacher is envisaged as the key element in creating school ethos or cultures conducive to change and can take in account the fact that a proposed change may not be realized overnight [23].

Although Agent A and Agent B stated that administration was supportive in the implementation process, they still joined in with Agent J in

highlighting the lack of administrative support which acted as a barrier to the implementation of the curriculum change. Mathibe [49] points out that principals should create a climate and culture of success in schools by making sure that there is room for self-expression, creativity, communication and motivation in all structures of the school. The information age dictates that principals need to understand the curriculum in order for them to become effective managers. Moreover, Fullan [16] posited that in the changing process, leaders are the key role in managing the change.

It was clear that all three teachers were not comfortable with the support from the exam syndicate (CXC). They all expressed dissatisfaction as they believe CXC continues to not provide the required resources for the effective implementation of the curriculum. Smith [34] posited that the lack of appropriate resources diminishes the potential of sound implementation in the classrooms. In addition CXC introduces a curriculum change using a top down approach whereby they create the curriculum and send it off to be implemented in schools with little guidance and very limited avenues for feedback. Okoth [36] posited that when the implementing agent does not understand the curriculum requirements, they are likely to modify it to fit their understandings, which can lead to the unsuccessful implementation of the curriculum change.

> No cxc sent no other resources. Also it is a subject and the new subject was not introduce in stages it was just introduced BAM!, just do it CAPE say go ahead and we did it, so it wasn't like a phase situation where they interact with teachers around the Caribbean, like hi we are have this subject and we are proposing to introduce we will like your input. I am not so sure what went on there.
>
> (Agent B, interview 2018)

> as a new subject area, how much time they really give it, they should try to get feedback on an ongoing basis. Getting on the teachers who actually implementing the curriculum to see any issues. I know money is an issue but they could use technology to get feedback from teachers. So you can see where you can make changes and suggestions.
>
> (Agent B, interview 2018)

> when CXC amends a syllabus there is nowhere for a teacher to know, when there is an amendment, so when I got the entrepreneurship syllabus initially, when it was launched. I followed that syllabus but then questions came to me about the structure of the SBA when CXC revises a syllabus how do they communicate this to a teacher, I did not know, and how do I find out, do I have to always be checking

the website, that is kind of difficult to do all the time.

(Agent B, interview 2018)

In addition the three teachers explained that lack of government support was evident where the curriculum change was implemented in the schools and one two day workshop was held to facilitate professional development for the teachers. However this proved futile since some teacher were not informed of the workshop while others only attended only one day since it was not as beneficial and effective as expected. In addition the teachers expressed the concern the curriculum officers do not visit their schools to provide feedback or to ensure that the curriculum is being implemented in the way it should. Kihato and Kabemba [34] argue that a well-coordinated support system at national, provincial, district and school level could help teachers to face the difficulties in the classroom. They posit that more subject specialists should be trained, given that subject advisors are ideally suited for providing teachers with the necessary support in their classrooms and for assisting them in alleviating difficulties that teachers encounter in specific learning areas. Hence teacher's knowledge is therefore important to enable correct conceptualization of a curriculum change [36].

7. Recommendations

Firstly, the examination syndicate CXC, in partnership with the Ministry of Education should host a number of physical forums to highlight the Curriculum itself as well as amendments that would have been made after it initial launch. This forum can be used to discuss issues as well as recommendations that teachers may have. In this way teacher will be feel a part of the curriculum process and not separate from it. Also, this foster in teachers a sense of ownership of the curriculum and they will be further motivated to implement the curriculum.

Secondly, CXC and MOE should foster better communication channels in disseminating information. In the world of technology today, there are a number of ways that teachers can keep connected with MOE and CXC for instance that a variety of conferencing software like webinar, go to meeting, zoom and blackboard collaborate to name a few. These channels can be used to give updates as well as feedback to questions that teachers may have concerning the curriculum.

Another recommendation deals with resources, MOE and CXC in partnership should make available a textbook that is relevant, up to date and pertinent to the curriculum at hand. It should be aligned to the syllabus in that way it will reduce the time and effort required by teacher to search through the content find the information that is appropriate for the curriculum.

This is important as textbooks are the number one resource and source of information for students.

The MOE need to provide ample funding to the various school administrations so that they can purchase the required resources for the teachers as they take in this curriculum. This will help in building teacher morale as they will feel better prepared to teach their classes as well provide update and relevant content to their students.

Also MOE partnering with CXC can host professional development workshops whereby teachers can be trained in different teaching and assessment strategies. Also the workshops can also be used to train teaching on answering case studies for the written papers and also on the administering of the internal assessment. This will allow teachers to feel comfortable about the curriculum and buy in to the process.

CXC and MOE allow has to re-evaluate their approach to curriculum change, it should not be top down as is customary, but more so it should be bottom up, where the teachers are allowed to be a part of the process and they will be able to give feedback as to the implementation of the curriculum. Also in this way teachers will not implement the curriculum in an ad hoc manner but will be better prepared and knowledgeable to implement it. More if they are part of the process then it will lead to a seamless flow amongst all the stakeholders involved, CXC, MOE, Teacher, students, parents, and business community.

Leadership at the schools need to place a greater emphasis on the curriculum itself. It should not be seen as just another subject to choose, hence the seriousness of the subject and how it ties in with the real world should be acknowledge. Also, the principal plays an important role in the implementation process therefore they need to be more active in the process and not take a hands-off approach.

Principals should pay attention to class size and student absenteeism as these factors if escalated can have severe impacts of the implementation of the curriculum. Also the principals are a key ingredient in school culture and ethos. Therefore, greater emphasis should be placed on building a culture to accept and support change should be fostered so that teacher and students can benefit.

Finally, CXC and MOE can do proper monitoring of the curriculum change, visits to the school should be entertained, since they can see the actual curriculum practice, and they will be able to share and advise teachers appropriately. Also, in this way they can have a hands-on approach and will be able to have that one on one direct interaction with the teachers of the various schools.

8. Acknowledgments

9. References

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