

ABSTRACT

Evaluating the Impact of a Mentorship Intervention Strategy on the Development of Essential Teaching and Coping Skills in Three New Teachers in an All Boys Secondary School in Trinidad and Tobago

Vivik Ragoonanan

This study investigated the extent to which an 8-phase mentorship intervention strategy assisted three novice teachers in developing their essential teaching and coping skills. It also highlights their views on the effectiveness of the strategy. Quantitative and qualitative data were obtained via questionnaires, formal and informal interviews, journals, telephone conversations, and participant observation. Findings indicated that, over the 4-month period, the mentorship intervention strategy assisted the three new teachers in developing essential teaching and coping skills.

Keywords: Science education; Science teachers; Primary school science; Perceptions; Information technology; Communication technology; Professional development; Trinidad and Tobago