

**ABSTRACT**

**Educational Supervision at Primary and Secondary  
Levels in Trinidad and Tobago: An  
Exploration of Teacher and Supervisor Needs  
and Theoretical Approaches**

**Eulah M. Borde**

This research report examined the extent to which the supervision of Primary and Secondary School Teachers in Trinidad and Tobago should be conducted according to the tenets of the Clinical Model of Supervision (Goldhammer 1969).

It weighed the implications of translating this model for use in the local context. It considered the existing socio-cultural norms, permeated as they are, by persistent authoritarian structures. It further contended that there might be a need for an independent model of supervision.

The Descriptive method was used for the investigation. A survey of 120 teachers, 4 primary school area supervisors, 6 student supervisors and 7 primary school teachers, was carried out in the Educational District of St. George East. The nature of the sample was representative of the total teacher population of the country. It was designed to accommodate the gradual passing out of traditional residuals among

Questionnaires and interviews were the instruments employed. They elicited the views of the subjects on how supervision was carried out and how they would like it to be practised.

The data were analysed using the principles of the Clinical Method as the criteria for analysis. The results indicated that both teachers and supervisors were largely clinically oriented, but that strong traditional practices were evident.



Eight recommendations were made so as to fill the needs unmasked by the findings and to facilitate the advancement of the skills of supervisors and teachers. The resulting combination of clinical and traditional practices led to the formulation of a modified Developmental Model of Supervision for Trinidad and Tobago. It was designed to accommodate the gradual phasing out of traditional residuals among practitioners and to strengthen the existing values of Clinical Supervision.

	of the Literature	33
Chapter 3:	Methodology	51
Chapter 4:	The Findings	73
	Section I: Teachers and Area Supervisors	73
	Section II: Supervisors' Responses	115
Chapter 5:	Section I: Student Supervisors and Volunteer Teachers	127
	Section II: Discussion - Volunteer Teachers and Student Supervisors Clinical Issues Combined	147
Chapter 6:	Summary, Conclusions, Implications and Recommendations	152
Bibliography		180
Appendices		189