



THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE, TRINIDAD AND TOBAGO, WEST INDIES
FACULTY OF HUMANITIES AND EDUCATION
SCHOOL OF EDUCATION
CARIBBEAN EDUCATIONAL RESEARCH INFORMATION SERVICE (CERIS)

Annotated Bibliography
of
Master of Education (M.Ed.) Projects
1994-2013

Compiled by
Leah Gordon

School of Education
April 2014

© 2014 CERIS

Caribbean Educational Research Information Service (CERIS)
School of Education
Faculty of Humanities and Education
The University of the West Indies
St. Augustine
Trinidad

TABLE OF CONTENTS

Supervisors

Sabeerah Abdul-Majied	1
Kitty Al Hosein-Garcia	3
Juliana Alexander	4
Shahiba Ali	8
Desiree Augustin	10
Dorian Barrow	14
Laila Boisselle	20
Orlena Broomes	22
Maria Byron	22
Margaret Cain	26
Elna Carrington-Blaides	29
Kerl Crichlow	29
Jerome De Lisle	32
Zhanna Dedovets	36
Lionel Douglas	38
Bernice Dyer-Regis	39
Permilla Farrell	39
Debra Ferdinand	41
Sandra Figaro-Henry	43
Christopher Fowler	44
Zita Francis	46
Kitty Garcia	50
Stephen Geofroy	50
June George	55
Hazel Ann Gibbs De Peza	62
Elia Grant-Fraser	64
Raymond Hackett	64
Sharmila Harry	68

Susan Herbert	69
Brian Hurst	75
Dhanaiswary Jaganauth	75
Sharon Jaggernauth	76
Cynthia James	77
Freddy James	80
Winford James	85
Madgerie Jameson-Charles	92
Arthur Joseph	99
Vena Jules	104
Michael Kallon	107
Vimala Kamalodeen	112
Carol Keller	113
Steven Khan	116
Samuel Lochan	117
Carol Logie	120
Dani Lyndersay	123
Rawatee Maharaj-Sharma	124
Michelle McAnuff-Gumbs	130
Hyacinth McDowall	131
Beular Mitchell	133
Jeniffer Mohammed	134
Jeanette Morris	139
Roy Narinesingh	140
Gene Otway	141
Susan Otway-Charles	144
Bruce Paddington	145
Sharon Phillip	147
Phaedra Pierre	152
Gillian Pilgrim-Thomas	158
David Plummer	159
Balchan Rampaul	160
Joycelyn Rampersad	162

Nalini Ramsawak-Jodha	168
Marva Ribeiro	169
Ian Robertson	169
Joseph Sanchez	171
Krishna Seunarinesingh	172
Ewart Taylor	179
Michele Taylor	181
Aisha Wood-Jackson	182
Patricia Worrell	184
Simon Yalams	188
Jennifer Yamin-Ali	190
Author Index	201
Subject Index	213

List of Projects (Arranged by Supervisor)

Sabeerah Abdul-Majied

001

Celestine-Modeste, Arlene (2011)

The preschools' transition process: An examination of the transition policies and practices of two preschools in the Port of Spain and Environs Educational District (Youth Guidance). [iii], [65], [40] p.

This qualitative case study examined the transition policies and practices of two purposively selected preschools, with a view to improving transition planning. Data were gathered from teachers and principals of the two preschools through interviews and observations. The findings revealed that there were limited official policies with regard to transition documented in the "Curriculum Guide" (2006) and the ECCE standards (2004). Specific measurable guidelines or activities were not documented, resulting in a lack of concrete mechanisms to guide the transition process. The only plan of action identified in the documents was record keeping, and the only transition practice for preparing students for primary school was that children were called by their given name.

Availability: SOE Library - WI Collection

002

Gobin, Cynthia (2012)

Developing the affective domain through physical education to curb indiscipline at a primary school in the South Eastern Education District (Curriculum). vi, 76, [32] p.

This study sought to investigate whether teachers taught physical education in order to develop students' affective domain, with a view to curbing indiscipline at a primary school in Trinidad and Tobago. Data were collected from four teachers through interviews and observations, as well as from eight students' journals. The findings revealed that although the teachers' practices promoted positive values in the affective domain through physical education, student indiscipline at the school remained pervasive.

Availability: SOE Library - WI Collection

003

Joseph-Mc Nicolls, Judith (2011)

An investigation of teachers' perceptions of 'play' as a medium of best practices for 3-5 year old children (Youth Guidance). x, 70, [38] p.

This study sought to investigate, explore, and describe the perceptions of four early childhood care and education (ECCE) teachers (one each from one government ECCE, one SERVOL-

operated ECCE centre, and two private preschools) in the South Eastern Education District of Trinidad and Tobago about the role of play in the teaching and learning practices at four ECCE centres. Data were collected through interviews held with the participants, as well as through observations and document analysis. The findings suggested that although most of the teachers' perceptions about play were in keeping with best practices in ECCE, only some of the practices were employed and implemented.

004

Layne-Kirk, Patricia Louvina (2011)

Transition practices at a primary school and preschool: An investigation into the transition practices that exist at a government assisted primary school and its main feeder ECCE centre in the Port of Spain and Environs Education District (Youth Guidance). [xi], 68, [60] p.

This study sought to investigate the transition practices of one preschool and one primary school, with a view to formulating strategies to improve the quality of their programmes and to harmonize their transition practices. Data were collected through interviews held with eight participants comprising the two principals, the ECCE teacher, a Year 1 primary school teacher, and two Second Year children and their mothers. Other data were collected through document analysis. The findings revealed the absence of the educators' collective input in the transition process and of a policy document to inform their current practices.

Availability: SOE Library - WI Collection

005

Lewis-Johnson, Jasmin (2010)

A case study: Tracing the emergent literacy of a three year old girl in an early childhood care and education centre (Curriculum). [iv], 62, [18] p.

This instrumental case study analysed how a three-year-old girl acquired emergent literacy skills in a high-quality, developmentally appropriate preschool environment. It sought to demonstrate how teachers create the environment and facilitate routines that aid in the development of these skills. Data were collected through observations of the subject's interactions with her teachers and her peers. The study focused on the areas of oral language development, vocabulary acquisition, and knowledge of the alphabet. Findings showed that the child was able to grasp these emergent literacy skills through storybook episodes, and through interacting with the environment, her peers, and her teachers. Emergent literacy activities were embedded in her everyday activities. It was found that the child was able to conceptualize emergent literacy constructs through developmentally appropriate settings, materials, experiences, and social support, which encouraged the early forms of literacy to emerge.

006

Nakhid, Eva (2013)

An investigation into the transition of students from one ECCE centre to Infants 1 at Orchid Primary School (Curriculum). iv, 79 p.

This study investigated teachers' perceptions regarding the transition of students from one early childhood care and education (ECCE) centre to a primary school in Trinidad and Tobago with respect to the students' transitioning problems and the challenges encountered by the students when they transitioned. Data were collected through interviews with four teachers (two from the ECCE centre and two from the primary school). The findings of the study indicated that there were discontinuities and disparities between the two institutions. It was also found that there was an absence of practices and policies to support student learning during the transition period.

Availability: CERIS - Storage

007

Toney, Alion (2013)

An investigation into teachers' preparedness to teach social-emotional skills to students with challenging behaviours in Little Lamp Early Childhood Care and Education Centre (ECCE) (Youth Guidance). ii, 73, [69] p.

This study investigated the extent to which three Early Childhood educators were prepared to teach social-emotional (SE) skills to students with challenging behaviours. Data were collected through interviews and observations. The findings of the study confirmed that strategies employed to teach students with behavioural problems were ineffective. In addition, unaddressed behaviours led to teacher frustration and the use of punitive measures. Though the participants had a thorough theoretical knowledge about teaching SE skills to typically behaving students, their theoretical and practical expertise were inadequate SE skills to teach students with challenging behaviours.

Availability: SOE Library - WI Collection

Kitty Al Hosein-Garcia

008

Bobb, Lynette Jean (2011)

An investigation into teachers' perceptions of why students are underperforming in comprehension at a rural primary school [in] North East Trinidad (Reading). [ii], 68, [28] p.

This study sought to investigate why students were having problems comprehending reading materials. Data were collected through interviews with three teachers at a primary school in North East Trinidad. The findings revealed six major problems affecting students' ability to understand text: 1) the need for parental involvement, 2) lack of collaboration among teachers, 3) limited resources, 4) the need for a school reading programme, 5) the need for professional development workshops, and 6) lack of motivation.

009

Kailah-Deonarine, Zandra (2011)

Teachers' perceptions of the teaching of reading at the Infant level: A case study (Reading). [i], 94 p

This study investigated the effect of teachers' perceptions of the teaching of reading on the various methodologies utilized for teaching reading at the Infant level. Data were collected from Infant-level teachers and other class teachers through interviews, observations, and the administration of a questionnaire. Other data were obtained through document analysis. The findings indicated that the teachers' pedagogical content knowledge helped them to interpret the content and find different communication strategies to facilitate their students' understanding of the knowledge presented to them. They were able to go beyond focusing on the content, and placed their emphasis, instead, on the individual needs of the child. It was also found that the teachers considered the lack of parental support as one of the reasons for Infant-level readers' failure to acquire reading skills.

Availability: SOE Library - WI Collection

010

Madho, Jody (2011)

Reading challenges of mixed ability classes (Reading). 100 p.

This study addressed the reading challenges faced by two Standard 1 and two Standard 2 teachers of mixed ability classes in a co-educational government primary school in East Trinidad. Data were collected through interviews, observations, and questionnaires. The findings revealed that the teachers used the "one size fits all" method for both instruction and evaluation. Instruction was geared toward the average learner, with little or no consideration given to students with differing learning abilities or with multiple intelligences. All teachers used the recommended basal reader, with very little additional reading material being sourced. It was also found that they were lacking in knowledge of theories and research-based strategies. Further, their answers to interviews were at times contradictory, which suggested that they had not given proper thought to their responses, and this appeared to be reflected in their classroom practices.

Juliana Alexander

011

Booker, Vincent Junior (2010)

Teachers' perceptions of the usefulness of their professional development experiences and the relevance of these experiences to their practice (Curriculum). vii, 94 p.

This study sought to examine three teachers' perspectives on their professional development experiences. Data were collected through interviews held with three teachers of a rural primary school in the St. George East Educational District in Trinidad and Tobago. Findings revealed that the teachers were interested in professional development and that it assisted them in the

delivery of the curriculum. However, more resources and support were needed from parents, administrators, and the government to make professional development more relevant to practice.

Availability: CERIS - Storage

012

Chickree, Indira (2012)

Investigating the levels of readiness in career choice competencies of pre-graduating secondary school students (Youth Guidance). [iii], 66, [66] p.

This study sought to explore, at a secondary school in Trinidad and Tobago, students' readiness in career choice competencies in career planning, career exploration, decision making, and world of work knowledge, which were inherent in programmes that were designed to allow students to adequately make career choices in a rapidly changing world of work. Data were collected through the administration of a questionnaire to five Form 5 students, as well as through an interview with, and a questionnaire administered to, a guidance officer. The findings revealed that although the students had identified career choices, their levels of readiness in all four competencies was low. Some of their concerns with their career choice related to subject requirements, uncertainties of job specifications, job security, and potential income-earning capacity.

Availability: SOE Library - WI Collection

013

Dookie, Sharlene S. (2013)

An evaluation of the levels of parental involvement in activities that support student learning and how it impacts on student performance (Youth Guidance). 156 p.

This mixed methods case study investigated and evaluated the levels of parental involvement, both at home and at school, which resulted in improved student performance. It also sought to determine whether a correlation existed between levels of parental involvement and academic achievement. Data were collected through a survey administered to the parents or guardians of 17 students of a Standard 5 class at a primary school in Trinidad and Tobago. Other data were obtained through interviews and observations. Among the findings were that: 1) parental involvement was generally found to be high, or of an acceptable level, even in instances where parents reported several barriers to their involvement; 2) the parents/guardians who reported lower levels of involvement in their children's academic development did not display characters suggestive of any particular stereotype, but, rather, a combination of several factors contributed to their being less than optimally involved; 2) generally, parental involvement was paralleled by students' test scores ; and 3) the greatest barriers to parental involvement emanated from the school as a result of lack of information and communication.

Availability: SOE Collection, UWISpace

014

Graham-Rudolfo, Angela (2013)

"Cultures of practice": Teachers' perceptions of their roles and their responsibilities as teachers in a government secondary school and a denominational secondary school in the St. George East District (Curriculum). [iv], 75 p.

This study examined the cultures of practice of teachers in two public schools (one government and one denominational) in Trinidad and Tobago, through an investigation of teachers' perceptions of their roles and responsibilities as teachers. Data were collected through interviews with, and a questionnaire administered to, four teachers at the schools. Analysis of the data indicated that the teachers' practices varied according to their personal beliefs and expectations, and teacher professionalism, as well as the schools' climate, culture, and leadership characteristics.

Availability: CERIS - Storage

015

Jackson, Cheryl (2012)

The effectiveness of teachers' perceptions of their interventions on students whom they perceive to be experiencing psychosocial difficulties (Youth Guidance). 92 p.

This study described teachers' experiences, as well as their perceptions about the effectiveness of their interventions with students whom they perceived to be experiencing psychosocial difficulties, at a primary school in Trinidad and Tobago. Data were collected through interviews with three teachers in the Infant and Lower departments. The results revealed that the teachers employed various intervention strategies to address the problems but they did not believe that they were very effective. They however felt that their efforts created parental awareness about the issues that affected their children's dispositions. Further, it was revealed that domestic, school, and social situations negatively impacted the students' psychosocial adjustment, causing them to react in adverse ways through aggression, withdrawal, use of inappropriate language, and ineptitude.

Availability: SOE Library - WI Collection

016

Leon, Narissa (2011)

The impact of a Nature of Science teaching intervention on students' views and interest in science (Science Education). 100, 7 p.

This qualitative study sought to discover the impact, if any, of an explicit Nature of Science (NOS) teaching intervention on six Standard 4 students' views and interest in science at a suburban primary school in East Trinidad. Data were collected through pre- and post-instruction questionnaires and interviews. The study revealed that the NOS teaching intervention produced, for the most part, varying changes in the students' views and interest in science. However, it was noted that most students retained their stereotypical images of scientists. Overall, though, it was found that the teaching intervention had a positive impact on

the students, as most students demonstrated positive qualitative changes in their views and interest in science, while one student experienced a significant positive change.

Availability: SOE Library - WI Collection

017

Mulcare, Brenda (2009)

A case study of a high performing school: A principal's perspective (Youth Guidance). [iv], 59, [23] p.

This case study sought to investigate, from a principal's perspective, the factors that contributed to the high performance of a primary school in the St. Patrick East Education District in Trinidad and Tobago. Data were collected through interviews held with the school's principal, as well as with three teachers. The findings showed that: 1) the principal, as a transformational leader, empowered the teachers through shared decision-making; 2) both intrinsic and extrinsic elements were employed by the principal to motivate the students; and 3) the principal had the support of community stakeholders.

Availability: CERIS - Storage

018

Ramroopsingh, Mitra (2011)

Mentorship: Towards sustaining trained teacher's [sic] professional growth (Science Education). 90, [47] p.

This study investigated the viability of mentoring as an avenue for ongoing professional development of teachers, through an examination of the perspectives of a trained teacher—a science graduate of the Diploma in Education Programme at the School of Education of the St. Augustine Campus of The University of the West Indies (UWI)—of mentoring a trained teacher. Data were collected through interviews and journal entries. Analysis of the data generated nine themes: seven alluding to what mentoring entails; one to a thematic barrier (time); and the final to a thematic enabler (passion). The results suggested that mentoring is a viable option for professional growth and that passion is a major factor that can overcome the time barrier.

Availability: SOE Library - WI Collection

019

Williams, Ivy (2009)

Teacher classroom practices at the Standard Three level in two schools in West Port of Spain and Environs Education District: Two case studies (Youth Guidance). [vi], 72, 37 p.

This case study sought to determine which teacher classroom practices influenced the performance of Standard 3 students at two selected schools—one high-achieving school that has performed above the national mean and a low-performing school that has performed way below the national mean for about five consecutive years. Data were collected from two

Standard 3 teachers (one from each school) and the principals of both schools through interviews, observations, and document analysis. The findings revealed that: 1) the teachers' classroom practices and their attributes did, in fact, influence students' performance in the National Mathematics and Language Arts tests; 2) the success of these practices was greatly dependent on, and influenced by, administrative leadership, teacher leadership, collegial relationships, parental involvement, school culture, and resources; and 3) the teachers understood their roles in their students' learning and realized that there was a need for more administrative policies and structures at the school and, subsequently, at the district and national levels.

Availability: CERIS - Storage

020

Williams, Naioka (2010)

An evaluation into the implementation of Caribbean Vocational Qualification (CVQ) curricula: Level I(Curriculum). iv, 110 p.

This study sought to investigate teacher behaviour during the implementation process of the Caribbean Vocational Qualification (CVQ) curriculum for Cosmetology and Beauty Therapy (Level 1). Data were collected through a questionnaire administered to a trained teacher from a secondary school in the South-Eastern Education District in Trinidad and Tobago. Results indicated that: 1) the degree of implementation of the curriculum innovation was very high; 2) there were multiple areas of concern, at the management, consequence, and collaboration stages; 3) the curriculum is being implemented at Level IV A Routine and IV B Refinement; 4) the challenges faced included the untimely provision of resources, lack of physical infrastructure in the workshop, imbalance in the assessment methods, lack of communication, lack of curriculum support, and poor student attitudes; and 5) coping strategies included fund raising and collaboration with other teachers.

Availability: SOE Library - WI Collection

Shahiba Ali

021

Caanan, Jaikaran (2010)

An investigation into stakeholders' perspectives on indiscipline at a denominational primary school in Central Trinidad (Youth Guidance). 80, [2] p.

This case study examined the varied perceptions of students' indiscipline at a denominational school in Central Trinidad. Data were collected through interviews held with two pupils, two teachers, and two parents, and through document analysis. The major behavioural problems identified were fighting, stealing, truancy, disrespectful behaviour, vulgarity, disruptive behaviour, and the use of obscene language. Participants attributed such factors as teacher attitude, ineffective curriculum delivery, absenteeism, and parental neglect as contributors to the high level of indiscipline at the institution.

Availability: SOE Library - WI Collection

022

Ramlogan, Reynold (2009)

Students' perceptions of pursuing aesthetic subjects as non-examinable subjects at the fourth form level (Curriculum). [iv], 71 p.

This study proposes to explore the possibility of the implementation of a programme of aesthetic education at the upper secondary level. It will specifically seek to examine six students' perceptions about pursuing aesthetic subjects as non-examinable subjects at the Form 4 level at a secondary school in South Trinidad. Data will be collected through interviews and observations.

Availability: CERIS - Storage

023

Stewart, Jennifer Selena (2009)

An investigation into the introduction of a visual and performing arts programme in a primary school (Youth Guidance). [iv], 41, [16] p.

This case study sought to explore the current state of a visual and performing arts programme in a primary school in Trinidad and Tobago. Using data collected through interviews held with six teachers (five female and one male), the study also sought to analyse the teachers' perceptions on the effects of, and inhibitors to, the teaching of the Arts. The findings suggested that the extent of teachers' practice depends upon integration, which results in positive effects in children's development.

Availability: CERIS – Storage

024

Teemal-Padmore, Elizabeth (2011)

An investigation into teachers' perceptions of national testing in a denominational primary school of Trinidad and Tobago (Curriculum). [v], 68, [27] p.

This study sought to determine teachers' perceptions about national tests at the end of the school year. Data were collected through interviews with three teachers in a denominational, co-educational primary school in the Caroni Education District in Trinidad and Tobago. Other data were collected through observations and document analysis. The findings revealed that the teachers were focused on preparing students to write the National Test and that this had a negative impact on the teaching strategies used.

025

Vincent, Lorraine C. (2010)

Teacher perceptions of the relationship between daily classroom practice and the development of students' thinking skills at a denominational secondary school (Curriculum). [iii], 97 p.

This study sought to discover the correlation between poor thinking skills and classroom practice of three teachers at a denominational secondary school in Trinidad and Tobago. Data were collected through interviews. The results indicated that the classroom practices employed by the teachers should theoretically encourage the sustained development of thinking skills in the students. It was noted that despite the teachers' attempts to support a student-centred and active classroom, the reality was that the classroom continued to be mainly a teacher-centred environment due to the influence of various external examinations for which the students were being prepared.

Availability: CERIS – Storage

Desiree Augustin

026

Andrews, Bernadette Kathleen (2012)

The integration of I.C.T. into curriculum delivery: The perceptions of teachers at a secondary school in Tobago (Curriculum). 56 p.

This qualitative case study examined the perceptions and experiences of a selected group of teachers at a secondary school in the education district of Tobago, and sought to identify the factors that they perceived as influencing the infusion of information and communication technologies (ICTs) into curriculum delivery at the school. Data were collected through interviews and observations. The results of the study indicated that the teachers were aware of the factors that were hindering or promoting ICT use in curriculum delivery. They suggested that policy measures be instituted to provide clear guidelines for ICT infusion at the school.

027

Daniel, Rhonda (2011)

Teachers' understanding of inclusive education and the influence this understanding has on their pedagogical practice at a primary school in Port of Spain, Trinidad (Curriculum). v, 59, [38] p.

This study sought to investigate teachers' understanding of inclusive education and how their understanding influenced their pedagogical practices. Data were collected through interviews held with a purposive sample of four teachers at a primary school in Port of Spain, Trinidad. Other data were collected through observations and the administration of a questionnaire. The findings revealed that teachers had diverse understandings of inclusive education, and they used the term interchangeably with integration, mainstreaming, and other related concepts. This resulted in ambiguity. Further, the participants' understanding generally reflected a partial view of inclusive education, and most teachers did not have a comprehensive appreciation of the term. It was also observed that teachers generally used inclusive practices in their classrooms but it appeared that they were employed in an ad hoc manner.

Availability: SOE Library - WI Collection

028

Fox-Pooran, Avril (2011)

The reading culture of primary school X in Central Trinidad (Reading). iv, 73 p.

This study examined the reading culture of a primary school in Central Trinidad. Data were collected through interviews with five teachers, as well as through observations and document analysis. The findings indicated that a mixture of both external and internal factors, such as parental involvement, management behaviour, and reading practices at the school, were among the major elements that influenced the formation and maintenance of the reading culture.

Availability: SOE Library - WI Collection

029

Harris-Knudsen, Nicole Avalyn (2010)

The capacity for teacher professional development using information and communication technology in a school environment: A case study (Curriculum). vi, 93 p.

This qualitative case study sought to explore the experiences of four government secondary school teachers in the North Eastern Educational District of Trinidad and Tobago. Specifically, it sought to identify the capacity for teacher professional development using information and communication technology (ICT) in a local school environment. Data were collected through interviews. Findings revealed that teachers recognized the importance of matching appropriate technologies to pedagogical strategies for student engagement, and appreciated the appropriate application of ICT to principles of educational technology and universal design for learning, despite the presence of challenges in accessing resources and technical support, and the lack of proper infrastructure for effective technology integration into their classroom practice.

Availability: SOE Library - WI Collection

030

Kaloo-Dookie, Rehana (2011)

The impacts of ICTs on students' writing achievement in the primary school: An extended literature review (Reading). iii, 62 p.

This extended literature review examined studies that investigated the impact of information and communication technologies (ICTs) on students' writing achievement. Teaching methods for creative writing at the school to be studied have been traditional and, as a result, the performance in writing has not yielded high pass marks among students who write the Secondary Entrance examination (SEA) and the Language Arts National Test.

Availability: SOE Library - WI Collection

031

Lezama, Stacey (2011)

Teachers' voices as readers: What teachers say about their reading experiences and its impact on their teaching: A phenomenological case study (Reading). [vi], 88 p.

This phenomenological case study sought to explore and interpret the reading beliefs and lived reading experiences of three English teachers in an urban secondary school in Trinidad and Tobago. Data were collected through interviews, field notes, and classroom observations. The findings suggested that the teachers' beliefs and reading experiences might provide insights to school administrators on how to better support teachers and improve the reading instruction given to students.

032

Pascall, Donna (2010)

Teacher professional development and teacher performance in a secondary school (Curriculum). vii, 80 p.

This qualitative case study sought to examine the relationship between teacher professional development and teacher performance at a secondary school in Trinidad and Tobago. Data were collected from a mathematics teacher through interviews, self-questionnaires, and self-reports, as well as through classroom observations and document analysis. The emerging themes of the study were: 1) teacher knowledge and classroom practice, 2) teaching style and teacher performance, and 3) teaching belief and teacher performance.

Availability: SOE Library - WI Collection

033

Paul-Wiseman, Maria (2013)

Investigation into the early childhood care and education centre based-active learning curriculum approach: Teachers' concerns at four ECCE centres in the St. George East Educational District (Curriculum). v, 89 p.

This study investigated four teachers' concerns about the early childhood care and education (ECCE) centre-based active learning curriculum approach at four government ECCE centres in the St. George East Educational District in Trinidad and Tobago. Data were collected through interviews. The findings revealed that the teachers had intense concerns related to informational, personal, management, and collaboration stages, but minimal concerns were reported at the awareness, consequence, and refocusing stages. Emerging concerns were related to ineffective training and understanding, time demands, availability of resources, inadequate staff, and lack of support from the cluster administrator.

Availability: SOE Collection, UWISpace

034

Persad, Kavita Shivana (2011)

Students' attitudes to reading at a girls' secondary school (Reading). v, 49, [6] p.

This study sought to examine the factors that influence students' attitudes towards reading at a girls' secondary school in Chaguanas, Trinidad. Data were collected through a survey of two groups of students (one Form 1 and one Form 3). The survey assessed four dimensions of reading attitude: intrinsic motivation, avoidance, learning orientation, and extrinsic motivation.

Results from the study indicated that the Form 1 students' attitudes towards reading were more positive overall, in comparison to those of the Form 3 students. The Form 1 students were more intrinsically motivated to read, while the Form 3 students were more likely to avoid reading situations. Further, the Form 1 students scored slightly higher on the questions that pertained to learning orientation and extrinsic motivation.

Availability: SOE Library - WI Collection

035

Pivotte, Marilyn I. (2011)

The effects of parents' non-involvement in their children's schooling at a primary school in South-West Port of Spain (Youth Guidance). ix, 63, [42] p.

This case study sought to determine the actual and perceived significance of schooling to parents in a rural community, with specific reference to the parents' attitudes to involvement or non-involvement in the schooling of their children. Data were collected through interviews held with two parents, a First Year teacher, and a Standard 3 teacher of students at a primary school in Trinidad, as well as through observations and discussions. Data were collected through the analysis of documents and visual material. The findings revealed that while the parents did not give much assistance with their children's schoolwork, the teachers desired that the parents become involved since they believed that it would contribute to the enhancement of the children's performance. The teachers also affirmed that parental involvement could assist teachers in implementing the syllabus more effectively, since the students would not engage in disruptive behaviour knowing that their parents could visit the school unannounced.

036

Thomas-Boatswain, Donna (2013)

How teacher A in Standard One (1) at Stabil Primary School in the city of San Fernando utilize [sic] reading instructional strategies to develop pupils' reading skills: A case study (Youth Guidance). vi, 94 p.

This study sought to gain an insight into the beliefs, classroom occurrences, challenges, and strategies employed with respect to reading and comprehension practices in the teaching of reading at an urban primary school in Trinidad and Tobago. Data were collected through interviews with one Standard 2 teacher, as well as through observations and document analysis. Themes generated by the study were: 1) interpretations of reading, 2) contrived instructional practices for reading and comprehension, 3) attribution of blame for reading deficits, and 4) educative effort and compromise. The findings suggest that the teacher's beliefs about reading and comprehension, her experiences, and the attitudes of parents and pupils, influenced her instructional practices.

Availability: CERIS - Storage

037

Walker, Joan (2011)

Parental involvement in an urban primary school (Youth Guidance). 79 p.

This study sought to interpret and analyse how parents and teachers conceptualize parental involvement. Data were collected through interviews with the principal, 10 teachers, and 14 parents of an urban primary school in Trinidad and Tobago, as well as through observations. Six themes emerged from the study: (a) parenthood, (b) communication, (c) volunteer work, (d) at-home education, (e) decision making, and (f) collaboration. Analysis of the data indicated that: 1) although the parents set high standards for their children, their involvement was not to the extent required to achieve these standards; 2) communication was limited to report books and when it became necessary for the parents to assist in fund raising and attend meetings; 3) in terms of volunteer work, a few parents were actively engaged and visible in the school; 4) while the parents found it important to provide the basic necessities for their children, it was observed that nine of the parents interviewed did not create a supportive at-home environment for their children's academic development; 5) the parents were critical of the lack of opportunities to actively participate in the governance of the school; and 6) the parents indicated that if they knew how to contribute, they would be willing to collaborate with the school to facilitate their children's success.

Dorian Barrow

038

Baptiste-Jueanville, Ann (2007)

Case study of retention and social promotion from a Year 1 class in the North East Trinidad Education District (Youth Guidance). iv, 70, [13] p.

This qualitative case study sought to determine and analyse the key practices in the school environment, the homes, and the wider education enterprise that contributed to the academic failure of three students at a rural primary school in north east Trinidad. All of the students had failed the Year 1 class, but two were retained while one was socially promoted. Data were collected through observations and document analysis, as well as through interviews held with the students, and their parents, teacher, and principal. Findings revealed that some of the contributory factors in the students' failure were: 1) inaction due to a feeling of helplessness on the part of the parents, 2) lack of social skills, 3) dependence, and 4) poor school administration.

039

Bridgewater, Marcia (2006)

Success re-defined: An investigation into the programmes, practices and structures that are in place at a model school in Trinidad and Tobago (Youth Guidance). vii, 83 p.

This qualitative case study investigated the programmes, practices, and structures that are in place at a model school in Trinidad and Tobago. Three Form 5 students were also assessed on their reading ability, self-concept, and level of career maturity. Data were collected from interviews, document analysis, school photographs, the Schonell Reading Test, and the Rosenberg Self Esteem Scale. Findings revealed that: 1) the main programmes, practices, and structures at the school could be classified as skills development or self-development; 2) the altered curriculum was approved by professionals in the field, such as the Diagnostic

Prescriptive Officer, the Curriculum Facilitator, and the Special Education teachers; 3) generally, students met the school's standards, and 4) graduates who excelled developed an internal locus of control, which has propelled them to success.

Availability: SOE Library - WI Collection

040

Dwarika, Adesh (2009)

An examination of the issue of indiscipline and the levels of success of sanctions administered at a high school in North Trinidad (Youth Guidance). [ii], 111 p.

This study sought to examine the issue of indiscipline and the levels of success of sanctions administered at a secondary school in North Trinidad. Data were collected through document analysis, as well as through interviews held with one student whose deviant behaviour was curtailed and one repeat offender, both of whom were administered the same sanction. The school has a graded system of sanctions suitable to its particular needs and circumstances, which requires the commitment of all school personnel. The deans indicated that they feel overwhelmed because of the lack of support from other staff members. The study found a high frequency of lax teacher behaviours, including absenteeism and unpunctuality. Students whose parents are more supportive of their children and the school's discipline policies tend to be deterred from participating in indiscipline or repeating an undisciplined behaviour after a sanction is administered. The overall finding was that the use of sanctions, without an accompanying teaching programme and recognition of expected behaviour, merely displaces the problem to the home and community.

Availability: CERIS - Storage

041

Foster, Glen (2008)

The impact of a mentoring programme on novice teachers (Science Education). [ii], 76, [58] p.

This qualitative case study examined the impact of a mentoring programme on three novice teachers in a rural composite school in Trinidad. The study examined novice teachers' perceived needs, and the impact of a mentoring programme on teacher efficacy and teacher retention. Data collection was conducted using questionnaires, classroom observation, interviews, and journal entries. Findings indicated that participants had a range of teacher-centred needs, and, while teacher efficacy had improved, there was no significant impact on teacher retention as a result of using a mentoring programme.

Availability: SOE Library - WI Collection

042

Guerero-Gabriel, Geraline (2009)

Suspension in secondary schools: A case study at a secondary school in central Trinidad (Youth Guidance). [iii], 61, [28] p.

This study sought to analyse the effectiveness of the system of suspension as a disciplinary measure and/or how it may better serve the needs of students thus affected. It discusses the system of suspension in the context of the theoretical and legal framework that guides it, and juxtaposes it against the reality of what actually exists in a Form 4 class in a particular school environment -- a coeducational secondary school in Central Trinidad. Data were collected through interviews held with four suspended students, the principal, a dean, and the home-room teacher of the students, as well as through document analysis. The findings show that: 1) the students are of the view that there is depreciation in the relationships between staff and students, especially those students who run afoul of the school rules; 2) the students also believe that there is often an abuse of authority, which compounds the problem of student-teacher relationship; and 3) both students and teachers expressed fear of particular students.

043

Harry, Sharmila Nisha (2006)

Teachers' concerns about the CAPE Communication Studies innovation (Curriculum). [iv], 89 p.

This qualitative case study explored teachers' concerns about the CAPE communication studies innovation in a senior comprehensive school in Trinidad. Based on the Concerns Based Adoption Model (CBAM), data from two teachers were analysed. It was found, initially, that the two teachers had primarily intense self-oriented informational and personal concerns (Awareness). However as the implementation of CAPE Communication Studies continued into the second year, the teachers concerns shifted to intense task concerns (Management), while one teacher expressed concerns, though less intense, at the impact stage (Collaboration). The teachers had a conglomeration of concerns, but with different degrees of intensity consistent with the published literature in the field. Findings also revealed that a lack of administrative support, ineffective workshops, and a lack of a professional collaborative ethos at the school were factors that impacted on their concerns.

Availability: SOE Library - WI Collection

044

Johnny, Elizabeth (2010)

An investigation into the perceptions major stakeholders have of the juvenile penal rehabilitative system of Trinidad and Tobago: A case study of the Youth Training Centre (Youth Guidance). [iv], 63, [24] p.

This case study sought to determine the perceptions of key members of staff of the Youth Training Centre in Trinidad and Tobago about the effectiveness of the system of restorative justice that governs the rehabilitative process at the Youth Training Centre in Trinidad and Tobago. Data were collected through interviews, observations, and document analysis. Findings revealed that restorative justice is effective because it instructs the offender in behaviour alteration, and facilitates his rehabilitation and subsequent re-integration into society. Additionally, it was also found to be effective in reducing the rate of recidivism among

offenders. The challenges identified relate to negative attitudes/perceptions on the part of society, as well as structural inadequacies with its implementation.

045

Madho Maharaj, Ambika (2012)

The impact of Nature of Science on Form Four biology students' situational interest and academic achievement (Science Education). 131, [30] p.

This study investigated the emergence of students' situational interest and academic achievement within the context of an explicit Nature of Science-infused instructional approach delivered to a Form 4 class at a secondary school in Trinidad and Tobago. Participants were taught one unit of six lessons over the course of six weeks. Data were collected through the administration of pre- and post-intervention questionnaires. The findings indicated significant increases in student achievement, higher-order thinking skills, and situational interest in biology, subsequent to the intervention.

Availability: SOE Library - WI Collection

046

Maharaj, Sanjeev Andrew (2013)

The role of critical thinking in cultivating conceptual understanding among Form 4 Physics students in Trinidad (Science Education). 109 p.

This action research study sought to highlight the relevance of critical thinking in developing conceptual understanding of physics among a class of Form 4 highly motivated students at an all boys' secondary school in Port of Spain, Trinidad. The students were administered a pre-test and post-test using instruments to measure critical thinking and scores on a unit test. Critical thinking skills were infused into 11 lessons and data were collected through interviews, observations, and document analysis. Results of the data analysis showed changes in students' conceptual understanding. However, although the students thought that placing emphasis on thinking was good, there appeared to be other forces in the educational system impacting the smooth teaching of critical thinking. One such force was the process of taking notes and rote solving of past papers.

Availability: SOE Library - WI Collection

047

Mahatoo, Judy (2011)

Scientific literacy and Nature of Science as it impacts on boys' achievement in South Trinidad (Science Education). [1 v.].

This study sought to examine the impact of a unit of lessons infused with the "Nature of Science" on students' scientific literacy and achievement. Data were collected from the Nature of Science and literacy surveys administered to 34 mixed-ability students of an all-boys' school in South Trinidad. The findings revealed that students' initial, moderate understanding of the Nature of Science became more non-traditional after the intervention of the unit. It was also

observed that their scientific literacy and achievement improved after participating in the unit of lessons designed to alter their views on the Nature of Science.

Availability: SOE Collection, UWISpace

048

Mc Cree, Nedd Adrian (2010)

Co-curricular intelligences and academic performance (with emphasis on sports and physical education) (Youth Guidance). 56, [66] p.

This study sought to garner some experiential insights into the predisposition of six stakeholders with regard to co-curricular intelligences in a selected school setting in Trinidad and Tobago. Data were collected through interviews held with the principal, the physical education teacher, the visual and performing arts teacher, two students, and one parent. The study was informed by the following research questions: 1) What is the role and function of co-curricular intelligences? 2) How are sport, physical education, music, and theatre arts impacting on academic performance? 3) How have co-curricular intelligences impacted on discipline? and 4) How has timetabling impacted on co-curricular activity?

049

Ragoonanan, Vivik (2008)

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 (Science Education). v, 362 p.

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 highlighted 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.

Availability: SOE Library - WI Collection

050

Ramkissoon, Trishana Shivani (2013)

An investigation incorporating the historical stories' [sic] of scientists and students' interest, intrinsic motivation and academic performance in a Sixth Form physics class located in Trinidad and Tobago (Science Education). 77, [69] p.

This study investigated low levels of interest, intrinsic motivation in learning physics, perception of the nature of science (NOS), and academic performance in Sixth Form physics students at a secondary school in Trinidad and Tobago. Data were collected through a unit of work administrated to students, which incorporated the historical stories of scientists. Analysis of the students' pre- and post-test scores indicated that the intervention had the greatest impact

on the students' views of NOS, and that although there was an increase in interest, it had little impact on their intrinsic motivation.

Availability: CERIS - Storage

051

Ramkissoon Sawh, Kavita (2012)

The impact of an explicit Nature of Science intervention on students' autonomous and competent psychological needs in fostering motivation (Science Education). 89, [181] p.

This study investigated the impact of an explicit Nature of Science (NOS) intervention on the motivation of 22 Human and Social Biology (HSB) Form 4 students at a secondary school in Trinidad and Tobago. Data were collected through interviews, observations, and document analysis, as well as through the administration of a post-intervention test and a questionnaire. The findings of the quantitative data analysis revealed no significant post-test impact upon the students' motivation. However, the findings of the qualitative data indicated that the intervention impacted positively on the students' autonomy and motivation, since they reported that they found science easy, interesting, and enjoyable.

Availability: SOE Library - WI Collection

052

Samai, Arnold Mark (2008)

Mentoring as a model for the development of the pedagogical content of novice science teachers (Science Education). [iv], 82, [91] p.

This qualitative study was designed to provide one novice science teacher with a mentor who was responsible for imparting and developing the pedagogical content knowledge (PCK) of his mentee. The study also sought to determine whether a novice teacher's perception of the teaching of science had changed after the mentoring programme, and, further, to ascertain the effect of a carefully tailored mentoring programme on a novice teacher's PCK. In order to distil relevant themes, a checklist, rubric, artefacts, interviews, and the participant's journal were employed. Findings revealed that the novice science teacher's perception had changed. Additionally, the intervention had a positive and profound effect on the participant's PCK.

053

Warrick, Stacy-Ann (2013)

The impact on [sic] inquiry-based instruction on science learning among lower secondary students in Trinidad and Tobago (Science Education). 109, [236] p.

This study investigated the impact of using an inquiry-based instruction strategy on students' interest, critical thinking skills, and their perception of the relevance of science in their everyday life, on a Form 2 integrated science class at an urban co-educational secondary school in Trinidad and Tobago. A unit of work on human health and disease was selected to implement this inquiry fusion strategy. The constructs were measured using questionnaires administered pre- and post- intervention. The findings revealed that inquiry-based instruction had a

statistically significant positive impact on the students, with the intervention having a greater impact on the females than on the males. It was inferred that the use of inquiry-based strategies was able to capture students' interest, critical thinking skills, and perceptions of science in their everyday life, by providing a fun, interactive experience that allowed them to critically analyse data and draw conclusions, and understand its applicability in their daily lives.

Availability: SOE Library - WI Collection

Laila Boisselle

054

Coker, Kester Kurt Ruthven (2013)

The effect of a multi-user virtual environment on student causal reasoning ability, ecological worldview and conceptual change (Science Education). 153 p.

This study sought to determine the effect of a multi-user virtual environment (EcoMUVE) on the ecological worldviews and reasoning abilities of students at a secondary school in Trinidad and Tobago. Data were collected through a survey administered to 15 male Form 3 students, whose pre- and post- scores were analysed. Supplementary data were obtained through an anonymous questionnaire. Analysis of the data revealed that: 1) not only was the EcoMUVE strategy an effective teaching tool for enhancing student causal reasoning ability, but it was also effective in teaching the concept of changes over time; 2) the strategy had little impact on the students' ecological worldview; and 3) the strategy was effective in improving student learning and facilitating border crossing.

Availability: SOE Collection, UWISpace

055

Hosein, Sean K. (2010)

Teacher education and the nature of science: An investigation into three in-service primary school teachers' beliefs about the nature of science and their pedagogical competencies in integrating the nature of science through a model for professional development (Science Education). i, 220 p.

This study sought to investigate the perceptions of three in-service primary school teachers about their pedagogical competencies in integrating the nature of science through a model for professional development. The development model included perspectives on the nature of scientific knowledge, myths of science, science and culture, placing a history of science on the curriculum, and inquiry-based training. Data were collected through interviews, observations, and document analysis. All three teachers had some shift in their belief sets, from empiricist-oriented views to more constructivist-oriented views that were congruent with beliefs about the nature of science. The findings also revealed that the level of teacher autonomy, beliefs about what constitutes successful science learning, and beliefs about the purpose of inquiry impacted on both the acceptance of nature of science beliefs and the teachers' competencies to integrate nature of science beliefs into their inquiry-based lessons.

Availability: CERIS – Storage

056

Manick, Clayton (2011)

Investigating the impact of an explicit/reflective approach to teaching the Nature of Science (Schwartz and Lederman, 2002) on teachers' beliefs about science and their teaching of science (Science Education). [1 v.].

This study sought to investigate the impact of an explicit/reflective approach to teaching the Nature of Science on teachers' beliefs. Data were collected through interviews held with two Standard 2 teachers at an urban school in the St. George East Education District, as well as through observations and document analysis. The research revealed that prior to the intervention, both teachers viewed science as a way of knowing, and believed that scientific knowledge is based on evidence and observation. They also seemed to be of the view that science is tentative in nature and that there is no universal approach to doing science. The findings indicated that the intervention appeared to have had a positive impact on some of the views held by the teachers.

057

Merhair, Kathleen (2011)

An investigation of students' interest in science and their perceptions of using inquiry based learning in science (Science Education). [vii], 111 p.

This study sought to investigate students' interest in science and their perceptions of using inquiry-based learning in science at an all-girls' primary school in the St. George East Education District of Trinidad and Tobago. Data were collected from questionnaires completed by 18 students and from interviews with three students. The findings revealed that: 1) inquiry-based learning can be of benefit to teachers through interactions with their students; 2) it is an effective teaching method of science instruction and stimulates student interest in the subject; and 3) teachers had not previously used inquiry-based learning and students were therefore unfamiliar with the innovation.

Availability: SOE Library - WI Collection

058

Munro, Stella (2009)

Teachers' concerns about the implementation of authentic assessment: Case study with phenomenological underpinnings (Curriculum). 118, [75] p.

This case study sought to analyse teachers' concerns about the implementation of authentic assessment as part of their classroom management strategies at a denominational primary school in the North Eastern Education District in Trinidad and Tobago. Data were collected through interviews held with the two Standard 1 teachers at the school. Findings revealed that the teachers harboured major concerns about the impact that the innovation would have on their attitudes and assessment strategies.

Availability: CERIS - Storage

059

Weekes, Abi-Gail (2009)

A case study of two students who performed at Level One in the 2007 National Test for Standard One students in school X (Curriculum). [vi], 75, [42] p.

This study sought to investigate the possible factors that contributed to the low performance of two students from a government primary school in the St. George East Education District in Trinidad and Tobago. Data were collected from the students, their parents, and their teachers, through interviews, observations, and document analysis. The findings are presented in themes which explain the lived experiences of the participants and their perceptions about the factors and issues that impacted on the two students' low performance.

Availability: SOE Library - WI Collection

Orlena Broomes

060

Marchan, Hilary (2013)

An investigation into teachers' perceptions of using alternatives [sic] disciplinary measures to corporal punishment in the post-corporal punishment period at Decynhill R.C. Primary School (Youth Guidance). vii, 87 p.

This study sought to elicit five teachers' views about the use of alternative disciplinary measures in the post-corporal punishment period at a primary school in Trinidad and Tobago. Data were collected through interviews. The findings showed that although the teachers perceived discipline as compliance which could be achieved through preventative measures, their practice indicated the employment of intervention strategies. It was also found that alternative measures had a positive impact on students' attitude to their work, and their demonstration of responsibility was more evident at the Infant and Junior levels. Additionally, the findings showed that time constraints and contradictory parental attitude were inhibiting factors in the teachers' effective administration of alternative measures to corporal punishment.

Availability: SOE Collection, UWISpace

Maria Byron

061

Baksh, Shereen (2006)

Best practices in teaching and learning mathematics: A constructivist perspective (Curriculum). [vi], 65, [21] p.

This paper examines the perceptions of a teacher about best practices in teaching and learning mathematics, that is, teaching and learning practices which are in keeping with the constructivist perspective. The research took the form of a pilot study that investigated the

beliefs and perceptions of constructivism of one teacher from a government school in a central education district in Trinidad, and the extent to which these beliefs and perceptions were consistent with practice. The findings suggest that although most of the teacher's perceptions were in keeping with the constructivist principle, only some of the practices were employed and implemented in the classroom. Results from the interviews and observations indicated that the teacher maintains strong beliefs of constructivism but that there is a gap between the theory and the practice.

Availability: SOE Library - WI Collection

062

Drakes, Gerard (2004)

Learning experiences, self-concept and self-esteem: Perceptions of Form One Special students (Youth Guidance). [ii], 65 p.

This is a proposal for a study that will seek to explore how secondary school students with special educational needs perceive their learning experiences at school, with specific reference to curriculum, pedagogy, and the students' interactions with mainstream students, their teachers, and other categories of staff. It will also explore the students' perceptions of the effects that these experiences have been having on their self-concept and self-esteem. Participants in the study will be six students (two girls and four boys), aged 12-14 years selected from two Form One Special classes in a secondary school in south Trinidad. Based on the students' perceptions, interpretations will be done in keeping with the following research questions: 1) What are students' perceptions of the curriculum being offered to them? 2) What are students' perceptions of the pedagogy used by their teachers? 3) What are students' perceptions of their interactions with their teachers, peers of the special and mainstream classes, and other members of the school community? 4) What are students' perceptions of the effect of their learning on their self concept? and 5) What are students' perceptions of the effect of their learning experiences on their self-esteem? It is hoped that the study will assist in addressing the concerns surrounding placement of students with special educational needs in mainstream classes at the secondary level, and promote reflection and dialogue necessary to bring about positive change in the way these students are treated. It is also hoped that it will provide stakeholders of the education system with feedback that could contribute to the evaluation of the special classes initiative.

Availability: SOE Library - WI Collection

063

Durand, Adrien (2003)

Students' and teachers' attributions for success and failure in Form 5 mathematics in Dominica (Curriculum). 24 p.

This is a proposal for a study that will seek to determine how Form 5 teachers and students attribute success and failure in mathematics at secondary schools in Dominica. Questionnaires will be used to collect data from 300 fifth form students, with an average of about 20 students per school, who will be divided into two groups: those who are succeeding at mathematics and those who are not. Interviews will also be held with the schools' Form 5 mathematics teachers.

064

George, Cecelia (2001)

The Continuous Assessment Programme in Trinidad and Tobago: A study of the teacher variable (Curriculum). 53 p.

This is a proposal for a study that will seek to examine and evaluate the activities that occurred during the piloting of the Continuous Assessment Programme (CAP) in three of the public primary schools of an urban educational district in Trinidad and Tobago. It will further seek to determine whether teacher expertise is sufficient for the implementation of the programme as a full-scale project. The following research questions will be specifically addressed: 1) What range of expertise was employed by teachers in the conduct of the pilot programme? 2) How is teacher expertise rated as conducted in the activities of the pilot programme? and 3) How effective were the teachers in achieving the objectives of the pilot programme? A questionnaire will be used to collect data from teachers and principals who were on staff during the pilot, while a reduced sample comprising two teachers from each level (Infants, Lower Juniors, and Upper Juniors) will be selected for the interviews. In addition, all three principals will be interviewed and document analysis will be undertaken. It is hoped that the evaluation of the CAP would serve to identify strengths and weaknesses of teacher input to inform improvement towards full implementation of the programme on a wider scale. Additionally, it is anticipated that it will supply a full description of teacher expertise necessary for the delivery of curriculum.

065

Ovid, Heather (2006)

An investigation into the teaching of reading in a Form one S (special) in a secondary school (Youth Guidance). 44, [21] p.

This study sought to examine the instructional methods used to teach students with reading disabilities in a Form 1S class. Three students identified as reading at three different levels were given a pre-test using the Informal Reading Inventory (IRI), a test for locating reading difficulties in pupils. After exposure to an intervention, a post-test was conducted. Findings indicated that phonics was the main instructional method used by the teacher, and the skills and the strategies taught to the students were used in decoding unfamiliar words in the passage as they read. It was concluded that although phonological skill was an appropriate strategy, it should be used in conjunction with other methods of teaching and reading.

Availability: CERIS - Storage

066

Phillip, Gerard (2007)

An investigation of four factors on student achievement in computer programming in secondary schools in Trinidad (Curriculum). [v], 48, 25 p.

This study sought to examine the impact of four factors on student performance in computer programming in secondary schools in the East West Corridor in Trinidad. Data were collected using a Self Esteem Scale, a Mathematics Self-Concept Scale, a Mathematics Self-Efficacy

Scale, and a researcher-constructed Programming test, from 93 female and 62 male Fourth Form students attempting Information Technology at secondary schools in Trinidad. The findings suggested that there was a very weak relationship ($r = 0.171$) between students' self-esteem and their proficiency in introductory programming. There were also weak relationships between mathematics self-concept ($r = .309$) and mathematics self-efficacy ($r = .349$) and students' proficiency in computer programming.

Availability: SOE Library - WI Collection

067

Powell-Clarke, Conrad Grantley (2000)

Dispositions and practices of teacher graduates of a Calculator Immersion Mathematics Programme: An inquiry (Curriculum). [ii], 50 p.

This is a proposal for a study that will seek to investigate the extent to which the mathematics classroom practices of graduates of the Teacher Education Mathematics Programme (TEMP) at the Antigua State College reflect participation in a Calculator Immersion Mathematics Programme (CIMP). Employing the Teachers' Dispositions Inventory, data will be collected from a sample population that will comprise approximately 200 CIMP graduates.

Availability: SOE Library - WI Collection

068

Ramdath, Patrick

A study of students' attitude towards teachers' assessment strategies in mathematics (Curriculum). vii, 100 p.

This pilot study sought to investigate students' attitudes towards teachers' assessment strategies in mathematics. The study addressed the following research questions: 1) Are Form 3 students exposed to a variety of assessment strategies? 2) Do Form 3 students differ in their attitudes towards assessment strategies? and 3) Do students prefer alternative assessment strategies to traditional tests in mathematics? Data were collected from 37 Form 3 students of one class at a girls' secondary school in Trinidad and Tobago, through a checklist, a Likert rating scale, and interviews. The study revealed that a limited variety of assessment strategies is employed in the class and that students differ in their attitudes to these strategies.

Availability: SOE Collection, UWISpace

069

Ramsawak-Jodha, Nalini (2008)

A study of the factors which contribute to effective classroom practice in secondary school mathematics (Curriculum). iii, 65, [24] p.

This study sought to identify the factors that contribute to effective classroom practice in secondary school mathematics. The focus of this report was on development of the data collection instrument of the study. It explored the process of developing, pilot testing, analysing

and revising the instrument, and presents the final instrument that will be used in the data collection process.

Availability: SOE Collection, UWISpace

070

Salandy, Andra (2002)

Teachers' classroom discourse in mathematics in secondary schools in Trinidad & Tobago (Curriculum). [viii], 83 p.

This study sought to examine a teacher's classroom discourse in mathematics at a secondary school in east Trinidad. Its principal focus was to determine the extent to which teachers' practices were shifting away from traditional concepts of mathematics teaching and moving towards practices based on conceptions that are more consistent with principles underlying current mathematics education reform efforts. Data were collected, through participant observation and audiotapes, from one teacher and 35 Form 1 students. Among the findings were that: 1) the teacher's methods did not encourage reasoning and inquiry, 2) the environment was not communication-rich, 3) the teacher did not create a classroom atmosphere that facilitated questioning and self-expression, and 4) the teacher's instructional approach lacked variety.

Availability: SOE Library - WI Collection

071

Simonette, Gerard (2000)

Teachers' beliefs about mathematics, teaching mathematics and learning mathematics. v. 169 p.

This study focused on investigating primary school teachers' beliefs about mathematics, the teaching of mathematics, and the learning of mathematics, in an attempt to gauge the probability of success of current reform efforts in Trinidad and Tobago. The beliefs of 100 primary school teachers were elicited through a questionnaire containing 45 Likert scale type response items. Results indicated that teachers' beliefs were generally reform oriented but there appeared to be variations among these views. It was also found that teachers' age, gender, and ethnicity had no significant impact on their beliefs.

Margaret Cain

072

Assing, David (2009)

Stress and teacher burnout: A study of two secondary school teachers in Trinidad and Tobago (Curriculum). [3], 96 p.

This phenomenological case study sought to investigate stress and burnout in teachers at secondary schools in Trinidad and Tobago and how these might affect teachers' professional

and personal lives. Data were collected through interviews held with two teachers. Findings indicated that the teachers appeared to be affected by varying degrees of stress and burnout in their particular work environments, and that it was brought about by stressors which included disengaged students, work overload, time constraints, familial responsibilities, and individual personality.

Availability: CERIS - Storage

073

Belfon-Nedd, Petula W. V. (2012)

A case study: Students' perspectives of second-time transition in a secondary school in Trinidad (Youth Guidance). iv, 64, 19 p.

This study sought to examine the experiences of four second-time transition students after their transfer to a secondary school in Trinidad and Tobago. Data were collected through interviews and document analysis. It was found that interaction among classmates and schoolmates was the major challenge to the students. However, their views regarding their transition were generally positive.

Availability: SOE Library - WI Collection

074

Dolland-Neptune, Trudie (2012)

An exploration into teachers' perceptions about catering to the needs of struggling students in a primary school located in Trinidad and Tobago (Youth Guidance). [vi], 83, [21] p.

This study explored three teachers' perceptions about catering to the needs of struggling students at a primary school in Trinidad and Tobago. Data were collected through interviews. The findings revealed that: 1) struggling students were affected by factors of learning styles, learning problems, lack of a preschool education, parental substance abuse, and lack of intervention by the school; 2) the myriad strategies employed by the teachers to cater to the needs of struggling students realized limited success and, consequently, it was felt that more needed to be done since it was an ongoing process; and 3) the strategies sometimes necessitated parental involvement, and while some parents were cooperative, others showed little or no interest. The teachers all agreed that it was the lack of parental involvement that affected their ability to meet the needs of the struggling learner.

Availability: SOE Library - WI Collection

075

Houllier, Janette (2011)

Transition from primary school to secondary school (Curriculum). 72, [3] p.

This qualitative study explored the experiences of students during their transition from primary school to secondary school, and sought to understand how they coped with, and responded to, their new experiences. It also attempted to understand how students perceived their experiences

during their transition. Data were collected through interviews with three students, as well as through observations. Findings of the study indicated that the transition from primary school to secondary school is generally fraught with fear and uncertainty for most students, but that others often experience positive anticipation about the new experience. Additionally, the level of parental involvement at this stage was deemed crucial to the transition process. Ultimately, the study found that there was an increased need for the Ministry of Education to institute a formal and structured policy for the students' transition.

Availability: CERIS - Storage

076

Mitchell, Samantha Simone P. (2009)

The educational experiences of deaf students in St. Lucia: A case study (Curriculum). [vi], 68, [11] p.

Data for this case study were collected through interviews held with a deaf student, a principal, and three teachers involved in the education of the deaf in St. Lucia. Findings suggested that while societal attitudes to deaf persons have become more positive and some persons are employed in non-menial positions, the lack of sufficient physical and human resources, limited subject and school resources, lack of Caribbean Secondary Education Certificate (CSEC) qualifications, and the non-ratification of a national disabilities policy have negatively impacted the communicative ability, academic achievement, marketability, and all-round welfare of deaf persons.

Availability: SOE Library - WI Collection

077

Thatcher, John (2011)

An investigation into stakeholders' perceptions of academic school support for footballers at Signor High School (Curriculum). v, 63, [21] p.

This study sought to investigate the perceptions of stakeholders about academic support for footballers at a secondary school in Trinidad and Tobago. Data were collected through interviews held with eight participants, comprising three student footballers, two teachers, a coach, a dean, and an administrator. The findings revealed that: 1) the participants felt that the major purpose of student athlete academic school support was to assist footballers in achieving academic athletic balance; 2) most stakeholders felt that the school leadership was inadequate and did not provide sufficient resources, structures, or policies to ensure that footballers received adequate academic support; 3) there was a lack of collaboration and accountability amongst the stakeholders, and academic support was inconsistent and mainly informal; and 4) teacher willingness to provide academic support was affected by their dispositions and backgrounds in sports.

Availability: SOE Library - WI Collection

Elna Carrington-Blaides

078

Cleaver, Susan (2012)

Teachers' perceptions about the inclusion of children with special educational needs at Lexus Primary School (Youth Guidance). vii, 109 [62] p.

This study investigated teachers' perceptions about the inclusion of children with special educational needs (SEN) at a primary school in Trinidad and Tobago. Data were collected through face to face and focus group interviews with 33 teachers, as well as through the administration of a questionnaire. The findings indicated that although the teachers believed that inclusive education could be implemented, they believed that such implementation was being hampered by weaknesses within the education system, which need to be strengthened to be of benefit to special needs students. It was also found that there was a need for teachers to be properly trained in order for them to deliver effective instruction to the students. The teachers ultimately believed that the existing education system was not amenable to accommodating children with special needs.

079

D'Singh-Ramnarase, Judy Dawn (2012)

The impact of sleep deprivation on adolescent performance and health (Youth Guidance). 100 p.

This study examined the incidence of sleep deprivation among six students of an upper level secondary school in Trinidad and Tobago, and sought to determine its impact upon their performance and health. Data were collected through the students' diaries and journals, as well as through interviews with three teachers and six parents of the students. It was found that the sleep deficit experienced by the students affected their ability to function optimally during the daytime. Some of them expressed feelings of depression, while others articulated anxiety about their academic success.

Availability: CERIS – Storage

Kerl Crichlow

080

Guzman, Marcia Helen (2011)

Exploration of classroom experiences and its effect on the self esteem and self efficacy of older students with reading difficulties (Reading). 80 p.

This study sought to explore the classroom experiences of older students with reading difficulties, and to determine how these experiences affected the self-esteem and self-efficacy of students who were placed in Form 1 at an older age. Six older Form 1 students with reading difficulties from a secondary school in Trinidad and Tobago were selected to participate, along with four teachers and one administrator. Data were collected through interviews,

questionnaires, journals, and observations. The findings revealed that the students and teachers differed in their account of what took place in the classroom as it related to instructional practices. Teachers enumerated a variety of strategies, while the students stated that, generally, the teachers wrote on the board then explained. It was also found that there was no formal school support for older students with reading difficulties.

Availability: SOE Library - WI Collection

081

Jagmohan, Darrell Emerson Brian (2011)

An exploration of the perceptions of students and teachers at a government secondary school of the importance of reading to teach content in the Caribbean Vocational Qualification skill subjects (Reading). [iv], 59 p.

This case study explored the perceptions of Form 4 teachers and students regarding the importance of using reading to deliver content in their respective skill subjects, specifically the Caribbean Vocational Qualification (CVQ) skill areas. Data were collected through interviews with four students and six teachers, as well as through observations. The findings revealed that: 1) the students and teachers believed that reading is important in the CVQ area; 2) all participants agreed that reading does occur in the CVQ classes and that it is used to deliver necessary content; 3) teachers used various methods to ensure that reading occurred in the classroom; 4) two teachers stated that the academic level of the students is the main factor in their choice of teaching and learning strategies, while the other teachers cited the topic or subject matter as the determinant of the chosen strategy; and 5) nine of the 10 participants agreed that the school's decision to change the structure of the CVQ programme to include more students was a positive move, while one teacher disagreed with allowing science, academic, and pre-technician classes to do CVQ subjects.

082

Jugmohansingh, Wendy Anne (2011)

An exploration into the perception of the value of reading literacy among five Form Five male students at a secondary school in South Trinidad (Reading). [v], 55, [12] p.

This study explored the perception of the value of reading literacy among five male students at a secondary school in South Trinidad. It specifically sought to gain a better understanding of their experiences and to gain information that might be useful in addressing the issue of disengagement faced by this specific group of male adolescents. Data were collected through interviews, observations, and document analysis. The findings revealed that although the students were concerned about making adequate provision for their future families, they did not value reading literacy highly. They recognized, and were apparently aware, of the value of reading literacy but did not appear to have made concrete plans for the future. They spoke only of making a "change" in their attitude to school.

083

Ramsingh-Mahabir, Renuka (2011)

A case study exploring teachers' experiences in implementing the Jolly Phonics program with students of low socio-economic status in mixed ability first and second year classes (Reading). 66, [50] p.

This study sought to explore teachers' experiences in implementing the Jolly Phonics programme with students of low socio-economic status (SES) in mixed ability first and second year classes at a primary school in Trinidad and Tobago. Data were collected through interviews with three Infant level teachers and the principal, as well as through observations and document analysis. The findings revealed that: 1) most of the participants thought the programme was successful and met the needs of "at risk" children; and 2) implementation of the programme was hampered by limitations in the form of absence of professional development, the lack of a comprehensive Jolly Phonics programme for the second year, parental involvement, and difficulty in terms of the content of the programme.

Availability: SOE Library - WI Collection

084

Stewart, Esther (2011)

An exploration of the experiences with the Buddy Reading Approach of six Standard Four male struggling readers (Reading). 64, [19] p.

This qualitative case study explored the experiences of six Standard 4 male struggling readers with the Buddy Reading Approach at a primary school in Trinidad and Tobago. It focused on theories that deal with students' reading engagement, collaboration, reading for pleasure and for information, social interactions, and students' background knowledge. Data were collected through interviews, observations, journal entries, and field notes. The findings showed that: 1) the boys had a more affirmative attitude towards reading; 2) they had better self-efficacy as readers; and 3) they read more often, sometimes independently. Some of the reasons advanced by the boys for their positive Buddy reading experiences included partner support; freedom to choose books, especially informational books; social interactions; and encouragement from their partners.

Availability: SOE Library - WI Collection

085

Subero, Klisilar Nicole (2011)

An exploration of the experiences in reading literacy of four underachieving Standard Four male students: A psycho-social analysis of their perceptions and interactions (Reading). [vi], 74, [11] p.

This qualitative study focused on male engagement and underachievement in the area of reading literacy at a rural co-educational primary school in Trinidad and Tobago. Emphasis was placed on understanding participants' general perceptions of student/teacher interaction and its impact on male literacy learning. Data were collected through interviews with four teachers and

four Standard 4 male students, as well as through observations and field notes. The findings indicated that the students' literacy achievements were impacted by psycho-sociolinguistic factors within the classroom. Factors such as teaching style, experience, and efficacy played important roles in determining students' engagement and self-efficacy.

Jerome De Lisle

086

Ahyoung, Gwendolyn (2011)

Formative assessment in reading among two (2) Standard one and one Standard three classes in one primary school in the Port of Spain and Environs Educational District (Reading). [viii], 90, [78] p.

This study sought to investigate the use of running records as a formative assessment tool in reading. Data were collected through interviews with the teachers and students of two Standard 1 and one Standard 3 classes at a primary school in Trinidad and Tobago. Other data were collected through a teacher questionnaire, field notes, and observations. The finding of the study suggested that the use of running records as a formative assessment tool in reading promoted an increase in the reading levels of the students.

Availability: SOE Library - WI Collection

087

Cunningham, Victoria (2011)

Using authentic writing portfolios to improve writing competence in two Standard 4 classes: A collaborative research project - The professional development of teachers from two urban schools in East Port of Spain (Reading). 76, [62] p.

This action research study focused on teachers' use of portfolio assessment as an authentic means of teaching writing to improve the quality of students' writing. Participants in the study were two Standard 4 teachers and their classes, from two primary schools in East Port of Spain, Trinidad. The teachers were exposed to a professional development programme, designed to help them use and implement portfolio assessment as an intervention in their class to improve their students' writing. Data were collected through pre- and post-intervention scores and their written journals. The findings from the teachers demonstrate that in the areas of teaching efficacy, confidence, and motivation, there were immediate improvements in performance as a result of the intervention.

088

McMillan-Solomon, Sabrina (2011)

An exploration of comprehension and vocabulary practices in the teaching of reading in a rural primary school (Reading). iv, 94 p.

This study sought to gain an insight into the beliefs, classrooms practice, challenges, and strategies employed with respect to comprehension and vocabulary practices in the teaching of

reading in a rural primary school in Trinidad and Tobago. Data were collected through interviews and observations. The findings suggested that teachers' beliefs about literacy and their beliefs about students' half-hearted attitude toward literacy, along with their experiences, have influenced their instructional practices.

Availability: SOE Library - WI Collection

089

Noel-Archer, Janice (2009)

Knowledge, attitudes and practices of HIV positive persons in Trinidad in relation to sexual safety and responsibility (Health Promotion). v, 68 p.

This cross-sectional study sought to determine the knowledge, attitudes, and practices of HIV-positive persons regarding sexual safety and responsibility. Data were collected through questionnaires administered to 38 HIV-positive persons (10 male and 28 female) from clinics and homes in North Trinidad. The participants' ages ranged from 25 to over 65 years. Results showed that: 1) 76.3% of the respondents had good knowledge of HIV and 23% had fair knowledge, 2) 13.2% had a good attitude and 86.8% a fair attitude, and 3) 42.1% of the participants participated in good and safe practices.

Availability: SOE Library - WI Collection

090

Ram, Rajesh (2011)

An investigation into academic funding and CXC CSEC results at a secondary school in the South East Educational District (Curriculum). [iv], 116 p.

This mixed case study sought to determine whether there was a relationship between the Caribbean Secondary Education Certificate (CSEC) pass rate and the budgetary allocation for each department at a secondary school in the South East Education District in Trinidad and Tobago. It further sought to investigate differences among departments with respect to pass rates and financial allocation, as well as to elicit the perceptions of teachers about their roles as they pertain to academic funding and CSEC results. Data were collected through the administration of a questionnaire to the 34 teachers of the school and focus group interviews with the teachers of the Visual and Performing Arts Department and the Mathematics/Information Technology Department. The results of the study suggested that: 1) there were differences in the pass rates at CSEC among the departments for the period under review; 2) there were differences in budgetary allocations among the four departments; and 3) there was no significant relationship between academic achievement and budgetary allocation at the school.

091

Ramnanan-Mungroo, Janet (2013)

Stakeholders' theories of action for the English Language Arts-Writing of the SEA Continuous Assessment Component (CAC) (Curriculum). xii, 125 p.

Using a theory-driven, stakeholder approach, this study evaluated the similarities and differences between stakeholders' theory and the programme theory of the Continuous Assessment Component (CAC) English Language Arts - Writing of the Secondary Entrance Assessment examination (SEA). Data were collected through interviews with 6 teachers and 36 students at three primary schools in Central Trinidad. The findings revealed that there were similarities and differences between the programme's theory and the stakeholders' theory. Among the responses of the stakeholders were that: 1) the teachers discovered that the students' writing improved as a result of the process approach to writing; 2) the teachers felt that the CAC-Writing was time consuming, resulted in the neglect of other areas of the curriculum; 3) the teachers held the view that the writing component was a test; 4) the CAC created stress and anxiety for the teachers and the students; 5) the teachers perceived that there was a lack of communication among stakeholders; 6) the students expressed concern about the unreliability of the assessment since their portfolios were ultimately moderated by the Ministry of Education where their scores could be altered, and they would be unaware of their final mark; 7) the students felt the process took a longer time than a previous writing strategy employed in the classroom; and 8) the students regarded the CAC-Writing assessment as an examination.

Availability: SOE Library - WI Collection

092

Ramoutar-Bhawan, Anycia (2013)

Using the Concerns Based Adoption Model (CBAM) to evaluate teachers' concerns about the CAC in three (3) primary schools in the Caroni Education District (Youth Guidance). xi, 106 p.

Employing the Concerns Based Adoption Model (CBAM) as its theoretical framework, this study evaluated the concerns of six teachers, at three primary schools in the Caroni Educational District of Trinidad and Tobago, about the Continuous Assessment Component (CAC) of the Secondary Entrance Assessment (SEA) examination. Data were collected through interviews. The major findings of the study indicated that the teachers' most intense concerns were in the awareness, informational, personal, and management stages of concerns. They had deep self-concerns (need for information on training, support systems, school policy for CAC) and task concerns (time management, resource allocation, management of assessment system).

Availability: SOE Collection, UWISpace

093

Samaru, Richard (2009)

An exploratory analysis of the academic underachievement of one denominational primary school in the Caroni Education District: A case study (Curriculum). [vii], 121, 17 p.

This qualitative case study sought to explore the consistent academic underachievement of one primary school in the Caroni Education District in Trinidad and Tobago. Data were collected from four teachers and the principal through interviews, as well as through observations and document analysis. The findings revealed that: 1) the teachers' pedagogical images had atrophied over time; 2) the teachers had become mere technicians of pedagogy; 3) the teachers'

work, commitment, and motivation were not supported by parents; and 4) there is little hope for a new physical plant that is conducive to learning.

Availability: CERIS - Storage

094

Santlal, Joan Lillawatee (2010)

Male students' perceptions of factors contributing to their academic underachievement in a rural secondary school in South Eastern Trinidad (Youth Guidance). v, 98 p.

This study sought to determine the factors that contribute to male underachievement, as perceived by students at a rural secondary school in South East Trinidad. Data were collected through interviews held with two Form Five students, as well as through document analysis and observations. The findings indicated that teachers' mode of dress, teacher-student interaction, lesson delivery, peer influence, classroom environment, family support, and home environment are the major influences on male underachievement.

095

Thompson-Andrews, Genevieve (2011)

A study of literacy development in the early grades of a high poverty-low performing (HPLP) elementary school (Reading). 90, [7] p.

This ethnographic study investigated the implications of the ecologies of the school, the classroom, and the family on the literacy development of children in four classes in the Infant department of a high poverty-low performing (HPLP) primary school in Trinidad and Tobago. Data were collected through interviews with the teachers and one parent from each class, as well as through observations and document analysis. The themes that emerged at the school level included the stressful teaching/learning environment, quality concerns, embedding inequalities, and wasting time; at the classroom level, the themes were surviving the classroom, the challenges of teaching and learning, valuing education, and blaming; and at the level of the family, the themes were the daily grind, survival skills, and becoming literate.

Availability: SOE Library - WI Collection

096

Yearwood, Candace Amanda (2011)

An evaluation of the remedial reading program at a co-ed school in the Educational District of Port of Spain and Environs (Reading). 85 p.

This study sought to evaluate the remedial reading programme at a co-educational secondary school in the Port of Spain and Environs Education District of Trinidad and Tobago. Data were collected through interviews with four remedial teachers, as well as through pre- and post-test scores of 10 students. It was found that the students' improvement was minimal since the instructors selected to design an effective reading programme had neither the experience nor the expertise in the field of reading to be able to do so. The reading unit also lacked the support of the Ministry of Education which failed to implement a well thought out programme and left the

instructors on their own. Further, the lack of support from parents and other members of staff negatively affected collaboration and cohesion.

**Jerome De Lisle
Carol Keller**

097

Mungal, Kamla (2000)

An examination of the structural and administrative capabilities for team development in selected primary schools in Trinidad and Tobago. [ii], 40, [16] p.

This is a proposal for a study that will seek to determine the extent to which schools possess the administrative and structural capacity for team development. It sought to explore the factors that influence team development so as to assess organizational readiness for teaming. Participants will comprise principals and teachers from primary schools in the Caroni Education District. Data will be collected through interviews, questionnaires, document analysis, and participant observation.

Zhanna Dedovets

098

Ali, Nainah (2012)

Leading and managing school improvement at the primary level: A case study approach. 76, [19] p.

This study sought to explore the efficacy of using pedagogy and existing school structures and systems in leading and managing school improvement at two primary schools in the North Eastern Education District in Trinidad and Tobago. Data were collected through interviews with two senior teachers, two principals, and two school supervisors. The research revealed that school improvement and student achievement are realized when there is a focus on student achievement; effective classroom instruction; staff teamwork; an orderly, secure, and caring environment; strong leadership; effective monitoring and planning linked to planning; high standards; effective home-school links; and constant monitoring and supervision of staff. It was concluded that teachers in effective schools were able to "foster a collaborative culture" that was most successful when a shared vision and processes accorded to facilitate the realization of that vision.

099

Copeland, Bernice (2011)

Investigating the incorporation of the creative arts in mathematics in the education of primary school students (Youth Guidance). [vii], 60, [30] p.

This study sought to describe and explain the incorporation of creative arts into mathematics in the education of primary school students. Specifically, it attempted to address and report on the espoused views of two primary school teachers, from two schools in the North Eastern

Education District of Trinidad and Tobago, as they began the process and discussed issues related to the incorporation. The areas of creativity were drama, art, craft, and music. Among the findings were that: 1) some students in both schools were experiencing difficulty in learning mathematics; 2) contributory factors in these difficulties were the lack of resources available to, and domestic problems faced by, the students, as well as the teachers' having to do too much explaining of concepts; 3) inadequacy of space was not conducive to the teaching-learning process; and 4) although creative arts is on the curriculum, there is no structured programme for its delivery.

100

Gobin, Ramesh (2010)

An investigation into teachers' perceptions about the factors responsible for two different levels (high and low) of mathematics achievement in a denominational (co-ed) primary school in the St. George East Educational District of Trinidad and Tobago (Curriculum). [vi], 90, [50] p.

This study sought to investigate teachers' perceptions of high and low levels of mathematics achievement experienced by students in a denominational primary school in the St. George East Educational District of Trinidad and Tobago. Data were collected through interviews held with a purposive sample of three teachers of high and low achievers in Standards 1, 2, and 3. Findings revealed that the factors responsible for the two levels of achievement depended, to a large extent, on the teacher, parental involvement, beliefs about students, the use of resources, administrative support, collegial relationships, and opportunities to learn.

Availability: SOE Library - WI Collection

101

Maharaj Dharoo, Reshma (2013)

An investigation of teachers' classroom management strategies as it [sic] relates to students' discipline at three schools in Central Trinidad (Youth Guidance). [vi], 121 p.

This study examined teacher's beliefs, perceptions, and experiences of alternative forms of punishment with regard to maintaining student discipline at three primary schools in Central Trinidad. Data were collected through interviews with six teachers, two each from three primary schools in the Caroni Educational District. The findings revealed that the teachers harboured mixed views on the subject. They agreed that both corporal punishment and alternative strategies have advantages as well as disadvantages. However, the data also indicated that the teachers are not wholly aware of the existing alternative strategies and how these should be effectively implemented.

Availability: SOE Library - WI Collection

102

Santana, Dianne (2013)

An investigation into the classroom: Teacher classroom management practices and inappropriate behaviours among senior level pupils at a primary school in Central Trinidad (Youth Guidance). [iii], 68, [37] p.

This study investigated how teachers' classroom management practices were employed to address inappropriate behaviours of senior-level students at a primary school in Trinidad and Tobago. Data were collected through interviews with four teachers of Standards 4 and 5, as well as through observations. The findings revealed that there were four main types of inappropriate behaviours: 1) fighting, 2) disrespecting teachers, 3) use of electronic devices, and 4) bullying. It was also found that the participants employed both coercive and non-coercive methods to address improper behaviours in their classrooms, with the non-coercive methods having greater effect.

Availability: CERIS – Storage

Lionel Douglas

103

Beharry, Sucheta Anne (2006)

An investigation into the concerns of teachers in the implementation of the Secondary Education Modernization Programme Social Studies (Curriculum). [iv], 82 p.

This study sought to investigate the concerns of teachers about the implementation of the Secondary Education Modernization Programme (SEMP) Social Studies curriculum, their reactions or responses as a result of those concerns, and effective means of addressing these concerns at the school under study. Additionally, the study attempted to determine teachers' concerns, feelings, and perceptions toward their own competencies and skills in enacting the curriculum. Data collection was done via interviews, participant observation, and document analysis. Among the findings were that: 1) teachers were concerned about the consequences of the implementation of the Social Studies curriculum on the students of the school studied, 2) many teachers expressed relatively high informational concerns, and 3) while the perceived school support was quite good, support from the Ministry of Education was relatively weak, and these two variables were significantly and positively correlated with behavioural intentions towards promoting the curriculum.

Availability: CERIS – Storage

104

Mohammed, Aphzal (2006)

An investigation into the use of the problem solving method by technology education teachers including the barriers faced in the delivery of the curriculum to Form two students of two secondary schools (Curriculum). 101 p.

This study sought to determine whether teachers in Trinidad and Tobago are adopting a change in practice or facilitating the problem-solving process during the implementation of the Technology Education curriculum. Data were collected, through purposive sampling, from Form 2 students and teachers from two secondary schools in central Trinidad. Among the findings were that: 1) the teachers' concerns, such as lack of resources in implementing the technology education curriculum, were not addressed by the school administration and the Ministry of Education; and 2) some teachers expressed concerns about resistance by older peers and a lack of organizational structures to support the programme and, consequently, decided to temporarily disband the delivery of the curriculum, except in its adaptation to their previous subject areas.

Availability: SOE Collection, UWISpace

Bernice Dyer-Regis

105

Payne-Ward, Alicia (2012)

An investigation into anger and violence among pre-adolescent girls at a suburban primary school (Youth Guidance). 76 p.

This case study sought to identify the underlying factors which contributed to the anger that led to violence, in a heterogeneous group of 20 Standard 4 girls at a primary school in Port of Spain, Trinidad. Data were collected through essays, interviews, and the administration of a questionnaire. The students elucidated the following themes: 1) lying/spreading rumours, 2) bullying/teasing, 3) teacher disrespect, 4) poor parental communication, 5) conflict among peers, 6) verbal abuse, and 7) physical violence. The findings revealed that negative relationships and interactions with peers, teachers, and parents were the underlying causes of anger that precipitated violence among the students.

Availability: SOE Library - WI Collection

Permilla Farrell

106

Inniss-Mohammed, Eve N. (2011)

Vocabulary experiences in literature: Five struggling Standard Five students [sic] perspectives (Reading). v, 89 p.

This study sought to explore the perspectives of five struggling Standard 5 readers about their vocabulary experiences through a literature project at their school, which is located in the Port of Spain and Environs Education District in Trinidad. Data were collected through interviews, document analysis, and reviewing of artefacts. The data revealed that although the teacher was able to motivate the students to listen to and appreciate grade level literature in class, the mass teaching method used during interactive sessions allowed the students to mask their

comprehension of the vocabulary contained in the trade book. It was also found that their affective responses toward the book relied on read alouds and peer review.

Availability: SOE Library - WI Collection

107

Isaac, Ambika (2011)

An investigation into teacher's [sic] perception of the use of code-switching to facilitate comprehension in the area of Language-Arts [sic] instruction in a primary school in the North Eastern Educational District (Reading). 101 p.

This study sought to investigate teachers' perceptions of the use of code switching in order to facilitate comprehension during Language Arts instruction. Data were collected through interviews with three Standard 4 teachers who also completed an attitudinal survey, along with seven other staff members. Other data were collected through focus groups, observations, and the examination of artefacts. The findings indicated that there was an appreciation for the use of either of the codes (Standard or Creole) or code switching as teachers identified the purpose for the use of the Standard or the Creole. It was also found that there were varying levels of awareness of code switching as a means of communication in scaffolding learning.

Availability: SOE Collection, UWISpace

108

Jahoor, Syndy Shazima (2011)

The challenges teachers face when teaching Creole-influenced vernacular speaking students in a rural school in the Southern Educational District of Trinidad to read Standard English text (Reading). 88, [50] p.

This ethnographic case study examined the difficulties that teachers face when teaching the reading of Standard English (SE) text to Creole-influenced vernacular-speaking students at a primary school in the Southern Educational District of Trinidad. Data were collected from three teachers, their students, and the principal, through interviews and observations. It was concluded that 1) teachers and students spoke vernacular freely in the classroom; 2) students were heavily influenced by Trinidadian Creole as evidenced by errors of pronunciation, syntax, and phonology; 3) teachers reported feelings of powerlessness over the strong influence of the vernacular coming from the home, which, they suggested, influenced the students' reading ability; and 4) the lack of a school policy on teaching reading of SE text appeared to be an obstacle to teachers' performance and achievement in teaching SE.

109

Karr, Colin (2011)

The attitude of teachers towards teaching reading in the content areas (Reading). iv, 70 p.

This study sought to determine the attitude of secondary school teachers towards teaching reading in the content areas, and to investigate whether a significant difference exists in their attitude towards content literacy instruction with respect to variables such as pedagogical

training, gender, experience, and subject areas. Data were collected through a survey of the teacher population of a school in South Trinidad. The results revealed that the teachers possessed an average attitude towards teaching reading in the content areas. Additionally, it was discovered that there was no significant difference in the attitude of teachers towards teaching of reading in the content areas with respect to the four variables.

Availability: SOE Collection, UWISpace

Debra Ferdinand

110

Ali, Roseanna (2012)

I.C.T. integration into science teaching: Its relationship to students' performance in science and students' perceptions of science for a Standard One class (Science Education). 184 p.

This study explored the relationship between integration of information and communication technology (ICT) with the primary school science curriculum and the students' test performances and their perception of the relevance of science in their lives. Data were collected through the administration of a survey and a post-test to students of a Standard 1 class at a primary school in Trinidad and Tobago. Analysis of the data indicated that, as the students' perceptions of the relevance of science improved, their test scores also improved. A strong and positive correlation was found to exist between these two factors, which showed that the integration of ICTs with the science curriculum positively impacted the students' attitudes toward science and science learning.

111

Briggs, Candice Georgette (2013)

A snapshot investigation into the usage of government-issued personal laptops in secondary schools across Trinidad and Tobago (Curriculum). vi, 89, [1] p.

This study assessed laptop usage among Form 3 students in the e-Connect and Learn (e-CAL) programme, a government initiative that distributes personal laptop computers to all students entering secondary school from 2010, in schools in Trinidad and Tobago. Data were collected through a survey of 1,500 students from 32 schools which sought to determine their in-class usage of the laptops. Responses to the questions (aligned to the goals articulated in the e-CAL policy) indicated the students' use of the laptops, and the integration of the laptops into the curriculum, fell below expectations. The schools that consistently employed the technology on a limited but regular basis (once a week) showed high levels of usage for technology-related subjects. This finding was found to be not in alignment with the programme goal which sought to move away from the traditional subject limitation of laptops in the classroom.

Availability: SOE Library - WI Collection

112

Edwards-Forde, Denise Georgiana (2011)

Narrowing the literacy gap: Supporting an adolescent reader in his quest for literacy (Reading). 68 p. [CD in pocket]

This case study explored the process of narrowing the literacy gap for an adolescent beginning reader at a primary school in the St. George East Education District of Trinidad and Tobago. Data were collected through interviews with the student and one of his parents, as well as through observations and field notes. Results suggested that there was some improvement in the student's perception of his literacy skills. The results also suggested that the issue of parental empowerment and involvement needed to be addressed to effect narrowing of the student's literacy gap.

113

George, Priscilla (2011)

An investigation into the experiences and perceptions of three students in a rural primary school in Caroni (Reading). 75 p.

This study sought to explore the perceptions and experiences of three Standard 3 students, at a primary school in Caroni, Trinidad and Tobago, regarding the use of steelpan playing to improve their reading performance. Data were collected through questionnaires to the students, interviews with teachers and their parents, as well as through observations and document analysis. It was concluded that the employment of the steelpan as a motivational tool to improve reading performance was a positive experience for the students. It afforded them the opportunity to attain the goals of learning music and acquiring an acceptable degree of competency in steelpan playing, while realizing an improvement in their reading proficiency.

Availability: SOE Library - WI Collection

114

Henderson, Gabriel (2013)

Teachers' non-use of ICT based instruction: A case study of a rural primary school in East Trinidad (Youth Guidance). iv, [75] p.

This study sought to determine why the staff of a rural school primary school in Trinidad and Tobago, including the school principal, were not making use of information and communication technology (ICT) based instruction, the teachers' perceptions on the non-use of such instruction, and some of the consequences that teachers might suffer because of non-use. Data were collected through interviews with the principal and three teachers, one of whom was trained in ICT. Other data were obtained through observations, document analysis, and the examination of artefacts. It was found that a lack of teacher competence, confidence, and training, as well as a lack of support from the school's principal were contributing factors in the teachers' non-use of ICT. The ICT-trained teacher, however, suggested that enhanced academic performance, evidenced by improved grades, would be attained when all students were teachable and reachable. Barriers identified were: 1) access to electricity, 2) lack of Internet services, 3) truant teachers, and 4) migrant students.

Availability: CERIS - Storage

115

Nidhan, Stacey (2013)

Teachers' concerns, challenges and coping strategies: Implementing CVQs at Baker Secondary School in Central Trinidad (Curriculum). 105 p.

This study examined the challenges and coping strategies of teachers in the implementation of the Caribbean Vocational Qualifications (CVQ) curriculum at a secondary school in Central Trinidad. Data were collected through interviews with five teachers, as well as through a questionnaire. The findings revealed that implementation of the curriculum was stymied by: 1) lack of resources, 2) lack of infrastructure, 3) time constraints, 4) inadequate training, 5) insufficient funding, 6) lack of capacity building, 7) poor perception of the CVQ, and 8) a paucity of student literacy. As a result, the teachers employed coping strategies to overcome these challenges, such as using their personal equipment and sharing classroom space.

Availability: SOE Library - WI Collection

Sandra Figaro-Henry

116

Rampersad, Caty-Ann (2011)

Teachers' perceptions of the contribution of information and communication technology to the teaching of Modern Studies, using an integrated system, in an urban secondary school (Curriculum). [v], 86, 32 p.

This qualitative study sought to explore teachers' perceptions of the contribution of information and communication technology (ICT) integration into the teaching and learning of Modern Studies at a single-sex urban secondary school in Trinidad and Tobago. Data were collected through interviews held with four teachers. The results of the data analysis showed that the teachers generally perceived the integration of ICT as having a positive effect on the delivery of the Modern Studies curriculum. The teachers also reported increased levels of confidence as ICT use added dynamism to their teaching and aroused greater enthusiasm and excitement.

Availability: SOE Collection, UWISpace

117

Sharma, Kavita (2013)

An investigation into the use of gaming technology in the teaching of secondary school English Literature in a Form Four class, as a means of stimulating student intrinsic motivation and engagement (Curriculum). [vi], 96 p.

This study investigated the effect of integrating gaming technology with a Form 4 English literature curriculum on the motivation and engagement of three Form 4 students in a rural secondary school in the Northeastern Educational District in Trinidad and Tobago. It investigated the effect that the use of games-simple question and answer games and digital computer games-had on the students' intrinsic motivation and engagement. Data were collected

through interviews and observations. The findings revealed that students were intrinsically motivated and engaged during the lessons where games were used. They were appreciative of games because they created an atmosphere of fun and excitement in the learning process.

Availability: CERIS - Storage

118

Thomas-Gittens, Ursula (2011)

A visually impaired student's perception of primary school life in the St. George East District (Youth Guidance). i, 51 p.

This study sought to describe and interpret the experiences of a visually impaired student at a primary school in the St. George East Education District of Trinidad and Tobago. Data were collected through interviews, observations, document analysis, and audiovisual materials. It was found that the school studied was not equipped with the necessary resources and infrastructure, nor were the teachers properly equipped to deal with the needs of students of varying abilities, like the visually impaired student. Recommendations are offered on the support structures and services required to assist in the successful integration/inclusion of visually impaired students into primary schools in Trinidad and Tobago.

119

Young, Lisa (2013)

An explanation of teachers' perceptions about and experiences with the integration of multi-media in the teaching of reading at Cranberry High (Curriculum). 130, [63] p.

This study explored two teachers' perceptions about, and their experiences with, the integration of multi-media in the teaching of reading at a secondary school in Trinidad and Tobago. Data were collected through interviews and document analysis. The findings revealed that personal, institutional, and technological characteristics were root causes in the teachers' inability to effect integration.

Availability: SOE Library - WI Collection

Christopher Fowler

120

Ali, Amshad Faaid (2012)

An assessment of the eCAL programme and its impact/s on students' academic performance at a seven year all-boys college in South Trinidad (Youth Guidance). [iv], 95, [17] p.

This study sought to assess the success of the e-Connect and Learn (eCAL) programme (an initiative that provides a laptop to each new Form 1 student) at an all-boys secondary school in South Trinidad. Data were collected through interviews and a questionnaire administered to students of the Forms 2 and 3 classes, as well as through interviews with teachers of nine core subjects and the Form 2 Dean. The findings suggested that eCAL goals were not realized at the

school, largely as a result of poor infusion of the technology in classroom practice. It was also found that while information and communication technology (ICT) had no significant impact on the students' overall academic performance, it had a substantial subject impact.

Availability: SOE Library - WI Collection

121

Dick, Wendy-Anne Kathleen (2013)

A critical evaluation of the teaching of "real-life" problem solving through mathematics at Infinity Girls' Government School in South Trinidad: An extended literature review (Youth Guidance). viii, 102, 16 p.

This extended literature review examined the literature regarding effective approaches employed in the practice of teaching 'real-life' problem solving through mathematics. It also explored some appropriate practices, with the aim of enhancing current practice to produce improved student performance at the primary level in Trinidad and Tobago.

Availability: SOE Library - WI Collection

122

Guy-Phillips, Debbie (2013)

An investigation into the use of technology enhanced learning into [sic] curriculum delivery in the Educational District of Tobago: A case study (Youth Guidance). vi, 109 p.

This study examined the reasons why teachers at a primary school in the Educational District of Tobago were not incorporating technology into curriculum delivery. Data were collected through interviews with three teachers from the Infant, Lower Junior, and Upper Junior, levels. It was found that the factors that impeded that impeded teachers' use of technology were: 1) lack of professional development from the Division of Education, 2) teachers' attitudes towards the integration of technology, 4) teachers' workload, and 5) the layout of the physical structure of the school.

Availability: SOE Collection, UWISpace

123

Hosein, Neesha (2013)

The impact of PowerPoint on student interest and performance at Central Secondary School (Curriculum). 77 p.

This study explored the use of PowerPoint in the classroom and its impact on student interest and performance in a Form 4 Office Administration (OA) class at a secondary school in Trinidad and Tobago. Data were collected through one pre- and one post-class survey administered to eight students. Overall, it was found that the students preferred classes that were conducted using PowerPoint and there appeared to be a relationship between its use and student performance.

[

Availability: CERIS - Storage

124

Ramnanan-Poyah, Vedawattie (2012)

Factors influencing the integration of ICT in the curriculum in a primary school in East Trinidad (Curriculum). v, 78, [25] p.

This case study sought teachers' views on the integration of information and communication technology (ICT) into their educational practices at a primary school in Trinidad and Tobago. Data were collected through interviews. The findings showed that the teachers generally found ICT integration into the curriculum to be beneficial to the students. However, factors such as lack of proper teacher preparation and training, inadequate and non-functional equipment, time constraints, and inadequate Internet access all contributed to the unsuccessful integration of ICT into the school's curriculum.

Zita Francis

125

Adams, Winzy Kadar (2010)

A phenomenological case study: The experiences of two teenage mothers at an all-girls' denominational secondary school in Port of Spain: Before, during and after their pregnancies (Youth Guidance). iv, 94 p.

This case study sought to investigate the educational, socio-economic, and psycho-emotional experiences of two teenage mothers before, during, and after their pregnancies. Data were collected through document analysis, as well as through interviews held with two students of an all-girls' secondary school in Port of Spain, Trinidad. It was found that the participants had both differences and similarities in their social and economic situations and that their main concerns were their financial situations, uncertainty about school, and how to care for their babies. Both students cited insufficient study time, irregular school attendance, financial hardship, and being overwhelmed by the demands of motherhood as challenges they faced on returning to school after their pregnancies.

Availability: SOE Library - WI Collection

126

Craigwell, Chris (2010)

The perceptions of nursing educators at schools of nursing in Trinidad to the inclusion of problem based learning in basic nursing education (Curriculum). 35, 22 p.

This study sought to explore the perceptions of nursing educators about the inclusion of problem based learning (PBL) as an instructional strategy in the teaching of nursing students. Data were collected through interviews held with three female students from nursing schools administered by the Ministry of Health, Trinidad and Tobago. The study produced two categories from which the following themes emerged: Category 1: Understanding PBL: the concept of PBL, strengths and weaknesses, and resources; and Category 2: Outcomes of PBL: students' performances, curriculum design, and assessment strategies.

Availability: CERIS - Storage

127

Gavin, Marlene (2010)

Challenges and issues faced by male nursing students in the profession of nursing: The lived experiences of male nursing students in a school of nursing in South Trinidad (Youth Guidance). vi, 100, [1] p.

This qualitative study sought to describe the challenges faced by male nursing students, specifically related to clinical practice, classroom experiences, career advancement, and related stigma, through the lived experiences of three final-year students at the School of Nursing in South Trinidad. Data were collected through interviews. The themes that were identified included: 1) career choice, 2) identity of the male nurse, 3) public perception 4) inadequate clinical supervision, 5) recruitment of males in nursing, 6) discrimination, 7) lack of respect, 8) need for recognition, 9) student and ward staff relationship, 10) inequality in training programme, and 11) limited opportunities for advancement.

Availability: SOE Library - WI Collection

128

Glasgow-Brown, Janet (2012)

Factors that contribute to student absenteeism: An investigation into a secondary school within the Educational District of Victoria (Youth Guidance). [v] 68, [54] p.

This study sought to determine the factors that influenced student absenteeism at a secondary school in South Trinidad. Data were collected through interviews with four chronic absentee students from Forms 4 and 5. The findings suggested that factors within the teaching/learning environment contributed significantly to chronic absenteeism among students. Factors included: 1) poor teaching quality, 2) teacher absenteeism, 3) peer pressure, 4) poor student-teacher relationships, 5) inadequate and ineffective teacher resources, 6) inappropriate curricular offerings, and 7) sub-standard classroom facilities.

Availability: SOE Library - WI Collection

129

Gomez, Gemma J. D. (2011)

Developing competencies in clinical practice: The lived experiences of four final [sic] students of Nursing (Youth Guidance). ii, 113 p.

This phenomenological study sought to explore the experiences of four final-year student nurses, and to investigate how they developed their competencies in clinical practice. Data were collected through interviews held with the participants (two male and two female) who attended a school of nursing in South Trinidad. The following themes emerged from the data collected: 1) clinical training, 2) mentoring, 3) self-directed learning, 4) clinical environment, 5) attitudes, and 6) teaching strategies. The study revealed that the participants' desire for increased clinical teaching, effective mentoring in the clinical environment, a clinical environment that encourages and supports self-directed learning and attitudinal changes by nursing staff in the clinical area, and the continuous use of traditional strategies for teaching in clinical practice.

130

Kentish, Civilla E. (2009)

Factors that influence risky behaviour among teens at the Albena Lake-Hodge Comprehensive School in Anguilla (Health Promotion). x, 83 p.

This study sought to examine the factors that influence risky sexual behaviour and the extent of these influences on secondary school students in Anguilla. It further sought to gain a perspective on what programmes might be implemented to assist adolescents in making informed choices regarding their sexual health. Data were collected through a questionnaire completed by 96 students aged 13 to 17 years from Anguilla's only secondary school. Among the findings were that: 1) of the 37 participants who indicated that they were sexually active, 4 had engaged in sexual intercourse by age 11, but by the age of 15, all were sexually active; 2) 4 of the respondents were forced to do so; 3) 30 of the participants reported that they had never used condoms; 4) money, the quest for love, and the desire to be part of the crowd were the reasons given for engaging in sexual intercourse; and 5) 19% of the sexually active students reported having taken alcohol prior to sexual intercourse, while 3% reported having used drugs.

131

King, Kandi (2012)

Weighing in: A case study of Standard Four students' views of the factors that affect their childhood obesity (Youth Guidance). 95 p.

This case study sought to identify eight overweight students' perceptions of their obesity. The students attended a primary school in Trinidad and Tobago. Data were collected through interviews and document analysis. The results of the study indicated that the students had limited support for healthy behaviours since their immediate environment was not conducive to promoting healthy food choices or physical activity.

132

O'Connor, Natalie A. (2009)

Teenage mothers returning to the secondary school system: Insights into challenges and associated issues (Youth Guidance). iv, 85 p.

This study investigated the lived experiences related to the challenges and issues faced by teenage mothers in Trinidad and Tobago, who returned to the secondary school system to continue their education. Data were collected through interviews held with a purposive sample of three adolescent mothers. The findings showed that the challenges faced by the participants were varied and not of a severe nature. These challenges were generally social, emotional, and educational, and usually involved unsupportive people, family members, peers, teachers, and community members.

Availability: CERIS - Storage

133

Obasi, Bernice Maria (2009)

Why are so many persons living with HIV and AIDS (PLWHA) under-represented at network level? (Health Promotion). iii, 122 p.

This qualitative study sought to examine the reasons why persons living with HIV and AIDS do not readily join support groups. Data were collected through the lived experiences of five persons who were members of such groups and five who were not. Findings suggest that: 1) people join support groups depending on their location along the continuum of their chronic illness, and 2) people find alternative sources of support such as a partner, spirituality, or self-belief.

134

Rigaud, Phyllis (2011)

Implementing Health and Family Life Education (HFLE) at a primary school in the North Eastern Education District in Trinidad and Tobago: Teachers' concerns (Curriculum). v, 85 p.

This study sought to investigate primary school teachers' concerns about the implementation of the Health and Family Life Education (HFLE) programme at a primary school in Trinidad and Tobago. It specifically sought to explore the reasons why the teachers were not implementing the HFLE curriculum with fidelity. Data were collected through interviews held with three purposively selected teachers from each level of the school. The findings of the study revealed that the teachers had concerns about 1) obtaining information regarding the content matter of the HFLE curriculum, 2) gaining parental support for specific aspects of the curriculum, 3) heavy workload, 4) time constraints resulting from the demands of the national assessment tests, 5) the physical infrastructure of the school, 6) the lack of support from the school's principal, and 7) the lack of collegial relationships among staff.

Availability: SOE Collection, UWISpace

135

Woodly, Saskia (2009)

Adolescents and their sexual behaviour: A study to investigate the factors that influence the sexual behaviour of fourth grade students attending secondary schools in Paramaribo, Suriname (Health Promotion). 75 p.

This descriptive study sought to investigate factors influencing the sexual behaviour and knowledge of HIV of fourth grade students from two secondary schools in Paramaribo, Suriname. It further sought to investigate the factors influencing their sexual behaviour. Data were collected through a questionnaire administered to 122 students. Among the findings were that: 1) 97% of the students knew what HIV was, 2) 44% did not consistently use a condom, 3) 75% believed that they could not be infected by HIV/AIDS, 4) almost 80% were sexually active and 73% had a boyfriend/girlfriend, and 5) 57% were 17 years or younger when they became sexually active.

Zita Francis
Sandra Figaro -Henry

136

Griffith, Eureka (2010)

Challenges/experiences encountered by recently trained nurses during their period of studentship: An investigation into how these challenges and experiences impact on their ability to complete the Basic Nursing Education Programme (BNEP) (Curriculum). iii, 79 p.

This study sought to investigate the challenges and experiences of nursing students during their period of training in the Basic Nursing Education Programme in Trinidad and Tobago. Data were collected through interviews held with a purposive sample of four student nurses. The findings suggested that lecturers' method of delivery of the academic curriculum was most challenging, and that supervision of students in the clinical area was almost non-existent. In addition, senior registered nurses were not willing to teach students because of the shortage of trained nursing staff on the wards and lack of rewards.

Availability: SOE Library - WI Collection

Kitty Garcia

137

Jogie, Viji (2011)

The perception of the effectiveness of the Jolly Phonics Programme (Reading). viii, 90 p.

This study sought to gain an understanding of Infant level teachers' perceptions about the effectiveness of the Jolly Phonics programme in literacy acquisition at a coeducational public primary school in Trinidad and Tobago. Data were collected through interviews with two Infant level teachers and one Standard 1 teacher, as well as through observations and the examination of artefacts. It was found that the teachers were at ease with the programme since they had been formally trained in early literacy. Using the varied experiences of their students, they engaged them in the learning process, thereby allowing them to construct their own understanding and build their own knowledge through their continued experiences. This constructivist approach was also employed in the instruction of phonemic articulation, which preceded the teaching of the related symbols.

Stephen Geofroy

138

Baksh, Zahir Faizal (2012)

An investigation into teachers' and students' concerns about the implementation of the cell phone policy at School A (Curriculum). [iii], 50 [66] p.

This qualitative case study investigated the concerns of teachers and students about the implementation of a cell phone policy at a secondary school in Trinidad and Tobago. Data were

collected through interviews with eight teachers and the administration of a questionnaire to 170 Form 3 students of the school. Most of the students indicated that the major purpose for having a cellular phone policy was to prevent distraction, while 17% indicated that there was no need for a policy. Further, while most of the students recognized the need for a policy, they were concerned about its implementation by authorities, and detected inconsistencies and unfairness within the process. Among the concerns cited by the teachers were disciplinary consequences for students who contravened policy, and the need for a cellular phone policy as a monitoring tool.

Availability: SOE Library - WI Collection

139

Cournand, Karen (2010)

Journeys to success: The stories of two successful male students in secondary school (Curriculum). [50], [14] p.

This study sought to explore the life experiences of two successful male students at a secondary school in Trinidad and Tobago, in an attempt to identify the common factors that inclined them to success. Data were collected through interviews held with the students, as well as their parents, teachers, and friends. Findings were presented as narratives in a descriptive portrait.

Availability: CERIS - Storage

140

Des Vignes, Trisha (2012)

Psychosocial competence and civic efficacy: Teachers' perceptions of the value of the Primary Level Social Studies curriculum at Prestige Primary (Curriculum). iv, 71, [70] p.

This study investigated teachers' perceptions of the value of the Social Studies curriculum and its perceived link to students' psychosocial competence and civic efficacy at a primary school in Trinidad and Tobago. Data were collected through interviews with three heads of department and four teachers. The findings revealed that the teachers were of the view that the curriculum is not suitable for the primary level, and that its objectives were unclear. Further, they believed that it is not currently relevant since it does not sufficiently articulate the rich, diverse history of the country, and that this impacts significantly upon the students.

141

Jodha, Sheldon (2007)

An investigation into the outcome of an Affective Programme of Personal Enhancement and Character Education on the attitudes and behaviour of the students in Class A at Mora Valley High School (Curriculum). vi, 102 p.

This qualitative case study sought to investigate the outcome of an Affective Programme of Personal Enhancement and character education on the attitudes and behaviour of the students of one class at a secondary school in Trinidad and Tobago. These students had displayed behaviours of truancy, indiscipline, and academic underperformance, and had also engaged in

criminal activities. Data were collected through interviews and observations. Findings revealed that the Affective Programme resulted in positive outcomes with respect to the students' attitudes towards themselves, others, and the environment.

142

King-Newton, Patrice R. (2013)

Assessing principals' perspectives on implementing co-curricular activities in secondary schools in Caroni Education District (Youth Guidance). vi, 107 p.

Through the lived experiences of six principals, this study sought to ascertain their perspectives on the implementation of co-curricular activities (CCA) at secondary schools in the Caroni Education District of Trinidad and Tobago. Data were collected through interviews. The findings revealed that the principals had a working knowledge of CCA, including the benefits and the factors that would be instrumental in its implementation in the schools. It was also noted that they encountered various problems pertaining to the implementation of CCA. These were identified as: 1) the lack of a structured plan; 2) human resource issues; 3) student unwillingness; and 4) the strict focus on academics on the part of stakeholders, namely, teachers and parents.

Availability: CERIS - Storage

143

Kolf-Bergraaf, Jane (2009)

Stigma and discrimination: The role of the media (particularly the print media) in relation to selected stakeholders in the fight against stigma and discrimination (Health Promotion). 66, [7] p.

This study sought to identify the ways in which taboo, stigma, and discrimination against people living with HIV/AIDS are manifest in Suriname, and to analyse the extent to which the media can play a role in reducing the stigma and discrimination. Data were collected through discourse analysis of articles in the print media, as well as through discussions held with a focus group comprising eight persons, four of whom were media personnel. The results of the discourse analysis were discussed in the focus group meeting. The stakeholders agreed that the media play an important role in the fight against stigma and discrimination against persons living with HIV/AIDS (PLHA), and that it was necessary to get the media involved in all aspects of HIV/AIDS, with specific reference to AIDS education for media personnel.

144

Muller, Muriel Ingrid (2009)

HIV and AIDS-related stigma and discrimination among principals of primary and secondary schools in two districts in Suriname (Health Promotion). 91 p.

This study sought to survey the level of HIV-related stigma and discrimination displayed by principals from primary and secondary schools in selected regions of Suriname. Additionally, it sought to identify the factors that promoted these discriminatory practices. Data were collected through a questionnaire administered to 193 principals from the districts of Paramaribo (the

capital) and Commewijne. Findings indicate that, to some extent, the principals harboured stigmatising and discriminatory attitudes against seropositive persons, and that these attitudes appeared to be driven mainly by shame and judgement, while fear of contact with persons living with HIV/AIDS (PLWH) or their body fluids played a minor role.

145

Prosper-Emmanuel, Agatha Gritelle (2009)

A study of HIV and AIDS-related stigma discrimination [sic] in schools in St. Lucia: An assessment of principals' preparedness to deal with students infected or affected by HIV and AIDS in elementary schools in St. Lucia (Health Promotion). vii, 65 p.

This quantitative study sought to determine the extent to which primary school principals in St. Lucia are prepared to deal with students infected or affected by HIV/AIDS. Specifically, it explored whether there is a relationship between principals' knowledge levels and their attitudes toward the issue of HIV/AIDS. Data were collected through a questionnaire administered to 40 primary school principals, five from each of the eight educational districts. Findings revealed that: 1) there is a positive relationship between the principals' knowledge levels and their attitudes, in that as their knowledge increased, their attitudes improved; and 2) the principals faced challenges in their application of the principles of Universal Safety Precautions.

Availability: SOE Library - WI Collection

146

Ramtahal-Metivier, Tricia (2009)

An exploration of adolescent self-concept at a rural co-ed secondary school in eastern Trinidad (Youth Guidance). vii, 143 p.

This extended literature review explored adolescent self-concept at a rural secondary school in East Trinidad. The findings suggest that a lack of self-esteem, self-efficacy, and self-control contribute to poor self-concept, which results in the retardation of adolescent development.

Availability: SOE Collection, UWISpace

147

Raymond, Charlene Fabiola (2013)

Classroom incivility as affecting the teaching/learning process: Investigating perceptions of the teacher-deans and perceptions of Form Three students in a secondary school in the East West Corridor in North Trinidad (Youth Guidance). v, 86 p.

This study sought to elicit the perceptions of three students and one teacher-dean regarding classroom incivility and its effect on the teaching/learning process at a secondary school in North Trinidad. Data were collected through interviews. The findings suggested that both the teacher-dean and the students felt that a teacher's behaviour, interpersonal skills, and pedagogical skills had a greater impact on classroom incivility than the students'. Loss of teaching and learning time, and administrative intervention were other areas of concern. All the

respondents valued time and articulated regret for its diminution in the classroom, which negatively affected the teaching/learning process.

Availability: SOE Library - WI Collection

148

Sayers-Felix, Shirley (2009)

A multi-case study of male underachievement in reading at a co-educational denominational school in the St. George East Education District (Youth Guidance). [iv], 60, [25] p.

This multi-case study sought to investigate the factors that led to male underachievement in two Standard 4 students at a co-educational denominational school in the St. George East Education District of Trinidad and Tobago. Data were collected through interviews, observations, discussions with their present and past teachers, and document analysis. The findings reinforced the concepts identified by previous researchers on underachievement in reading among boys, and provided insights into some of the possible hurdles that boys perceive as hindering the development of their reading skills.

Availability: CERIS - Storage

149

Shade, Elizabeth (2011)

An assessment of students' attitudes towards the practical dimension of the Physical Education programme: A study of a selected Form 3 class of high school students in a denominational school ('School X') in Central Trinidad (Curriculum). xii, 120 p.

This study sought to determine Form 3 students' attitudes towards the practical dimension (practicum) of Physical Education at a co-educational, denominational secondary school in Central Trinidad. Data were collected through a questionnaire administered to a class of 33 students (14 males; 19 females). The findings indicated that the students placed a high value on the practical aspect of physical education and ultimately possessed a positive attitude towards physical education and physical activities.

150

Tilon, Edith Juliette (2009)

HIV and AIDS-related stigma and discrimination among general practitioners and medical specialists in Paramaribo (Health Promotion). 73, 7 p.

This study sought to measure, describe, and analyse HIV and AIDS-related stigma and discrimination among general practitioners and medical specialists in Paramaribo, Suriname. Data were collected through a questionnaire completed by 193 physicians. Results confirmed the existence of stigma and discrimination among the participants. The stigmatising attitudes and discriminatory actions of some of the respondents apparently resulted from fear of infection.

June George

151

Bitna-Sookram, Cindy (2012)

An exploration of the use of active learning strategies in the teaching of integrated science (Science Education). 189 p.

This qualitative case study explored the response of Form 4 boys to integrated science instruction at a secondary school in Trinidad and Tobago. It also sought to determine how these responses were informed by their perceptions of the integrated science learning experiences. Data were collected through interviews, teacher reports, formative and summative assessments, and the administration of a questionnaire. The results revealed that: 1) the participants felt that integrated science was too difficult and boring, and they preferred lessons that required them to be more involved; 2) participant's out-of-school time was largely spent on money-making activities; 3) although there was no improvement in their scores in the summative assessment after the use of active learning methods, their formative assessments suggested positive short-term retention and recall; and 4) there was an improvement in the engagement of all the students after the intervention.

152

Cayenne-Francis, Gabrielle Maria (2013)

Exploring the use of indigenous toys in the teaching and learning of physics (Science Education). v, 74, [127] p.

This study investigated the manner in which a class of fifth-form students at a secondary school in Trinidad and Tobago responded to physics instruction when their experience with indigenous toys was incorporated into their learning, and whether this was able to generate interest in the subject and assist them to grasp physics concepts. Data were collected through interviews with two teachers, as well as through observations, document analysis, and the administration of three lessons. The findings revealed that the traditions of toy-making created a classroom atmosphere that was fun, creative, and comfortable for learning. It allowed the students to readily grasp the concepts while enhancing their interest through aural questions and discussions.

Availability: CERIS - Storage

153

Charles, Wayne (2001)

A case study of the school - Leadership of a secondary school principal (Curriculum). [ii], 64 p.

This is a proposal for a study that will seek to investigate the leadership behaviours of the principal of a large urban co-educational secondary school in Trinidad and Tobago. It will further seek to gain an understanding of the sub-processes and interactions that constitute the overall process of principal leadership, and of the ways in which these contribute to measures of overall school success. Participants will comprise the principal, five teachers, and selected

Forms 4 and 5 students of the school. Data will be collected through interviews, document analysis, participant observation, and questionnaires.

Availability: SOE Library - WI Collection

154

Coard, Maxine Keisha (2012)

Exploring the process of border crossing within the science classroom through the infusion of culturally relevant material (Science Education). 98, [88] p.

This study sought to explore the efficacy of using cultural knowledge as a border-crossing device for teaching science at a secondary school in Trinidad and Tobago. It documented, monitored, and analysed how three Form 4 science students manoeuvred across the cultural borders of the home and school. Data were collected through interviews and observations. The findings revealed that: 1) each student had a unique border-crossing process, which afforded him/her different degrees of access to the world of science; 2) two of the three students showed little or no change in interest levels after exposure to a culturally relevant unit of work; and 3) all three students showed some measure of change in achievement after exposure. The results suggested that the infusion of cultural knowledge within science teaching does assist some students in the border-crossing process and, by extension, the learning of science.

Availability: SOE Library - WI Collection

155

Hayes, Carlene (2013)

An investigation into teachers' views of any barriers to the implementation of the Science curriculum in Standard Two, at a primary school in the Victoria Education District and strategies for enhancing the implementation process (Science Education). iv, 108, [10] p.

This study examined three teachers' perceptions about any barriers that may impede the implementation of the Standard 2 Science curriculum at an all-boys' primary school in Trinidad and Tobago. Data were collected through interviews, observations, and document analysis. The findings revealed that the teachers believed that the factors affecting the implementation of the science curriculum included: 1) lack of teacher confidence in science, 2) inadequate resources, 3) lack of teacher competence in science, 4) inappropriate teaching strategies, 5) students' low socio-economic background, 6) students' negative views of science, 7) unavailability of hands-on activities, 8) reliance on science textbooks, 9) student indiscipline, and 10) an overloaded curriculum.

Availability: SOE Collection, UWISpace

156

Joseph, Sherma Oriel (2006)

Implementation of a national system of assessment: Perceptions of principals and teachers of the value of and fundamental purposes to be served by the national tests (Curriculum). vii, 92, [28] p.

This paper sought to explore the perceptions of principals and teachers of nine schools in the St. George East Education District of Trinidad and Tobago, on the value of, and purposes to be served by, the national tests. Data were obtained via a questionnaire, which was administered to 130 teachers, and from interviews with two principals, three teachers, and an official of the Division of Educational Research and Evaluation. Among the findings were that: 1) teachers at low-performing schools were least inclined to think that the results from the national tests could be used for planning their programmes of work; 2) teachers at high-performing schools tended to be more convinced of the benefits of national tests, whereas teachers in low-performing schools were not as convinced; and 3) teachers in high-performing schools placed more importance on school ranking based on national tests.

Availability: CERIS – Storage

157

King, Venus C. (2007)

Students' perceptions of the Master's in Education (Curriculum) programme (Curriculum). [vi], 71, [14] p.

This study sought to determine the perceptions of student educators of the Master's in Education (M.Ed.) with concentration in Curriculum programme at The University the West Indies (UWI), St. Augustine, Trinidad and Tobago. It examined their perceptions of the knowledge, skills, and dispositions they received, and the relevance of these competencies to the local context. Data were collected through interviews held with nine purposively selected student educators. Findings revealed that the student educators had gained considerable knowledge and skills that impacted positively on their professional development.

158

Lalla-Sawh, Lisa (2010)

Constructivism: Its impact on students' attitudes and understanding of chemistry concepts on the topic: Acids and Bases: A case study of a Form Three class (Science Education). 105 p.

This mixed method study sought to determine the impact of the constructivist approach to the teaching of chemistry at a secondary school in Trinidad and Tobago. In this case study, the constructivist learning theory was used to teach the topic: Acids and Bases to a Form 3 class to identify if there was any change in their attitudes and understanding of these concepts. Findings indicated that: 1) after the constructivist approach was employed, the students appeared to have an appreciation of the relevance of chemistry to their everyday lives; 2) there seemed to be a genuine shift in students' attitudes, with their indicating that they felt motivated to make chemistry a career choice; and 3) most students agreed that the constructivist approach assisted them in grasping chemistry concepts and improved their learning of the content.

Availability: SOE Library - WI Collection

159

Maharaj, Ishwar Madho (2012)

The impact of cultural knowledge infused lessons on Form Four science students' interest and achievement in science at a coeducational secondary school in Northeast Trinidad (Science Education). 122 p.

This mixed-methods study investigated the impact of cultural knowledge-infused lessons on interest and academic achievement in science upon a purposively selected class of 25 Form 4 students. It involved a three-week intervention comprising a unit of six lessons on the terrestrial environment. Inductive analysis of the qualitative data resulting from interviews indicated a definite amplification of interest, which was believed to be situational. The quantitative data suggested the potential utility of a more dedicated infusion of cultural knowledge in enhancing academic achievement.

160

Mathura, Candace (2011)

A case study: Culturally responsive teaching of integrated science to Form 4 students in a rural secondary school (Science Education). [1 v.].

This case study investigated the impact of a culturally responsive unit of work on the perception of science in the daily lives of Form 4 students at a rural school in South Trinidad. Data were collected through interviews held with three students, as well as through the administration of a questionnaire and document analysis. The findings revealed that culturally responsive teaching had positive results with respect to students' motivation to learn science, as well as on their perception of science and its relevance to their lives and performance in a science test.

Availability: SOE Library - WI Collection

161

Mohammed, Larrisa (2011)

A case study of how two teachers epistemologies: their beliefs about science and science teaching and learning, are enhanced or changed by exposure to explicit reflective activities and a series of lessons which include a consideration of the nature of science (Science Education). iii, 97 p.

This study examined two teachers' beliefs about the nature of science and about teaching and learning science at a secondary school in Trinidad and Tobago. It further sought to assess the influence of explicit reflective activities on their beliefs about the nature of science, and how a consideration of the nature of science in lessons changed their beliefs about what makes a good science lesson. Data were collected through a questionnaire and interviews held with two physics teachers, as well as through observations and document analysis. It was concluded that teachers have positivistic beliefs about the nature of science and that they believe firmly in the traditional method of teaching. However, after the intervention one teacher changed her beliefs about most aspects of the nature of science, while the other changed her beliefs with regards to the tentative nature of scientific knowledge. Both teachers' beliefs about what makes a good

science lesson remained unchanged, except that after the intervention they were willing to include the history of science in their science lessons.

Availability: SOE Collection, UWISpace

162

Moore-James, Janette Elicia (2007)

A case study of student retention at a primary school in Tobago (Youth Guidance). [iv], 78 p.

This case study sought to investigate the high incidence of grade retention at a primary school in Tobago. Data were collected through observations, document analysis, and interviews with the parents of three students of the school. Findings revealed that: 1) there was a lack of parental support for, and interest, in their children; 2) parents felt that there was a need for more collaboration between teachers and parents; 3) both parents and teachers felt that there were too many extra-curricular activities in the school; and 4) emotional and psychological trauma hindered the children's capacity for learning.

163

Nathai-Baboolal, Zhada (2007)

Teachers' conceptions of assessment and its impact on classroom practices: A case study (Curriculum). v, 62 p.

This study sought to explore teachers' conceptions of assessment and its impact on classroom practices at a primary school in the St. George East Education District in Trinidad and Tobago. Data were collected through interviews with three teachers (Infants, Juniors, and Seniors) who were at the school during the Continuous Assessment Programme (CAP) Pilot Programme. The study yielded the following themes: 1) assessment serves many important roles in the learning process; 2) national assessments are seen as encouraging teaching with a view to obtaining "good" results at the expense of students' learning outcomes; 3) teachers see themselves as being assessment literate despite the many misconceptions of assessment and unfamiliarity with some of the assessment strategies; and 4) school context considered as a considerable influence on instruction and, consequently, assessment.

164

Oliver, Olson (2002)

Formative assessment in Excelente R.C. School: A pilot project in Stds III – V (Measurement and Evaluation). iii, 67 p.

This study examined the impact of formative assessment as a strategy for improving the academic achievement of three students (Standards 3-5) at a rural school where multi-grade, multi-age teaching is practised. Data were collected through interviews and participant observation. Findings indicated that: 1) formative assessment is an effective teaching strategy for improving achievement levels in mathematics at this school; and 2) it impacted positively upon students' academic performance in terms of relating learning to their work and experiences; integrating knowledge, skills, and practical applications; and encouraging students to take responsibility for their own learning.

165

Ramadhar, Cheryl Ann (2008)

The extent to which success at the Caribbean Advanced Proficiency Examination (CAPE) Physics programme prepares students for undergraduate introductory courses of the Physics Department, Faculty of Science and Agriculture, The University of the West Indies, St. Augustine (Science Education). iv, 171 p.

This study sought to explore the extent to which Caribbean Advanced Proficiency Examination (CAPE) physics is perceived by students, lecturers, and teachers to adequately prepare students for first year university physics courses in the Physics Department of the Faculty of Science and Agriculture at The University of the West Indies (UWI), St. Augustine. Specifically, the paper sought to examine: 1) UWI lecturers' perceptions of the level of preparedness of CAPE physics graduates for introductory physics courses at UWI, 2) CAPE physics graduates' perceptions of their level of preparedness for introductory physics courses at UWI, and 3) CAPE physics teachers' perceptions of the adequacy of CAPE as preparation for introductory UWI physics courses. Data were collected from a purposeful sample of 4 UWI physics lecturers, 60 first-year UWI physics students, and 5 CAPE physics teachers from two secondary schools in Port of Spain, using interviews, focus group discussions, surveys and documentary analysis. Among the findings were that: 1) there was some correlation between CAPE and UWI examinations, 2) some CAPE physics students were not generally well prepared for physics as offered at UWI, 3) several students viewed the laboratory exercises as the most stressful aspect of UWI physics, and 4) the UWI physics lecturers perceived that there was a diminished level of preparedness among students.

Availability: SOE Library - WI Collection

166

Ramcharan, Jasmine Stella (2010)

The use of active learning techniques in the teaching of paediatrics to postgraduate students - A mixed methods approach (Curriculum). iv, 84, [40] p.

This mixed-methods study sought to determine the extent to which active learning techniques influence the outcome of the critical evaluation and collaborative skills of postgraduate students of the Doctor in Medicine programme in paediatrics at the Eric Williams Medical Sciences Complex. Additionally, it sought to determine which instructional methods were the most successful in promoting active learning, and to identify the relevant characteristics that may have impacted the use of active learning techniques. Data were collected through questionnaires and a standardized test administered to nine students. Findings revealed that the majority of the participants were visual linguistic learners and therefore preferred the instructional techniques of video clips, case-based discussions, interactive class discussions, and the use of multiple choice questions.

167

Ramsaran, Edwin A. (2008)

Guiding science pedagogical reform: Using action research (Science Education). viii, 159 p.

Action research was used to evaluate the current state of science education at a rural school in Trinidad and to guide pedagogical reform. The first research cycle investigated Form 3 students' perceptions of school science, the characteristics of science lessons at the school, and science teachers' perceptions of problem-based learning (PBL) as an instructional strategy. Students' data were collected using Section F of the Relevance of Science (ROSE) questionnaire, and interviews, while classroom observations and interviews were conducted with teachers. Research in this cycle revealed that students had positive perceptions of school science when their desired careers required qualifications in science. Otherwise, students had negative perceptions of science and chose to opt out at the earliest opportunity. The second research cycle involved the design, implementation, and evaluation of a PBL activity in physics. Students had positive perceptions of PBL, and their levels of achievement indicated that PBL was a useful pedagogical strategy in physics.

168

Simmons, Patrick (2006)

An investigation into the academic performance of student athletes attending a secondary school in Grenada. [1 v.].

This study sought to gain insights into the academic experience and performance of student athletes attending a secondary school in Grenada, and the perceptions, held by other significant stakeholders, of these students' experiences and performance. Data were collected through interviews, participant observation, document analysis, and audio-visual material. Participants were Form 3 student athletes, four teachers, and the athletics coach. Among the findings were that: 1) non-athlete students consistently performed better than their athlete counterparts; 2) most of the athlete students had a very good relationship with their coach, and this was evident in the influence he had on their lives; 3) the athletes were enthusiastic about the emphasis that their school placed on sports; and 4) the Ministries of Sports and Education appeared to have limited support systems in place for the athletes.

Availability: CERIS - Storage

169

Simon, Lucy A. (2012)

Exploring the intersection of culture, science and language in a rural science class (Science Education). 67 p.

In an attempt to develop culturally responsive pedagogical strategies in a rural secondary science class in Trinidad and Tobago, this study examined students' language and explored how this language could be used to engage students and help them bridge the gap with discourse in school science. The intervention involved designing and using lessons that incorporated students' language and used teaching strategies designed to facilitate cultural border crossing. Data were collected through interviews with the 16 students of a Form 4 class, as well as

through audio recordings, observations and document analysis. The findings indicated that the use of the students' language promoted student engagement, and showed promise as an instructional tool within a school science context.

Availability: SOE Library - WI Collection

170

Simon, Meguella R. K.

"I do not like science": Exploring the use of culture-rich, context-based materials on students' perception of school science (Science Education). 98 p.

This study explored the use of culture-rich, content-based materials on students' perception of school science. It described action research that was geared towards responding to questions regarding students' experiences and perceptions of relevance subsequent to the intervention. Data were collected through interviews with five students who were exposed to a unit of culture-infused, context-based instruction at a primary school in Trinidad and Tobago. Other data were obtained through journals and teacher observations. The findings revealed that: 1) the students developed an increased interest in the learning of science, 2) they gained an appreciation for their own cultural knowledge, 3) there was an increase in the students' confidence about their ability to perform well at science, 4) the students perceived school science as a means of explaining their daily experiences, and 5) school science was viewed as useful in the students' understanding of everyday phenomena.

171

Sookdeo, Indra (2001)

An examination and analysis of portfolio assessment practices in one CAP primary school in Trinidad and Tobago. 38, [9] p.

This is a proposal for a study that will seek to investigate the alternative assessment practices in a small co-educational school in south Trinidad, which was involved in the pilot study of the Continuous Assessment Programme (CAP). It will also seek to identify the factors that may inhibit the use of portfolio assessment. The target population will comprise 1 school supervisor, 1 principal, 8 teachers, and 20 students randomly selected from Standards 3, 4, and 5. Data will be obtained through interviews, observations, and document analysis.

Hazel Ann Gibbs De Peza

172

Henry-Waldron, Nicole K. (2011)

An investigation into the pedagogical practices utilised by educators to teach male students 8-14 years who struggle with reading comprehension competencies (Reading). [iii], 118, [88] p.

This study sought to understand and gain an insight into the phenomenological challenge of struggling male readers' underperformance in the reading comprehension strand of the Language Arts curriculum. The research scrutinized the pedagogical practices and perceptions

of the instructors who teach this cohort of students in the Education District of Tobago. Participants in the study were 14 teachers, 4 administrators, and 20 students. Data were collected through interviews, observations, and document analysis. The results of the study showed that the pedagogical practices of teachers affected students' proficiency in reading comprehension. The findings also confirmed that teachers possessed negative perceptions of the male students who struggle with reading deficiencies. Recommendations are made for an intervention programme and professional development initiatives to address the needs of teachers with respect to reading instruction in classrooms with culturally, linguistically, and academically diverse student populations.

173

Raphael, Amanda (2011)

An investigation into attitudes of content area teachers to the teaching of reading in content areas at a secondary school in East Trinidad (Reading). 102p.

This study investigated teachers' attitudes to content area reading at a secondary school in East Trinidad. Data were collected through the administration of a questionnaire, as well as through interviews held with seven teachers at the school. The findings of the research indicated that: 1) the teachers had an overall positive attitude toward content area reading instruction, 2) the subject area seemed to influence their attitudes regarding content area reading instruction, 3) the teachers held widely differing views on content area reading, 4) there were a variety of reasons for the attitudes of the teachers, and 5) a positive score on the survey did not necessarily reflect a positive teacher attitude.

Availability: SOE Library - WI Collection

174

Texeira, Kathleen (2011)

The new literacies: Concentration on the Ebook to improve fluency in reading (Reading). 53, [13] p.

This study investigated the use of e-books to improve fluency in reading in seven students at a rural co-educational primary school in Central Trinidad. It further examined the relationship between gender and the use of the e-book to facilitate fluency in reading. Data were collected through interviews, and observations. An intervention programme using sight word skills and phonics was introduced. The findings indicated that there was a general improvement in students' fluency skills and that both sexes responded positively to the use of the e-book.

175

Yatali, Angela (2011)

Beyond reading: Case of the undiagnosed child (Reading). 86 p.

This qualitative case study describes the phenomenon of a highly intelligent child with a reading disability at a model secondary school in North Trinidad. Data were collected through interviews with the student and three of his teachers, as well through observation and document analysis. The study found that the discrepancy between the student's obvious learning disability

and his equally obvious high intelligence is referred to in the literature as being gifted with a learning disability, or G/LD. The student under study dropped out of school during the course of the research to pursue learning in a field that was of interest to him.

Availability: SOE Library - WI Collection

Elia Grant-Fraser

176

Grant, Mary (2011)

Exploring two teachers' pedagogical content knowledge of reading comprehension through the basal reader: A qualitative case study in Standard Four (Reading). ix, 82 p.

This study sought to explore the nature of reading comprehension instruction in order to shed light on the poor performance of a primary school in the Victoria Education District of Trinidad and Tobago. Data were collected through interviews with two Standard 4 teachers, as well as through observations. The research found evidence of a low level of pedagogical content knowledge (PCK) of reading comprehension instruction in the classroom. Additionally, it was found that there was a disconnect between the way in which researchers define reading in the current context and the type of instruction that was observed in the classroom. It was concluded that the current instructional practice has resulted in minimal outcomes for students and is one variable in the overall underperformance of the school.

Availability: SOE Library - WI Collection

Raymond Hackett

177

Austin-Pinder, Gail (2009)

Primary school principals' preparedness for coping with HIV seropositive students in the North Eastern Education District of Trinidad and Tobago (Health Promotion). ix, 87 p.

This qualitative case study sought to explore, understand, and describe the extent to which personal attitudes, and the knowledge or lack of information about HIV/AIDS influence the preparedness of primary school principals to cope with HIV seropositive students who are admitted to their schools in the North Eastern Education District of Trinidad and Tobago. Data were collected through interviews held with a purposively selected sample of six principals. The major finding was that principals lacked training in, and were not aware of, the concept of "universal precautions" for HIV/AIDS, and had reservations about the willingness of teachers to accept HIV-positive students in their classes.

Availability: SOE Library – WI Collection

178

Charles, Leroy (2011)

Teacher perceptions on [sic] the relationship between pupil discipline and corporal punishment in four primary schools in an educational district in Trinidad and Tobago (Youth Guidance). [ix], 79 p.

This study sought to discover, identify, describe, and analyse four primary school teachers' perceptions of the relationship between student discipline and corporal punishment. Data were collected through interviews held with four teachers from two semi-urban and two rural co-educational primary schools in an education district in Trinidad and Tobago. The findings revealed that: 1) both alternative discipline strategies and corporal punishment tend to cause changes in student behaviour; 2) teaching attitude and training, along with professional support services provided by the Ministry of Education or other sources, can greatly contribute to the effective implementation and administration of alternative discipline strategies; 3) there is psychological validity in the application of alternative discipline strategies in the management of positive student discipline; 4) the culture of corporal punishment in schools is not generally appreciated by all teachers; 5) there can be gender bias by teachers in the way corporal punishment is administered among students; 6) teachers believe that factors such as teacher beliefs, experiences, and constraints by law and bureaucracy play a significant role in their decision to apply alternative discipline strategies; and 7) teachers possess a pool of strategies from which they can draw in their effort to shift from corporal punishment.

Availability: SOE Collection, UWISpace

179

Dowrich, Marva (2008)

Teacher perceptions on the implementation of the National Continuous Assessment Programme in a primary school in the St. George East Education District in Trinidad and Tobago (Curriculum). v, 88, [29] p.

This study sought to report the views of primary school teachers as implementers of an innovative National Continuous Assessment Programme (CAP), a reform initiated by the Ministry of Education of Trinidad and Tobago. A qualitative case study was employed to explore the research question, "What specific concerns do teachers have about the implementation of the National Continuous Assessment Programme?" Data were collected, via the semi-structured interview, from seven teachers chosen through purposive sampling. Member checking and peer-debriefing were employed to ensure validity. Findings revealed that the success of the innovation depended, to a large extent, on training, leadership, collegial relationships, administrative support, parental involvement, and resources.

Availability: SOE Collection, UWISpace

180

Fortune, Daryl (2009)

Socioeconomic status and academic achievement of students in the St. George East Education District (Youth Guidance). [vii, 116, 30] p.

This study sought to describe, examine, and contextualize the relationship between socio-economic status and academic achievement in six primary schools in the St. George East Education District in Trinidad and Tobago. Data were collected through an analysis of the anecdotal records of 99 students from six schools, as well as through the results of a standardized test administered to the students. The findings revealed that a significant relationship existed between socio-economic status and academic achievement between the upper class and the middle and lower socio-economic classes.

Availability: CERIS - Storage

181

Henry-Legall, Lisa-Marcella (2010)

Teachers' perceptions on academic recovery through educational therapy: A therapeutic intervention in three co-educational government schools in North Trinidad (Youth Guidance). x, 172 p.

This ethnographic study sought to explore and evaluate the alternative pedagogical practice of educational therapy. It further sought to determine its feasibility as a strategy for academic recovery in the Trinidad and Tobago context. Data were collected through interviews and through the administration of a questionnaire to 23 teachers and 3 principals of three coeducational schools where students had a history of academic underachievement, and where violence and student aggression were becoming the norm. Findings revealed that the teachers needed assistance to effectively manage, teach, and assess children with learning problems. They felt that there was an urgent need to implement therapeutic interventions in educational practice, since they had no knowledge of how to deal with students who had underlying cognitive deficits that became manifest in social, emotional, and behavioural problems.

Availability: SOE Collection, UWISpace

182

John, Keith Anthony (2000)

Principal leadership and school improvement planning in an urban educational district in Trinidad and Tobago (Educational Administration). [i], 62, [3] p.

This is a proposal for a study that will seek to investigate the behaviour and leadership styles of principals in effecting school improvement plans. Participants will comprise 2 principals, 10 teachers, and 3 school improvement planning committee members from two schools in the Port of Spain and Environs Education District in Trinidad. Data will be collected through interviews, document analysis, audio-visual material, and participant observation.

183

Lochan, Deaukee (2010)

Students' perceptions of indiscipline at three primary schools in one educational district in Central Trinidad (Youth Guidance). viii, 84 p.

This qualitative case study sought to explore students' perceptions of indiscipline in three primary schools in Trinidad and Tobago. Data were collected through interviews held with 36 students from Standards 3 and 4. The findings revealed that: 1) some students from all three schools try to justify their negative behaviours by placing a large percentage of the blame on the actions and influence of their peers; 2) students from all three schools recognized the influence of the home environment, and the role models presented there, upon their own attitudes and behaviours; 3) most students of one school and some from another felt that the community played a part in influencing their behaviour; 4) students of two schools indicated that the media, in the form of television shows, video games, and the Internet, contribute to shaping their behaviour; 5) students of two schools suggested that teachers play a part in perpetuating misbehaviour in students; and 6) students of one school did not consider the media or teachers as being perpetrators of student indiscipline.

Availability: SOE Collection, UWISpace

184

Matram, Nemanchan (2008)

Teacher and administrator perceptions of school based management on the impact of school effectiveness in a government secondary school (Curriculum). iii, 107, [xxiv] p.

This study sought to determine whether school-based management (SBM) has impacted successfully on school effectiveness at a secondary school in the St. George East Educational District and, possibly, the secondary school system in Trinidad and Tobago. The main questions sought to ascertain teacher and administrator perceptions on the nature and dynamics of SBM and its impact on school effectiveness, as well as to examine the relationship between these two variables. Results indicated that there were no significant differences in teachers' and administrators' perceptions with regard to awareness, knowledge, and experience of the nature and dynamics of SBM. Findings also suggested that the change initiative of SBM was implemented without purposeful and meaningful consultation between the Ministry of Education and the immediate stakeholders.

185

Phillip-Regis, Lou Anne (2007)

The effect of teacher morale on student achievement in an urban denominational elementary school (Youth Guidance). [ix], 66 p.

This study sought to determine whether teacher morale affected the standard of academic achievement at an urban denominational primary school in Trinidad and Tobago. Data were collected from 10 teachers through a questionnaire, as well as from the Secondary Entrance Assessment (SEA) examination scores at both the school and national level. Findings indicated that: 1) there was a low level of achievement at the school, 2) teacher morale was moderately positive, and 3) there was a weak positive correlation between teacher morale and student achievement, suggesting that high teacher morale would lead to high student achievement and vice versa.

Availability: SOE Library - WI Collection

186

Ralph, Cheryl (2011)

How fathers [sic] involvement impacts on student academic achievement in three primary schools in an educational district in Trinidad and Tobago (Youth Guidance). [v], 76 p.

This study sought to gain in-depth knowledge and understanding of how fathers' involvement in the educational experiences of their children influenced the children's academic achievement. It further sought to determine whether socio-economic status was a crucial factor in the fathers' involvement. Data were collected through interviews held with three fathers, their children, and the children's five teachers. The findings revealed that: 1) both parents and teachers believed that father involvement is crucial to the academic performance of children; 2) the fathers' view that they neglected themselves in order to provide their children with material resources and quality time contrasted with the views of the teachers regarding the societal realities of father involvement; 3) despite the involvement of their fathers, children had opted not to adopt them as role models; 4) the fathers were of the view that communication between fathers and children is vital; 5) the children were socialized according to the pertinent lived experiences of their fathers; 6) the fathers' methods of instilling discipline were based upon their own beliefs; and 7) there was a general consensus on the need for support systems to assist fathers in developing parenting skills.

187

Sam, Josephine (2008)

Stakeholders' perceptions on student performance in the Secondary Entrance Assessment examination in a rural denominational primary school (Curriculum). [v], 81, [14] p.

This study sought to identify, describe, and explain the main factors that contribute to students' performance in the Secondary Entrance Assessment (SEA) examination in a rural denominational primary school in Trinidad. Data were collected from two teachers, two parents, and two students through interviews, participant observation, and field notes. Findings revealed that there were many factors which contributed to students' performance in the SEA examination: 1) commitment of teachers, students, and parents; 2) encouragement; 3) incentives; 4) adverse language; 5) fun activities; 6) cooperation of students in peer-assisted learning, projects, and peer assessment; and 7) parental involvement and attitude of students, teachers, and parents.

Sharmila Harry

188

Carew, Alicia (2012)

A study of a coastal rural community school innovation 10 years after its implementation in Trinidad (Reading). [1 v.].

This study sought to investigate a curriculum innovation which enhanced motivation and improved literacy in a coastal rural community school in North East Trinidad, and to explore the factors that facilitated or impeded its continuity. Data were collected through interviews

with the principal, four teachers, and two former students of the school, as well as with two residents of the community. Other data were collected through observations and document analysis. The findings revealed that: 1) the spirit of the village had been revitalized resulting in increases motivation and student successes in both academic and non-academic fields; and 2) these successes had been achieved without the assistance of a reading specialist, who could have greatly improved the programme in terms of its structure, continuity, and heavy reliance on the principal for motivation and community mobilization.

189

Sookoo, Jairam (2012)

An investigation into three (3) Form Three female students' perceptions of technology education in a secondary school in Trinidad (Curriculum). v, 66, [6] p.

This study investigated three female students' perceptions of technology education at a secondary school in Trinidad. Data were collected through interviews. The findings suggested that the girls did not perceive technology education as being beneficial to them in securing a job and were, therefore, not motivated to engage with the subject. It was also found that they believed the subject to be too male-oriented and that the teachers devoted too much of their time to the male students.

190

Suepaul, Natalie Natesha (2013)

An investigation into the concerns of three teachers regarding the implementation of computer technology in the national early childhood care and education curriculum at two government ECCE centres within one ECCE cluster in St. George East, Trinidad (Curriculum).131 p.

This study investigated the concerns of three early childhood care and education (ECCE) teachers regarding the implementation of the integration of computer technology in the ECCE curriculum. Data were collected through interviews and open-ended concerns statements. The findings revealed that the teachers had a conglomeration of self, task, and impact concerns, with task concerns being predominant. The concerns were mostly due to a multiplicity of external factors affecting implementation of the innovation, including inadequate training, lack of resources, and technical support. It was also found that the teachers understood the importance of using the innovation but they felt that sustainability would be greatly hampered if external assistance was not provided.

Availability: SOE Library - WI Collection

Susan Herbert

191

Coward, Janet (2006)

Educational experiences of students in a low-performing school preparing to take the Secondary Entrance Assessment: A case study (Curriculum). [iii], 80, [9] p.

This case study explored the educational opportunities provided to a socially and economically deprived group of students preparing to write the Secondary Entrance Assessment (SEA) examination, as well as the administrative role of the principal in a supportive capacity to teachers. This was done by investigating the enactment practices of the teachers of Standards 4 and 5 classes at a primary school in Trinidad and Tobago. Data were obtained from interviews with the teachers and the principal, observations of teacher-student interactions, and document analysis. Findings indicated that teaching practices varied, and that classroom interactions were shaped by teachers' personal beliefs and expectations of students' abilities, which, in turn, impacted upon students' academic performance.

Availability: SOE Library - WI Collection

192

Dookhoo, Marsha (2004)

The relationship between interpersonal intelligence and moral judgement/reasoning in a group of Form 4 students at a secondary school in South Trinidad (Youth Guidance). [ii], 50, [24] p.

This study sought to gain a deeper understanding of how the nature of individuals, as explored through interpersonal intelligence--the ability of a person to understand, perceive, and appreciate the feelings and mood of others--relates to their moral development. The research sample consisted of 57 students, aged 16-17 years. The results of the statistical analysis indicated that there was no significant relationship between the two variables: interpersonal intelligence and moral judgement/reasoning ($r = -0.15$). It was also shown that gender had no bearing on the two variables for the sample studied.

193

Griffith, Cogland (2010)

An institution and its effects: A case study of the experiences of two students at a juvenile correction institution and their perception about how these [sic] experiences are preparing them to transition into society (Youth Guidance). [iv], 81 p.

This study sought to understand the experiences of students at a juvenile residential institution where they are expected to be prepared for re-entry into society, and to investigate the ways in which the institution is preparing them for transition into society. Data were collected from two male juvenile offenders, caregivers, instructors, and administrative staff of a correctional institution in Trinidad and Tobago, through interviews, observations, and document analysis. Although there were opportunities to develop academic and trade skills, as well as opportunities for sport and spiritual and personal development, students were not aware of the support services that were available to them upon discharge from the institution, and there were no supports to ensure successful transition into society. Results showed that although both boys were preparing to leave the institution, the quality of their family life experiences caused them to negotiate their identity and prospects for the future differently. Caregivers' attitudes and remarks were important determinants in how the boys perceived their self-esteem and self-image.

Availability: CERIS - Storage

194

James-Mc Hardy, Cathy (2006)

A case study of a rural primary school which consistently produces students who obtain 0-30 percent on SEA. [ii], 78, [8] p.

This study identified the attitudes, beliefs, events, and policies that guide practices at a small rural primary school, which consistently produces students who obtain 0–30% in the Secondary Examination Assessment (SEA). Interviews were used to obtain data from the principal, two teachers, three students, and three parents. Findings revealed that the low-performing students came from home environments characterized by single parenting, low aspirations, limited parental monitoring of homework, and low socio-economic status. Additionally, it was observed that the issues of multilevel teaching, racism, and cultural differences combined to derive an explanation for the discrepancies in students' performance.

Availability: CERIS - Storage

195

Jennings-Toney, Donna (2004)

The role of a male juvenile correctional institution in supporting the academic achievement of three delinquent youths (Youth Guidance). [v], 78, [24] p.

This study focused on the role of a male juvenile correctional institution, with specific emphasis on the academic programme available to male juvenile offenders, teachers, and administrative staff. Data were collected through interviews, participant observation, and document analysis. The three participants were selected from a population of 23 male juvenile offenders who had successfully completed the School Leaving Examination at the primary level and had been promoted to the secondary education programme to prepare for the Caribbean Secondary Education Certificate (CSEC) examinations. Among the findings were that: 1) the lack of necessary personnel hindered the institution's ability to conduct a proper analysis of the boys' needs, resulting in a very limited curriculum; 2) the seeming incongruity between the roles of teachers and custodial staff diminished the effectiveness of rehabilitative efforts of the institution; 3) the institution suffered from a lack of various physical and human resources; and 4) frequent contact between teachers and students reflected concern for the boys' welfare, and was a motivating factor in their interest in academic pursuits.

Availability: SOE Library - WI Collection

196

Knight-Casimire, Charlayne (2005)

Examining the relationships between early adolescents' perceptions of parenting styles and their risk behaviours and academic achievement (Youth Guidance). [vii], 75, [32] p.

This study sought to determine adolescents' level of interest in risk behaviours as it relates to adolescents' perceptions of the parenting variables—responsiveness and "demandingness," that is, the expectation and demand for responsible behaviour. Data were collected, through questionnaires, from 44 Standard 5 students, and 50 Form 2 students of a primary and a junior

secondary school in Trinidad. Based on the students' responses, four parenting styles were discerned: authoritative, authoritarian, permissive indulgent, and permissive indifferent. Results indicated adolescents' interest in becoming involved in risk behaviours, but only a relatively low incidence of actual engagement in these behaviours was in evidence. Adolescents' perceptions of parental demandingness and responsiveness were relatively positive overall. Relationships between adolescents' perceptions of parental demandingness and responsiveness were inversely related to interest in risk behaviours. Adolescents parented authoritatively reported the lowest level of interest in risk behaviours, whereas teens from permissive indifferent families reported the highest level of interest in risk behaviours.

197

McDonald, Lana (2004)

Dilemmas of practice: A self study (Curriculum). 80 p.

This self-study employed a critical autobiographical narrative to explore the dilemmas involved in curriculum decision making. It also examined dilemmas encountered when juxtaposing sociocultural factors that promote transformation with entrenched practices that promote social control and efficiency. In addition to the author's personal experiences, data were collected through interviews with two colleagues and document analysis. The process of personal reflection on professional development and on change provided insights that motivated the researcher's decision to return to the classroom to experience the dilemmas faced as a teacher attempts to implement innovative curriculum making and teaching approaches, and to examine the possibility of real change occurring.

198

Melville, Debbie Elinda (2002)

An investigation into the factors that influence students' selection of Clothing and Textiles as a course of study in Forms Four and Five - A case study (Measurement and Evaluation). viii, 63 p.

This study sought to investigate the factors that influence students' selection of Clothing and Textiles as a course of study in Forms 4 and 5 at a co-educational secondary school in northern Trinidad. The participants comprised 63 students (36 male and 27 female) ranging in ages from 13 to 16+, who were pursuing the subject in Form 3 and had recently made their curriculum options for Form 4. Data were obtained through the use of a questionnaire with the aim of determining students' perceptions of Clothing and Textiles for career opportunities and their general education. Interviews and document analysis also provided data. Findings revealed that 1) there was a comparable number of boys and girls who chose to do the subject at Form 4; 2) the selection of the subject was influenced by positive teacher-related influences, class activities, and its perceived importance to the students' career; 3) the students' choice was influenced more by the teacher than by the parent, although the greater proportion of students made the selection independently; 4) approximately 50% of the participants felt that the subject was useful to their general education; and 5) 36.5% of the students believed that it would be valuable to their future career.

199

Mohammed, Salisha (2000)

Family life education curriculum: primary school teachers' beliefs, attitudes and practices (Curriculum). [iii], 35 p.

This is a proposal for a study that will seek to determine the beliefs and attitudes of primary school teachers towards family life education and how their beliefs and attitudes ultimately impact upon the teaching of the curriculum. Participants will comprise 10 teachers from a primary school in the Victoria Education District in Trinidad. Data will be collected through interviews, non-participant observation, and document analysis.

200

Plante, Wendy-Anne (2006)

A study of washback and the classroom: The implications for teaching and learning of a study of washback from the National Test (Curriculum). [iii], 82, [14] p.

This study examined the possibilities of washback from an external examination, the National Test, in the subject areas of language arts and mathematics. It sought to do so from the perspectives of teachers and principals, in order to enlighten teachers on their roles in the classrooms, and to assist them in decision making with regard to washback. Beginning with a definition of the term, the paper discusses whether the National Test has precipitated a washback effect in primary schools, as well as the nature and intensity of the effect and its influence on major aspects of teaching and learning. Data were collected through a questionnaire, interviews, and classroom observation, from sample schools in Trinidad and Tobago. Among the findings were that: 1) the principals' support for the National Test as an assessment tool was a significant contributing factor to the positive practices of teachers in the teaching/learning process; 2) factors such as low student performance, and parental as well as teacher attitudes can be potentially harmful to the nature and purpose of the test; and 3) the National Test had somewhat altered teachers' instruction delivery modes and their tendency to focus on the content and skills to be taught. Additionally, the study provided suggestions for external examination-oriented teaching and areas of classroom practice to which they could be applied.

Availability: CERIS - Storage

201

Ramrattan, Allister N. (2010)

Concept mapping: A strategy to detect and address Form four students' alternative conceptions about electricity and magnetism (Science Education). 64, 170 p.

This study sought to gain insights and understandings on the use of concept mapping to detect and address the alternative conceptions of nine Form Four students on the unit of Electricity and Magnetism taught in an Integrated Science class at a secondary school in Trinidad and Tobago. Data were collected through interviews, observations, and document analysis. Among the findings were that: 1) the students held many alternative conceptions about the unit, 2) their

conceptions gradually changed as the unit progressed, and 3) the students expressed both positive and negative feelings regarding their views on concept mapping.

Availability: CERIS - Storage

202

Ramsaran, Germaine (2011)

A case study on the infusing of the Nature of Science (NOS) with a Form 4 Chemistry class (Science Education). [1 v.].

This case study sought to determine the impact of the infusion of Nature of Science (NOS) constructed lessons on the motivation and academic performance of a class of Form 4 students at a denominational all-girls' secondary school in South-West Trinidad. It also examined the views held on the NOS before and after the intervention. Data were collected through questionnaires, observations, and document analysis. The findings indicated that motivation and academic scores increased and that there was a deeper understanding of NOS among the students.

Availability: CERIS - Storage

203

Steele, Andrea (2000)

Learning strategies training: The design, implementation and evaluation of a learning strategies program, in integrated science at the Rio Claro Junior Secondary School (Curriculum). 52 p.

This is a proposal for a study that will seek to address the issues of students' low academic achievement levels in Integrated Science at a junior secondary school in south Trinidad. By focusing on the learning strategies employed by the students, it will also seek to address their interest in, and general attitudes towards, integrated science. Data will be obtained through questionnaires administered to 30 Form 3 integrated science students, as well as through interviews held with 15 of the students and the teachers of the Form 3 English, social studies, Spanish, and integrated science departments.

204

Wong, Maria (2008)

Investigating the nature of Form Three students' traditional practices and beliefs associated with cleaning and a secondary school teacher and her students' perceptions of a bridging approach used to facilitate students' cultural border crossing between their traditional knowledge and conventional science (Science Education). [iv], 130 p.

This study sought to investigate the nature of traditional practices and beliefs associated with the cleaning of the body and the external environment of a group of Form 3 students at an urban secondary school in Trinidad and Tobago. It further describes the processes involved in making explicit use of these beliefs and practices in order to design and execute a cross-cultural unit of work in chemistry, as well as the perceptions of the teachers and the three students on the

bridging approach. Data were collected with questionnaires, journal entries, and interviews from three students with different aptitudes in science. The findings revealed that the views of students with high levels of traditional practices and beliefs varied depending on the degree of orientation towards conventional science. The study endorsed the use of the bridging approach, despite challenges encountered, since it was felt that it affords students opportunities to engage in higher-order thinking, work collaboratively, and ascribe value to their traditional way of knowing and those of others. The findings indicated that more of the students' "traditional" knowledge is aligned to conventional science, and therefore, students' border crossing experiences should not have been difficult to achieve. However, there was resistance to the bridging strategy from students who felt that inclusion of the traditional was unnecessary and who would have preferred a more direct approach to teaching conventional science.

Availability: SOE Library – WI Collection

Brian Hurst

205

Fox-Damani, Sharlyne (2004)

A case study designed to explore the reasons-explanations [sic] for students' behaviour at a high school in central Trinidad (Youth Guidance). iv, 73, [18] p.

This case study sought to examine the reasons for the behaviour of an all-male class of students at the Cunupia High School in central Trinidad. Participants were three students, selected through purposive sampling, from a Form 4 class. These students appeared to behave in a manner that was contrary to their desire for success. Data were collected through interviews, participant observation, and document analysis. Findings indicated that major influences on the students' behaviour were: 1) their low expectations of success; 2) peer pressure, which took their attention away from their academic work; 3) their perceptions of teachers as being uncaring; 4) their perceptions of some school rules as minor; and 5) their desire for freedom.

Availability: SOE Library - WI Collection

Dhanaiswary Jaganauth

206

Hinds-Sinanan, Arleen (2009)

Towards an understanding of the struggles and the coping strategies of struggling readers (Curriculum). 65 p.

This extended literature review examined credible summative theories and analyses of the reading acquisition process as impacted upon by cognitive, affective, and sociocultural factors. The information is intended to inform an investigation of the challenges and coping strategies of struggling readers through the lived experiences of one male and one female primary school

student in Trinidad and Tobago. Data will be collected through interviews, observations, diagnostic testing, and document analysis.

Availability: CERIS – Storage

Sharon Jaggernaut

207

Guillaume, Lisa (2013)

An investigation into teachers' perceptions of grade retentions as a corrective intervention for at-risks [sic] students (Youth Guidance). [vi], 67, [61] p.

This study examined three teachers' perceptions about the practice of grade retention as a corrective strategy for at-risk students at a denominational primary school in the St. George East Educational District of Trinidad and Tobago. Data were collected through interviews. The findings revealed that: 1) there were insufficient systems and structures in place to assist teachers in catering to the needs of repeaters, 2) students needed to be assessed early, 3) assessment needed to be continuous, 4) there was a need for greater collaboration between the school's administration and teachers, 5) the teachers needed greater support from the Ministry of Education and the school's administration in order for them to better understand remediation and be more effective teachers, and 6) there was need for a student tracking system or computerized student database system to keep track of students. Additionally, there was a need for greater involvement on the part of parents and Student Support Services, and the Infant Department needed to have programmes that focused on phonics, language and reading.

Availability: SOE Library - WI Collection

208

Moore, Sheldon E. (2012)

Teachers' concerns about the CXC Additional Mathematics innovation (Curriculum). 121 p.

This study sought to investigate three teachers' concerns about the Caribbean Examinations Council (CXC) Additional Mathematics syllabus at a secondary school in Trinidad and Tobago. Data were collected through interviews. The findings revealed that the teachers held personal, task, and impact concerns regarding the innovation. They expressed concerns that the School-Based Assessment (SBA) component of the curriculum presented them with uncertainties and challenges, and that it could lead to the creation of a complex situation. They articulated a desire to be more informed about its scope, with a view to becoming better equipped to assist their students. Additionally, they were concerned about the availability of resources, as well as time constraints that might be placed on students to complete the SBA and on the teachers to complete the marking process in a timely manner. However, they believed that the SBA component could result in a positive perception of mathematics and its applications in real-life situations.

Availability: SOE Library - WI Collection

209

Ramjattan, Vishal (2013)

Garden based learning - Moving the classroom outdoors - An investigation into the concerns of three teachers regarding the use of GBL as a strategy for teaching and learning in Green Thumb Primary in North East Trinidad (Curriculum). iii, 73, [66] p.

This study investigated the concerns of three teachers regarding the use of Garden Based Learning (GBL) at a primary school in North East Trinidad. Data were collected through interviews. The results indicated that the teachers generally possessed deep concerns about the GBL innovation and the consequences it held for them on a personal level. They also held concerns about how the changes necessary to accommodate the implementation of the innovation would be managed, in practice, that is, the participants all had concerns related to time, availability of and distribution of resources, and general management issues.

Availability: SOE Library - WI Collection

210

Teelucksingh-Birju, Simone V. (2012)

Stimulating student engagement and motivation: An investigation into the use of social networking and blogging as a homework resource in CAPE Communication Studies (Curriculum). [v], 61, [22] p.

This study sought to examine whether students' motivation and engagement in Communication Studies could be influenced by the introduction of social networking and blogging into their homework activities. Data were collected from students of a secondary school in Trinidad and Tobago through the online postings and blogs of 23 students, from a purposeful sample of six students who were interviewed based on their online participation, as well as through observations. It was found that the students enjoyed the informality and convenience of the online intervention, along with the opportunities for collaboration and socialization. Further, their levels of engagement and motivation appeared to have been heightened by the study.

Availability: SOE Library - WI Collection

Cynthia James

211

Blake-Butcher, Giselle (2006)

Developing productive five-year-old speakers (Curriculum). 104 p.

This action research study explored strategies for developing productive five-year-old speakers. Four oral language intervention strategies were assessed among two parents and their sons during a 4-month period. Parents provided narrative responses to open-ended questions about their sons' oral language habits at home. The two boys were observed by using field notes and a personal journal, during the intervention strategies of learning centres, literature circles,

wordless books, and show and tell. Analysis of the data indicated that two strategies - the learning centre and show and tell - were particularly influential in the boys' improved speaking confidence. Boredom, individuality, comfort among classmates, and lack of self-confidence were some of the affective behavioural factors that emerged during the study.

212

Liverpool-Bowman, Marleise J. C. (2006)

Teachers' perceptions about the implementing of Universal Secondary Education (USE) in St. Vincent and the Grenadines (Curriculum). vii, 81 p.

This qualitative study focused on the Universal Secondary Education (USE) implementation process in St. Vincent and the Grenadines (SVG). It examined the nature of the perceptions of practitioners and how these perceptions informed their openness to change and, by extension, the educational implications of USE for the education system of SVG. Data were obtained via interviews with participants selected through purposive sampling. The principal finding of this study was that the apparent lack of a shared understanding of what USE entails, as exemplified by the absence of policy guidelines, as well as the presence of the top-down model of management, were some of the predictors for teachers' behavioural attitudes towards it.

213

Moore-Potts, Allyson (2005)

Safety and security - The perceptions of teachers at a secondary school in Tobago (Youth Guidance). [ii], 60, [4] p.

This qualitative case study sought to explore the perceptions of teachers at a secondary school in Tobago, as they relate to the issues of safety and security at the school. Through purposive sampling, the following participants were selected: one male (the vice-principal) and one female who had been members of staff for over 20 years; one male and one female former students who had become teachers at the school, and one male and one female who had been teaching at the school for almost a year after having taught at two different schools. Data were collected through interviews. Findings revealed that 1) the teachers felt that the pervading atmosphere of the school was one of indiscipline and laxity; 2) the teachers cited negative student behaviour and attitudes, fuelled by aggressiveness, group culture, the drug culture, the inability of some students to cope with curriculum demands, and the extramural social climate, as a threat to the school security; 3) all the participants felt that some of their colleagues, by their attitudes and actions, contributed to the atmosphere of fear and insecurity on the compound; and 4) the lack of a comprehensive and efficient administrative structure to harness management and leadership skills was a contributory factor to the sense of unease that existed at the school.

Availability: SOE Library - WI Collection

214

Morrel-Charles, Deborrah (2005)

In [i.e., An] investigation into the help seeking practices of Standard Three students at rural [sic] primary school (Youth Guidance). vi, 66 p.

This study sought to investigate the academic help-seeking practices of five Standard 3 students from a rural primary school in Trinidad when they are faced with academic challenges. Data were gathered through observation of the students and through interviews with them, their teachers, and their parents. Based on the habits, feelings, and beliefs that constitute the students' lived experiences, four themes, which have implications for teachers in their quest to raise the academic achievement levels of their students, emerged: 1) self esteem, 2) characteristics of helpers, 3) desire for autonomy and independence, and 4) timing issues in help seeking.

215

Persadsingh, Anne Marie (2007)

Teachers' perceptions about lifelong learning and the instructional opportunities they provide to students, through the teaching of CAPE's Communication Studies (Curriculum). [v], 96, 8 p.

This study explored whether teachers at one secondary school provided appropriate opportunities for the students to develop the lifelong learning skills through the teaching of the CAPE Communication Studies syllabus. Interviews were conducted with all four Communication Studies teachers and the Head of Department, as well as with two students. Additional data were collected through classroom observation and questionnaires administered to all teachers and students involved in the programme. Findings revealed that: 1) the teachers were aware of the critical thinking and problem-solving skills stipulated by the CAPE Communication Studies syllabus but that development of these skills hold second place to content coverage; and 2) teacher collaboration and mentoring were critical factors which helped teachers to feel confident about their teaching of the subject. Teachers cited several constraints: access to technology, students' aptitude and motivation, time demands, and unavailability of resources as factors inhibiting the opportunities for mastery of lifelong learning skills.

216

Solomon-Kerr, Barbara (2007)

An investigation into the effectiveness of The Centre of Excellence for Teacher Training (CETT) model for improving reading at a government primary school in the South Eastern Education District of Trinidad (Youth Guidance). ii, 58, [39] p.

This qualitative case study sought to investigate the effectiveness of a new reading model that was introduced at a government primary school in the South Eastern Education District of Trinidad and Tobago. Data were collected from questionnaires administered to a reading specialist and six teachers, observations, and informal chats with two students, the reading specialist, and teachers; and test results of the students. It was concluded that the CETT model is effective in many ways in that a wide range of opportunities are provided to encourage students to become effective readers. However, the model has shown flaws in certain areas since it does not cater for holistic assessment, with specific reference to the areas of oral fluency, reading strategies, and motivation since all tests under the CETT model are written.

Availability: SOE Library – WI Collection

Freddy James

217

Ashraph, Khadine (2011)

An investigation into the strategies being used to address the literacy needs of struggling readers at a co-educational secondary school in Trinidad (Reading). [iv], 73 p.

This study sought to investigate the strategies used by a co-educational secondary school in Trinidad and Tobago to address the literacy needs of struggling readers. Data were collected through interviews with the principal, the Head of the English Department, a content area teacher, and a reading teacher. It was concluded that while various attempts were being made by the school to address the literacy needs of its struggling readers, the implications of such attempts could not be readily assessed. This is because there was no initial assessment of student literacy ability through assessment. In addition, the strategies used by the school, in some cases, were not sufficiently guided by the best practices identified in the literature.

218

Bedeau-Moore, Clevia (2011)

An investigation into teachers' understandings about gender and their impact on the teaching of reading in primary schools in the educational district of St. George East (Reading). 83 p.

This study sought to investigate three primary school teachers' beliefs about gender and learning to read, and to examine the congruence or incongruence of these beliefs with their classroom practices. Data were collected through interviews with three teachers at a primary school in the St. George East Education District of Trinidad and Tobago. Other data were collected through classroom observations. Results of the data indicated that in all three cases, the teachers believed that boys were more disruptive than girls and viewed this as a key contributor to the differences in reading performance. They therefore felt that if effective instruction was to take place, the students were expected to be quiet, pay attention during reading instruction, and follow given instruction. In all three cases, behavioural conceptions of literacy were reflected in the teacher-centred lessons which emphasised direct instruction and little support for student autonomy. Observations of the classroom practices of the teachers contradicted their stated beliefs of the ways of teaching reading to boys and girls. There was little congruence between their beliefs and their actual reading instruction.

Availability: SOE Library - WI Collection

219

Dookhoo, Wendy (2012)

A study of teachers' and administrators' perceptions about the implementation of school based management (Curriculum). 121 p.

This study sought to determine teachers' and administrators' perceptions about the factors that facilitated or inhibited the implementation of school-based management (SBM) at a secondary school in Trinidad and Tobago. Data were collected through interviews with six teachers and the principal of the school, as well as through document analysis. The findings revealed that: 1)

the principal implemented some aspects of SBM, 2) the teaching staff had little knowledge of the innovation, 3) the selection of a middle management team caused some conflict among the staff, 4) there was little support for the implementation process from the district office, 5) the principal's transformational leadership style facilitated stakeholder participation, and 6) the lack of Heads of Department and Deans at the school proved problematic.

Availability: SOE Library - WI Collection

220

Dookie-Ramkelawan, Dayah (2011)

A case study of teachers' perceptions of the impact of using the Jolly Phonics programme to teach reading in the Infant classes at one primary school (Reading). iv, 92 p.

This study sought to explore teachers' perceptions of the impact of using the Jolly Phonics programme to teach reading in the Infant classes at a primary school in Trinidad and Tobago. Data were collected through interviews with six Infant-level teachers, as well as through observations and document analysis. The findings revealed that one of the teachers did not use the Jolly Phonics programme but clung to the "traditional" method. The other five all believed that the Jolly Phonics programme had a positive impact on students' reading. They believed that the students showed improvement in their pronunciation, spelling, and writing. The teachers also noticed that slower students' performance was enhanced after exposure to the programme. It was further noted that the teachers had taught the programme with some modifications. With regard to the implications for using the programme to improve reading, the findings indicated that five of the teachers wanted to continue using the programme, but with an eclectic approach that included whole language, sight word, and use of an analytic phonic primer.

Availability: SOE Library - WI Collection

221

Francis, Sharon (2010)

Challenges facing at risk adolescent males with their inclusion in the classroom (Youth Guidance). 98 p.

This study sought to investigate the challenges facing three at-risk adolescent male students in relation to their inclusion in the classroom, in an attempt to identify the ways in which the learning needs of at-risk males might be better facilitated through the inclusive approach. The participants were socially displaced students living in a residential institution in Central Trinidad but attending secondary school. Data were collected through interviews and observations. The findings indicated that there was a decline in adolescents' participation and interest in academic learning, and that the classroom environment does not provide the culture, resources, or facilities to assess the needs of at-risk students. In addition, classroom teachers appeared to be unequipped with the relevant intervention pedagogical strategies that emphasize student-centred learning and promote re-engagement of resistant or disengaged students.

Availability: CERIS - Storage

222

Glasgow-Charles, Kimberly (2012)

An investigation into the new administrative cluster system in early childhood care and education centres in Trinidad: The concerns of three administrators (Curriculum). 114 p.

This study investigated the concerns of three early childhood care and education (ECCE) administrators regarding the new Administrative Cluster System (ACS) in ECCE centres in Trinidad. Data were collected through interviews. The findings of the study suggest that the implementation of the ACS was plagued with problems, which were due to the manner in which the innovation was implemented, particularly the lack of consultation, and factors such as the lack of staff and resources. The administrators involved in the implementation had various concerns regarding self, task, and impact, with task concerns being predominant. Further, it was found that the participants' concerns were mainly due to a lack of clarity about the change, and the absence of capacity-building structures, such as resources and training, needed to facilitate the implementation of the ACS. However, the administrators identified some positive outcomes of the change, as they saw an opportunity for growth since they had to acquire competence in time management and planning.

Availability: SOE Library - WI Collection

223

Jackree, Avinash (2013)

An investigation into teachers' perceptions of instructional leadership at a government secondary school in East Trinidad (Curriculum). 127 p.

This study explored teachers' perceptions of the leadership as provided by the principal, vice principal, and heads of departments at a government secondary school in East Trinidad. Data were obtained through interviews with five teachers, as well as through document analysis. The findings revealed that three of the teachers felt that the status and impact of instructional leadership provided by the school's upper administrative body were poor, while two of the teachers opined that although it was not optimal, it was improving. Additionally, the teachers advanced the following factors as challenges to the provision of instructional leadership at the school: 1) teachers' perceptions of the instructional leadership provided; 2) school management; 3) the interpersonal relationships among the instructional leaders, and the teachers, parents and students; 4) the prevailing school culture; 5) the establishment and achievement of academic standards; 6) staff training and development; 7) instructional leaders as resources; and 8) communication.

Availability: SOE Library - WI Collection

224

Kent-Browne, Jill (2011)

Teachers' perceptions of the implementation of a literacy programme in a SEMP school in the St. George East District in Trinidad and Tobago (Reading). [1 v.].

This extended literature review examines the impact of teachers' perceptions of their roles as teachers of reading on the implementation of a literacy programme at a secondary school in the St. George East Educational District of Trinidad and Tobago. The review covers: 1) the importance of teachers' efficacy and its importance in the success of student learning; 2) the nature of an effective literacy programme; 3) the view that all teachers must be teachers of reading, with roles and responsibilities geared towards students' achievement and their understanding of student literacy development; and 4) curriculum change and its impact on the administrators and teachers.

225

Khan, Cindy (2011)

From teacher to middle manager: An investigation of heads of department's [sic] perceptions of their roles as they transition to middle managers in a secondary school in South Trinidad (Curriculum). ii, 94, [17] p.

This study sought to investigate how heads of departments (HoDs) were transitioning into their roles from teachers to middle managers, and the implications of the transition for their school environment. Data were collected through interviews held with three HoDs at a single-sex school in South Trinidad. The findings revealed that: 1) some of the HoDs believed that they were not adequately trained to meet the challenges and perform some of the core duties of an HoD; 2) the HoDs experienced work overload since they had to perform the duties of an HoD in addition to teaching, preparing lessons, marking scripts, conducting labs, and other duties; 3) they did not feel that they were involved in the decision-making process of the school; and 4) they experienced a greater sense of ownership of, and pride in, their departments.

Availability: SOE Library - WI Collection

226

Oliver, Elizabeth King (2013)

An investigation into the impact of a parent outreach programme on the family-school partnership at Sunville Early Childhood Care and Education Centre (Youth Guidance). v, 70, [32] p.

From the perspective of parents and teachers involved in a Parent Outreach Programme (POP) at an early childhood care and education centre in Trinidad and Tobago, this study investigated the impact of the programme on the family-school relationship. Data were collected through interviews with two teachers and two parents, as well as through document analysis. The findings of the study revealed that despite the impediments to the impact of the programme, the participants acknowledged its intrinsic value. It was also found that that they encountered several challenges, barriers, and shortcomings, which prevented the realization of the full benefits of the programme. The teachers articulated challenges of lack of training, lack of resources, and parents' literacy issues, while the parents advanced the perception that they were being excluded from the decision-making process.

Availability: SOE Library - WI Collection

227

Rigsby, Peter A. E.

An investigation into the educational experiences of three adolescent male students who transferred from mixed three year secondary schools into a seven year all boys' denominational school (Youth Guidance). 88 p.

This study sought to gain an insight into the educational experiences of three boys who transferred from a mixed 3-year secondary school to the fourth form of a single-sex denominational secondary school in Trinidad and Tobago. Data were collected through interviews held with the three adolescent male students. The study generated three themes: parental support and involvement, familial support and involvement, and teacher support and involvement. The participants all cited parental involvement, school indiscipline, and positive responses from their teachers as factors that impacted their academic performance. It was also found that each student's social reality produced divergent constructions of his educational experience.

228

Rodney, Kathine (2011)

An investigation into the factors which affect the self efficacy of boys as readers (Reading). vii, 57. [1] p.

This study sought to unearth the factors that affected the self-efficacy of a seven year old boy as a reader at a primary school in Trinidad and Tobago. Data were collected through an interview and observations. The findings revealed that the student's self-efficacy in reading was impacted upon by his attitude towards his teacher, peer acceptance or rejection, and belief in his ability to effectively execute a task. Although he demonstrated average reading competence, his low self-efficacy in reading resulted in a lack of motivation.

229

St. Bernard-Small, Rhonda (2010)

The perceptions of teachers and Student Support Services personnel about the level of collaboration that exist between them in a primary school in the Caroni educational district in Trinidad and Tobago (Youth Guidance). iv, 67 p.

This study sought to explore the perceptions of teachers and Student Support Services Division personnel about the level of collaboration that exists between them at a primary school in the Caroni educational district in Trinidad and Tobago. Data were collected through interviews held with teacher and Student Support Services personnel, as well through document analysis. Findings indicated that there was an absence of collaboration between teachers and Student Support Services personnel at the school.

230

Thomas, Nisha Haley (2011)

SOS for SSR: A case for Sustained Silent Reading in 'A' level classrooms (Reading). [iv], 62, [1] p.

This study examined the impact of Sustained Silent Reading (SSR) on the reading habits of 20 students at a two-year sixth form school in North-Western Trinidad. It sought to determine the participants' beliefs; the factors, within the parameters of the SSR, which facilitated any increased practice of reading; and the factors that may have been inhibiting the practice of reading. Data were collected through interviews, surveys, observations, and participants' artefacts. The research revealed that the practice of reading among students who did or did not enjoy reading increased, since the time and opportunity to read, as afforded by the 15 minutes of the SSR, provided motivation to read.

Availability: SOE Library - WI Collection

Winford James

231

Alexis, Nicole Juliana (2010)

A fourth form reading challenged student's perception of her educational experiences as she prepares for the Caribbean Examinations Council (CXC) Caribbean Secondary Education Certificate (CSEC) Examinations (Curriculum). 49 p.

This is proposal for a study that will seek to examine the perceptions of a reading challenged seventeen-year-old student about her educational experiences at a secondary school in Trinidad and Tobago, as she prepares to write six subjects in the Caribbean Examinations Council (CXC) Caribbean Secondary Education Certificate (CSEC) Examinations. An extensive literature review was conducted, from which recommendations are made for general classroom practices that can foster positive achievement for struggling readers.

Availability: SOE Library - WI Collection

232

Ashton-Gilbert, Mishka (2013)

The selection of problem-solving strategies by Standard five students in solving non-routine mathematical problems (Curriculum). 82, [9] p.

This study examined the heuristic strategies employed by Standard 5 students at a primary school in Trinidad and Tobago to solve non-routine mathematical problems. It also examined the institutions that have contributed to the students' existing repertoire of heuristic strategies. Data were collected through task-based interviews with a sample of 12 Standard 5 students and three teachers, as well as through a series of non-routine mathematical problems administered to the students. The results of the study indicated that the students demonstrated confidence when using only a narrow range of heuristic strategies. The teachers were not aware of the particular strategies employed by the students. It was also found that the school and the home were the only institutions that influenced learning and the development of heuristic strategies among the students.

Availability: SOE Library - WI Collection

233

Dookie-Ramkelawan, Dayah (2008)

Teachers' and students' perceptions of why some students struggle to read: A case study (Curriculum). vi, 80 p.

This study sought to explore teachers' and students' perceptions of why some students struggle to read. Data were collected through interviews with one Standard 2 teacher and three of her struggling readers, and from questionnaires completed by 12 teachers. The research sought to determine: 1) the factors struggling readers perceive as facilitating or militating against their acquiring reading skills, 2) the factors that teachers perceive as facilitating or mitigating against students' acquisition of reading skills, and 3) the extent to which teachers' and students' perceptions coincide. Findings revealed that the students believed their limited knowledge of reading skills, inadequate reading instruction, and how they viewed themselves as readers all impacted negatively on their learning to read, while hands-on teaching strategies as well as teacher expectations and attitudes encouraged reading. Further, teachers believed that students' lack of reading skills, poor teaching, and lack of parental support also impeded students' ability to acquire reading competencies. It was found that there was a close relationship between teachers' and students' beliefs about the need to develop reading skills. These skills, or lack thereof, along with the role of proper reading instruction, were perceived by both the teachers and the students as factors that either facilitated or hindered struggling readers.

Availability: SOE Library – WI Collection

234

Edoo, Angela D. (2005)

Form One Special students' perceptions of their experiences at a junior secondary school in Trinidad (Youth Guidance). 66, [9] p.

This multiple case study investigated the perceptions of the school experiences of three boys and one girl who had been placed in the remedial class called 1S, at a junior secondary school in Trinidad and Tobago, based on their poor performance in the Secondary Entrance Assessment (SEA) examination. Data were obtained through document analysis, participant observation, interviews with the four participants, as well as through a focus group discussion with 13 other students of the Form 1S class. Eleven major themes emerged from the interviews held with the students. These were: 1) lack of school safety, 2) being labelled as a result of their being in a remedial class, 3) dissatisfaction with their programme of work, 4) separation from the regular students, 5) dissatisfaction with the classroom, 6) negative treatment meted out by the teachers, 7) the school's treatment of the 1S students, 8) shame associated with the term '1S', 9) delinquency as a result of the school's failure to address the students' issues, 10) inconsistencies between the teachers' and the principal's assessments, and 11) the treatment meted out to the 1S students by their peers in the regular classes. The overall finding of the study suggested that the 1S students had few positive experiences and many poor ones.

Availability: SOE Library - WI Collection

235

Edwards-Senhouse, Maxine (2011)

Administrators' perceptions of administrative issues or factors which are significant to developing a literacy program for all students of School X (Reading). [iii], 58, [3] p.

This extended literature review explored the literature relevant to administrators' perceptions of administrative issues or factors that are significant to developing a literacy programme for the students of a secondary school in Trinidad and Tobago. Three themes were explored: 1) student motivation, engagement, and achievement; 2) vision of administration for a literacy-rich school; and 3) administrators as literacy leaders.

236

Farrell, Veronica

A descriptive analysis of literacy practices in classrooms of Trinidad and Tobago. 33, 5 p.

This is a proposal for a study that will seek to analyse literacy practices in the classrooms of Trinidad and Tobago. Data will be collected through interviews, observations, and document analysis. The report will take the form of a descriptive analysis and will delineate emergent themes in a manner that will enable some level of assessment of practices.

237

Forbes-Huggins, Helen (2011)

Physical activity and academic learning (Curriculum). vi, 52 p.

This extended literature review seeks to examine teachers' and students' perceptions of physical activity and its impact on academic learning.

238

George, Gerna

Factors affecting the professional development of primary school teachers in Tobago. 36 p.

This is a proposal for a study that will seek to discover, through the use of grounded theory, the factors that affect the professional development of primary school teachers in Tobago. Data will be collected through interviews with a purposive sample of 10 teachers, 3 principals, and 1 school supervisor, as well as through document analysis and observations.

239

Groome, Ingrid (2011)

Teachers' perceptions of the factors that contribute to students' underperformance in Comprehension (Reading). viii, 135 p.

This qualitative study sought to discover the factors affecting students' underperformance in secondary schools in Trinidad and Tobago, and to determine whether there is a need for a comprehension skills-based intervention programme to bolster any skill deficiency that may exist. Data were collected through interviews with, and a questionnaire administered to, two teachers who were employed as remedial reading instructors. The findings revealed that

students' failure was attributable to a variety of factors, thus establishing the need for a structured comprehension skills-based programme.

240

Guerin, Trumanne (2011)

An investigation into aliteracy among adolescent students (Reading). 86 p.

This study sought to gain an understanding of aliteracy among adolescent students at a government secondary school in East Trinidad. It specifically sought to learn how students perceived their condition, regarded themselves as readers, and their attitudes regarding their reading practice. Data were collected through interviews and two questionnaires. The results of the study indicated that the students who displayed aliterate behaviour, while being aware of it, generally felt comfortable about themselves as readers, and were content with their attitudes to reading, as well as their reading practice. The general perception was that aliteracy was acceptable. The students did admit to reading engagement if the topic was of major interest, but this was more irregular than regular. It was also noted that participants were in environments that did not always place emphasis on affective or recreational reading.

241

Livingston, Jewel (2011)

An exploration into the experiences of four disengaged readers' reading engagement during a modified sustained silent reading programme at an urban primary school (Reading), [v], 68, [42] p.

This qualitative action research sought to explore the reading engagement experiences of four disengaged readers during a modified Sustained Silent Reading Programme (SSR), using the case study paradigm. Data were collected through interviews with two Standard 2 boys who displayed varying degrees of disengagement. The findings revealed that SSR can promote enhancement in the students' reading engagement when (a) there is opportunity for them to interact with their peers; (b) high-interest and appropriate reading materials are available; (c) they are given time to read, and (d) there are engaging tasks to complement reading and there are no pertinent changes in SSR.

Availability: SOE Library - WI Collection

242

Mc Cave, Alicia Nicole (2013)

An investigation into the implementation of the Jolly Phonics programme at three primary schools in the Port of Spain and Environs District: The concerns of three Infant Level teachers (Curriculum). 128 p.

This study investigated three teachers' concerns about the implementation of the Jolly Phonics programme at three urban primary schools in Western Trinidad. Data were collected through interviews and observations. The findings revealed that all the teachers were quite clear about the factors that impeded implementation of the programme at their schools. It was found that factors such as: (a) administrative support, insufficient workshops and training; (b) local school

factors such as storage, accountability, and collaboration among staff; and (c) external support through the supply of materials, all impacted on the implementation of the programme.

Availability: SOE Library - WI Collection

243

McFarlane Trim, Marion (2011)

An investigation into the strategies used by teachers to teach fluency in reading in Standard Two classrooms: This information could be used to address the issue at this school (Curriculum). [v], 39, [31] p.

The study sought to investigate the nature of reading fluency instruction in a Standard 2 classroom at a primary school in Trinidad and Tobago. Data were collected through interviews held with two teachers, as well through the administration of a questionnaire. The findings revealed that the teachers' perceptions of the teaching of fluency in reading lacked knowledge and depth, and resulted in a lack of teacher mastery of skills and strategies. Their sources of information, as well, were unreliable and lacked credibility and currency.

244

Mohammed, Michele (2007)

A narrative inquiry into the experiences of a gifted secondary school student with Asperger Syndrome (AS) (Curriculum). [vi], 76, [28] p.

This narrative enquiry sought to investigate the scholastic experiences of a student diagnosed with a dual exceptionality of Asperger Syndrome (AS) and giftedness at a secondary school in Trinidad and Tobago. Data were collected through interviews, observations, and document analysis. Four themes that impacted on the quality of the student's experiences were: 1) support mechanisms, 2) peer relations, 3) need for coping mechanism (sensory domain), and 4) need for autonomy. Findings show that as a result of the enabling support mechanisms in his life, namely therapeutic and parental, the student was able to function to a great degree in his academic setting.

Availability: SOE Collection, UWISpace

245

Noohar, Nikiesha Charlene (2011)

Investigating the psyche of the reading challenged adolescent: A phenomenological case study (Reading). vii, 117 p.

This phenomenological case study sought to investigate the psyche/mental state of struggling adolescent readers (SARs) in a rural secondary school in South Trinidad. Data were collected through interviews with two male and two female adolescent students, as well as through observations. The findings revealed that SARs are generally afflicted with troubled psyches or mental states, and that this is compounded for those who lack supportive family backgrounds. It also revealed that although they may try to maintain a positive outlook, their psyches impact

negatively on their attitude to, and their attempts at, learning, and they thus typically gravitate to negative behaviours.

Availability: SOE Library - WI Collection

246

Patterson, Natasha Edith (2011)

An investigation into the methodology promoted in the Jolly Phonics programme at a co-educational school in the St. George East Educational District (Reading). viii, 54 p.

This study investigated the specific methodology used in the Jolly Phonics Programme and its implications for classroom practice, through an examination of the classroom practices of three teachers in the Infant department at a primary school in Trinidad and Tobago. Data were collected through interviews and observations. The results of the data analysis suggested that the teachers made competent decisions that were suited to their specific situations.

247

Pilgrim-Thomas, Gillian (2010)

I can read but I don't want to: A study of six aliterate students at an urban high school (Curriculum). [iv], 55, [16] p.

This case study sought to understand the phenomenon of aliteracy through the perceptions, thoughts, and experiences of six literate teenagers at an urban secondary school, who identified themselves as reluctant readers. Data were collected through interviews and document analysis. The findings revealed that: 1) the students did not like to read long works of fiction because they viewed it as time consuming and stressful, 2) their early experiences with reading at home and at school had a significant effect on the students' feelings about reading, and 3) the students who do not necessarily enjoy reading long novels may engage in a variety of reading activities online.

Availability: SOE Library - WI Collection

248

Rampersad, Lane (2006)

An investigation into reading pedagogical failure in three schools in one educational district in the Republic of Trinidad and Tobago (Youth Guidance). [ii], 63, [16] p.

This case study investigated teachers' classroom practices, at three schools in the South Eastern Education District of Trinidad and Tobago, with specific reference to the quality of reading instruction to which children are exposed. It also sought to determine whether parenting styles and the home environment impact upon students' learning to read. Data were collected through interviews, participant observation, questionnaires, and document analysis. Employing a quasi-experimental design, the study further conducted a comparative analysis, between two Standard 1 classes of two similar schools, of students' performance in the National Test. Among the findings were that: 1) motivation is an essential tool in stimulating students' engagement with the reading process, 2) parental involvement impacted positively on students' reading habits,

and 3) the use of students' poor performance in the National Test as a vehicle for school reform did not yield the appropriate results.

Availability: CERIS –Storage

249

Rampersad, Reah (2011)

Evaluating the effect of three (3) comprehension strategies on a remedial Form One (1) at Greenville Secondary School (GSS) (Reading). [iii], 46, [35] p.

This study sought to determine whether the use of three comprehension strategies would improve text comprehension in a remedial Form 1 class at a secondary school in Trinidad and Tobago. Data were collected through the administration of a unit of 10 lessons, as well as a pre- and post-test. Other data were obtained through journal entries of the researcher and the students. An overall examination of the data in the tests revealed an improvement in performance. Also, the journal entries indicated that the students displayed a more positive attitude in most of the lessons that they were taught, and understood how to integrate each of the three comprehension strategies, namely, "think aloud," "concept-mapping," and "question and answer relationship" (QAR) in the lessons taught. It was also observed that the students displayed a better understanding of the information contained in the passages when they incorporated the three strategies in their reading and writing tasks.

Availability: SOE Library - WI Collection

250

Sharma, Cindy D. (2008)

An evaluation of the Secondary Education Modernization Programme Language Arts curriculum: Teachers' perspectives of how well they are achieving the aims of the curriculum in selected schools in the Northeastern Educational District (Curriculum). v, 86 p.

This phenomenological study sought to evaluate four teachers' perspectives on how well they were achieving the aims of the Secondary Schools Modernization Programme (SEMP) Forms 1-3 Language Arts Curriculum in four selected secondary schools in the North Eastern Education District of Trinidad and Tobago. Data were collected through the semi-structured interview. Two main themes were identified: support and indicators of achievement. Discussion and analysis revealed that the teachers have some knowledge of the aims of the Language Arts programme, but the degree to which they perceived that they were achieving the aims of the curriculum could not be conclusively determined since the fidelity with which they used the curriculum could not be established in this study.

Availability: SOE Library - WI Collection

251

Sharma, Lakshmana (2006)

An investigation into the nature of fathers' engagement in the educational experiences of their children at Primary School X in the St. Patrick Educational District (Youth Guidance). 57 p.

This proposal seeks to investigate whether there is a relationship between fathers' disengagement from the educational experiences of their children and low academic performance/behavioural concerns at a primary school in Trinidad. Additionally, it is expected to create a better understanding of the nature of the fathers' disengagement from their children's school experiences. Data will be collected through interviews, participant observation, and document analysis. Participants in the study will be 12 students and 8 teachers, as well as 12 fathers and 12 mothers of students of the school. Emerging themes and sub-themes will be developed and used to write a descriptive narrative, which will be directed towards researchers and policy makers in the field.

252

Stewart, Natasha (2013)

Teachers' and students' perception of the relationship [between] teacher's instructional language and students' expression of content (Curriculum). 65, [59] p.

This study investigated the perceptions of teachers and students on the relationship between instructional language and students' English language production at a secondary school in Tobago. Data were collected through interviews with 4 teachers and 16 students, as well as through observations of 9 other students during 3 classroom sessions. It was found that both the teachers and the students perceived Standard English (SE) as superior to the Creole, and felt that it should be used as the language of instruction. Conversely, the students admitted that they felt more comfortable expressing content in the Creole than in SE, and although the teachers were aware that use of the Creole in the classroom heightens interest and aids in students' understanding, they still perceived SE as the language of instruction.

Availability: CERIS – Storage

Madgerie Jameson-Charles

253

Cadan, Sheldon (2011)

An investigation into the factors that motivate reading amongst juniors aged 9-12 years in Trinidad and Tobago (Reading). x, 67 p.

This study investigated the variables that motivated students aged 9-12 years to read in Trinidad and Tobago. Data were collected through a survey administered to 151 students from eight primary schools. The findings suggested that the students' perception of reading instruction would affect their reading motivation and that their reading motivation would, in turn, affect their reading quantity. The overall finding was that the students had better intrinsic motivation than extrinsic motivation.

Availability: SOE Library - WI Collection

254

Caesar, Terrence (2011)

An investigation into the impact of extracurricular and co-curricular activities on primary school students' academic performance (Guidance and Counselling). ix, 81 p.

This study explored the effect of students' participation in extra-curricular and co-curricular activities on their academic performance. Data were collected through a questionnaire administered to 265 Standard 5 students at five schools. Analysis of the data revealed that participation in extracurricular and co-curricular activities has a positive impact on students' academic performance. Further, it was found that participation in such activities presents primary school children with opportunities that otherwise might not be afforded them.

Availability: CERIS - Storage

255

Diljohn, Michael (2011)

The impact of the results of standardized tests (national tests and Secondary Entrance Assessment (SEA)) on pedagogy and morale in a rural low performing school (Curriculum). [vi], 57, [22] p

This study sought to investigate teachers' perceptions of the ranking of a rural primary school in a low socio-economic area in Trinidad and Tobago based on the results of standardized tests (National Test and Secondary Entrance Assessment), and how this ranking impacted on pedagogy and morale. Data were collected through interviews held with, and a questionnaire administered to, five teachers at a school in the St. Patrick Educational District in Trinidad. The findings indicated that: 1) performance can be interpreted in different ways; 2) national tests to rank schools lead to a improper comparison of schools; 3) when comparisons are viewed as unfair, it negatively impacts on teacher morale, performance, and delivery of the curriculum; 4) national assessment focuses on high scores and, in so doing, negatively influences the implementation of the curriculum; 5) school performance should take into account all activities that are mandated and encouraged by the Ministry of Education.

256

Gransam, Cecil (2011)

An investigation into teachers' perception of the use of Continuous Assessment in teaching and learning in a primary school (Curriculum). [viii], 83, [2] p.

This study sought to explore teachers' perceptions of the use of the Continuous Assessment programme (CAP) at a primary school in Trinidad and Tobago. Additionally, it sought to explore the role of teachers and how their beliefs impacted on their practice in the classroom, in light of the implementation and use of continuous assessment. Data were collected through focus group interviews. Findings suggest that teachers know and understand the benefits of CAP in the teaching/learning environment. However, they believe that in order for CAP to be an effective assessment tool there must be proper monitoring, record keeping, training of teachers, and resources at schools. They also expressed concerns about the use of CAP as an assessment tool alongside the Secondary Entrance Assessment (SEA).

257

Jaggernauth, Sharon Jacqueline (2010)

Mathematics anxiety and the primary school teacher: An exploratory study of the relationship between mathematics anxiety, mathematics teacher efficacy, and mathematics avoidance (Curriculum). 105 p.

This study sought to clarify the relationship between mathematics anxiety, mathematics teacher efficacy, and mathematics avoidance among primary school teachers in Trinidad and Tobago. Data were collected through a self-reporting questionnaire administered to 68 primary school teachers. Findings revealed that: 1) while mathematics anxiety and mathematics avoidance were not evident among the teachers in the sample, female teachers reported higher levels of mathematics anxiety and mathematics avoidance than males; 2) teachers reported that they believed that they taught mathematics effectively and that they were comfortable teaching mathematics; and 3) there was no significant relationship between three constructs - mathematics anxiety, mathematics teacher efficacy, and mathematics avoidance - and teacher variables of highest level of educational achievement, type of school, the number of years teaching, and current programme in which they were enrolled.

Availability: SOE Collection, UWISpace

258

Jones-Butcher, Enid (2012)

An investigation into the curriculum implementation from co-ed to single-sex classes: Teachers' voices (Curriculum). 89 p.

This study investigated the concerns of 10 teachers, encompassing the seven developmental levels of concern, regarding the implementation of the initiative "From coeducational to single-sex education" at one all-boys' and one all-girls' secondary school in the St. George East Educational District in Trinidad and Tobago. Data were collected through focus group interviews. The analysis indicated that the teachers reported concerns at only four of the seven stages of the concerns model - personal, management, consequence, and collaboration. The concerns expressed by the teachers suggest that they were eager to grasp new ideas and concepts about single-sex classroom instruction. Additionally, most expressed concerns with regard to the effect of their possible emotional responses to the disciplining of boys. The female teachers at the all-boys' school cited deep concerns about their personal safety, given the physical characteristics of their male charges, while the male teachers at the all-girls' school were concerned about the possible legal implications in their efforts to foster positive student-teacher relationships as males in a female educational environment. The general finding of the study was that the teachers' primary concerns were about informational and personal aspects of the initiative

Availability: SOE Library - WI Collection

259

Lewis, Tricia (2012)

An evaluation of teachers' concerns about the implementation and the adoption of the CVQ curriculum of Forms 4-5 students at School X in the St. George East Educational District (Curriculum). 81, [26] p.

This study sought to explore five teachers' concerns about the implementation and adoption of the Caribbean Vocational Qualification (CVQ) programme at a secondary school in the St. George East Educational District of Trinidad and Tobago. Data were collected through interviews and observations. Five main themes emerged from the study: 1) the need for teacher training in the curriculum, 2) the availability of resources, 3) knowledge of the innovation, 4) continued support from stakeholders, and 5) the availability of the area to students. The findings revealed that since the teachers were not involved in the change process, the rate at which the innovation was implemented and adopted was affected.

Availability: SOE Library - WI Collection

260

Lynch-Farrell, Jennifer (2011)

An exploration into the reading behaviours of boys and girls during SSR in a rural government primary [school] (Reading). [vii], 96, [2] p.

This study sought to observe and compare the behaviours of 20 boys and girls of a Standard 4 class during Sustained Silent Reading (SSR) at a primary school in Trinidad and Tobago, as they were guided to display the appropriate behaviour necessary for deeper engagement in books of interest. Data were collected through interviews and observations, as well as through the administration a pre- and post-test and a survey. It was found that although there was an indication of improvement in the desired behaviour for SSR, the students needed further exposure to books that were of interest to them in order to develop as readers. It was also found that while the boys needed to display deeper engagement with the reading material to which they were exposed, their disengagement was not suggestive of a lack of interest, but rather that the time spent reading, along with their desire to interact with each other, prevented them from becoming more involved with their books.

261

O'Neil-Kerr, Odette (2013)

An investigation into Form Two students' perceptions of their parents' involvement in their education both pre and post their SEA examinations (Youth Guidance). iv, 62, [68] p.

This study investigated students' perceptions of their parents' involvement in their education both pre and post their SEA Examinations. Data were collected through interviews with six (6) Form 2 students, and sought to determine their perceptions of their parents' involvement in their education, how sustained parental involvement was, and the impact that this involvement had on their performances. Other data were collected through document analysis. Emergent themes from the study were: 1) relationship with mother and father, 2) relationship between parents and teachers, 3) parental involvement in primary school, 4) parental involvement in secondary

school, and 5) students' expectations of parental involvement. The findings indicated that there was a decline in the depth of parental involvement as the students moved from the primary to the secondary school. Although the parents were still involved and showed an interest in their children's schooling, their involvement was more of a guiding nature than a hovering nature.

Availability: SOE Collection, UWISpace

262

Petit-Hunte, Lemoy (2011)

Educating Eric Q: A struggling reader with an emotional-behavioural disability in an inclusive education system: A case study (Reading). x, 69 [14] p.

This qualitative case study sought to explore the support provided within inclusive education, by a primary school in Trinidad and Tobago, to meet the needs of an emotional-behavioural disabled (EBD) student who is a struggling reader in a general education classroom. Data were collected through interviews held with a male student, his mother, his teacher, an assistant teacher, a social worker, two administrators at the school, and a supervisor of a service provided to the student and his parent. The study was guided by the following research questions: 1) What kinds of support are present at the school? 2) How are the supportive elements (if any) currently used? 3) What contributes to the student's deficiencies in reading? and 4) What contributes to his behaviours at school? Among the findings of the study were that: 1) the school's administrators had specific expectations of the student's teacher and assistant teacher. These included: (a) collaborating with the social worker to develop a plan of work specifically suited to the student's needs, (b) delivering the general education curriculum and ensuring that the class level was being taught, and (c) using engaging teaching strategies to effect improvement in the student's reading outcomes; 2) the teachers of the EBD student felt defeated, frustrated, and overwhelmed, and this was compounded by the fact that the teacher training programme did not prepare teachers for managing challenges associated with EBD students; and 3) the teachers in the study appeared to provide motivation to students, but greater and sustained effort was required to motivate the student under study.

Availability: SOE Library - WI Collection

263

Phillips, Jacqueline E. (2011)

Parental involvement in their children's school life. [iv], 43, [36] p.

This study examined parents' perceptions of becoming involved in their children's school life. Data were collected through interviews with six parents: one single female parent, one single male parent, one couple actively involved, and one couple not totally involved in their children's school life. The findings revealed that parents' perception of involvement in their children's school life was mainly based on the understanding of "knowing" what was going on at school. Parents' involvement in school activities consisted of attending PTA meetings, parent-teacher conferences, and assisting their children with their homework. It was also found that the factors which influenced their involvement in their children's school life were motivation, family roles, self-efficacy, socio-economics, and communication.

264

Poleon, Thilica (2011)

To determine the relationship among self-esteem, reading level, reading attitude and self-efficacy (Reading). v, 88, [2] p.

This study sought to determine the relationship among self-esteem, reading level, reading attitude, and self-efficacy in three Form 3 classes at a secondary school in the Port of Spain and Environs Education District in Trinidad and Tobago. Data were collected through questionnaires administered to 51 students. Results of the data analysis showed no significant relationship among variables, except for reading level and self-efficacy, which had a diverse relationship.

Availability: SOE Library - WI Collection

265

Rampersad, Adesh (2011)

An investigation into some of the coping strategies used by Form One students on transition from primary to secondary school at a co-educational school in the South Eastern District (Reading). [i], 81p.

This case study examined the coping strategies employed by five Form 1 students transitioning from primary to secondary school in Trinidad and Tobago. Data were collected through interviews with seven students, as well as through observations and artefacts. The findings suggested that the students experienced difficulty adjusting to, and coping with, their transition to secondary school and, consequently, have adopted various means of coping. Their varied experiences (positive and negative) were attributed to their teachers, parents, the new curriculum, pedagogy used, interaction with other students, and a myriad of social challenges. The students were also able to identify the strategies that could be used on an individual level to facilitate the transition from primary to secondary school.

266

Sambucharan, Melia (2013)

An investigation of teachers' concerns about sexuality education at a denominational primary school in the Caroni Educational District (Youth Guidance). iv, 90 p.

This study investigated the concerns of teachers at a primary school in Central Trinidad, about the teaching of the sexuality and sexual health component of the Health and Family Life Education (HFLE) primary school syllabus. Data were collected through interviews with seven teachers who were purposively selected from each level of the school. The findings revealed the following eight themes that were aligned with four of the seven stages of the Stages of Concern (SOC) dimension of the Concerns Based Adoption Model (CBAM): 1) anticipated parental reaction, 2) personal discomfort and embarrassment, 3) topics that conflict with personal beliefs, 4) time, 5) availability of resources, 6) training and pedagogical knowledge, 7) students' reactions and comfort level, and 8) staff collaboration.

Availability: SOE Library - WI Collection

267

Sealey-Tobias, Valerie (2010)

Third year nursing students [sic] use of problem based learning as a teaching/learning strategy: A mixed methods study (Curriculum). 67 p.

This study sought to describe third year nursing students' perceptions of the effectiveness of problem-based learning (PBL) as a teaching/learning strategy at a school of nursing in Trinidad. Data were collected through a questionnaire and a multiple choice test administered to 30 nursing students. The findings revealed that most of the students agreed that PBL caused a change in their thinking process. Their responses, when categorized, included themes of enhanced critical thinking skills, better assessment skills, and better information gathering skills. The fact that all the students scored more than 50% in the clinical decision test validated the students' perception that PBL had enhanced their decision-making skills.

268

Sealy, Roland Gerard (2011)

A novice teacher [sic] sense of efficacy to teach reading before and after being exposed to a specific reading strategy: A case study (Reading). vi, 70 p.

This case study investigated the changes in self-efficacy of a novice teacher in relation to the teaching of a specific strategy - K-W-L. It also sought to determine whether any changes in efficacy affected the teaching practice of the teacher at a secondary school in Trinidad and Tobago. Data were collected through a pre- and post-intervention test administered to a female novice teacher, as well as through observations and document analysis. The most significant finding of the study was that the teacher's self-efficacy increased after the intervention, which impacted the teacher's practice.

269

Singh, Abigale Indira (2011)

A multi-theoretical approach to understanding reading competencies in Form One boys at a secondary school in a rural district in South West Trinidad: Students [sic] perspectives (Reading). [ii], 151, [27] p.

Employing a multi-theoretical approach, this study investigated the perceptions of Form 1 boys of their (a) own reading competencies, (b) the most influential factors impacting their reading competencies, and (c) possible strategies for improving their own reading competencies. Data were collected through the administration of a questionnaire to 15 students at a secondary school in South Trinidad. The findings revealed that: 1) while the majority of the boys felt that they were competent readers, they were not able to accurately assess their own reading competencies; 2) although average and non-competent readers had access to reading material at home, and had support from their parents, they were not motivated to read; and 3) non-competent readers were of the opinion that traditional forms of learning provided less distraction and was more effective for them, since they were easily distracted.

Arthur Joseph

270

Aguwa, Emmanuel Iheanyichukwu (2006)

An investigation of the professional development/training of secondary school principals in Mbaise Educational District, Imo State – Nigeria (Curriculum). vii, 76 p.

This study investigated the professional development/training received by secondary school principals in Mbaise Educational District, Imo State, Nigeria, to equip them for school administration. The participants comprised four secondary school principals and the Education Secretary to the Local Government, selected through purposeful random sampling, and five teachers (including the vice-principals) selected from each of the four schools through a combination of purposeful and stratified sampling. Findings indicated, among other factors: 1) an apparent deficiency in the professional preparation programme in the area of instructional leadership, 2) a high level of agreement among the respondents in their conceptions about what makes a good principal, and 3) the professional training that principals received had a positive impact on their performance.

271

Bitna, Indira (2012)

Student indiscipline at a 'prestigious' all girls' denominational secondary school in Trinidad (Youth Guidance). [1 v.].

This study sought to identify teachers' and students' perspectives on student misbehaviour, the effects of the current discipline system, and how it might be improved at an all-girls secondary school in Trinidad and Tobago. Data were collected through interviews with two administrators, four teachers, and four student prefects. The participants unanimously concluded that there had been an increase in the level of student indiscipline, and that it was a cause for concern since the existing discipline system appeared to be ineffective. Recommendations are made for improving the discipline system.

Availability: SOE Library - WI Collection

272

Boodoo, Suzan Mala (2001)

Students' perceptions and responses to homework. A case study. [iv], 66 p.

This is a proposal for a study that will seek to explore students' perceptions and responses to homework in a secondary comprehensive school in Trinidad and Tobago. Additionally, it will seek to discover whether there is a policy regarding the use of homework at the school and will seek to ascertain how students respond when homework is assigned to them. The sample will consist of 30 students from the Forms 4 and 5 classes, representing the three curriculum areas in the school: academic, business, and technical. Other participants will be 6 teachers and ten parents. Data will be obtained through interviews, document analysis, and field observation. Findings will be presented as a narrative or a descriptive account of the themes and categories that emerge.

273

Coward, Anastasia S. (2005)

Teachers' perception of teacher professionalism and its impact on teacher performance (Youth Guidance). [iv], 67 p.

This is a proposal for a study that will examine teachers' own understandings and knowledge of professionalism, especially as it relates to professionalism within the teaching service of Trinidad and Tobago. Employing a qualitative approach, the study will be a basic interpretative phenomenological one. The sample population will be 10 teachers selected from two primary schools in Trinidad and Tobago. Data will be collected through interviews and will be presented in a narrative form.

274

Francis, Cleopatra Joycelyn (2013)

An investigation into teachers' perceptions of the influence of physical education on the discipline of students at a male denominational school primary school in East Trinidad (Youth Guidance). 163 p.

This study investigated three teachers' perceptions regarding the influence of physical education (PE) on student discipline at a male denominational primary school in East Trinidad. Data were collected from three participants through interviews. The teachers articulated that a focus on academics, lack of training, and a lack of confidence were some of the factors that impacted PE instruction. Their perceptions about the role of PE in promoting positive values among their students were reflected through several themes, including: 1) cooperation, 2) multiple intelligences, 3) social skills, 4) leadership skills, 5) becoming good citizens, 6) responsibility, and 7) self-esteem/masculinity.

Availability: CERIS - Storage

275

Hosein, Rostum Juman (2006)

Student support services and student academic achievements at a senior comprehensive school in central Trinidad: A case study designed to explore how students benefit from support services aimed at enhancing their opportunities for academic success (Youth Guidance). [iii], 86 p.

This case study proposes to explore the issues and problems that students face in a senior comprehensive school in central Trinidad. It will be used to examine the functionality of systems and structures that exist at the school as support services, and will further seek to determine their effectiveness in facilitating student academic achievement. Data collection will involve interviews, participant observation, and document analysis. Participants will be drawn, through purposive sampling, from the school's administration, teaching staff, and students as well as parents. It is hoped that the study will contribute to research in the area of student support services and academic achievement.

Availability: CERIS - Storage

276

Joseph, Giselle (2013)

An investigation involving "at risk" boys at a primary school in the Port of Spain and Environs Education District (Youth Guidance). iv, 64, 37 p.

This study investigated the phenomenon 'boys at risk' for academic underachievement at a government primary school in Trinidad and Tobago. Data were collected through interviews with nine participants (three male students, their mothers, and three teachers), all of whom were experiencing the phenomenon. Other data were obtained through document analysis. Four themes emerged from the study: 1) lack of self-confidence, 2) perception of self, 3) lack of parental involvement, and 4) non-engagement of the learning styles of students. The findings indicated that all the participants recognised that their efforts to address the problem had not been successful and that each harboured a desire for change.

Availability: CERIS - Storage

277

Lewis, Claudia (2004)

Principal leadership and its impact on school effectiveness: A case study (Youth Guidance). [iv], 95 p.

This case study sought to investigate principal leadership style and its impact on school effectiveness. It was carried out at a suburban secondary school in Trinidad, and sought to determine: 1) what style, in the perception of the teachers, was employed by the principal of the school; 2) the effectiveness of the school, from the teachers' perspectives; and 3) the extent of the existence of a probable relationship between principal leadership style and school effectiveness. Data were collected through a questionnaire administered to 30 teachers. Findings indicated that: 1) the principal leadership style was low in relationship orientation and task-oriented behaviours, 2) effectiveness at the school was perceived as weak, and 3) the principal's leadership style impacted negatively on school effectiveness.

278

Ramlal, Jesslyn (2005)

Teacher-student relationships and the school experiences of students at a secondary school (Youth Guidance). 65, [5] p.

This is a proposal for a study which will seek to explore the current status of student-teacher relationships. Specifically, it will seek to comprehend the ways in which these relationships are structured and organized within the school arena, and how the students in these relationships make meaning of their experiences, insofar as the relationships affect their perceptions of, and attitudes towards, school. Moreover, the study seeks to provide a starting point for ways in which student-teacher relationships might be harnessed as sources of student satisfaction, fulfilment, protection, and comfort in the school setting, thereby providing a holistic approach to building student competence. The participants will be 20 students selected through random purposive sampling. Data will be collected through interviews, participant observation, and

document analysis. It is envisaged that the study will yield qualitative data that will furnish researchers with an in-depth understanding of student-teacher relationships.

Availability: SOE Library - WI Collection

279

Ramsewak, Mohan (2010)

A case study of multi-grade pedagogical practices (Curriculum). 71 p.

This is a proposal for a study that will seek to explore the pedagogical practices adopted by teachers in multi-grade context at a small rural primary school in the North Eastern Educational District in Trinidad. It will also seek to determine teachers' effectiveness in delivering the curriculum and its impact on student learning/achievement. Data will be collected through interviews, observations, and document analysis.

280

Ramtahal, Mohan

The effects of principal leadership practices on student achievement in a primary school - A case study. 41 p.

This is a proposal for a study that will seek to determine the effects of principal leadership practices on student achievement. The purposively selected population will comprise 12 teachers, 3 principals, and 9 parents of students of a primary school in Trinidad and Tobago. Data will be collected through interviews and document analysis, as well as through questionnaires administered to six of the teachers. It is anticipated that the findings will add to the research base on school effectiveness and, more particularly, on effective principal leadership practices as they impact on academic environment.

281

Riley, Jemima

Students' perceptions of their experiences in a reading intervention programme (Youth Guidance). vi, 106 p.

This qualitative phenomenological study examined three Standard 3 students' perceptions of the impact of a two-year Reading Intervention Programme on their reading performance level. Participants were selected from a suburban primary school in Trinidad. Data were collected mainly through interviews with the three participants, but, in order to facilitate meaningful exploration and credibility, the study was expanded to include two focus groups, one comprising volunteers from Standard 4 and the other volunteers from Standard 5. Findings indicated that the students perceived the programme as providing opportunities to learn. Additionally, it was found that teachers' belief in the students was a key motivational factor in the students' developing belief in themselves and, consequently, improving their reading ability.

282

Roach, Eileen (2000)

Female principals of primary schools in Trinidad: Their job experiences. [ii], 33 [2] p.

This is a proposal for a study that will seek to describe and explain how four female principals operate in an education district in south Trinidad. Four aspects will be examined: 1) their leadership styles, 2) their management of the physical plant, 3) the manner in which they communicate with different members of staff in their schools, and 4) policy formulation and execution. Data will be collected through interviews held with a purposively selected sample of participants comprising one group of principals (three practising and one retired) and eight teachers (two from each of the schools of the three practising principals and two who worked with the retired principal).

283

Sankar, Vernessa Nalini (2013)

An investigation into principals' and teachers' perspectives about the eConnect and Learn (eCAL) curriculum innovation in the Caroni Educational District (Curriculum). 67 p.

This study investigated the concerns of principals and teachers about the eConnect and Learn (eCAL) curriculum innovation in the Caroni Educational District of Trinidad and Tobago. Data were collected through interviews with three principals and six teachers at three secondary schools. From analysis of the data, it was determined that both the teachers and the principals found that there were more barriers than facilitators in implementing the innovation. Barriers across the three schools included resource and technical support, physical infrastructure, teacher professional development and training, teacher understanding and skills, and characteristics of change. Facilitators were limited to principals' support and teachers' collaboration.

Availability: SOE Library - WI Collection

284

Small, Hayden (2011)

Rural school struggles: The viability of a remotely situated rural primary school in the St. George Education District of Trinidad and Tobago (Youth Guidance). iv, 62 p.

This study sought to explore the viability of a primary school situated in the St. George East Education District in Trinidad and Tobago that faces many challenges, including the lack of basic amenities and poor communication. Data were collected through interviews with the principal/teacher, a parent, and the school supervisor of the school. Other data were obtained through document analysis. The findings revealed that while the school contributes positively to the community in which it is located, its numerous challenges prevent the students and teachers from being equitably positioned with their urban counterparts.

Vena Jules

285

Campbell-Castillo, Erin (2004)

Can a school as a psychosocial environment impact on the eating habits of adolescents? (Youth Guidance). 83 p.

This is a proposal for an ethnographic case study which will seek to examine the influence that the psychosocial environment of a school may have on the eating habits of the adolescents of the school. Participants will be three or four Form 4 students from a secondary school in Trinidad and Tobago. Data will be collected, primarily, through participant observation. It is anticipated that this study would contribute to research in the field of adolescent nutrition and eating habits.

Availability: SOE Library - WI Collection

286

Clavery, Michele I. S. (2006)

The adolescent male and the beginning female teacher: A study of initial student/teacher experiences in an all-boys secondary school (Youth Guidance). iii, 63, [12] p.

This qualitative study explored the issues and challenges of beginning female teachers under 26 years of age, at the secondary level, who are put in charge of maturing adolescent male students. Three beginning female teachers under 26 years of age, as well as three fifth-form students of an all-boys' secondary school in north Trinidad, were interviewed in an attempt to discover what coping mechanisms they employed with regard to discipline, respect, and classroom control. Data were collected from in-depth interviews and a focus group. Findings indicated that: 1) novice female teachers encounter problems peculiar to their gender and age, and 2) these problems were compounded by a lack of pre-service training, especially for young women who intend to teach adolescent male students.

Availability: CERIS –Storage

287

Dennis, Margaret (2007)

Teachers' perceptions of affective education in a secondary school in Trinidad and Tobago: A case study (Curriculum). 110 p.

This qualitative case study investigated the programmes, practices, and structures that are in place at a model school in Trinidad and Tobago. Three Form 5 students were also assessed on their reading ability, self-concept, and level of career maturity. Data were collected from interviews, document analysis, school photographs, the Schonell Reading Test, and the Rosenberg Self Esteem Scale. Findings revealed that: 1) the main programmes, practices, and structures at the school could be classified as skills development or self-development; 2) the altered curriculum was approved by professionals in the field, such as the Diagnostic Prescriptive Officer, the Curriculum Facilitator, and the Special Education teachers; 3)

generally, students met the school's standards, and 4) graduates who excelled developed an internal locus of control, which has propelled them to success.

Availability: SOE Collection, UWISpace

288

Hills, Eunice A. (2006)

Is there a need for a social skills training programme as an intervention strategy for early adolescent girls? (Youth Guidance). iv, 78, [9] p.

This qualitative study sought to determine whether there was a need for a social skills programme as an intervention strategy for early adolescent girls who are displaying antisocial and disruptive behaviours. The participants were the principal and four teachers of the upper-level classes of an all-girls' school. The study also sought to gain an insight into teachers' perceptions about their students' behaviours, and their knowledge of social skills pedagogy. Data were obtained through a questionnaire, a checklist, interviews, and participant observation. Findings revealed that: 1) 7% of the girls exhibited antisocial and disruptive behaviours; 2) the teachers lacked knowledge of social skills training; 3) a training skills programme had never been established in the school; and 4) the teachers depended on traditional, exclusionary behaviour management strategies, which are less than effective as a means of curbing the behavioural problems.

Availability: SOE Library - WI Collection

289

Joshua, Dianne (2007)

An investigation to determine the degree to which the CSEC General Proficiency Geography examination is aligned to the syllabus of work (Curriculum). xi, 192 p.

This study sought to determine the degree to which the CSEC General Proficiency Geography examination for Paper 2 was in alignment with the standards, sections, content, and specific objectives of the relevant syllabus of work during the period 1994-2006. Data were collected through the review of examination papers, reports on students' performance during the period under study, other Caribbean Examinations Council (CXC) documents, and syllabi of works for the periods 1992-1998 and 1999-2004. The study was limited to one school and used the categorical concurrence alignment criterion. The findings revealed limited categorical concurrence between the specific objectives of the syllabi used for teaching the subject at the school and 10 years of CSEC General Proficiency Geography Paper 2 examinations. In addition, there was no significant evidence to explain the performance of students in the first two and last two years of the syllabi.

Availability: SOE Library - WI Collection

290

Kronberg, Carla (2003)

The selection of teachers for the teaching of social studies in the Secondary Education Modernization in the North Eastern Educational District (Curriculum). [vii], 151 p.

This paper focused on the recruitment and selection of social studies teachers for the Secondary Education Modernization Programme (SEMP) in the North Eastern Education District of Trinidad and Tobago. It examined the extent to which the recruitment and selection practices met the goals of the White Paper (1993-2003) and SEMP. The phenomenological study provided an avenue for two selectors and three teachers to relate their experiences with the recruitment and selection processes. Data were collected through the use of the semi-structured interview. The study sought to answer the research question: "What perceptions of an effective teacher do current recruitment and selection personnel use?" Three main themes emerged: technical competencies, the personal and social characteristics of the applicant, and the characteristics of the school. Findings revealed that: 1) an applicant's worth supersedes gender, 2) the definition of an effective teacher is based on selectors' interpretation of desirable teacher qualities, and 3) selectors' perspectives are aligned with those of the system when selecting effective teachers.

Availability: SOE Library - WI Collection

291

Kydd, Valerie (2006)

An investigation into the educational, emotional, and social impact of the predominance of female teachers on boys in primary schools (Youth Guidance). [v], 69, [48] p.

This study investigated the educational, emotional, and social impact of their school experiences on boys who are being educated primarily by female teachers. It focused on boys who have reached the senior level of primary school and have never been taught by a male teacher. Data were collected, via purposeful sampling, through interviews, document analysis, and participant observation. Among the findings were that: 1) the boys perceived that their female classmates received more care and attention than they did from their female teachers, 2) the boys apparently wanted their female teachers to participate in outdoor activities with them, 3) the boys perceived that there was a lack of mutual understanding between them and their female teachers, and 4) the gender difference caused the boys to believe that they would feel embarrassed if they discussed personal matters with their female teachers.

292

Maharaj, Stephanie (2007)

Student disengagement: A senior comprehensive secondary school perspective (Youth Guidance). vi, 89 p.

This study sought to understand the perspectives of students who are described as disengaged. The participants comprised six Form 4 students from two senior comprehensive schools in the St. George East Education District in Trinidad and Tobago. Data were collected using a semi-structured interview format, which produced authentic narrative accounts of the type of

relationship that each of the participants shared with their respective teachers. A cross-case comparison of the narratives revealed four common themes: 1) supportive relationships, 2) classroom interactions, 3) teacher expectations, and 4) teaching styles. These themes generally revealed how the students responded to and interpreted their personal learning experiences in the classroom and, ultimately, how they perceived their teachers.

293

Roach, Irwyn E.

Male students' perceptions of the imaging of their male teachers (Youth Guidance). [i], 87 p.

This study sought to describe and assess male students' perceptions of the messages transmitted from their male teachers to them. Additionally, it sought to determine whether they perceived their teachers as role models, and how, from the perspectives of both the teachers and the students, the school environment impacted upon the social development of the adolescent male. Data were collected through interviews from one Form 5 class and participant observation. Among the findings were that: 1) the students were impressed when their teachers' attire projected an image of success, 2) the students wanted their male teachers to be their guides in rites of passage, and 3) the students' perceptions of their male teachers were influenced by the quality of communication between the two groups.

Availability: CERIS - Storage

294

Sealy, Patricia (2000)

A comparative case study of the process of curriculum implementation by three teachers in a secondary school in Trinidad and Tobago (Curriculum). [iv], 39 p.

This is a proposal for a study that will seek to investigate how three secondary school teachers implement a unit of Health and Family Life Education (Social Studies) in Trinidad and Tobago. It will further seek to understand the processes that these teachers and their students use, and the meanings that they give to classroom behaviours. Data will be collected through non-participant observations, interviews, document analysis, and a students' questionnaire. The study will be written as a narrative description in which the three case studies will be incorporated into one.

Availability: SOE Library - WI Collection

Michael Kallon

295

Benjamin, David R. (2007)

A critical analysis of the effectiveness of the Civilian Conservation Corps on the development of social skills and the socio-economic future of trainees (Youth Guidance). 89 p.

This study sought to analyse the extent to which the Civilian Conservation Corps (CCC) impacted on the social skills development and the socio-economic future of youths who are deemed "at risk." It addressed the following questions: 1) In what ways has the current curriculum of the CCC influenced the development of social skills of trainees? 2) What is the level of employability of participants in the programme? and 3) How effective has the CCC been in catering to the socio-economic future of youths who have dropped out of the formal education system? Data were collected through interviews held with six trainees, between the ages of 18 and 23 years, who were monitored throughout the duration of their cycle in the programme. Findings revealed that while the programme had made significant impact, there was need for improvement in areas like curriculum and retention of trainees for the entire period of their cycle.

296

Celestin, Cynthia Juliana (2008)

Curriculum policy and reform: Early educator's [sic] perception of young children's response to "Centre Based Active Learning" [sic] (Curriculum). x, 90, [25] p.

This qualitative study focused on planned educational change in the early childhood care and education (ECCE) sector of Trinidad and Tobago. The case studied is the implementation of Centre-Based Active Learning, a new curriculum guide, in east Trinidad. The study provided an analysis of the perceptions, views, and opinions of implementers of the change and the responses of young children-the clients-to the curriculum change. The study sought to investigate, explore, and describe early educators' perceptions of young children's response to the curriculum change, "Centre Based-Active Learning", with a view to acquiring in-depth knowledge of young children's experiences. Data were collected through interviews with three implementers, classroom observations, and document analysis. It was found that, although substantial progress had been realized in the development of a new curriculum guide, the implementation had been fraught with problems. Analysis of the observation records of the children's responses suggested that young children who had experienced teacher-directed approaches had difficulty making the change to self-directed learning and that there was a negative impact on their socio-emotional milieu. It was observed that young children who attended the centre for the first time showed remarkable holistic development after brief exposure to the new curriculum.

Availability: SOE Library - WI Collection

297

Francis-Gernade, Priscilla (2004)

An investigation into boys' underachievement at primary school X (Youth Guidance). v, 81, [5] p.

This qualitative case study examined primary school boys' perceptions of their academic achievement. The research question sought to identify the factors that hindered their academic performance in school. A purposive sample of six boys was selected from the Standard 5 class of a primary school in Trinidad and Tobago. Data were collected through interviews, participant observation, and document analysis. Findings suggested that the boys' academic

achievement was hindered by 1) gender inequity and teacher bias, 2) the imposition of feminist values, 3) teaching strategies, 4) attitudes toward schooling, 5) distractions caused by female students, and 6) negative community influences.

298

Harewood, Hazel Viola (2011)

An investigation of the underperformance [sic] of selected Anglican primary schools in the Victoria Education District of Trinidad and Tobago (Youth Guidance). 68, [44] p.

This study sought to investigate the underperformance of two single-sex Anglican primary schools (one all-girls and one all-boys) in Trinidad and Tobago. Data were collected through interviews held with one principal, three teachers, two school support officers, and one parent whose children attended both schools. The findings indicated that: 1) student academic performance is influenced by a multitude of factors that are either school, home, or family related; and 2) some of the students of the schools have unique learning needs, backgrounds, learning styles, and interests. It is concluded that effective instructional practices, supported by meaningful professional development, parental involvement and education, and the Anglican Board of Education and Management would contribute significantly to overcoming the underperformance of the schools.

299

Jones, Nikeisha (2011)

Why do students with literacy needs engage in delinquent activities: A phenomenological case study of six students at School X (Reading). v, 46 p.

This study explored the lives and educational experiences of six remedial students at a secondary school who engaged in delinquent activities on and off the school compound, in order to determine whether they perceived the world of academia as relevant to their needs and future aspirations. Data were collected through interviews with six students at a secondary school in the St. George Education District in Trinidad. The students unanimously agreed that there were communication problems between them and the teachers, which accounted for so many of them having reports of being disrespectful to authority figures. Other factors, such as peer pressure and the right to defend oneself, also came up as common themes.

300

Kewley, Lisa (2008)

The experience of teaching: A biographical study of two teachers (Curriculum). iv, 79 p.

This qualitative study was designed to explore the collaborative experiences of two secondary school teachers in Trinidad and Tobago. It responds to three research questions: 1) it describes how mothers and early childhood experiences influence a future in teaching, 2) positive events such as foreign travel and negative situations like classroom challenges are examined to determine the extent to which they influence teaching, and 3) the experience of dealing with administrative policy and general concern for the students affected participants' views on the education system in Trinidad and Tobago. The study uses anecdote, reflections, and self-analysis in an attempt to provide an insight into the lived experience of teaching. The main

source of information was a series of in-depth conversations and interviews between the researcher and the participants. It was found that maternal influence and early childhood experiences with teaching have a profound influence on the experience of teaching in later years.

301

Maharaj, Chandai (2011)

Teachers' strategies in teaching reading: A case study of a small rural school in Trinidad and Tobago (Reading). 69, [73] p.

This study examined teachers' use of strategies to teach reading at a small rural primary school in Trinidad and Tobago. Data were collected through interviews with, and observations of, one Standard 1 and one Standard 2 teachers, and their classes. It was determined that teachers made a choice of strategy based on their knowledge and experience of that strategy. Information acquired at college or through professional development sessions, though not making wholesale impact, was found to influence the teachers' choice of strategy in the classroom.

Availability: SOE Library - WI Collection

302

Maharaj, Davindranath David (2011)

A tracer study of past students of the Caribbean Vocational Qualification (CVQ) Programme Level 1 (Curriculum). [iv], 84 p.

This study sought to determine stakeholders' perceptions of employment opportunities and professional progress of ex-students of the Caribbean Vocational Qualification (CVQ) Programme Level 1. Data were collected through interviews held with the heads of the Technical Vocational Department of the two schools in South Trinidad; two Human Resource Managers (HRMs) of reputable companies, also in South Trinidad; and six graduates (three each) from the two schools. Other data were collected through observations and document analysis. The findings revealed that the CVQ has not been able to provide the necessary criteria for further skilled training or employment, apprenticeship, or progression through further learning.

Availability: SOE Library - WI Collection

303

Maharaj, Lalita (2005)

School experiences of students at an all boys' 'prestige' school in Trinidad and Tobago (Youth Guidance). iv, 67 p.

This study sought to gain insight into the school experiences of four Form 6 students at an all boys' "prestige" secondary school in Trinidad and Tobago. Data were collected through interviews and participant observation. Findings unearthed the uniqueness of each student's experience of schooling and also revealed that the importance of the teacher-student

relationship and the general school culture were elements that impacted greatly on the students' performance.

304

Mathura, Windy (2010)

"This too shall pass": The perceptions of teachers at a government secondary school towards teaching a visually-impaired student at the CSEC level in the context of inclusive education in Trinidad and Tobago (Curriculum). 88 p.

This qualitative study explored the perceptions of teachers of a fifth form visually impaired student at a rural secondary school in South Trinidad. Data were collected through interviews held with the teachers and aide of the blind student, as well as through documentary analysis, and observations. Findings revealed that 1) teachers have their own biases towards visually impaired students; 2) a lack of provision of efficient support systems for the visually impaired severely limits teachers' pedagogical practices; 3) in such inclusive settings, the learner values student-centred pedagogy.

Availability: SOE Library - WI Collection

305

Nedd Green, Princess Almeda (2006)

An investigation into the impact of a transdisciplinary integrated curriculum on the students of Standard 3 Gold of the Royal Academy of Learning (Curriculum). [ii], 48, [14] p.

This study sought to investigate the status of curriculum integration at the Royal Academy in the St. George East Education District of Trinidad and Tobago. It also attempted to solicit the views of other researchers and stakeholders on this issue. Data were collected through interviews, participant observation, and document analysis. Among the findings were that: 1) many teachers lacked confidence in their knowledge of the subject content to be integrated, and in their ability to teach it; 2) students should not be asked to do things for which they are not prepared, or lack the developmental capacity to execute; and 3) administrative support and the provision of resources are critical to integrated curriculum delivery.

306

Phillip-Le Gendre, Beverly (2011)

An investigation of the reading strategies used in the teaching of visual and performing arts at a government secondary school in North East Trinidad (Reading). vii, 86, [5] p.

This study sought to investigate the reading strategies used in the teaching of the visual and performing arts (VAPA) at a government secondary school in North East Trinidad. The research also attempted to identify factors that support and challenge reading instruction in this school's arts classes. Data were collected through interviews with the teachers of visual arts, music, and drama, as well as through classroom observations and document analysis. The study established that, overall, the reading approaches addressed the critical areas of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) whilst developing the language arts skills of listening, speaking, reading, and writing.

Availability: SOE Library - WI Collection

307

Sutherland, Michael (2011)

An investigation into the effects of repeated reading on the fluency and attitudes of four struggling readers in School X (Reading). [iii], 101 p.

This case study investigated the effects of the repeated reading strategy on the fluency and reading attitudes of four struggling readers at a rural government secondary school in Trinidad and Tobago. Data were collected through interviews with two male and two female non-fluent readers who were deficient in the requisite skills of prosody, accuracy and speed, as well as through observations. Other data were collected through surveys. The findings revealed that: 1) the students were able to increase their oral reading rates due to increased repetition of graded passages; 2) the students showed minor improvement prior to, and after, the intervention; and 3) 50% of the students experienced positive changes in their reading attitudes after exposure to the strategy.

308

Zoe, Gerard Montgomery Charles (2010)

A case study of curriculum implementation at a multigrade school in the North Eastern Education District of Trinidad (Curriculum). vii, 72 p.

This study sought to explore four teachers' perceptions of curriculum implementation at a small rural multi-grade school in the North Eastern District of Trinidad. It was designed to address the following questions: 1) What knowledge do teachers at the multigrade school have in curriculum implementation? 2) What strategies do teachers at this school use in curriculum implementation and 3) What problems are encountered by teachers at this school in curriculum implementation? Data were collected through interviews and observations. The findings revealed that in multi-grade schools, much emphasis must be placed on the training of teachers, the equipping of schools with resources, and the exposure of teachers to a wide range of strategies and pedagogy that is suitable for curriculum implementation at multigrade schools.

Availability: SOE Collection, UWISpace

Vimala Kamalodeen

309

Mc Clatchie, La Vaughn (2013)

An investigation into students' perception of physical education in the lower form classes at an urban secondary school in Trinidad and Tobago (Youth Guidance). [vi], 62, [61] p.

This study investigated students' perceptions about physical education (PE) at an urban secondary school in Trinidad and Tobago. Data were collected through a survey administered to 93 students, as well as through a focus group interview with a purposive sample of six students of the school. The findings revealed that the students indicated that if they were not selecting PE for Form 4 Caribbean Secondary Education Certificate (CSEC) classes, or their career path did not involve PE, they had no interest in participating in the classes. Most of them understood

the concept of PE but, due to inhibiting factors, were unwilling to participate in the practical sessions. It was also found that lack of proper planning on the part of teachers contributed to the negative perceptions of the students.

Availability: CERIS – Storage

Carol Keller

310

Baptiste, Anthony (2007)

Church, state and education in Trinidad with special emphasis on the Concordat arrangement of 1960; A historical descriptive/analytical study (Youth Guidance). v, 84, [22] p.

This study sought to investigate the implications of the Concordat arrangement of 1960, between the Church and the state in Trinidad and Tobago. It further sought to analyse stakeholders' views on the Concordat arrangement and to evaluate its arrangements in relation to current education plans and proposals. Data were collected through interviews held with 10 individuals comprising 8 persons from various denominational schools, a religious leader, and a former president of a teachers' union. The study addressed the following questions: 1) What conditions in Trinidad society gave rise to church/state agreements? 2) What was the Concordat arrangement designed to address? 3) How has the agreement addressed the issues for which it was designed? 4) What new demands in society and church and state relationships are now posing challenges to the Concordat arrangement of 1960? and 5) What are the protagonists' views of these issues and challenges?

Availability: SOE Library - WI Collection

311

Barnes, Celia Elizabeth Marguerite (2008)

Perceptions of young Jamaicans aged 14-19 years related to HIV/AIDS testing (Health Promotion). ix, 86 p.

This study sought to examine Jamaican adolescents' perceptions regarding HIV/AIDS testing. Data were collected through questionnaires completed by 46 participants, as well as through focus group discussions with 105 adolescents. Among the findings were that: 1) participants were quite emphatic that their parents/guardians should be their primary source of information on matters of sex and relationships, including subjects such as HIV/AIDS and testing; 2) many of them were interested in testing but were afraid of the possible results and thus preferred to remain uninformed about their status for as long as possible; and 3) stigma and discrimination played significant roles in their unwillingness to know their sero-status.

312

Dolly, Joanne A. (2001)

A study of factors associated with the decline of the Clerk/Typist Craft Programme in senior comprehensive schools in Trinidad and Tobago during the period 1980-1999 (Curriculum). 41 p.

This is a proposal for a study that will seek to investigate the factors that led to the decline of the Clerk/Typist Craft Programme in senior comprehensive schools in Trinidad and Tobago. The participants will comprise 2 retired school supervisors, 10 principals, 25 teachers, and 30 students who will be selected from 15 senior comprehensive and 2 composite schools. Data will be collected through interviews and questionnaires. Based on the findings, a report will be presented in the form of a descriptive narrative.

313

Francis, Zita (2000)

What high school students think of nursing as a career (Educational Administration). [iii], 34, [1] p.

This is a proposal for a study that will seek to determine secondary school students' opinions of nursing as a career and the factors that influence their opinions. Data will be collected through questionnaires administered to a randomly selected group of Form 4 students from five secondary schools in San Fernando, Trinidad.

314

Jaggassar, Laurence (2007)

The Concordat revisited (Curriculum). 55 p.

This is a proposal for a study that will seek to investigate the perceptions that have developed among members of the public about the Concordat of 1960, an agreement between denominational boards and the Government of Trinidad and Tobago that governs the operations of denominational schools. These perceptions appear to necessitate the need to re-evaluate the relationship that exists between the Government and denominational schools. Data will be collected through interviews with a purposeful sample of about 10 persons from both government and denominational schools.

315

Mark-Mason, Shirley (2005)

Correctional institutions: The experiences of three students who have been incarcerated (Youth Guidance). 65, [11] p.

This is a proposal for a study which will seek to investigate the experiences of three male students who had been incarcerated in correctional institutions. Data will be collected through interviews and the "boys' own story." It is hoped that the study would provide baseline data for those desirous of conducting research in the area of youths in correctional institutions.

316

Mungal, Sarran (2000)

Primary school financing and equity - Non-salary recurrent expenditure - The Trinidad case. 36, [3] p.

This is a proposal for a study that will seek to determine to what extent governments have financed non-salary recurrent expenditure in primary schools in Trinidad during the period 1995-1999. It will seek to ascertain what mechanisms were used to allocate such funds to these schools, taking into account their structure, the population of pupils, and their geographical locations. Data will be collected through document analysis, interviews held with education personnel, as well as through observations at the primary schools within the sample. Five government and government-assisted schools, whose populations are within the small and large categories, will be semi-randomly selected. The findings will be presented in a narrative/descriptive report that will reflect a great degree of numerical data.

Availability: CERIS – Storage

317

Phillip, Carlos W. (2000)

Academic achievement & emotional /behavioural problems in children and adolescents at the Psychiatric Institute of Washington, Washington, D.C. (Curriculum). 45 p.

This is a proposal that will seek to determine how the levels of emotional/behavioural functioning affect the academic achievement of a group of children and adolescents at a psychiatric institution in Washington, D.C. It will focus on the following research questions: 1) What is the correlation between measures of academic achievement and emotional/behavioural problems of this population? and 2) How do mathematics and reading achievement levels correlate with measures of internalizing and externalizing conditions? Data will be collected through document analysis and the administration of three instruments to a sample of 40 participants and their teachers.

318

Ramdhan, Bachan (2001)

Vocational education (specialized Craft) program at a senior comprehensive school in south Trinidad (Curriculum). 38, [3] p.

This is a proposal for a study that will seek to examine the prevailing perceptions of students, teachers, and administrators about the vocational education (specialized craft) programmes at a senior comprehensive school in south Trinidad. Data will be collected through questionnaires administered to all Form 5 students of the specialized craft programme, and the teachers who instruct the students in the theory and practice of the 12 vocational courses taught at the school will be interviewed. The participants will also comprise the school's principal and vice principal.

319

Sardarsingh, Susan (2005)

The school environment: Friend or foe? (Youth Guidance). [vii], 68, [35] p.

This is a proposal that seeks to examine how various factors within the school environment contribute to students' emotional safety (inclusion) or emotional risk (exclusion), with special reference to the secondary level where students are at the adolescent stage of development. Data will be collected through participant observation, interviews, and questionnaires. It is hoped that the study would contribute to existing research and literature in this area. Moreover, it is hoped that it will sensitize all stakeholders, especially those in authority, to the extent to which the school environment impacts upon adolescent development, and so impress upon them the need to devise strategies which ensure that such impact is as positive as possible, thus resulting in successful school experiences.

Availability: SOE Library - WI Collection

320

Vialva, Theresa (2005)

Fosterage: A vision for youth who are at-risk? (Youth Guidance). 93 p.

This auto-phenomenological study of five individuals who experienced "fosterage" sought to explore the essence of fosterage (the "boarding out", or "minding" of a young person in a home other than that of a biological parent) in order to highlight the meanings it held for those who experienced it. Participants in the study were the author, one fosterer, and three fosterees. In addition to the author's personal account, data were collected through interviews and document analysis. Among the findings were that: 1) fosterage is largely informal and unplanned, which facilitates the immediate response to a need without having to endure the time-consuming process characteristic of court-directed interventions; 2) by entering into open-ended, flexible agreements, fosterers and parents can negotiate the terms and conditions suitable to their specific context. The absence of monetary incentives, in such cases, may attract more altruistic fosterers; and 3) each experience of fosterage involved a variety of changes in status for fosterees, and evoked positive as well negative feelings in them.

Steven Khan

321

Balkissoon, Sean (2008)

The effect on students' understandings, experiences, and attitudes of teaching an "Ethics for Science" unit: A case study at the Form one level (Science Education). viii, 167 p. [CD in pocket]

This study examined the effect of an "Ethics for Science" unit of work on students' understanding of ethics, and their experiences and attitudes related to ethics for science. Data collection methods included interviews, questionnaires, classroom observations, journals, document analysis, and videotaping. Among the findings were that (a) most of the students had

an appreciation of the core concepts related to ethics, and (b) as a result of exposure to "Ethics for Science" classes, some students were influenced to hold themselves and others to higher ethical standards while others were berated by their peers for doing so.

Availability: SOE Library - WI Collection

Samuel Lochan

322

Bhagwandin, Carol B. (2012)

An investigation into the challenges that early childhood care and education (ECCE) practitioners face in the implementation of the National Early Childhood Care and Education curriculum guide at two centres within the Victoria Education District (Curriculum). iv, 96 p.

This study sought to determine the specific factors that affected the implementation of the National Early Childhood Care and Education curriculum guide at two centres within the Victoria Education District of Trinidad and Tobago. Data were collected through interviews with four teachers. The challenges identified by the teachers were: 1) its broadness; 2) the resistance to change by individual staff members, which commonly resulted in frustration; 3) the limited budget and resources negatively impacted curriculum implementation, primarily by limiting quality experiences for children, as well as teachers; 4) the need for teacher training; 5) the rate and resulting impact of staff turnover; and 6) lack of support from the Ministry of Education.

Availability: SOE Library - WI Collection

323

Bitu, Benignus (2010)

An examination of how prepared Form Five students think they are for the world of work (Youth Guidance). 74, [50] p.

This qualitative case study sought to examine students' perceptions about their preparedness for the world of work. Data were collected through interviews held with six Form 5 students of a secondary school in Port of Spain, Trinidad. Findings revealed that: 1) themes related to personal development, confidence, motivation, enlightenment, uncertainty, disappointment, anger, and incompetence were related to essential issues in the world of work, such as career planning, decision making, career exploration, and job information; 2) the students held both positive and negative perceptions about their preparedness; and 3) there are some areas that students feel confident about while there are other areas that the school and other stakeholders need to address in order to ensure that students are fully prepared for the world of work.

Availability: SOE Library - WI Collection

324

Fraser, Marina Dawn (2009)

HIV/AIDS knowledge, sexual behaviours and perception of risk among adolescents attending trade schools in South Trinidad (Health Promotion). vii, 129 p.

This study sought to determine adolescent students' level of knowledge about HIV/AIDS, their sexual behaviours, and their perceptions of the risk of contracting HIV/AIDS. Data were collected through a self-administered questionnaire completed by a randomly selected sample of 62 male and 19 female students, aged 15 to 24 years, at three trade schools in South Trinidad. It was found that while many of the adolescents possessed moderate levels of knowledge about HIV/AIDS, their sexual behaviours and perceptions of risk were not always consistent with their level of cognition.

Availability: SOE Library - WI Collection

325

Kailah-Deonarine, Zandra (2008)

A case study of teachers' perceptions on the impact of ICT training on teaching and learning (Curriculum). [4], 80, [40] p.

This case study was conducted in three primary schools in the South Eastern Education District of Trinidad. It sought to examine teachers' perceptions of the impact of Information Communication Technology (ICT) training, which was offered by the Ministry of Education (MOE), and how this training affected teaching and learning. Since the constructivist approach to learning has been adopted by the MOE, the main focus of this study was to understand how teachers were using their training to effectively integrate ICT across the curriculum. Data were collected from teachers through interviews, participant observation, and questionnaires. Results indicated that: 1) some teachers believe that there is a disconnect between what is taught in the classroom and what can be taught in the laboratory; 2) the presence of computers in the classroom will afford students more time for writing activities; 3) skills acquired in the computer laboratory can be successfully applied to the use of classroom computers; 4) teachers can use classroom computers to assist students to access archival information, and as a means of effective curriculum integration; and 5) the computer laboratory situation can be successful with the use of Course Ware in core subject areas.

326

Lewis, Carel (2011)

Revisiting homework: An inquiry into homework practices in primary schools in Trinidad and Tobago. [ii], 56, [18] p.

This study sought to explore how four facets of homework practice-time spent on homework, students' perception of homework, school support for homework, and parental support for homework-related to student achievement levels in the 2010 Language Arts National Test. Specifically, it sought to (a) identify important dimensions of homework that would effectively predict student performance, and (b) provide insights into the effective management of homework. Data were collected through a questionnaire administered to 69 Standard 2 students

from one primary school in the Port of Spain and Environs Education District who wrote the 2010 Language Arts National Test. Results of the data analysis revealed that time spent on homework, students' perceptions of homework, and parental involvement and support for homework were all related to the students' performance on the test. All the variables, except time spent on homework, were positively related. The strongest relationship was observed between school support for homework and students' performance on the test.

327

Massy, Paul (2011)

Stakeholders [sic] perceptions of the Pan in the Classroom Programme at Everstriving primary school in the St. George East Education District in Trinidad and Tobago (Curriculum), [iii], 80 p.

This study sought to ascertain stakeholders' perceptions about the Pan in the Classroom Programme at a primary school in the St. George East Education district in Trinidad and Tobago. Data were collected through interviews held with six participants, comprising the administrator, the music teacher, two students, and two parents. The results indicated that the programme had aesthetic value and was culturally relevant to the curriculum, as well as to the stakeholders. It promoted social development and behaviour modification, created a positive relationship between music and learning in other subjects, and consequently provided opportunities for holistic development.

Availability: SOE Library - WI Collection

328

Nedd, Theophilus Thomas (2006)

The Trinidad and Tobago National Council of Parent Teacher Associations as a stakeholder in education: An evaluation of two of their programs (Curriculum). [iii], 97 p.

This qualitative study sought to evaluate two programmes that were the Trinidad and Tobago National Council of Parent Teacher Association's (NPTA) response to treating with the turbulent social environment. These programmes were the Health and Family Life programme for parents and homework centres for students in two education districts. The study specifically sought to determine the programmes' relevance to, and their impact on, the target audience. Data were collected from programme planners, programme managers, parents, teachers, and students who were involved in the programmes. Methods of data collection were interviews, participant observation, document analysis, testimonials, and a workshop evaluation. Among the findings were that: 1) the homework centres were relevant in that they catered to the needs of both parents and students, and 2) the Health and Family Life programme led to the equipping of parents with improved parenting skills.

329

Thomas-Sealey, Donna (2013)

Intrepid imperative pedagogy: A phenomenological exploration into the experiences of teachers who teach at Hill Top Government Primary, a low socioeconomic, high crime, urban school in North Trinidad - The success stories! (Youth Guidance). vii, 119 p.

This study analytically investigated the teaching/learning experiences of five teachers at a low socioeconomic, high-crime, urban primary school in Trinidad. It also sought to analyse the academic successes achieved at the school. Data were collected through interviews, observations, and document analysis. The findings unearthed eight main themes: 1) teachers' perception of student success, 2) facilitating student success, 3) contextual hurdles, 4) teacher resilience, 5) critical pedagogical practices, 6) beyond the call of duty, 7) stakeholder collaboration, and 8) policies. The findings suggest that teachers at the school conceptualize student success as "holistic human development" and not just academic attainment. They have employed numerous innovations and sometimes unconventional teaching/learning strategies to produce success in students. The study identified the need for parental support and assistance from external agencies, as well as the allocation of adequate resources as necessary measures for improving student success at the school.

Availability: SOE Collection, UWISpace

330

Wright, Erle (2012)

Perceptions of schooling of African-Trinidadian males (Youth Guidance). 102, [1] p.

This study explored the perceptions of schooling of African-Trinidadian boys in a Standard 5 class at a primary school in Trinidad and Tobago. Data were collected through interviews with five students, as well as through observations. The findings revealed a number of interrelated constructs, intersected by ethnicity, gender, pigmentocracy, and class. These constructs included self-hate, academic interest, peer pressure, teacher abuse, discrimination, stigmatization, gender bias, and sexual objectification.

Availability: SOE Library - WI Collection

Carol Logie

331

Hanooman, Pamela (1999)

Mainstreaming in early childhood care and education in the Central Division of Port of Spain and Environs Education District: Case studies. [v], 41, [7] p.

This study sought to examine the attempts made at mainstreaming in preschools, as well as in the Infant Department of the primary schools in the Central Division of Port of Spain and Environs Education District. Participants comprised four special needs children, who were selected through purposive sampling, from two primary schools and two preschools. Other participants in the study were the principals, teachers, and parents of children in the mainstream environment, as well as parents of challenged students. The overall finding among the principals and the teachers was that while mainstreaming was beneficial to both special needs students and mainstream students, the situation could be improved by the presence of teachers

who were trained to interact with students with challenges. It was also found that the majority of the parents expressed satisfaction with the process.

332

Ibrahim-Joseph, Lisa (2009)

Constructing early childhood care and education teachers' beliefs and curriculum decision-making: Implications for early childhood programmes in Trinidad and Tobago (Curriculum). 97 p.

This extended literature review explored (a) curriculum issues and trends in early childhood care and education, (b) developmentally appropriate practice, (c) curriculum decision making, and (d) beliefs and practice. The information is intended to inform a study that will seek to determine how early childhood care and education (ECCE) teachers' beliefs about developmentally appropriate practice influence their curriculum decision-making for three- and four-year-old children in centre-based settings in Trinidad and Tobago. Data will be collected through interviews with 12 participants (two ECCE administrator/teachers, two ECCE teachers, and two teacher assistants from two new centres; and six ECCE teaching assistants from two existing centres) as well as through observations and document analysis.

Availability: CERIS - Storage

333

Khan, Deborah S. (2006)

A case study of the transition experience of four children from preschool, entering one primary school in the Education District of Caroni (Curriculum). [ii], 80, [26] p.

This case study investigated the factors that affected the transition of four children from preschool to Infant Year 1 classes in one primary school in the Education District of Caroni in Trinidad and Tobago. Data were collected through interviews with, and participant observation of, the principal, the Infant Year 1 teachers, the children, their parents, and the preschool teachers. Findings revealed that the transition process was not well accommodated, resulting in difficulties for the children, which could affect their future development, learning, and success.

Availability: CERIS - Storage

334

Narine, Caroline Wendy (2005)

The challenges of a student in a 'special' class in a junior secondary school on the East-West Corridor in Trinidad (Youth Guidance). vii, 99 p.

This study sought to investigate the challenges of a Form 3 student in a remedial "special" class in a junior secondary school in east Trinidad, against the background of his lived experiences. The student had been classified as a delinquent from Form 1. Data were collected through interviews, participant observation, and document analysis. The major finding of this study revealed that this student, and other similarly placed students, face serious challenges in the school arena and beyond. Specific occurrences and setbacks in their lives have presented them

with certain challenges, which have resulted in their inability to advance positively in the current social and educational systems.

Availability: SOE Library - WI Collection

335

Neaves, Joann Lima (2001)

A critical examination of the use of computer technology in early childhood educational institutions in Trinidad. [v], 52 p.

This is a proposal that will seek to examine the use of computer technology in four early childhood educational institutions in Trinidad. Participants will comprise the students, staff, administrators, and parents of one private Montessori school, one private kindergarten school, one Laboratory preschool, and one public primary school (Infant department). Data will be obtained through observations, interviews, document analysis, and a survey questionnaire.

Availability: SOE Library - WI Collection

336

Phillip, Dianne (2010)

Teacher led early childhood innovations and practice implemented at an early childhood care and development training site in Trinidad and Tobago: A case study (Curriculum). 25, [34] p.

This descriptive qualitative proactive action research case study examined the design, planning, and implementation of innovations by three early childhood educators at an early childhood training and research site in North Trinidad. It specifically sought to determine whether innovations improved the quality of delivery of the early childhood care and development (ECCD) site, and if the site had a significant impact on the children's and the educators' development. Data were collected through interviews and participant observations. The findings indicated that: 1) the educators found that there was not enough time given to fully grasp the dynamics of appropriately implementing an innovation, and stated that it was an additional chore to implement; 2) one educator noted that it was a worthwhile project since her innovation was one that she was confident about and had the tools to implement; and 3) only two innovations would lend themselves to full implementation, with more time being required for each to be implemented and sustained if they were to facilitate school improvement.

337

Ramdath, Andy Ken (2009)

The transition from early childhood education to primary school: A study of transitional practices used by early childhood teachers in South Trinidad (Curriculum). 47 p.

This study sought to identify the transitional practices used by early childhood teachers in South Trinidad, their perceptions of these practices, and the skills the teachers deem necessary for children to successfully transition to primary school. Data were collected through interviews and observations from a purposively selected sample of four early childhood education teachers from the main institutions in the catchment area. The study yielded four essential themes: 1)

early childhood educators are not considered part of the education cycle, 2) social skills are just as important as academic skills for transitioning, 3) starting and continuing school is a community event, and 4) transition programmes should be planned and well supported.

Availability: CERIS - Storage

338

Roderick, Hazel-Ann (2004)

An investigation into the experiences of two teenaged mothers attending secondary schools in south Trinidad (Youth Guidance). [ii], 57 p.

This study sought to understand the challenges, concerns, needs, and aspirations of teenaged mothers as they perform their dual roles of student and mother. Participants were a Form 2 junior secondary school student and a Form 6 student of a senior composite school. Among the findings were that: 1) the inability to cope with the demands of an infant poses a threat to the emotional health of the adolescent mother, 2) teenage mothers can experience an educational setback since they sometimes have to drop out of school to tend to their offspring, and 3) the presence of a new baby can result in additional financial stress being placed on the family of a teenaged mother.

Dani Lyndersay

339

Edwards, Iezora (2008)

An investigation into the perception that teenage boys' involvement in drama/theatre as an extracurricular activity contributes to their social development and their engagement with learning: A case study of three students and two teachers from two secondary schools in Trinidad and Tobago (Curriculum). 69 p.

This paper explores the value of teenage males' involvement in drama/theatre as an extra-curricular activity. Using the qualitative paradigm, the case study used five purposefully sampled participants: three students who had been involved for at least two years, and two teachers. The study sought to: 1) evaluate whether their involvement in drama/theatre had an impact on the lives of the three teenage boys, and 2) examine the value of drama/theatre as extra-curricular activity. Data were collected through interviews, and triangulation was conducted by telephone and e-mail. The study found that the most significant impact on the participants was the effect of a group as social unit. They learnt important social skills that led to industry and personal responsibility. They also learnt coping skills and became more engaged in learning. Drama/theatre improved the quality of their school life, social life, and individual life.

Availability: SOE Library – WI Collection

Rawatee Maharaj-Sharma

340

Ackbarali, Fazila Cherie (2011)

Perceptions of the effect of the low number of male teachers on the discipline and behaviour of male pupils at the primary school level (Youth Guidance). vi, 63, [71] p.

This phenomenological study sought to explore the perceptions of five participants of the effect of the low number of male teachers on the discipline and behaviour of male students at the primary school level. Data were collected through interviews held with the five participants comprising a male teacher, a female teacher, a principal, a guidance officer, and a social worker, from one educational district in Trinidad and Tobago. The following themes were identified in the study: (a) lack of male teachers, (b) feminization of the profession, (c) positive male role model/male teacher attributes, (d) home environment, and (e) behaviour and discipline of male students. Among the findings were that: 1) issues such as low pay, societal perception that teaching is a job suited for females, and the emphasis on such teacher attributes as nurturing and caring, contributed to the dearth of male teachers; and 2) the participants believed that males were not attracted to teaching because hidden cultural notions tend to endorse women as caregivers.

341

Alexander, Theresa (2009)

A study of perspectives on parental involvement in their children's education, through engagement in homework activities (Youth Guidance). vii, 58, [16] p.

This qualitative case study sought to understand why parents become involved in their children's homework, the activities and strategies employed, and the benefits of such involvement. Data were collected through interviews held with three teachers and three parents. Findings revealed that 1) parental involvement activities range from establishing basic structures for homework activities to developing student learning strategies; 2) parents involve themselves in student homework because they believe that their involvement will make a positive difference, and they perceive that their children and the children's teachers want their involvement; and 3) parental homework involvement appears to result in improved student performance and success.

Availability: CERIS – Storage

342

Bala, Roger R. (2004)

The effect of single sex classrooms on the academic achievement of form three boys and girls at a seven year, coeducational government secondary school in Arima (Youth Guidance). 65 p.

This is a proposal for a study which will seek to determine the effect of single-sex classrooms on the academic achievement of Form 3 boys and girls in a co-educational school in Trinidad and Tobago. The participants comprised 114 students (57 boys and 57 girls) who were divided

into three groups: one all-boys', one all-girls', and one mixed gender group of an equal number of males and females. Data from the end-of-term examinations will be analysed to determine whether the successes of single schools might be transferred to co-educational government schools through the use of single-sex classrooms, thereby creating a micro-environment similar to that of the 'prestige' single-sex schools.

343

Bhikarry, Denise P. (2001)

The impact of formative assessment on attitudes and achievement levels of science students at Iere High School (Curriculum). [iii], 28 p.

This proposal seeks to develop a plan to investigate the impact of formative assessment on the attitudes and achievement levels of science students at Iere High School in Trinidad. It employs a combined qualitative and quantitative design known as the "dominantless dominant design". It is hoped that the study would contribute to the local store of information, and that if formative assessment proves to be successful in significantly increasing achievement levels, it may be used to inform practice.

344

Collins, Esther (2009)

What are the perceptions among stakeholders of the guidance and counseling programme in a coeducational secondary school in the Victoria Education District? (Youth Guidance). iii, 81, [71] p.

This qualitative case study sought to examine the perceptions among principals, teachers, and students of the guidance and counselling programme in a co-educational secondary school in the Victoria Education District in Trinidad and Tobago. Data were collected through interviews held with the principal, 3 teachers from different departments, and 12 students of Forms 5 and 6, as well as through observations and document analysis. The findings showed 1) concern about teachers' lack of training and skills to contribute to the programme; 2) the need for collaboration and feedback within the programme, with regard to students' matters; 3) the need for more visibility of the Guidance Counsellor; 4) the need for additional support services for the school; and 5) the need for refurbishment of the school's physical infrastructure and the provision of information about the programme.

Availability: CERIS – Storage

345

Joseph, Verona (2012)

Authentic and relevant science education at Train Line School through the use of Science, Technology and Society (STS) education? (Science Education). [iii], 78, [183] p.

This study sought to determine the probable impact of a relevance-based approach to the teaching of primary science, through the employment of Science, Technology and Society (STS) education, on students' perceptions of the relevance of science and their learning of scientific concepts and ideas. The students, who perceived science as irrelevant to their daily

lives and performed below the level of proficiency on science tests, were exposed to a three-month course of STS education that focused on the relevance of science through purposeful infusion of STS content into the science curriculum. Data were collected, through surveys, from two Standard 4 classes comprising 30 students. The results showed that students exposed to STS education had an improved perception of the relevance of science, and scored higher on the post-test, than those who were not exposed to the unit.

Availability: SOE Collection, UWISpace

346

Kaloo, Raquel J. (2009)

Investigating the effects of problem-based learning in facilitating critical thinking, scientific literacy and collegiality with a Fourth Form biology class (Science Education). iii, 95 p.

This study sought to examine the extent to which problem-based learning may affect critical thinking and encourage scientific literacy and collegiality among a group of fourth form biology students at a secondary school in Trinidad and Tobago. The class comprised 18 students (3 boys and 15 girls). Prior to the 6-week intervention, the students were introduced to problem-based learning through a series of teacher-led seminars. The students, together with the teacher, developed the criteria on which the project was to be graded. Data were collected through teacher observations, student journal entries, and a questionnaire which was administered to the students. The findings revealed that 1) not all of the students responded positively to this approach to learning; and 2) this method can be successfully applied to specific topics in biology, but requires planning and patience.

Availability: CERIS - Storage

347

Kanhai, Cheryl Anne (2010)

Parental engagement on student learning (Youth Guidance). [1 v.].

This study sought to explore the impact of parental involvement on student performance. Data were collected through observations and document analysis, as well as through interviews held with the parents, students, and teacher of one class at a primary school in the St. George East Educational District in Trinidad and Tobago. The main themes identified by the study were: 1) effective communication, 2) empowerment, 3) work ethics, and 4) educational philosophy. The findings indicated that parents are the driving force behind their children's learning and their holistic development, provided that the resources are available.

Availability: SOE Library - WI Collection

348

Nazir, Joanne (2005)

A phenomenological inquiry into the academic curriculum at Corinth Teachers' College (Curriculum). [i], 82 p.

This qualitative, phenomenological study sought to evaluate the academic curriculum for initial teacher preparation at Corinth Teachers' College, through four Year 2 students' lived experiences of the curriculum. The study further sought to elicit the students' suggestions for improving the curriculum. Data were collected through interviews. Findings suggested that: 1) there is no one generalizable experience of the academic curriculum but that each student's experience is determined by a number of subtle, interdependent, intrinsic, and extrinsic factors; 2) the problems of the college's academic programme emanate from a lack of a clear or cohesive vision of teacher training among the stakeholders; and 3) the major suggestion put forward by the students for the improvement of the curriculum was the need for a decrease in the subject content for all courses so that knowledge would be current and relevant to today's primary school teacher.

349

Orr, Pearl (2013)

An investigation into the sharing or not sharing of best practice approaches willingly among teachers at Harvey's Primary School in Tobago (Youth Guidance). vi, 103 p.

This study examined the sharing or not sharing of best practices among teachers, and its effect on student performance and school culture, at a primary school in Tobago. Data were collected through interviews with five teachers of the school. Among the findings were that: 1) there was a lack of sharing among the teachers which was fed by fears of criticism and of sharing wrong concepts, 2) some teachers required assistance but were ashamed to seek it because they might be perceived as incompetent, 3) the sharing of best practice approaches would build teachers' self-esteem and improve relationships among teachers, 4) teaching strategies and delivery of concepts would improve through the sharing of best practices, and 5) the activities of the school made it difficult for the teachers to find time to engage in sharing.

Availability: CERIS – Storage

350

Partapsingh, Wendy (2005)

Examining the relationship between socio-economic status and academic achievement at a senior secondary school. [i], 65, [9] p.

Employing a quantitative approach, this study sought to explore the relationship between students' socio-economic status (SES) and their academic achievement. Participants were 100 students (N=100) in 10 Form 4 classes at a senior secondary school in the St. Patrick Education district of Trinidad and Tobago. There were 50 male and 50 female students. Data were collected mainly through questionnaires. Academic achievement was taken as students' average Mathematics and English Language percentages in their 2005 Term 2 end-of-term examinations. Findings indicated a significant relationship between socio-economic status and academic achievement.

351

Patiram, Priscilla (2008)

Using an inquiry-based teaching intervention to investigate its effects on attitudes and achievements in a Form 4 chemistry class: A case (Science Education). [xii], 197 p.

This study was designed to investigate the use of an inquiry-based teaching strategy and its effects on students' attitudes and achievements in a Form 4 chemistry class. Attitudes were measured by using one pre- and two post-opinionnaires, student journals, teacher notes, and an observational checklist. Achievements were analysed by administering a summative examination at the end of the intervention. The data were analysed qualitatively and quantitatively. Results of the data analysis showed that: 1) 60% of the class was in agreement with the use of inquiry-based intervention, 2) no student scored below 50%, 3) a low correlation existed between science and the achievement marks obtained, and 4) there was a weak relationship between attitude and achievement scores.

352

Phillip, Marlene V. (2006)

The making of a premium teacher: A study of excellence in teaching at The University of the West Indies, St Augustine, employing the biographical method (Curriculum). vii, 69, [5] p.

This study explored excellence in teaching at The University of the West Indies (UWI), St. Augustine, through research into the lived experiences of one lecturer who had been adjudged an example of teaching excellence at UWI. The study employed the life story method of biographical research. Findings revealed that caring, as a component of interpersonal relationships, is a fundamental principle that underpins excellence in teaching at UWI. Additionally, the study identified 10 habits/benchmarks of building caring relationships in effective university teachers.

Availability: CERIS – Storage

353

Ragoonanan, David (2008)

Teachers, technology, and primary science: An investigation into primary teachers' perceptions of, and competencies in, integrating information and communications technology in science education through a model for professional development (Science Education). ii, 138 p.

Although this school does not have a computer laboratory, it possesses some forms of Information and Communications Technology (ICT), which was provided as part of a science initiative by the researcher. Despite the regular delivery of constructivist science lessons, teachers cited a number of reasons for their decision not to use the equipment. These include: 1) lack of technical knowledge and skills in the use of the available technology, and 2) lack of pedagogical knowledge and skills on how to use the technology in their science lessons. This study reports on an investigation into a small group of primary school teachers' perceptions of, and competencies in, integrating ICT with primary science education, through a theoretical model for professional development. Data sources included interviews, model lesson plans,

video recordings of lesson presentations, self- and peer evaluation checklists, and excerpts from the teachers' reflective journals. Findings indicated a positive shift in participants' perceptions of integrating ICT in science, and improved levels of technical and pedagogical competencies, confidence, and reflective practices.

Availability: SOE Library - WI Collection

354

Ramoutar, Robert (2011)

Investigating the impact of Problem Based Learning (PBL) on the attitude and levels of cooperation of girls in a Standard Five science class (Science Education). 107 p.

This study sought to investigate how the Problem Based Learning (PBL) approach impacted upon the attitude of girls in a Standard 5 class towards learning science at a suburban denominational primary school in Trinidad and Tobago. Data were collected through interviews and observations. The data showed that there was a positive change in the attitude of the girls in the class (a) towards each other and (b) towards science as a subject after the intervention.

355

Seenath, Ramsundar (2006)

The enactment of an inquiry centered science teaching intervention to improve the development of reading skills of a primary school student - a case study (Curriculum). [i], 26, [19] p.

This study sought to investigate the effect of an inquiry-based science teaching approach on the reading competencies of a Standard 3 primary school student. Data were collected from the participant through the administration of the Informal Reading Inventory (IRI) and an instructional intervention comprising a series of inquiry-based science lessons. Results indicated that while the participant exhibited independence at the Year One level, he experienced increasing degrees of reading difficulties from Years 2-4.

356

Smith, Peter (2002)

The 2001 Secondary Entrance Assessment: An analysis of student performance in an educational district of Trinidad and Tobago. [vi], 72, [72] p.

This study sought to explore achievement in an 11-plus examination. A sample of Standard 5 students (N=1499) who wrote the 2001 Secondary Entrance Assessment examination from the St. George East Regional Education District in Trinidad and Tobago was used. One-way analysis of variance was used to test three hypotheses. Firstly, the effect of gender was statistically significant, $F(1, 1497) = 25.117, p = .000$; $F(1,1497) = 66.149, p = .000$ and $F(1,1497) = 109.572, p = .000$ for Mathematics, Language Arts, and Essay Writing, respectively. Secondly, the effect of total mean scores of primary school management type was statistically different: $F(7,1491) = 45.530, p = .000$. Finally, the effect of total mean scores of students assigned to different secondary schools was statistically significant: $F(7,1491) =$

339.808, $p = .000$. Suggestions are made for possible changes to the examination, issues to be given priority, and areas for future research.

357

Yee Mon, Joy I. (2008)

An attempt to understand SFGS's 2nd year chemistry students' experiences with science safety when they were exposed to a science safety unit of work, which involved five interactive and semi-interactive sessions on science safety (Science Education). viii, 240 p.

This study investigated the impact of exposure to a unit of work on science safety on a class of 2nd-year chemistry students' attitudes toward safety, their performance in laboratory exercises, and their general conduct in the laboratory at a coeducational secondary school in Trinidad. The method of inquiry was designed as an intervention to impact the students' lack of enthusiasm for the use of personal protective equipment (PPE), and their general lack of ready compliance with other rules of safety. The study comprised three phases: a pre-intervention phase, an intervention phase, and a post-intervention phase. It was observed that two factors caused students to disregard safety guidelines: discomfort and non-functionality of some PPE. Results indicated, however, that exposure to a unit of safety did impact positively on students' attitudes and fostered appreciation and awareness.

Michelle McAnuff-Gumbs

358

De Four, Raena (2009)

A phenomenological study of primary school teachers' conceptions of the "good teacher" (Youth Guidance). vii, 69, [19] p.

This qualitative phenomenological study sought to investigate teachers' conceptions of "the good teacher." Data were collected through interviews held with five randomly selected teachers. The analysis revealed that teachers held different individual concepts of the good teacher. While they were able to list behaviours that indicate a good teacher, they varied considerably in terms of the criteria they gave prominence. Though teachers thought of themselves as a good teacher, they acknowledged that they were not perfect, which resulted in hesitancy to identify a teacher as "not good." The criteria for the good teacher tended to focus on behaviours that reflected attitudes and values, while criteria for the "not good" teacher seemed to focus on the professional behaviours of the teacher.

Availability: CERIS – Storage

Hyacinth McDowall

359

Housand-Joseph, Shelley-Ann Kesia K.

An investigation into the factors that contribute to excellence in reading between two Standard One students at a co-educational primary school in the Caroni Educational District in Central Trinidad (Reading). viii, 122 p.

This case study investigated the factors that contribute to excellence in reading in two Standard 1 students at a co-educational primary school in the Caroni Educational District in Central Trinidad. Data were collected through interviews with two students, one principal, and one teacher, as well as through observations. The themes established during the study were parental factors, home literacy environment/activities, perceptions of self and self-efficacy, and school culture. Findings indicated that significant relationships exist between students' literacy skills and parental and teacher involvement, as well as student-related factors. The research also showed that the contribution from the school's culture was almost non-existent in the development of these skills, and that there is need for the institution to adopt a more formal approach to literacy development.

360

Ogis-Lara, Otilene (2011)

The role of early intervention in the prevention of reading failure: An extended literature review (Reading). [iii], 36, [4] p.

This extended literature review sought to examine the role that early reading intervention could play in the prevention of reading failure and to outline a best practice model for possible implementation in Trinidad and Tobago.

361

Palmer-Ovid, Heather (2011)

An investigation into strategies teachers at a primary school in Central Trinidad use to enhance reading comprehension skills (Reading). [ii], 43, [10] p.

This study examined strategies used by teachers at a primary school in Central Trinidad to teach reading comprehension. Data were collected through interviews with, and observations of, four teachers who demonstrated different orientations to teaching and learning. Findings suggested that: 1) two teachers relied heavily on the prescribed text, while one teacher used worksheets taken from various websites, and another used a combination of worksheets, the prescribed text, and teaching; and 2) students were not taught that strategies were important to the assignment given. The findings also suggested there was a need for teacher training in order to encourage use of these strategies.

Availability: SOE Library - WI Collection

362

Plante, Joan (2011)

Using content area reading strategies to improve adolescent comprehension and motivational skills (Reading). v, 78, [131] p.

This action research, mixed methodology study sought to determine whether the use of content area reading strategies in the Home Economics Department would improve the reading and motivation skills of Form 4 students at a secondary school in Trinidad and Tobago. Data were collected through professional development workshops, interviews with four teachers and five students, as well as through classroom observation. The teachers expressed strong perceptions about parental involvement, time constraints, motivation level of students, adolescent literacy instruction, professional development, and untrained teachers. They indicated mixed levels of efficacy when asked about the extent to which they felt equipped to address students' literacy needs. However, they were not prepared to locate information about strategies for content literacy instruction. Some teachers believed that their job was to help students read and understand content area printed text, and express themselves in the written word successfully. They also perceived content area literacy to be comprehension skills and vocabulary that goes specifically with the subject. They did not view their function as helping students to develop strategic content-specific reading behaviours.

Availability: SOE Library - WI Collection

363

Rivas, Terence R. (2011)

How does a technical/vocational teacher of struggling readers enable such students to cope with their content area subject? A case study of one male Technical/Vocational teacher in a co-ed secondary school in the North Eastern Educational District of Trinidad and Tobago (Reading). 36, [21] p.

This study sought to investigate how a teacher of struggling readers in the Technical Vocational content area enabled students to cope with the reading and technical aspects of the subject at a secondary school in Trinidad and Tobago. Data were collected through interviews, digital recordings, observations, and document analysis. The findings indicated the combined strategies of collaboration with the principal, use of prior training in Technical English, exposure to relevant issues through oral exercises, short lessons in literacy and numeracy, and motivation and confidence building contributed to the students' success in the specific discipline. The teacher's positive attitude and belief in his students resulted in their being successful in the subject area.

364

Sooknanan-Maraj, Denise (2011)

An investigation into the factors that contribute to students' under-performance in comprehension in a Standard One class in Primary School X in South Trinidad (Reading). vi, 66, [19] p.

This case study sought to determine the factors that contribute to students' underperformance in comprehension in a Standard 1 class in a primary school in Trinidad and Tobago. Data were collected through interviews with two students, their parents, and one Standard 1 and one Standard 2 teacher. Other data were collected through observations and document analysis. Analysis of the data revealed that a lack of appropriate teacher instruction in comprehension strategies, a lack of parental involvement, a lack of motivation and self-efficacy, a lack of vocabulary, and the child's inability to decode were among the major factors that affected students' underperformance in comprehension at the school.

Availability: SOE Library - WI Collection

Beular Mitchell

365

George, Allison (2013)

An investigation into teachers' concerns about the Continuous Assessment Component (CAC) of the Secondary Entrance Assessment (SEA) and their effects on implementation in the Educational District of Tobago (Curriculum). [v], 73, [34] p.

This qualitative case study examined teachers' concerns about the Continuous Assessment Component (CAC) of the Secondary Entrance Assessment (SEA) examination, and the effect of those concerns on the implementation of the programme. Data were collected through interviews with three teachers from three primary schools in the Tobago Educational District. The findings revealed that the teachers had informational, personal, management, and consequence concerns, which negatively affected implementation. While they viewed the innovation as potentially beneficial to teachers and students, they were primarily concerned with the management of the innovation. Factors affecting implementation were: 1) lack of clarity about the nature of the innovation, 2) lack of support, 3) the inability to effectively communicate with parents due to lack of clarity, 4) lack of resources, and 5) insufficient training.

Availability: SOE Library - WI Collection

366

Granville, Phebe (2012)

Investigating teachers' perceptions of an educational innovation: Single-sex classes in a co-educational school (Curriculum). [iv], 82, [59] p.

This study investigated six teachers' perceptions of the single-sex innovation at a co-educational secondary school in Trinidad and Tobago. Data were collected through interviews. The findings revealed that although most of the teachers believed that the innovation was a good idea, they felt that it was poorly implemented. Analysis of the data also showed that there were minimal benefits and grave behavioural challenges, particularly in the boys' classes. However, most of the participants stated that there were increased opportunities for building teacher

competencies. The teachers all endorsed the continuation of the innovation, but on the condition of the correct implementation procedures.

Availability: SOE Collection, UWISpace

367

Small-Almandoz, Octavia (2011)

A phenomenological investigation into clinical supervision in a primary school in the North Eastern District of Trinidad (Curriculum). vii, 68, [25] p.

This study sought to determine whether clinical supervision improved teachers' classroom performance at a primary school in Trinidad and Tobago. Data were collected through interviews with the principal, vice-principal, Head of Department, and three teachers. The findings revealed that the participants all had varying perceptions of clinical supervision but perceived it as a way of creating a supportive climate in assisting them in the delivery of the curriculum. It was also viewed as a means of providing information and helping to solve problems in the classroom. Further, clinical supervision was identified as a form of motivation for teachers who needed support by way of constructive feedback from the principal, vice-principal, or Head of Department.

Jeniffer Mohammed

368

Belgrove, Kelly (2013)

Exploring agricultural science: An inquiry into Form Three subject selection at Mannette Secondary School (Youth Guidance). 67 p.

This study sought to understand the main issues affecting the selection of agricultural science as a Form 4 subject by students at a secondary school in Trinidad and Tobago. Data were collected through interviews with six students (three male and three female) of Forms 4 and 5. It was found that the main issues affecting selection of the subject by the students were: 1) subject affinity, 2) school deficiency, 3) career considerations, and 4) societal perception of agriculture.

Availability: CERIS - Storage

369

Caruth-Blake, Vernice (2006)

Grade retention, attendant strategies and student achievement in two primary schools in Tobago (Curriculum). [v], 67, [10] p.

This qualitative case study examined the practice of grade level retention as it is operationalized in two primary schools in Tobago. The study focused on the strategies that teachers use to improve the achievement of retained students. Data were obtained via interviews, participant observation, and document analysis. Participants comprised the principals, teachers, students, and parents of two primary schools in Tobago. Among the findings were that: 1) providing an

equal opportunity for each child means that the child must be given the chance to achieve based on ability, needs, and interests; 2) teachers need to understand why children from lower socio-economic backgrounds perform at a lower level than others; and 3) in order to nurture the learning potential of each child, teachers need to understand the influence of culture and social class on both school and students.

Availability: CERIS - Storage

370

Dyett, Anthony (2005)

Self-efficacy: A career development priority for the rural primary school (Youth Guidance). [vi], 88 p.

Employing self-efficacy as a career-related focal point, this qualitative case study sought to explore the perceptions of children at the Upper Cumuto Government Primary School in east Trinidad. It also sought to determine whether the voices of these children are being empowered within an emerging employment context. The study addressed two research questions: 1) In relation to beliefs about self, how do students describe their experiences at the school? and 2) To what extent are students' beliefs about self influenced by the school's programme? The participants, who were selected from the three upper Standards of the school, comprised 10 students (4 boys and 6 girls) with academic profiles ranging from struggling to excelling. Data were collected through interviews and document analysis. Findings indicated that (a) evidence of positive attitudes about capability varied among the students, (b) mathematics seemed to be a curriculum area in which the students felt most confident, (c) language arts was another subject area in which the students reflected academic efficacy, (d) there was minimal reference to confidence in several other subject, (e) while good performance seemed to promote confidence about their abilities, poor performance was a source of insecurity, (f) negative experiences were part of the students' school experiences, (g) sources of encouragement and persuasion were linked to parents, and (i) the students learned through vicarious experiences.

Availability: CERIS – Storage

371

Gajadhar, Kismet (2004)

School life as perceived by eleven and twelve year olds at a primary school in east Trinidad (Youth Guidance). [iv], 75 p.

This phenomenological study sought to explore the lived experiences of the school life of five 11- and 12-year-old students at a rural primary school in east Trinidad. The data, which were collected through interviews, participant observation, and the students' drawings, represent the students' perspectives on education, friends, teachers, activities, and the general atmosphere of the school. The study yielded five themes: 1) the importance of education, 2) the value of friendship, 3) the significance of teachers, 4) the importance of work and play, and 5) the general atmosphere of the school. Findings revealed that despite the varying perceptions, the students generally had positive feelings about school and school life, viewing it as an inviting

place of learning. It was concluded that these students perceive school and school life primarily as a means of socializing.

372

Harvey-Cielto, Rhonda (2005)

Beyond the bell: Adolescent girls' experiences, influences and perceptions of after-school activities (Youth Guidance). 76 p.

Using a qualitative approach, this study sought to explore the after-school experiences, influences, and perceptions of adolescent girls. Participants were purposively selected from an all-girls' school in rural Trinidad. Data were collected, through interviews, from three individuals and one focus group. Findings revealed that the girls considered extra-curricular activities as important to both their social and intellectual development.

373

Huggins-Neptune, Cheryl Ava (2012)

A phenomenological study of a Form One Social Studies teacher's perceptions of Social Studies and classroom interactions (Curriculum). ii, 59, [19] p.

This study examined one teacher's perceptions of social studies and her preferred methods of instruction of a Form 1 class at a secondary school in Trinidad and Tobago. Data were collected through interviews and observations. Four themes were identified: 1) preparation for life, 2) the importance of transmission of content, 3) ethics, and 4) cultural identity. The results revealed contradictions in the teacher's voiced opinions on the subject and what was observed about her preferred ways of teaching. While she perceived social studies as being about individuals learning how to interact with their physical and social environments, and its role in equipping students for real-life experiences, this perception was not evident in her teaching practices. The lessons were mainly about the physical environment, which she experienced difficulty in relating to the social setting.

374

McConney, Donnella (2008)

School improvement and action research: Tapping into the potential of a focus group (Curriculum). 89 p.

This study describes and analyses the innovative experiences of a focus group of teachers who attempted school improvement through an action research project based on gender equity, without direct intervention from the Ministry of Education or the administration at the school. Data were collected through the qualitative paradigm using a multi-method approach comprising focus group sessions, journals, and interviews. Results of their 5-month experience showed minimal collaboration. Additionally, the group exhibited characteristics of the initial and secondary stages of group dynamics.

Availability: SOE Library - WI Collection

375

Panchoo, Angela Joan (2006)

An investigation into the correctional educational programme at a male juvenile correctional institution in Trinidad and Tobago (Youth Guidance). [v], 69, [6] p.

This qualitative case study sought to investigate the correctional education programmes at a male juvenile correctional institution in Trinidad and Tobago. Data were collected through interviews with two inmates and 5% of staff members. The study specifically addressed the research questions: (a) What conception of education is offered to juvenile offenders in correctional facilities, (b) To what extent is this education suited to their needs as juvenile offenders, and (c) How should an education programme for juvenile offenders be conceptualized? Findings revealed that: 1) inmates require special individualized programmes rather than whole-group instruction, 2) academic placement of inmates needs to be effected by proper methods of assessment rather than by teacher and administrative staff observations, and 3) there are apparent misconceptions among staff about the components of a correctional education programme.

376

Ramlakhan, Roger (2005)

The professionalization of teachers: A paradox (Youth Guidance). [vi], 81 p.

This qualitative study examined teachers' perspectives about professional development, teacher thinking, and personal teaching practices, using information from a purposive sample of four teachers from a denominational school in south Trinidad. In this study, professional learning is perceived as executing the necessary activities in the course of daily work. Data were collected through interviews. Findings suggested that the teachers' experiences and thoughts are consistent with aspects of professional development and teaching but these are not being employed, emulated or implemented.

377

Robinson, Simone E. P. (2007)

Teachers' conceptions of geography and the geography teaching-learning process as they implement the CAPE Curriculum (Curriculum). iv, 68, [30] p.

This qualitative study sought to determine the perceptions of three teachers on geography and the geography teaching-learning process as they attempted to enact the Caribbean Advanced Proficiency Examination (CAPE) geography innovation in three secondary schools in Trinidad and Tobago. Data were collected through interviews and observations. Findings showed that historical and social context, teachers' content knowledge, and the structure and organization of schools kept them in a positivist mindset.

Availability: SOE Library - WI Collection

378

Robinson-Arnold, Natalie (2010)

A case study: An understanding and acceptance of school social work in one primary school in Trinidad and Tobago (Youth Guidance). iv, 161 p.

This case study sought to explore the understanding and acceptance of school social work at a primary school in Trinidad and Tobago. Data were collected through interviews held with, and questionnaires administered to, teachers, students, and parents at a single-sex school. The findings indicated that satisfaction with the service came primarily from the magnitude of the problem fixed and how well it was addressed. Clients who had positive experiences were more likely to use the service in the future. 75% of the clients expressed satisfaction, while 20% felt that the unit did not sufficiently meet their needs. 10% shared the view that the school population was not fully aware of the services offered but concluded that it was necessary to the effective functioning of the school system.

379

Thomas, Melanie Penelope (2009)

Stigma and discrimination: Investigating final year student nurses [sic] attitudes and perceptions of people living with HIV in Guyana (Health Promotion). [vi], 101, [18] p.

Employing both quantitative and qualitative approaches, this study sought to determine whether stigma and discrimination exist among health care professionals in Guyana. Data were collected through a questionnaire administered to, and interviews with, 54 nursing students from four nursing schools. Findings revealed that while the participants were comfortable providing care for persons living with HIV/AIDS (PLHA), they were fearful of contagion.

Availability: SOE Collection, UWISpace

380

Thomas, Vickey I. (2013)

Exploring students' perceptions of their interest/lack of interest in academic work at a five year government secondary school in South Trinidad (Youth Guidance). [iii], 83 p.

This study explored students' perceptions of their interest/lack of interest in their academic work. Data were collected through interviews with a focus group of six purposefully sampled fifth-form students at a secondary school in Trinidad and Tobago. Results of the study showed that the students identified internal and external influences as impacting their interest levels. They felt that teachers' personalities and professional characteristics had a significant input, and expressed hurt and disappointment about the uncaring attitude of some teachers. They also pointed to parents and peers as influences on their school work. However, it was also revealed that some of the students' own characteristics could have contributed to their interest levels. These included their performance goals orientation to school work and some psychosocial issues resulting from a need to establish their sense of independence. The students also felt that more academic support from significant others and more practical class activities could have increased their interest in the academic subjects taught at the school.

Availability: SOE Collection, UWISpace

Jeanette Morris

381

Barnard, Gail A. (2001)

Piloting a Spanish curriculum in five primary schools in south Trinidad. A case study of the teachers' experience (Curriculum). vi, 55 p.

This is a proposal for a study that will seek to understand the experience of teachers involved in piloting Spanish in five primary schools in south Trinidad. It will seek to evaluate how well the goals of the pilot programme are being realized from the teachers' perspective. The main participants will be five teachers involved in the piloting of Spanish in two of the three educational districts in south Trinidad. Other participants will be five principals, two trainers of the teachers involved in the pilot, and the students in the classes taught by the five teachers. Data will be collected through interviews, participant observation, and document analysis. It is hoped that this study would yield useful data that could be utilized in the actual implementation of the innovation, and help teachers to prepare for the changes that they will encounter.

Availability: SOE Library - WI Collection

382

Ferdinand, Mary (2000)

The impact of the Caribbean Union College Campus on its immediate external environment. [i], 31 p.

This is a proposal for a study that will seek to determine whether the Caribbean Union College campus is having an impact on its immediate external environment. Participants will comprise 14 individuals (eight from the campus community and six citizens from the surrounding residential community). Data will be collected through interviews, document analysis, and questionnaires.

383

Mathias, Claire V. (2005).

Male academic underachievement - Boys' perspectives of their academic experience at a co-educational secondary school in the Caroni Education District (Youth Guidance). [iii], 35, [34] p.

This study sought to determine the perspectives of four boys on their academic achievement and performance. Participants were four boys from two Form 3 classes at a secondary school in the Caroni Education District of Trinidad. Data were collected through interviews, participant observation, and document analysis. Findings revealed that: 1) the four participants were high achievers who were underachieving at various levels, 2) all participants liked the school and commended the peaceful environment, 3) the learning styles of the participants are based on action-oriented methods, 4) there was evidence of teacher insensitivity to students' needs, 5) there appeared to be some correlation between underachievement and the nature of the teacher-student relationship, and 6) students were reluctant to confide in teachers, fearing breach of confidentiality.

384

Rennie, Kurt Luke Jude (2006)

An investigation into primary boys' perceptions of their school experiences at an urban "prestige" primary school (Youth Guidance). [v], 98 p.

Employing a phenomenological approach in the qualitative paradigm, this case study analysed the perceptions of boys at an urban, all-boys' "prestige" primary school, about their lived experiences at the school. Data were collected through interviews. Among the findings were that: 1) although teacher gender was not a major issue, teachers need to implement strategies that cater to the interests of male students, and to receive training in order to better understand the learning styles of boys; 2) since the school is results oriented, the focus is mainly on the cognitive domain, and this results in stagnation of the students' social and emotional experiences; 3) teachers do not appear to establish authentic purposes and meaningful real-life connections to the subjects they teach, which results in narrow school experiences; and 4) there is a suggestion that peer-perceived status is more important than academic performance.

385

Taylor, Joseph A. P. (2005)

A comparison of the performance of male and female students in 'One-S' classes at a junior secondary school (Youth Guidance). [vii], 63 p.

This study sought to investigate the academic progress made by the "One-S" students in the remedial programme at a junior secondary school in Trinidad. It further sought to determine whether the girls were making greater progress than the boys, the effect of having single-gendered classes within a co-educational school, and the impact such an arrangement had on student performance and behaviour. Participants were selected from two Form 1 'Special' and one Form 2 'Special' classes. Findings indicated that while there was overall improvement in the Form 1 Special students' abilities in reading and mathematics, it was not enough to bring them up to Form 1 level. Although there was not a vast difference in the responses of boys and girls in the remediation programme, there was a better result among the girls. It is suggested that because they were more comfortable with the single-sex class arrangement in the remediation programme, this might be a reason for the difference in performance.

Roy Narinesingh

386

Hector-Ramkissoon, Allana-Rae (2000)

Mathematics for all? An investigation of the use of the integrated arts approach to the teaching of mathematics in the mixed ability classroom at the primary level (Curriculum). 28, [1] p.

This is a proposal for a study that will seek to generate data on the effects of integrated arts and their use in teaching core curriculum subjects in mixed-ability classrooms in primary schools in Trinidad and Tobago. The study will seek to address the following research questions: 1) What makes learning interesting to students at this level? 2) Does the integrated arts approach to

mathematics assist students to grasp the concepts of mathematics) 3) Can mathematical concepts be successfully taught using an Integrated Arts approach? 4) What makes an integrated arts approach work/not work? and 5) Which group of students benefits most from this approach? A purposive sample of 12 students will be selected from Standards 3, 4, and 5. Data will be collected through interviews, participant observation, document analysis, and questionnaires.

387

Pierre, Marilyn (1998)

An investigation into the approaches, methods and techniques used in the teaching of writing in secondary schools in central Trinidad. [vii], 97, [9] p.

This study sought to identify the approaches, teaching methods, and techniques employed by English language teachers in writing instruction at secondary schools in central Trinidad. Participants were 10 teachers from the government and government-assisted schools in the Caroni Education District. Data were collected through interviews and a questionnaire. Among the findings were that: 1) there was a link between writing and thinking; 2) writing activities should reinforce reading, listening, and speaking skills; and 3) most of the teachers held the traditional view that the teaching of grammar improves the quality of writing.

Gene Otway

388

Ali, Ishmael (2004)

Children sexual abuse and its effects on students' behaviors in a seven-year secondary school (Youth Guidance). 70, [11] p.

This is a proposal for a study that will seek to determine the effects of sexual abuse on the behaviours of children at a seven-year secondary school in Trinidad and Tobago, through their lived experiences and any behavioural patterns they might display while at school. The study will address two research questions: 1) What social interactions exist between the victims of sexual abuse and their perpetrators? and 2) Are there specific behaviours that are associated with students who are sexually abused? Participants in the study will be two sexually abused male students between the ages of 13 and 15 years. Data will be acquired through a questionnaire, participant observation, interviews, and document analysis. It is hoped that any unusual behaviours observed from the participants of this study would serve as possible indicators of sexual abuse in children who might exhibit similar behaviours at the school. It is also hoped that the study would be of significance in the designing and planning of programmes to assist children who are victims of sexual abuse.

Availability: SOE Library - WI Collection

389

Beckles, Garris Rawson (2009)

Mathematics anxiety: An investigation of it's [sic] causal attributions (An extended literature review) (Curriculum). [2], 82 p.

This a proposal for a study that will seek to investigate the extent of mathematics anxiety among primary school teachers in Trinidad and Tobago and the implications for mathematics teaching and learning. Data will be collected through interviews held with 20 first-year primary school teachers enrolled in a compulsory mathematics appreciation module in the Bachelor of Education (B.Ed.) programme at the St. Augustine Campus of The University of the West Indies (UWI).The study will seek to address the following research questions: 1) To what extent are primary school teachers in Trinidad and Tobago mathematically anxious? 2) What types of mathematics experiences do mathematically anxious teachers recall? 3) How do teachers with high levels of mathematics anxiety perceive their ability to teach mathematics effectively? and 4) Do highly math-anxious primary school teachers facilitate the incidence of mathematics anxiety in their students? Moreover, data based on an analysis of scores from the Mathematics Teaching Efficacy Beliefs Instrument (MTEBI) will be used to assess the beliefs and confidence levels of the teachers with regard to mathematics teaching.

Availability: CERIS - Storage

390

Bobb-Alleyne, Joan (2005)

Steel pan playing and academic performance (Youth Guidance). [iv], 61, [13] p.

This is a proposal for a study that will seek to investigate the relationship between steelpan playing and academic performance in secondary schools in Trinidad and Tobago. It will compare the academic performance of two groups of 200 Form 5 students: one comprising steelpan playing students and the other composed of students who do not play pan. The academic performance, as measured by the end-of-term and CXC scores in mathematics, language arts, and science, will be recorded at termly intervals from Form 1 through Form 5, ending with the 2005 CXC scores. The profiles of the two groups of students will be compared and statistically analysed to determine trends in the performance in mathematics, English language, and science for steelpan and non-steelpan playing students, and to determine whether significant differences exist between students who are involved in steelpan music and those who are not. Findings will be analysed to determine whether there are any significant differences between the two groups.

Availability: SOE Library - WI Collection

391

Gray, Germaine (2004)

The influence of parental involvement on academic performance at a rural secondary school (Youth Guidance). vii, 105 p.

This study examined parental involvement at a rural secondary school in Trinidad and Tobago. It investigated such activities as parents helping their children with homework, monitoring the amount of time children spent watching television, attending parent/teacher meetings, or volunteering at schools. Participants were 61 parents of students in two Form 2 classes. Data were collected through a questionnaire administered to the parents, and also through the

students' records. Findings suggested that 1) there is a weak relationship between parent involvement and student performance, and 2) there is poor communication between parent and teacher, except when there are issues relating to discipline.

392

Mohammed, Zanifa (2004)

Students' self-perceptions and teachers' views of students in a senior comprehensive school (Youth Guidance). v, 73, [vi] p.

This is a proposal for a study that will seek to investigate how students perceive themselves, how they feel their teachers perceive them, and the relationship they share with their fellow students. Participants will comprise 16 students: 8 Form 4 pupils and 8 Form 6 first-year students, with an equal number of males and females selected in order to reflect gender equity in views expressed. The school under study will be a co-educational senior comprehensive school in south Trinidad, which has been labelled "high-risk." Data will be collected through interviews and participant observation. It is believed that in order to address the real or perceived injustices experienced by the students as a result of their teachers' assessment of their abilities, and the attendant gender-based choices, the students should be allowed to comment freely on their school experiences with a view to effecting positive change to their academic lives.

393

Pariag, Jacqueline (2009)

An evaluation of the implementation of the primary mathematics curriculum (extended literature review) (Curriculum). [v], 84 p. [2 CD ROMs]

This extended literature review sought to examine studies that investigated reform initiatives for mathematics education and to develop a proposal for conducting an evaluation of the Mathematics Primary School Syllabus (1999) in Trinidad and Tobago. Data will be collected, through interviews, observations, and a survey, from nine teachers from seven of the eight education districts in Trinidad and Tobago, as well as through interviews with parents, supervisors, and curriculum officers.

Availability: SOE Library - WI Collection

394

Sankaran, Ramesh D. (2009)

A relationship between epistemological beliefs on the nature of mathematics and pedagogy of mathematics (Curriculum). v, 103 p.

This study will seek to investigate secondary school mathematics teachers' beliefs about mathematics and the teaching and learning of mathematics at a secondary school in Trinidad and Tobago. It also will seek to examine whether there is a relationship between teachers' espoused beliefs about the nature of mathematics, the teaching and learning of mathematics, and their classroom practices. An extended literature review is presented, as well as a brief conclusion on some projected outcomes of the study.

Availability: SOE Library - WI Collection

Susan Otway-Charles

395

Ali, Marsha Antoinette (2012)

A case study of teacher and student perceptions of the factors contributing to the demotivation of Form 5 students who selected Spanish at the Caribbean Secondary Education Certificate (CSEC) level at an urban secondary school in North Trinidad (Curriculum). 59, [34] p.

This study examined teachers' and students' perceptions of the factors that contributed to demotivation among Form 5 students who selected Spanish at the Caribbean Secondary Education Certificate (CSEC) level at an urban secondary school in North Trinidad. Data were collected through interviews. The results showed that extrinsic factors-involvement of the school administration, choice of subject constraints, and the historical and cultural context of Spanish influence in Trinidad and Tobago-heavily influenced the choice of Spanish. The students' selection of Spanish did not appear to be in accordance with their desires, preferences, or performance. Consequently, the students became demotivated within a system that, despite its eagerness to register them for CSEC Spanish, did not pay attention to their needs and interests in conjunction with the delivery of the Spanish curriculum.

Availability: SOE Collection, UWISpace

396

Anderson-Rouse, Karen (2012)

An investigation into the experiences of boys who were either included in or excluded from the Form Two accelerated class at Sapphire Secondary Boys' School (Curriculum). iv, 106 p.

This study investigated the experiences of boys who were either included in, or excluded from, the accelerated class at a secondary school in Trinidad and Tobago. Data were collected through interviews with 12 students comprising six each from the accelerated and one of the non-accelerated Form 2 classes. Among the findings were that: 1) while both groups of students agreed that the school should restructure its selection process with regard to students' inclusion in the accelerated class, they also agreed that the existence of the accelerated class was detrimental to student relationships; 2) the non-accelerated students felt betrayed and abandoned by their former friends, while the accelerated group accused the non-accelerated students of envying their privileged position of superiority; 3) non-accelerated students reported many negative experiences with their teachers; 4) while the accelerated students perceived that their teachers favoured them over the accelerated group, they blamed the teachers for failing to assist the weaker students, and resented being "pushed" to achieve by their teachers; and 5) parental reactions to their sons' placement impacted students' self-perceptions.

397

Bhola-Arjoonsingh, Cintra (2013)

A case study of teachers' and students' perceptions of the factors contributing to the low levels of motivation displayed by students who have opted to do Spanish at the Caribbean Secondary Education Certificate (CSEC) level, at an urban secondary school in South Trinidad (Curriculum). 102 p.

This study examined teachers' and students' perceptions about the low levels of motivation displayed by Form 4 students who opted to do Spanish for the Caribbean Secondary Education Certificate (CSEC) examinations at an urban secondary school in South Trinidad. Data were collected through interviews with four students and two teachers, as well as through document analysis. All the participants acknowledged the connection between students' poor performances in the subject area and their extrinsic and intrinsic motivation levels with reference to the study of Spanish. Further, both teachers and students alluded to the students' lack of desire to pursue the subject at CSEC level, as well as external factors that coerced them into choosing Spanish, as contributing to their experiencing different stages of motivation. Consequently, there were low levels of motivation among the students. It was also found that, despite the efforts of the school to ensure that the students had the opportunity to pursue Spanish at the CSEC level, the needs and interests of the students were not fully considered, particularly with regard to the teaching/learning process in the delivery of the Spanish curriculum.

Availability: SOE Library - WI Collection

Bruce Paddington

398

Chancellor-Jaggernauth, Rachael R. (2006)

An investigation into some of the contributing factors and detrimental effects of drug abuse as a health problem among secondary school students in the Victoria Educational District of Trinidad and Tobago (Youth Guidance). [iii], 60, [50] p.

This study sought to identify factors that contribute to drug abuse among secondary school students in the Victoria Educational District of Trinidad and Tobago, and to highlight the effects of drug consumption upon students' physical and mental health, and their social well-being. Data were collected, through interviews, from three students, one parent, and one Mental Health Officer. Findings indicated that: 1) drugs had adverse effect on students' mental, physical, and social health; 2) drug abuse is a major contributing factor to deviant behaviour among students; 3) the effects of drug abuse in the school mirror those at a national level; and 4) students need to be taught life skills as a preventative measure against drug abuse.

399

Lall, Karen (2004)

Deconstructing male academic underachievement: The perspectives of three male students (Youth Guidance). 79, [49] p.

This study sought to profile three male Form 3 students of a "prestige" secondary school, and their experiences of academic underachievement. Further, it attempted to serve as an intervention strategy, encouraging the boys to confront their underachievement and find solutions to it. Data were collected through interviews, participant observation, and document analysis. Findings underscored the individuality of each boy's perception of schooling and self, his experience of family life, and how these correlated with his academic achievement.

Availability: SOE Library - WI Collection

400

Ramoutar, Premila (2006)

A case study of sexually active girls at a junior secondary school (Youth Guidance). 64 p

This is a proposal for a study that will seek to determine how early sexual initiation among adolescent girls impacts on their schooling. Specifically, it will address the following research questions: 1) How does early sexual activity influence students' behaviour? 2) Is the socio-economic status of students a factor in early sexual activity? and 3) How does early sexual initiation among adolescent girls impact on their academic achievement? Data will be collected from three Forms 2 and 3 female students through interviews, and through document analysis. It is hoped that the results of the study would assist in providing an understanding of the relevance and intricacies of the cases, as well as facilitating comprehension of the phenomenon of early sexual activity and its repercussions among adolescent students.

401

Richardson-Abraham, Ann Marie (2007)

Student empowerment: Two student fora as avenues for authentic student voice (Youth Guidance). vi, 136, [1] p.

This study sought to evaluate two fora - the Student Council (SC) and the Prefectural System (PS) - to ascertain to what extent they provided students involved with opportunities for "student voice" or student role in the decision making and change efforts at a denominational secondary school in Trinidad and Tobago. It specifically sought to assess the extent to which students were able to converse with and engage school leaders, and the impact that these encounters had on the development of agency, belonging, and competence in council members and prefects. Participants were a purposeful sample of four students: the head male and head female prefects, the president, and an executive member of the Student Council. Data were collected through interviews, observations, and document analysis. Findings indicated that 1) although the PS has discipline as its main goal, prefects reported changes in their leadership abilities, sense of belonging, and the quality of their relationship with adults as a result of their prefectship; 2) conversely, council members at the school, although expressing frustration at not having the SC validated by school leaders, reported changes in their behaviour as a result of forming relationships, more so with other students in the SC but also with caring adults; and 3) PS students who formed closer relationships with adults experienced greater outcomes of agency, belonging, and competence.

402

Ross-Quamina, Charlene (2004)

Caterpillars with wings: Insights into truancy (Youth Guidance). [x], 61, [30] p. [1 DVD]

This qualitative case study sought to explore, from a child's perspective, the factors that cause or contribute to a student's absence from class or school. It examined absenteeism in the context of their individual circumstances, and their own perceptions of the relevance of classes as they construct their realities. Data were collected through interviews, participant observation, and document analysis. Three students participated in the study: two male and one female. Findings revealed that truancy emanated from four sources, namely, the home, the individual, the school, and the community. It was also discovered that the principal causative factor in truancy was the school, and its attendant aspects of teacher attitude, student apathy, and general climate.

403

Viscuna, Lisa Amanda

Teachers' concerns about the implementation of the primary school social studies curriculum (Curriculum). [iv], 88 p.

This study sought to investigate teachers' concerns about the implementation of the social studies curriculum in their primary school. It also sought teachers' views on possible interventions that would facilitate the implementation of the curriculum. Data were collected, from participants of the school, through interviews and the Concerns-Based Adoption Model (CBAM) questionnaire. Among the findings were that: 1) the Ministry of Education needs to balance its investment between curriculum development and curriculum implementation; 2) care must be taken to plan curricular sessions, allowing adequate time for disequilibrium to take place and for new ideas to be accommodated schematically; and 3) teachers need to have a shared, clearly articulated vision of the social studies curriculum in order to realize positive learning outcomes among students.

Availability: SOE Library - WI Collection

Sharon Phillip

404

Bijaram, Soren (2011)

An investigation into teachers' concerns about the implementation of the Secondary Education Modernization Program [sic] English curriculum (Forms 1-3) at a converted senior comprehensive school in the Victoria Education District (Curriculum). 109 p.

This study sought to investigate teachers' concerns about the implementation of the Secondary Education Modernization Programme (SEMP) English curriculum in Forms 1-3 at a converted senior comprehensive school in the Victoria Education District of Trinidad. Data were collected through interviews held with three teachers. The study was premised upon two research questions: 1) What are teachers' perceptions about the SEMP English curriculum (Forms 1-3)? and 2) What are teachers' perceptions about the implementation of the SEMP English

curriculum (Forms 1-3)? The results revealed that the teachers of the English Department had many concerns about the curriculum and its implementation. These concerns were related to the innovative features of the curriculum, as well as the local and external factors that affected implementation. The factors associated with the perceived characteristics of the curriculum were: (a) the need for change, (b) the complexity of change, (c) the practicality and quality of change, and (d) trialability. Perceived local factors affecting the implementation of the curriculum were: 1) the change process itself, 2) the facilities at the school, 3) the training and retraining of teachers, 4) the role of the administrator, 5) the role of the head of department, 6) the role of parents, 7) students' characteristics, 8) teachers' characteristics, and 9) collaboration. The two external factors were the role of the curriculum officer and the role of the Ministry of Education.

Availability: SOE Library - WI Collection

405

Charles, Janice (2011)

An investigation into the experiences of two reading specialists connected to the Caribbean Centre for Excellence in Teacher Training (CETT) in enhancing student reading achievement in underperforming primary schools in Trinidad and Tobago (Reading). iv, 80 p.

This study focused on the experiences of two reading specialists connected to the Caribbean Centre for Excellence in Teacher Training (CETT) as they sought to enhance student reading performance in underperforming primary schools in Trinidad and Tobago. Data were collected through interviews with the specialists. The findings indicated that the participants had mostly favourable experiences. Additionally, they shared the view that teachers received insufficient training at the various institutions with respect to the teaching of reading. It was also recognized that teachers and administrators misunderstood the role of the reading specialist, and there was a need for increased support from administrators.

Availability: SOE Collection, UWISpace

406

David, Dennise

An investigation into three teachers' instructional beliefs and practices about teaching adolescents struggling with reading at a vocational school: A case study (Reading). 114, [35] p.

This study sought to examine the instructional practices and beliefs of three untrained Form 1 teachers in teaching adolescent struggling readers at a vocational school in Trinidad and Tobago. Data were collected through interviews with teachers who taught English Language, Reading, and Woodwork. The teacher instructional beliefs and practices were categorized according to: (a) beliefs related to instructional approach; (b) beliefs about building self-esteem and motivation; (c) beliefs about cooperative group work; (d) beliefs about materials, assessment, and technology; and (e) instructional beliefs about planning and professional development. The results indicated that the teachers possess a range of conflicting beliefs due to their individual experiences but they were malleable and subject to change.

Availability: SOE Library - WI Collection

407

Estrada, Peter (2012)

An exploration of students' observations and perceptions of teacher attitude and instructional practices in an English language class at East High School (Reading). 78 p.

This study sought to explore students' observations and perceptions of teacher attitude and instructional practices, as well as their own performance, in a mixed-ability Form 1 English language class at a secondary school in Trinidad and Tobago. The majority of students in this class manifested learning disabilities. Data were collected through interviews with two students, as well as through observations and document analysis. The results of the study indicated that the Pygmalion effect did not surface as a factor that impacted the students' performance. However, deficiencies in English language instruction in a mixed-ability environment, inadequate classroom infrastructure, the existence of a bilingual situation, and classroom indiscipline impacted their performance. The students also perceived that enjoyment in learning was essential to the enhancement of their performance.

Availability: CERIS - Storage

408

Hoosainie, Stanton G. (2011)

Exploring students' perceptions of respect and disrespect in a secondary school setting (Youth Guidance). v, 74, [5] p.

This study explored students' perceptions of respect and disrespect at a secondary school in the St. Patrick Education District of Trinidad and Tobago. Data were collected through interviews and questionnaires. The findings revealed that students felt that they were disrespected by teachers as well as by other students, and felt a range of emotions such as shame, anger, resentment, and disappointment which affected their self-esteem.

Availability: CERIS -Storage

409

Lewis-Caezar, Lisa (2012)

The impact of teachers' instructional orientation on students' motivation to become engaged readers in a primary school in the Caroni Educational District (Curriculum). ii, 75, [27] p.

This study investigated two teachers' instructional practices and their impact on two students' reading engagement at a primary school in Trinidad and Tobago. Data were collected through interviews with the two teachers and two students from Standards 3 and 4, as well as through observation. The teachers' perceptions of what they considered to be best practice were not in accordance with their classroom practice. It was found that they provided little social interaction for their students during instruction. They also encouraged no classroom interaction about topics since they asked mainly close-ended questions. Further, the students were not encouraged to read with their peers, except during formal lessons. The teachers' failure to encourage social interaction in the classroom resulted in self-expression being stymied among the students.

Availability: SOE Library - WI Collection

410

Nurse, Delores Lesly-Ann (2011)

An investigation into the perspective of remedial reading teachers of the literacy programme for Form One "Special" students at a secondary school (Reading). [iii], 65 p.

This study investigated the perceptions of two remedial reading teachers of the remedial reading programme implemented at a secondary school in Trinidad and Tobago. Data were collected through interviews. The findings revealed that: 1) the teachers fashioned their own remedial programme, based on trial and error, in accordance with what they perceived as meeting the needs of their students; 2) the programme was not a comprehensive, multifaceted programme and, consequently, there appeared to be a disconnect between the remedial department and the content area staff; 3) while the teachers found the training quite helpful, the professional development given was neither school-based nor ongoing; and 4) the teachers demonstrated qualities suggestive of high self-efficacy and enjoyed working with the students, but suggested that the programme required more support staff.

Availability: SOE Library - WI Collection

411

Ramlogan, Ravita (2010)

"Education worthy of the name is essentially education of character": Delivering character education through the teaching of literature (Youth Guidance). [v], 68, [49] p.

This study sought to explore the way in which the study of literature could be used to deliver character education. It specifically sought to determine the ways in which it could contribute towards to the development of student character. Data were collected from three literature teachers with varying levels of experience through interviews, questionnaires, and participant observation. Findings revealed that 1) character education through the study of literature could be effective in assisting students in addressing their personal challenges, and 2) adequate time and the use of effective strategies are essential to the teaching of character education.

412

Rochford, Edlin D. (2011)

Why are the Form 3E students of Canterbury High de-motivated and disengaged to learn? (Reading). iv, 61 p.

This study sought to explore, understand, and describe the perspectives of 22 students, and two of their subject teachers, from a Form 3 class of an all-girls' secondary school in Trinidad and Tobago, on the factors affecting their motivation and engagement to learn. An extended literature review revealed that motivation and engagement levels are much lower for secondary school students than for primary school students. It is hoped that the findings of the study will assist educators in their work with demotivated and disengaged students.

Availability: SOE Library - WI Collection

413

Saunders, Sherry-Ann Maria (2012)

An investigation into students' perspectives on the importance of music education (Curriculum). 98 p.

This study investigated the influence of music education on eight students of a denominational secondary school in the St. George East District of Trinidad and Tobago. Data were collected through interviews. The findings indicated that music education exerted a positive influence on the students with respect to development, attitudes, values, appreciation, and discipline.

Availability: SOE Library - WI Collection

414

Seeth, Premraj (2013)

An investigation into the factors that affect academic performances of pupils who come from single-parent homes, at a selected school in the St. Patrick Education District (Youth Guidance). i, 117 p.

This study sought to identify the home factors that contribute to the low academic achievement of students from single-parent homes at a primary school in Trinidad and Tobago. The participants in the study were six purposively selected Standard 5 students, four single mothers, a stepmother, and a maternal grandmother. Data were collected through interviews, questionnaires, and observations. The data revealed that the barriers to the students' academic achievement were: 1) economic factors, 2) poor home/school relationship, 3) excessive household chores, 4) family structure, 5) frequent changes of residence or school, 6) poor social climate in the home, 7) abuse of alcohol by parents and pupils, 8) high rate of absenteeism, 9) poor at-home support for learning, 10) low self-esteem among pupils, and 11) the low educational background of parents and siblings. It was also found that many single parents engage in denial and defence, since they are incapable of providing academic support to their children at home. Further, almost all the parents were resigned to their domestic situation; they themselves had low levels of educational attainment and, consequently, low expectations for their children.

Availability: CERIS - Storage

415

Winchester-Romeo, Elva (2013)

Exploring the home literacy environment: An inquiry into the academic achievement of Standard Two students at a denominational primary school in Tobago (Youth Guidance). v, 106 p.

This study explored the home literacy environment and investigated its impact on the academic achievement of Standard 2 students at a denominational school in Trinidad and Tobago. Data were collected through interviews with two students, their parents, and teacher, as well as through observations. The students' achievement was measured against the results of the Standard 1 National Test in Mathematics and Language Arts, 2012. Analysis of the data

showed that the home environment contributed to the academic achievement of the students. The findings revealed that: 1) the adult participants' conceptual understanding of the effect of the home literacy environment on the students' academic achievement was that the environment played a pivotal role in the students' performance in the classroom; 2) by creating an environment within the home where literacy practices were performed regularly, an awareness was kindled within the students that transferred to the classroom, thereby guiding the students' performance; 3) literacy activities conducted in the home defined the literacy environment, and these varied according to type, quantity, and individuals who performed them; and 4) the teacher and the parents recognized the need for collaboration between the home and the school.

Availability: CERIS – Storage

Phaedra Pierre

416

Barras, Dyann Annessa (2012)

An investigation into the effects of parental bereavement at Deep South Secondary School (DSS) (Youth Guidance). [1], 94 p.

This study explored the experiences and coping mechanisms of bereaved students who lost a parent or parents, at a rural secondary school in the St. Patrick Educational District of Trinidad and Tobago. Data were collected through interviews with six students (four girls and two boys) from Forms 3-5, as well as through observation. The findings revealed that most of the students felt that their bereavement altered their school life. Many expressed an overwhelming sense of grief and frustration, associated more with the changes that occurred in their lives after the loss of their parents, rather than with the death itself. The majority of the students, however, experienced problems at school, which ranged from harassment by other students, disagreements, and minor infractions, to fights with other students. The students expressed a need for the school to have a support system that would assist students in coping with parental bereavement.

Availability:

SOE Library - WI Collection

417

Barton, Annette (2008)

An exploration of teacher sensitivity to learning styles of students: A need for development (Curriculum). [v], 104 p.

This study sought to explore teacher sensitivity to students' learning styles, through meaning derived from the teachers' lived experiences in their ongoing classroom practice. Particularly, it sought to determine how teachers consciously responded to different learning styles in the classroom. Data were obtained from interviews, questionnaires, policy documents, and participant observation. Results suggested that while participants were cognisant of the diverse

learning styles and multiple intelligences of students, they held resolutely to traditional methods of whole-group instruction.

418

Bedayse, Judy (2007)

An investigation into the factors which have influenced the success of a socially challenged student at school X (Youth Guidance). ii, 127 p.

This phenomenological case study sought to identify the salient factors that contributed to the success of a socially challenged male student who first entered the public school system at the age of 13 years. Data were collected through document analysis and through interviews held with the student, his parents, a sibling, and one of his peers. A teacher and the school's administrator were also interviewed. Findings revealed that: 1) the positive parenting style of the mother led to the development of positive attitudes in the student; and 2) the teachers were motivated by the student's characteristics of intelligence, obedience, and respect for adults and, consequently, facilitated his overall success.

419

Brooks, Kathy (2011)

An exploration of the degree of congruence, of the perspectives held by teachers and their adolescent students, regarding their roles and relationships (Youth Guidance). 57, [103] p.

This study provides a narrative of the perspectives and beliefs of a group of teachers and adolescent students regarding their roles and relationships, with specific reference to the classroom. Data were collected through interviews and self-inventories from four teachers and four students of a secondary school in Trinidad and Tobago. Among the findings were that: 1) both students and teachers felt that the curriculum was too extensive, resulting in duplication of effort; 2) one student wanted more collaboration among teachers with a view to recognizing and reducing the workload placed upon the students by teachers of the various subject areas; 3) one teacher expressed the view that the magnitude of the curriculum had negated the possibility of a pleasant classroom experience for the students; and 4) issues relating to class control, teacher-centredness, or student-centredness seemed to be related to the age of the students, who seemed to share the teachers' perspective on what their role was.

Availability: SOE Collection, UWISpace

420

Celestine-Howe, Karen (2010)

A case study of the lived experiences of teachers of underachievers in a secondary school in the North Eastern District in Trinidad (Youth Guidance). [vi], 107 p.

This case study sought to determine five teachers' perspectives of underachievement at a secondary school in Trinidad and Tobago. It also sought to examine the challenges faced by these teachers as they attempt to teach students who were categorized as underachievers, and to determine whether these challenges were perceived as factors in aiding student underachievement. Data were collected through interviews. The findings revealed that: 1) the

teachers faced challenges related to learning difficulties and indiscipline, both of which hindered the progress of the students; 2) there was a lack of parental involvement; 3) there was the need for a structured remedial programme; and 4) one teacher lamented the lack of specific teacher competencies to facilitate the teaching/learning process.

Availability: CERIS - Storage

421

Chang Kin Kee, Betty (2008)

An investigation into teachers' responsiveness to the needs of slow learners in their classrooms: A phenomenological case study (Curriculum). [iii], 105 p.

This study sought to understand teachers' responsiveness to the needs of slow learners (SL) in their classrooms at the Flagship Primary School. Employing a qualitative case study method, the following questions were explored: 1) How do teachers accommodate SL in their classrooms? and 2) What support do teachers think they need to help them to better serve the needs of SL? Three participants from the Flagship Primary School were selected through purposive sampling. Data collection methods included semi-structured interviews, unstructured observations, and document analysis. Findings revealed that although teachers empathized with SL, and recognize that these learners require special adjustments to advance their learning, not much is done to accommodate them. Teachers reported using more or less typical or routine classroom accommodations that might be made for any learner, as only limited accommodations were provided. Participants shared the view that the provision of relevant resources and personnel would aid in their effectiveness. Moreover, a common perception was that they lacked confidence in responding to the needs of SL in particular, and to serving the varying needs of all learners in their classrooms in general.

Availability: CERIS - Storage

422

Charles-Jordan, Debbie (2006)

An investigation of negative body image concept of adolescent girls in Trinidad and Tobago (Youth Guidance). 67 p.

This study investigated the prevalence of negative body image concept and the behaviours of adolescent girls in Trinidad and Tobago (T&T). It focused on the review of international studies on adolescent girls' body image perception, and on the design of a study for T&T.

Availability: SOE Library - WI Collection

423

De Four, Bernadette (2008)

Stakeholders' perspectives on the role of the music teacher in senior high schools (Youth Guidance). vi, 90 p.

This study consists of an extended literature review, with particular reference to music education. It also includes a proposal for a qualitative case study, which would allow the researcher to gather pertinent information on different perspectives and personal views held by senior high school music teachers about their curriculum delivery, as well as the views of music students and other staff members.

424

Dookwah, Rhonda

St. George East Educational District teachers' perceptions of their role in preparing students for the Secondary Entrance Assessment examination. [iv], 49 p.

This is a proposal for a study that will seek to identify teachers' perceptions of their roles as instructional leaders, as well as to determine the factors that impact on their decisions. Data will be collected, through interviews and questionnaires, from a purposeful sample of 10 primary school teachers drawn from the St. George East Education District of Trinidad.

425

Edwards, Phyllis Karen (2011)

A case study: Two visually impaired students' perceptions of their educational experiences at a university in Trinidad and Tobago (Youth Guidance). vi, 58, [14] p.

This qualitative case study sought to explore the perceptions of two visually impaired students of their educational experiences at a tertiary institution in Trinidad and Tobago. It also sought to examine the andragogical practices, the attitudes of lecturers and peers, and the support services that were available to the students. Data were collected through interviews. Findings revealed that: 1) there was need to vary the andragogical practices in order to facilitate the needs of the students, 2) lecturers and students need to be educated and sensitized on disability issues, and 3) there was a need for support services including the availability and accessibility of current technological assistive devices.

426

Floyd, Curtis (2004)

Staff receptivity to change in administrator: An ethnographic study. [ii], 88 p.

This study examined the nature of receptivity of staff members to a change in the principal. It sought to determine whether perceptions of staff resistance were well-founded and what, if any, were the contributory factors to such resistance. Additionally, it explored strategies to buffer or, possibly, eradicate the effects of resistance. The study addressed the following research questions: 1) What is the nature of responses of staff members towards a change in principal at the school?; 2) Is there any congruence or differentiation in teachers' reactions if the principal is newly appointed from within the school, newly appointed from another school, or on transfer from another school?; and 3) What are some of the possible causes of, or issues surrounding, the responses of staff members? The participants were 6 principals (2 male and 4 female) and 18 teachers selected from 52 primary schools in the South Eastern Education District of Trinidad and Tobago. Data were collected through interviews. Findings indicated that the factors that positively or negatively influenced teachers' responses to a new principal were: (a)

gender; (b) qualifications; (c) experience; (d) status (insider vs. outsider); (e) reputation; (f) personality; and (g) leadership style.

427

Indar, Debra (2006)

Teachers' perceptions of the factors that contribute to the non-implementation of the music curriculum (Curriculum). [v], 78 p.

This qualitative case study investigated teachers' perceptions of the factors that contribute to the non-implementation of the music curriculum. It focused on the habits, feelings, attitudes, and beliefs of four primary school teachers with regard to the teaching of music. Data collection methods employed were interviews and participant observation. Five factors were found to be principally responsible for the curriculum's non-implementation: 1) the culture of the school, 2) lack of resources, 3) lack of knowledge, 4) the philosophical assumptions of the principal, and 5) the indirect messages communicated by the Ministry of Education.

Availability: CERIS - Storage

428

Jacob, Donna Denise (2005)

The impact of the visually impaired student in the regular classroom at a secondary school: The students' perspective (Youth Guidance). [iii], 55, [18] p.

This study examined the perceptions of two visually impaired students and two of their peers in the regular classroom of a secondary school in Trinidad and Tobago. Data were collected through interviews, informal conversations with some subject teachers, and students' report books. Findings revealed that students' perceptions of their academic performance was influenced, to some extent, by their self concept, the level of emotional support received and the pedagogical practices of their teachers, and the availability of resources. It was also discovered that the visually impaired students faced the particular challenge of adjusting to a new environment while the sighted students faced the challenges of adjusting to the presence of Braille in the classroom and having to assist their differently abled peers. Overall, it was learnt that, despite their differences, this integrated situation facilitated reciprocal learning between the two groups.

429

Knights, Nicole (2008)

An investigation into the strategies mothers use to build positive social behaviours in their sons: Do they need a parent education programme? (Curriculum). iv, 69, [3] p.

This qualitative study, in the tradition of phenomenology, explored the following research questions: 1) What are mothers' ideas about grooming positive social behaviours in the early years? and 2) What practices have mothers been using to help their children learn positive behaviours? The study sought to gain an understanding of strategies mothers use to build positive social behaviours in their sons and to learn how mothers felt about the implementation of a parenting programme. Data were collected primarily via interviews from four mothers of 4-

to 5-year-old sons who were selected through purposive sampling. Findings showed that the four mothers believed that their children needed early socialization skills to help them "be something good" when they reached adulthood. The mothers believed that they did not need a parenting programme but were willing to attend one if it was convenient to them. Interestingly, they felt that such a programme would benefit others in the community. Disciplining strategies used by the mothers included talking and reasoning about appropriate behaviours, using obscene language, licks, and shouting.

430

Roopnarine, Michele Ramona (2001)

A study of the factors affecting student motivation in agricultural science at a composite school in south Trinidad. iv, 56 p.

This is a proposal for a study that will seek to explore some of the factors affecting the motivation of Form 4 agricultural science students and to determine their motivational beliefs and learning strategies. It will also seek to identify strategies that can be used to positively motivate agricultural science students. Data will be collected through interviews, observations, and a questionnaire. Participants will be six students (three boys and three girls) whose selection will be based on the results of the first and second term examinations. Other participants in the study will be two agricultural science teachers. It is hoped that the findings will offer significant direction to personnel involved in different levels of the education system, and will be useful in curriculum planning, and the development of the appropriate classroom strategies for addressing perceived problems in agricultural science education.

431

Sieupresad, Allan (2007)

The visual arts: Perspectives and prospects from its integration within the Visual and Performing Arts Curriculum for secondary education in Trinidad and Tobago (Curriculum). viii, 91 p.

This study sought to present and analyse the implementation/adaptation process involved in the integration of the two innovations that characterize the new Visual and Performing Arts Curriculum for secondary schools in Trinidad and Tobago. Data were collected through interviews held with four Visual Arts teachers from four secondary schools. The results indicated that there were varying levels of implementation, multiple understandings and adaptations to curricular intentions, and rejection of one innovation at one of the selected settings. However, both teachers and students reported a satisfactory sense of accomplishment from their experiences. Factors that mitigated full implementation or successful adaptation included the perceived value of the subject, diffusion of curriculum innovations, teacher training, timetabling, resources, and the need for greater input and support from the Ministry of Education, school administration, and parents.

Availability: SOE Library – WI Collection

432

Thomas-St. Louis, Kempa (2013)

The perceptions of parents and teachers on their roles in the effectiveness of the Parent Teacher Association at Moonstone High School (Youth Guidance). vi, 75, [56] p.

This study investigated the perceptions of parents and teachers on their respective roles as contributors to the effectiveness of the Parent Teacher Association (PTA) at a secondary school in Trinidad and Tobago. Data were collected through interviews with two focus groups of eight parents and eight teachers of the school. The findings revealed that most of the participants had not been actively involved in the PTA for various reasons. They perceived that the PTA had been ineffective for a while, and cited absenteeism, lack of awareness of the PTA's importance, and communication barriers as major causes. The participants agreed that collaboration between parents and teachers was integral to the way forward.

Availability: SOE Library - WI Collection

433

Worrell, Glen (2006)

Teaching music to the deaf and hearing impaired (Curriculum). [iv], 74, [7] p.

This study examined the status of music education for the deaf and hearing-impaired in Trinidad and Tobago. It sought to develop a series of lesson plans for the implementation of a music programme at the School for the Deaf, in Cascade, Trinidad. Data were collected through interviews and participant observation. Participants were the students and six of the school's teachers. Findings revealed that: 1) students were able to understand the concept of rhythm and the reading of simple notation; 2) students were able to read and perform not only rhythmic patterns but also the melodic component; and 3) students were afforded opportunities for self-assessment, self-monitoring, and teamwork.

Gillian Pilgrim-Thomas

434

Alfred, Roxanne (2011)

I just can't get it: A study of two struggling readers at Prestige Primary School (Reading). [iv], 51, [13] p.

This case study sought to gain a deeper understanding of the phenomenon of a "struggling reader" from the perspective of two students at a primary school in Trinidad and Tobago. Data were collected through interviews with the students, as well as their class teachers and the remedial reading teacher. The findings revealed that the participants had both positive and negative experiences with reading. Their positive experiences were in kindergarten, and Infants 1 and 2, where they received positive reinforcement from their teachers. Their negative experiences resulted from perceived difficulty, lack of support, and diminished self-esteem.

435

Wiltshire, Damali (2011)

The effect of a print-rich environment on struggling readers (Reading). [v], 57, [15] p.

This mixed-method study investigated the effect of a print-rich environment on 33 Standards 3 and 4 students at a primary school in Trinidad and Tobago. Data were collected through interviews and the administration of a questionnaire. The intervention comprised a classroom library, read-alouds and a word wall. It was deduced that the students enjoyed having the classroom library and being read to, but, unlike the Standard 3 class, the Standard 4 students did not utilize the word wall. They claimed that they were not aware of its purpose, and neither did their teacher did not place any words on it. Although the results showed that print immersion had no impact on improving the students' attitude towards reading, it was concluded that the teacher plays an important role in motivating students, especially struggling readers, to read for pleasure with an intervention of a print-rich environment.

Availability: SOE Library - WI Collection

David Plummer
Margaret Cain

436

Mc Pherson-Edwards, Delka (2009)

Couples living with HIV discordance: Coping with challenges (Health Promotion). x, 155 p.

This study sought to investigate the challenges experienced by persons living in HIV-discordant relationships in Trinidad and Tobago, because of their mixed HIV status and their need to prevent HIV transmission between them, while maintaining their relationship. Data were collected through interviews with 10 participants (four serodiscordant couples and two HIV-negative individuals). One individual was a heterosexual female and the other a homosexual male. The study yielded several themes related to participants' choice of coping strategies to deal with the challenges: 1) dealing with the HIV diagnosis, 2) stigma and discrimination, and 3) the burden of caring for the seropositive partner.

Availability: SOE Library - WI Collection

David Plummer
Michelle McAnuff-Gumbs

437

Lewis, Maureen L. (2009)

Students' perceptions of Health and Family Life Education classes in two schools in Antigua (Health Promotion). [v], 66 p.

This qualitative case study sought to investigate students' perceptions regarding the impact and capacity of the Health and Family Life Education (HFLE) programme at two secondary schools in Antigua to engender students' behaviour change and enhance sexual safety, based on the strategies it currently employs. Data were collected through discussions held with two focus groups, each comprising 10 students who had been exposed to sessions for between two and three years. The overall finding was that the students had had positive experiences which they attributed to the HFLE curriculum, their teachers, and the interactive and participatory approaches used in the delivery of the sessions. However, more could be done, especially in providing more information in the area of HIV/AIDS.

**David Plummer
Joycelyn Rampersad**

438

Middleton, Sheila (2009)

Health and family life education in primary schools: Assessing the implementation of the HFLE curriculum in primary schools in Belize (Health Promotion). vii, 63, [9] p.

This study sought to assess the implementation of the Health and Family Life curriculum in primary schools in Belize. Data were collected through interviews held with the principals of four schools (two urban and two rural), as well as with four focus groups of upper division teachers and students. The major finding was that while all schools were eager to implement HFLE, and felt that there were visible successes, two significant challenges existed: 1) insufficient support for the implementation of HFLE at the schools and lack of effective monitoring by the HFLE unit; and 2) a lack of appropriate teaching methodology and materials for the implementation of HFLE in the classroom.

Balchan Rampaul

439

Bradshaw, Michael (2000)

An evaluation of the mechanisms implemented to manage the change processes involved in the transformation of the Common Entrance Examination (CEE) to the Secondary Entrance Assessment (SEA). [iv], 33, [2] p.

This is a proposal for a study that will seek to critically examine the change management strategies involved in the transformation of the Common Entrance Examination (CEE) to the Secondary Entrance Assessment (SEA) in Trinidad and Tobago. Participants will comprise team leaders selected through purposive sampling from the Task Force for the removal of the CEE, the Supervisory Implementation Committee and Project Implementation Unit for the SEA, the Curriculum Division, the Division of Education Research and Evaluation, the Chief Education Office, and the School Supervision Division. Data will be collected through interviews, observations, and document analysis.

440

Davis Sylvester, Betty (2004)

"Sometimes I hate school." Two visually impaired students' perspectives of secondary school life in Trinidad and Tobago (Youth Guidance). ii, 46, [8] p.

This qualitative case study explored the secondary school experiences of two visually impaired secondary school students. It focused on the research question "How do students with visual impairments perceive the pedagogical techniques being used in the classroom?" Two visually impaired Form 4 students (one male, one female) were chosen through purposeful sampling from two secondary schools in Trinidad and Tobago. Data were collected mainly through interviews and participant observation. Three themes emerged during the study: 1) the types of activities they did in class, 2) the influence of the teacher, and 3) the support given to students. It was found that the deficit model of disability informs much of the pedagogical practices in the classroom. It is argued that students in inclusive settings value learner-centred pedagogical practices, efficient support systems, and classroom practices that are cognizant of students' psychosocial needs.

Availability: SOE Library - WI Collection

441

Kaloo, Shelley R. (2001)

Effects of the Secondary Schools Pre-service Teacher Training Programme on teacher trainees in selected schools in south Trinidad (Curriculum). iv, 44, [17] p.

This is a proposal for a study that will seek to examine an on-the-job pre-service training programme for prospective secondary school teachers in Trinidad and Tobago. It will seek to address the research question, Is there a programme or system capable of training an individual for a teaching role? Specifically, it will seek to determine what component or combination of components of the training programme ensures that the trainee is qualified to assume the responsibility of taking charge of impressionable minds of secondary school students. The school under study will be a secondary school in south Trinidad. Participants will comprise four trainee teachers, four mentors, and four school administrators. Data will be collected through interviews and document analysis.

442

McClean, Arden (2004)

Gaining insights into some aspects of school connectedness as experienced by three secondary school students: A phenomenological study (Youth Guidance). [v], 71, [32] p.

Employing a phenomenological approach, this qualitative study sought to gain insights into some aspects of school connectedness as experienced by three secondary school students. Data were collected through interviews. Findings showed that: 1) family educational culture and other domestic factors played a crucial role in the level of connectedness experienced by the participants; 2) the participants felt that interpersonal school relationships were important, regardless of the level of connectedness they felt; 3) the promotion of a positive school image is integral to the engendering of feelings of connectedness; and 4) for one participant, the length

of time spent in commuting to and from school impacted negatively on his ability to experience a full sense of belonging.

443

Mohan-Mohammed, Linda (2003)

The mentoring process in the Pre-service Teacher Training Programme (secondary) of Trinidad and Tobago. iv, 81, [25] p.

This study examined the mentoring process in the On-the-Job Pre-service Teacher Training Programme (Secondary) of Trinidad and Tobago. The 10 participants comprised 4 administrators, 3 mentors, and 3 graduates of the programme. Data were collected through interviews and document analysis. Findings indicated that while the programme adequately prepared the prospective secondary school teacher for initiation into the teaching profession, it did not operate as efficiently as it should. It was found that there was a lack of communication between the mentors and the tutors/coordinators of the programme, thereby creating a gap between its theoretical and practical components.

444

Sambucharan, Mervyn

A study of the mentoring programme for pre-service teachers in the primary schools of Trinidad and Tobago (Curriculum). [i], 29 p.

This is a proposal that will seek to investigate the role of the mentor teacher with respect to the training of teachers in the Pre-service Teacher Training Programme in primary schools in Trinidad and Tobago. Employing both random and purposive sampling, it will also explore the mechanics of the mentoring programme as it is practised within the pre-service programme. Further, an attempt will be made to outline the problems experienced within the already established system. Data will be collected from interviews, observations, and document analysis. It is hoped that this study would add to the existing knowledge base of the mentoring programme and, also, provide a framework that would guide and inform future programmes.

Joycelyn Rampersad

445

Alexis, Keisha (2010)

A young mother's perception of her experiences at a secondary school in the County of St. David (Youth Guidance). [iv], 47, [3] p.

This study sought to determine a teenage mother's perceptions of her pre- and post-natal experiences at a secondary school in Trinidad and Tobago. Data were collected through observations, document analysis, audiovisual materials, and through interviews held with the participant. The results of the study are discussed under three headings: 1) factors contributing to teenage pregnancy; 2) challenges encountered as a result of teenage pregnancy; and 3) support systems before, during, and after pregnancy.

446

Charles, Debra (2007)

Exploration of classroom planning and practices as they impact on the social and emotional development of children (Youth Guidance). iv, 77 p.

This study sought to investigate classroom planning and practices as they impacted on the social and emotional development of children at a co-educational government primary school located in a suburban district of Trinidad and Tobago. Data were collected through interviews, observations, and document analysis. Participants comprised the students of three classes, three teachers, the principal, and vice-principal. Among the findings were that: 1) while the teachers articulated an awareness of the need for the development of social and emotional skills in their students, there appeared to be no deliberate approach in the teaching of these skills; 2) cooperative learning, a positive classroom environment, and modelling were all key factors in classroom activities; 3) there appeared to be very little correlation between the teachers' words and actions, and what actually took place during the teaching/learning experiences they created in their classrooms; and 4) the school's administrators agreed that the school, in addition to playing a crucial role in the social and emotional development of its children, had a responsibility to provide for the holistic development of all the students, regardless of their circumstances and, consequently, they felt that this could only be achieved in a positive school environment.

Availability: SOE Library - WI Collection

447

Dyal, Shastri (2001)

An investigation into the introduction of SEA on the delivery of the science curriculum for Standard five classes in four primary schools (Curriculum). [ii], 61 p.

This is a proposal for a study that will seek to explore the impact of the Secondary Entrance Assessment (SEA) examination on the delivery of science, at the Standard 5 level, in primary schools in Trinidad and Tobago. Four Standard 5 teachers will be selected through purposive sampling from four primary schools in the Caroni Education District. Data will be collected through interviews, observations, and document analysis.

448

Ferdinand, Debra (1999)

An evaluation of a local Tour Guide training course (Curriculum). [i], 30 p.

This is a proposal for a study that will seek to evaluate the Tour Guide Training Course offered to tour guides of Trinidad and Tobago. It will seek to address the following research questions: 1) Is the Tour Guide syllabus adequate in meeting training needs for the country's tourism industry? 2) Are teaching methods effective in delivering the course syllabus? 3) Are students experiencing difficulty with specific areas in the assessment of tour guiding certification? 4) Are assessment practices appropriate for tour guide training? 5) Are visitors satisfied with tours conducted by the graduates? and 6) Can improvements be made to the Tour Guide syllabus? Participants will comprise 40 students, the main lecturer, 4 guest lecturers, 3 ground operators,

as well as other stakeholders in the Hospitality and Tourism industry. Data will be collected through interviews, document analysis, and observations.

Availability: SOE Library - WI Collection

449

Greaves, Janice (2010)

A study on the perceptions of final year nursing students regarding their educational experiences as adult learners at a nursing school in Port-of-Spain, Trinidad: A mixed method, case study approach (Youth Guidance). xi, 84, [49] p.

This study sought to investigate the perceptions of a group of final-year students about their educational experiences at a nursing school in Port of Spain, Trinidad. Data were collected from 30 students through interviews and questionnaires. Findings revealed that the students were generally satisfied with the Basic Nursing Education Programme. However, they felt that their academic performance could be better facilitated with: 1) improved classroom conditions; 2) increased access to, and availability of, library and other resources; 3) flexible study time; 4) student input in classroom decisions; 5) improved communication between educators and students; 6) on-campus housing accommodation; and 7) an on-campus student counsellor.

Availability: CERIS -Storage

450

Guischard, Dionne (2009)

HIV/AIDS prevention education in Trinidad & Tobago secondary schools: The role of abstinence clubs (Health Promotion). xxi, 69 p.

This study sought to examine the role of abstinence clubs among adolescents at secondary schools in Trinidad. Data were collected through questionnaires administered to 161 students from 12 secondary schools. It was determined that no sound conclusions could be drawn regarding the efficacy of this type of intervention, because of the small sample of sexually active abstinence club members in the study, and the limitations of using a survey. It was recommended that there should not be a dependence on abstinence clubs as the only method of promoting healthy sexual behaviour in secondary schools since their reach is limited.

Availability: SOE Library - WI Collection

451

Lum Young, Michelle Maria (2009)

Social competence development: Is there a need for a multi-dimensional approach? (Youth Guidance). [i], 83, [19] p.

This is a proposal for a study that will seek to investigate the influence of the home, school, and wider community on the development of social competence skills of the young people in a denominational co-educational primary school in Trinidad and Tobago. It will also seek to investigate the need to devise policies hinged to the interdependence of these institutions. The

participants will comprise nine individuals divided into two groups: (a) a random sample of six parents of students in the Infant, Junior, and Senior levels, and (b) a purposively selected sample of three members of the business community or key community figures. Data will be collected through interviews and observations.

Availability: CERIS – Storage

452

Mervyn, Maria (2001)

Primary school teachers' experiences of teaching sexuality and sexual health education at a primary school in the Education District of Caroni (Youth Guidance). [x], 135, [28] p.

This study sought to investigate the experiences of teachers as sexuality educators at a primary school in the Education District of Caroni. Data were collected through interviews held with two teachers at the school. The findings revealed that: 1) the teachers all experienced considerable anxieties about teaching Sexuality and Sexual Health education as a subject; 2) the school lacked sufficient resources to assist educators in the teaching of sexuality education; 3) there is a need for teachers to be trained in the teaching of Sexuality and Sexual Health education; 4) workshops facilitated by the Ministry of Education were inadequate since few teachers were invited to participate, and when they were trained there was insufficient time for the sharing of information with their colleagues; 5) participants believed that there is a need for the involvement of other stakeholders to facilitate Sexuality and Sexual Health education; 6) the teachers were concerned that their security was threatened since the teaching of sexuality education often elicited information from students, especially with regard to sexual abuse; 7) religious beliefs are barriers to sexuality education since it could not be openly discussed; 8) there was no parental support for teachers; and 9) teachers were concerned about the lack of sexuality education as part of the formal curriculum from Standards 1-5.

453

Palmer, Althia Evadne (2009)

An investigation of the readiness of ten (10) schools in Western Jamaica for the effective implementation of the Health and Family Life Education programme (Health Promotion). vii, 82, [24] p.

This study sought to investigate the level of preparedness of 10 schools in Western Jamaica for the implementation of the Health and Family Life Education (HFLE) programme. Data were collected from 20 participants comprising principals, vice-principals, guidance counsellors, and teachers from the 10 schools (primary, all-age, and junior high) using questionnaires and interviews. Results showed that the schools had to adjust to additional training sessions, which were met with much scepticism from teachers who seemed to view the HFLE programme as added workload. Principals were faced with some challenges in preparation for the implementation and this led to the redeployment of teachers and rescheduling of timetables.

Availability: SOE Library - WI Collection

454

Paul, Christophine (2002)

An examination of the impact of the Continuous Assessment Programme (CAP) on the instructional and assessment practices of science at Progressive Government Primary School (Curriculum). [x], 68, [75] p.

This study examined the extent to which the Continuous Assessment Programme (CAP) has supported the instructional effectiveness and assessment strategies in the teaching and learning of science at a government primary school in Trinidad and Tobago. The focus was on observing teachers' classroom practices and obtaining their views on the CAP. The participants were selected from a sample of teachers at a school where the programme had been initiated as a pilot project in 1998. Data were collected using classroom observations, a semi-structured interview, and document analysis. The observations examined teachers' classroom practices while the interview provided insights into teachers' perceptions and views of the functioning of the CAP. Findings revealed that though teachers viewed continuous assessment as an important factor in the effectiveness of teaching and learning, most of them felt that the policies of the Ministry of Education were not being implemented.

455

Phillip, Kristy Nathalie (2011)

Formative assessment during pedagogical instruction in a unit of biology - The use of teacher questioning and feedback and its promotion of conceptual understanding and critical thinking (Science Education). [1 v.].

This study sought to investigate the nature of formative assessment in the promotion of meaningful learning, which is not an outcome of traditional summative assessment in the classroom. The investigation was conducted at a secondary school in Trinidad and Tobago, using a mixed-ability class of 20 students, whose ages ranged between 14 and 16 years. Data were collected through student journals, a questionnaire, videotapes and audiotapes of classroom interaction, and rubrics. The findings revealed various challenges and ensuing changes to the classroom environment with respect to the roles of teachers and students. It revealed the complex nature of social interactions in the classroom that fostered thinking through a web of communication.

Availability: SOE Library - WI Collection

456

Sooknanan, Courtney (2005)

An investigation into the underlying causes of teenage suicide: A case study approach. 165 p.

This study sought to investigate the factors that influence a teenager to attempt suicide, as well as to identify and evaluate strategies for preventing subsequent suicidal behaviour. Participants in the study were a 16-year-old female senior secondary school student who had attempted suicide, her former Guidance Officer, two of her teachers, and two of her peers. Data were obtained through interviews and document analysis. It was concluded that the major influencing factor in suicide among teenagers is the lack of familial support and further, that adolescents

who are imbued with a healthy sense of self, and are happy in their family situations, are less likely to consider suicide as a coping mechanism than adolescents who are not.

457

Valentine-Lewis, Antoinette (2005)

Towards a policy of fitness and nutrition at an all-girls secondary school (Youth Guidance). 93 p.

This study investigated the health beliefs and practices of students in an urban all-girls' secondary school in south Trinidad. It sought to answer the following questions: 1) What are the attitudes, beliefs, and practices of students with respect to physical fitness and nutrition? and 2) What are the perceptions of students, teachers, and other school personnel about the importance of physical fitness and nutrition in (a) the school curriculum and (b) as they relate to general health and academic achievement? Participants were one class from each of the year groups. Data were collected through a questionnaire which was administered to the 222 participants. Findings indicated that a substantial number of the girls were not engaging in healthy lifestyle practices.

458

Walker-Edwards, Sandy (2009)

The issues impacting the implementation of Health and Family Life Education (HFLE) in the two public secondary schools on the island of Abaco in the Bahamas (Health Promotion). [iv], 93 p.

This study sought to explore the factors that affect the implementation of the Health and Family Life (HFLE) programme at the two secondary schools in Abaco, Bahamas. Data were collected through interviews held with stakeholders comprising 2 HFLE officers, 2 principals, 15 teachers, 17 parents, and 14 students of the schools. The themes that emerged as impacting the implementation of HFLE were: 1) expectations of HFLE, 2) allocation of instructional time, 3) allocation of resources, 4) teacher selection, 5) teacher training, 6) strategies employed, 7) monitoring and evaluation, and 8) parents and community.

Availability: SOE Library – WI Collection

459

Williams, Ronnie W. (2007)

Towards a framework for the development of an intervention strategy for behaviour modification among adolescents at secondary school X (Youth Guidance). iv, 80 p.

This study sought to develop the conceptual framework for a plan to modify deviant behaviour among adolescent students at a co-educational secondary school in Trinidad and Tobago. A situational analysis was conducted at the school, using questionnaires, semi-structured interviews, and observations to determine the perceptions of teachers and students of the problem. The sample comprised deans of discipline, heads of departments, subject teachers, and students of the school. Findings revealed that student deviance was a problem at the institution and that the strategies implemented only yielded negligible positive results. A conceptual

framework was developed based on an extensive literature review, which is intended to inform the development of an intervention plan designed to modify adolescent behaviour at the school.

Availability: SOE Library – WI Collection

Nalini Ramsawak-Jodha

460

Dyett, Anderson (2013)

An investigation into reasons why talented visual arts students at Harmony Secondary School chose not to attempt Visual Arts in Form 4 (Youth Guidance). 69 p.

This study sought to determine the reasons for students' reluctance to pursue Visual Arts beyond Form 3 at a secondary school in Trinidad and Tobago. Data were collected through interviews with five Form 4 students who, despite commendable performances in the subject area in the lower forms, decided not to pursue it at the higher level. The themes that emerged from the study were: 1) students' ranking of art in relation to other studies, 2) the need for innovation in implementing the Visual Arts curriculum, 3) identifying abilities and interest, 4) exploring occupations in visual arts, and 5) factors to consider when deciding to choose careers in visual arts. The findings appeared to be related to two broad areas: the need for an effective career development programme with interventions that target students with artistic interests, and the need for initiatives to improve and be more creative in the delivery of the Visual Arts curriculum.

Availability: SOE Library - WI Collection

461

Khan, Sophia (2011)

Technology in schools: Teachers' perception about the factors that impede information and communication technology (ICT) use in the teaching/learning process at a rural primary (Youth Guidance). [iii], 81 p.

This study sought to gain an understanding, through the perceptions and experiences of four teachers from a rural primary school, about what impedes the use of information and communication technology (ICT) in teaching and learning at the school. Data were collected through interviews. The teachers' perceptions of the factors that impede the use of technology included accessibility to hardware and software, teacher competence, professional development, school policy, and space and time factors. Findings indicated that: 1) teachers are willing to use computers in their classrooms despite the factors affecting implementation, and 2) the range of software that is available also discourages some teachers from using ICT.

462

Scott-Belfast, Eileen (2013)

Factors influencing the decision of young men of Community 'A' to dropout of secondary school (Youth Guidance). 56 p.

This study investigated the contributing factors in the decision made by young men to discontinue their schooling. Data were collected through interviews with, and observations of, five male students at a secondary school in Trinidad and Tobago. The students cited suspensions for defending themselves against physical and financial bullying by other students, socio-economic factors, lack of understanding of lessons, and dislike for some of their teachers as reasons for their dropping out of school. It was also found that most of the participants were older than their peers in their respective year bodies, due to underperformance in their primary schools, which resulted in their not being promoted.

Availability: CERIS - Storage

Marva Ribeiro

463

Augustus, Wendy (2004)

The impact of school climate on the academic achievement of students with disabilities (Youth Guidance). [v], 75, [18] p.

This study sought to establish a relationship between school climate and the academic achievement of students with disabilities. The sample population comprised 30 participants who had been attached to the school for three years (10 teachers, 10 students, 9 parents of students attending the school, and the school's principal). In order to indicate the degree of the relationship among the variables, the students' mathematics and communication scores recorded over a three-year period were correlated with scores derived from The National Association of Secondary School Principals School Climate Survey.

Availability: SOE Library - WI Collection

Ian Robertson

464

De La Rosa-Blackman, Clara (2011)

An investigation into teachers' use of the design portfolio in assessing technology education at a sub-urban secondary school in the West of Trinidad (Reading). iv, 127, [4] p.

This study sought to investigate teachers' use of the design portfolio in assessing technology education at a suburban secondary school in West Trinidad, in order to demystify the importance of the processes involved in producing a design portfolio as an assessment tool in technology education. Data were collected through interviews with the teachers of the Technology Education Department of the school under study. The findings revealed that the teachers felt that they were not properly prepared, in terms of training and the procurement of the necessary specially designed and equipped lab, for the implementation of the design portfolio as an assessment tool. Further, the teachers felt that if the implementation of this

system was properly administered and supported with the required training, resources, and/or lab, they would have been more motivated (and, by extension, students would have been more motivated) to use the design portfolio as an assessment tool with greater enthusiasm.

465

Dowridge, Siobhan (2011)

An investigation into the use of computers to change the negative attitude of boys to reading and reading related activities (Reading). 37, [32] p.

This study sought to explore the extent to which computer programmes could be used in the classroom to positively influence the attitudes of boys to reading and reading-related activities. The participants in this action research project were 14 boys at a primary school in Trinidad and Tobago. Reading instruction was carried out using the computer, and the students were required to use computers to complete their assignments and present their work. The findings suggested that: (a) computer programs such as Microsoft Word, PowerPoint, and Paint could be used effectively during reading instruction; (b) the use of computers during reading instruction had a positive effect on the attitudes of the students with respect to their overall attitudes to reading-related activities in class; and (c) the use of computers fostered positive attitudes in the students, in that they participated in the activities presented and completed the assignments given. However, the intervention did not yield any significant evidence of a change in the attitudes of the students with respect to further reading and reading for pleasure.

Availability: SOE Library - WI Collection

466

Haynes, Roslyn Eugenia (2011)

An exploration of students' and teachers' experiences in three secondary schools in Northeastern Trinidad as they produce the reflective journal, a new, compulsory component of the revised C.S.E.C. Visual Arts syllabus 2009-2011 (Reading). vii, 89 p.

This study explored teachers' and students' experiences as they worked together to produce the reflective journal, a new, compulsory component of the revised CSEC (Caribbean Secondary Education Certificate) syllabus 2009-2011. Data were collected through interviews with three teachers and students from three secondary schools in northeastern Trinidad, as well through document analysis. Among the findings were that: 1) the teachers thought more workshops on the innovation and its implementation should have been conducted so that they would have felt comfortable and competent in enacting the innovation at their respective schools, and 2) the reflective journal caused students to challenge themselves to learn new skills in order to implement and explore the range of experiences during the production of the journal. Due to the fact that there was no specimen for teachers to pattern their instruction on, they felt that they had compromised students' learning to some extent, as they did not themselves clearly understand all that was expected of the students and themselves in the production of the journal.

Availability: SOE Library - WI Collection

467

Jones, Juliet (2011)

The role of creativity in literacy development and the attainment of contextual learning outcomes (Reading). 75, [8] p.

This extended literature review presents a critical analysis of literature relevant to the issue of creativity in educational praxis for literacy development and the attainment of contextual learning outcomes. It explores key concepts, assumptions, theoretical perspectives, and research findings about practical ways in which creativity, as an educational and core curricular paradigm, may be applied to literacy development in general, as well as for reading literacy intervention in particular.

Availability: SOE Library - WI Collection

468

Mahadeo, Ghina (2011)

A critical analysis of the "new literacies" which evolved from the development of ICT and the barriers to effective integration of ICT (information and communication technology) in classroom practice - An extended literature review (Reading). 94 p.

This literature review explores the development of the new literacies and change in literacy brought about by the introduction of information and communication technology (ICT) in education. It then explores the barriers that prevent teachers from effectively incorporating the new literacies into their classroom practice.

Availability: SOE Library - WI Collection

Joseph Sanchez

469

Sandy, Amena (2013)

Teachers' perceptions of their experiences with the integration of students with special educational needs into the regular classrooms at Excel Primary School: A hermeneutic-phenomenological inquiry (Youth Guidance). vii, 110 p.

This study sought to discover the lived experience resulting from the integration of students with special education needs (SEN) into the regular classroom at a primary school in Trinidad and Tobago from the perspective of three teachers purposively selected from various levels of the school. Data were collected through interviews. Seven themes emerged from the study: 1) large class size/time issues/individual attention; 2) challenging behaviour of children with SEN; 3) additional training needs/lack of services and support; 4) challenging teaching strategies; 5) positive teaching strategies; 6) life preparation for students; and 7) teaching successes. These emerging themes were then grouped into two clusters identified as perceptions of challenging experiences and perceptions of positive experiences.

Availability: SOE Library - WI Collection

Krishna Seunarinesingh

470

Al Hosein-Garcia, K. (2006)

Administrative issues involved in helping struggling readers (Curriculum). [iii], 69, [22] p.

This qualitative case study sought to resolve the problems of struggling readers at a primary school in Trinidad and Tobago. It focused on the research question, "What do participants perceive as the administrator's roles in helping struggling readers?" Three participants from one school were selected through purposive sampling. Data collection was done via the semi-structured interview. Findings revealed that if the problems of struggling readers are to be resolved in the school, the administrator must a) play an integral role in diagnosing students' needs upon entry in the school system, b) provide professional development workshops for teachers to upgrade their practice, c) institute a whole-school policy for the teaching of reading, d) monitor the teaching-learning process through clerical supervision, e) reduce class size, and f) change the mindset of teachers.

Availability: SOE Library - WI Collection

471

Bennett, Donna M. (2011)

Investigation into the recreational reading habits of adolescent male Form Three students in a government, co-educational, sub-urban secondary school (Reading). [i], 70 p.

This study sought to investigate the recreational reading habits of adolescent male Form Three students in a government, co-educational, suburban secondary school in Trinidad and Tobago. Data were collected through interviews with a class of 18 high achievers and six of their parents, as well as through journal entries, reading attitude and reading interest surveys, and reading logs. The findings indicated that the students were reading graphic novels, information about football and celebrities, and cheat codes for games, but that there was no sustained reading. It was further found that given their reading medium of choice, there was little opportunity for literacy or cognitive development. The findings reflected a need to encourage the students to engage in more online activities that are better targeted to their instructional reading levels, as well as a need for teachers to assign reading assignments that allow students to demonstrate their multi-literacy competences.

472

Blades, Pamela (2009)

School civility: An investigation into the extent to which school is a civil place for students in one secondary school (Curriculum). viii, 84 p.

This replication study sought to examine the extent to which school is a civil place for students in one secondary school in Trinidad and Tobago. Data were collected through a questionnaire administered to 65 Form 5 students. The findings revealed that 1) there were unacceptably high levels of incivility and impoliteness between teachers and students; 2) 47.7% of students fought with weapons and drug use was common; and 3) while many of the students believed that the

teachers were afraid of them, a significant number viewed them as caring and supportive of the students.

Availability: CERIS - Storage

473

Burke, Anita (2012)

An investigation into the concerns of teachers at a school in the Port of Spain & Environs District during the implementation of the laptop innovation. (Curriculum). iv, 108 p.

This sequential mixed-methods study sought to determine the stages of concern of 40 Forms 1 subject teachers at a secondary school in Trinidad and Tobago, in relation to the implementation of the laptop innovation. Based on the stages derived, the second phase was developed in order to gain some insights into how teachers, from different stages, felt about implementing the innovation in their respective classrooms. Data were collected through interviews and the administration of a questionnaire. Analysis of the data showed that the majority of the teachers were not concerned with the implementation or were not involved in the decision-making processes that relate to the innovation. It was also revealed that the teachers were highly concerned about how the innovation would affect them at a personal level.

474

Conrad, Amia Kimoy (2011)

Building blocks: The impact of grapho-phonemic keynote analogy and metacognitive strategy instruction on the decoding skills acquisition of an older struggling reader: A case study (Reading). [1 v.].

This study sought to investigate the sequence and process of decoding skills acquisition in an older struggling reader, using grapho-phonemic keynote analogy integrated with metacognitive strategies in an explicit parallel instructional design. Data were collected through the employment of an intervention strategy involving a fourth form female student, as well as through observations and document analysis. The results suggested that explicit and systemic intervention in grapho-phonemic keynote analogy, incorporated with metacognitive strategies may provide effective rapid decoding skills acquisition in older struggling readers.

Availability: SOE Library - WI Collection

475

Cooper, Estelle (2012)

An investigation into how participants (teachers, administrator and students) account for students' underperformance at the Secondary Entrance Assessment examination (2012). [v], 55, [31] p.

This study investigated the perceptions and opinions of three teachers, the principal, and two students about the factors that account for students' underperformance in the Secondary Entrance Assessment (SEA) examination at a primary school in Trinidad and Tobago. Data were collected through interviews. The findings revealed that the students who underperformed

faced issues of teaching and learning, parental disengagement, the environment, students' attitudes, teachers' attitudes, and test anxiety.

476

Dharoo, Gerard (2013)

Teachers' perceptions on the use and effectiveness of the reward and punishment system in Caroni Educational District (Youth Guidance). iii, 97 p.

This study examined teachers' perceptions of the effectiveness and use of the reward and punishment system in the Caroni Educational District in Trinidad and Tobago, their relationship with teachers' individual system, and contextual variables. Data were collected through a questionnaire administered to 100 teachers (50 male and 50 female) at 20 primary schools. Results of the survey showed teachers' perceptions as they related to specific variables. It was found that their perceptions were not impacted by variables of gender, grade level, type of school, or the school's geographic location, but number of years of experience had a significant impact on their perceptions.

Availability: SOE Library - WI Collection

477

Dick, Floyd (2008)

The influence of parental involvement on reading performance of 10 children at a school in the East St. George District of Trinidad (Curriculum). [vi], 107, [185] p.

This case study sought to determine the influence of parental involvement on the acquisition of reading skills. Data were collected via interviews and telephone calls with 9 parents, as well as from observation and pre- and post-testing of 10 students from a primary school in the St. George East Education District of Trinidad. Results indicated that parental involvement can be a useful supplement to the learning and development of students, especially in the acquisition of reading skills.

478

Herry-Mark, Karen (2011)

An ethnographic case study of teachers' perception of the effect of school culture on student behaviour at a secondary school in South Trinidad (Curriculum). iv, 91 p.

This study sought to understand teachers' experience of the culture at a secondary school in South Trinidad. It also sought to determine the causes to which they attributed student misbehaviour at the school. Data were collected through interviews held with three teachers, as well as through observations. The findings revealed that disrespect for authority and school property was an observable norm of school misbehaviour. It was also determined that teachers perceived the school's culture to be unsettled and student misbehaviour to be prevalent. They attributed a number of causes to this misbehaviour, among which was that the students believed that there were no consequences to their actions, and the behaviours were thus perpetuated.

Availability: SOE Library - WI Collection

479

Ifill-Homeward, Heather (2011)

An investigation into the motivation to read among Tobago adolescents (Reading). 67, [35] p.

This study explored the reading motivation of a sample of Tobago adolescents in order to discover ways to promote their reading engagement. Constructs such as reading self-concept, self-efficacy, and value of reading were examined. Data were collected through interviews and questionnaires. The results of this case study of 87 students from Forms 1 and 3 of a small rural co-educational Tobago secondary school indicated that: 1) reading self-concept and self-efficacy were higher among the Form 3 students in comparison to their Form 1 counterparts; 2) the students valued reading, although the preferred reading materials were magazines and information from the Internet; and 3) the use of the computer and surfing the Internet were popular activities.

Availability: SOE Library - WI Collection

480

Jacobs, Bernice (2011)

An investigation of three teachers' perceptions of and [sic] experiences with the use of three pre-reading comprehension strategies at a denominational primary school in the Victoria Educational District (Reading). 102 p.

This study sought to investigate three teachers' perceptions and experiences regarding three new pre-reading strategies presented to them in a teacher professional development exercise at a co-educational denominational school in the Victoria Education District in Trinidad Tobago. Data were collected through interviews, observations, and document analysis. The findings showed that: 1) there was an improvement in their teaching of reading comprehension; 2) there was an increase in their confidence through the use of the strategies and improvement in their students' learning capacities; and (3) teachers perceived the pre-reading strategies to be very effective and had a positive attitude towards the professional development exercise that assisted them in learning the new pre-reader strategies.

Availability: SOE Library - WI Collection

481

Marshall, Jennifer (2006)

A case study of attitudes to bullying at a suburban coeducational primary school in the Victoria Educational District (Youth Guidance). iii, 62, [6] p.

This case study explored teachers' concepts of, and attitudes towards, bullying at a suburban primary school in the Victoria Education District in Trinidad and Tobago. Data were obtained, through interviews, from six teachers chosen via purposive sampling. Their selection was based on varying periods of tenure at the school. Emerging themes were teacher awareness, teacher disempowerment, commitment, interventions, and expectations. Findings suggested that teachers and other stakeholders of the school must become aware of bullying, and recognize the value of seeking social support as a response strategy for victims.

Availability: CERIS - Storage

482

Martin, Allison (2005)

An exploration of teacher personalized utterances and their perlocutionary effects on students (Youth Guidance). [ii], 62, [x] p.

This is a proposal for a study that will seek to explore teachers' personalized utterances, that is, "one-on-one" utterances that target students personally as distinct from talk intended to engage students in cognitive discourse, and the perlocutionary effects such utterances have on students. It will focus on pockets of personalized teacher/student interaction in the classroom environment. Participants will comprise the students and teachers of one Standard 1 and one Standard 2 classes of a co-educational government primary school in East Trinidad. Data will be collected through participant observation, interviews, and document analysis. It is hoped that this study, in addition to contributing to the body of knowledge on language use in the classroom, will provoke teacher trainers to consider another perspective on teacher talk, as well as spawn another criterion for teaching practice evaluation with a view to its overall improvement.

483

McKenna, Nicholas (2013)

An investigation into the perceptions of school culture by truants and non-truants at two secondary schools in a rural district of Tobago (Curriculum). vii, 276 p.

Through comparative analysis, this study examined the perceptions of five truant and four non-truant students about the school culture at two rural secondary schools in Tobago. Data were collected through interviews. The findings revealed that: 1) negative behaviours like fighting, cursing, "skipping" classes, and disrespecting authority were normal behaviours and practices at both schools, and feelings of frustration, discontentment, dissatisfaction, and discomfort are marked features of a normal day; 2) while the students at both schools generally believed that attendance was important, the truant students placed lesser value on it; 3) all the students believed that school should be enjoyable and stimulating, that students have varying abilities, and that teachers should demonstrate more care for their students, and exhibit professionalism in their duties; and 4) all of the students experienced discontentment, frustration, and demotivation as a result of the school's culture, and had become apathetic towards it.

Availability: SOE Library - WI Collection

484

Mohammed, Venessa (2011)

An exploration of a curriculum innovation of a remedial reading programme at a school in the South Eastern Educational District (Reading). v, 73 p.

This study explored a curriculum innovation of a remedial programme, and describes how one school in the South Eastern Education District in Trinidad and Tobago responded to the challenge of developing a reading programme without the services of specialist reading staff. Data were collected through interviews with the principal, the remedial teacher, and three content area teachers, as well as through document analysis. Analysis of the data indicated that

the school responded by using the existing secondary school curriculum and other resource materials to develop a programme of work that corresponded to the national curriculum goals.

Availability: SOE Library - WI Collection

485

Munro, Suzanne (2008)

A case study of teachers' experiences in implementing First Steps literacy resources (FS) within the Elementary Department of a Canadian International school in Trinidad (Curriculum). [ii], 56 p.

This case study attempted to address the personal aspect of change by identifying the experiences of teachers as they implemented the First Steps (FS) literacy resources, in an effort to guide FS facilitators and the FS planning committee in structuring appropriate professional development activities to effectively meet the needs of elementary staff members at a Canadian International school in Trinidad. The Concerns-Based Adoption Model (CBAM) provided the conceptual framework. Three data collection instruments were employed: Stages of Concern Questionnaire (SoCQ), open-ended concerns statements, and a focus group interview. The concerns of the teachers appear to have, more or less, followed the CBAM model as it pertains to where they are situated in the change process. The majority of the participants were at different levels of concern during the implementation of the innovation, with only one participant deviating from the norm.

486

Ramcharan, Salisha Melisa (2011)

An investigation into the lexical items of texts used in primary school in Standards Three, Four and Five (Reading). 41 p.

This study examined a sample of primary school textbooks used in Standards 3, 4, and 5 in the content areas of mathematics, science, social studies, and grammar in primary schools in Trinidad and Tobago. The findings revealed that students are exposed to shifts in vocabulary tiers as they progress from class to class and among subject areas within classes. The data supports that students are often presented with at least 50% of Tier one vocabulary words in most texts, so that they should know 50% of the words in any given text. The words that comprise the Tier one vocabulary listing are not required to be taught if students have achieved the basic skills in reading.

487

Ramkessoon, Alana S. (2013)

English Literature texts chosen for in-school study: How congruent are teachers' text choices and adolescent students' reading interests? (Curriculum). 72 p.

This study explored the congruence between teachers' English Literature text choices and students' reading interests at five secondary schools in the St. George East Educational District in Trinidad and Tobago. Data were collected through interviews with 45 students (20 boys and 25 girls) from Forms 1 to 3, and the heads of the English department at each school. The

findings revealed that there was a large gap between what students chose to read and the reading materials selected by teachers at the lower secondary level. It was also found that lack of motivation, resulting from a disconnect between teacher choice and student interest, was the main factor in the students' resistance to teacher-selected resources.

Availability: SOE Collection, UWISpace

488

Rodriguez, Krysta (2011)

An investigation of the perceptions victims and aggressors have of bullying and the methods used to address it at Sunny Hill Secondary School: A case study (Youth Guidance). v, 63, [13] p.

This study sought to acquire descriptive information about the nature and incidence of bullying from the perspective of the victims and the aggressors. Data were collected through interviews with the guidance officer, the Dean of Form 3, and four students (two victims and two aggressors) at a secondary school in Port of Spain, Trinidad. Other data were collected through document analysis. The findings revealed that both aggressors and victims most commonly associated bullying with physical attacks on the victim, while victims also identified verbal attacks as bullying. Some participants also identified activities such as taxing and intimidation as bullying. With respect to the role of power in bullying, all participants agreed that physical size was an important factor in defining the imbalance of power in the bully-victim relationship. It was also found that bullies used the notoriety of their community to enhance their own infamy, and used that notoriety as power over other individuals. Both victims and aggressors perceived suspensions and expulsions as ineffective in addressing the issue of bullying. The study identifies several strategies to address bullying.

Availability: SOE Library - WI Collection

489

Wiltshire, Junette (2011)

The effect of thematic and semantically unrelated grouping on learning efficiency and retention of vocabulary (Reading). [v], 66, [16] p.

This study investigated the effects of teaching vocabulary in thematically related sets versus unrelated sets in the context of various forms of rich vocabulary instruction. Data were collected through the administration of 32 words over five lessons, to two Standard 4 classes, comprising 65 students, at a primary school in Trinidad and Tobago. The two classes were assigned randomly to the Thematic and Unrelated Sets treatment. The findings showed significant differences between the groups on knowledge of word meanings. Students who were taught using Thematic Sets outperformed those who received instruction through both the Unrelated Sets and traditional instruction in vocabulary breadth and vocabulary depth measures. Students in both groups also performed better than those receiving traditional instruction.

Availability: SOE Library - WI Collection

Ewart Taylor

490

Antoine, Gaynelle (1999)

Factors affecting the responses of secondary school teachers in Trinidad and Tobago to opportunities for promotion to principalship (Educational Administration). [iii], 42 p.

This is a proposal for a qualitative study that will seek to determine what responses are made to opportunities for promotion to principalship at secondary schools in Trinidad and Tobago, as well as to ascertain the factors that appear to influence a particular response. The participants will comprise at least 4 principals and vice-principals, and at least 16 teachers with 15-20 years experience, representing a range of subject areas and form levels. Data will be obtained through interviews and questionnaires.

Availability: SOE Library - WI Collection

491

Barnett, Joyce (1999)

Effective instructional supervision at the primary level: A case of three principals in the Port of Spain and Environs East Zone. [i], 41 p.

This is a proposal for a study that will seek to examine, through a qualitative case study approach, the instructional supervisory practices of three effective primary school primary school principals in the East Zone of the Port of Spain and Environs Education District in Trinidad and Tobago. Data will be collected through interviews held with the three principals (two male and one female), as well as with six teachers (two each from the Infants, Junior, and Senior departments) of the schools.

492

Henry, Newrol (2001)

Perceptions and expectations that senior nursing personnel of two Regional Health Authorities hold about the College of Nursing graduate. [iii], 68, [8] p.

This is a proposal for a study that will seek to explore the perceptions and expectations that senior nursing personnel of the North West Regional Health Authority (NWRHA) and the Eastern Regional Health authority (ERHA) hold about the College of Nursing graduate, and to understand the considerations that have contributed to such perceptions and expectations. Purposive sampling will be employed to select senior staff nurses, head nurses, nursing supervisors, and nursing administrators from each of the designated hospitals. This sample group will be used for interviews and focus group discussions. Data will also be collected through observations and document analysis.

493

Lee, Deborah-Ann (1999)

Towards a model for the development of a performance appraisal system for lecturers at the College of Health Sciences (NIHERST). [vi], 60, [2] p.

This is a proposal for a study that will seek to establish procedures for producing a system for performance appraisal by examination and critical analysis of the Mission Statement, Goals, and Terms of Reference of the existing job performance appraisal practices for part-time and full-time lecturers, and to ascertain the views of the faculty at the College of Health Sciences, (CHS) at the National Institute of Higher Education Research, Science and Technology (NIHERST) in Trinidad and Tobago. The Descriptive Survey approach and interviews will be used to collect data from the senior administrators and lecturers.

494

Pierre, John (2001)

A study of teacher-perceptions and administration of student discipline at one junior secondary school in the East St. George education district. ii, 40, [9] p.

This is a proposal for a study that will seek to determine the degree of congruence among teachers' perceptions of discipline in a junior secondary school in Trinidad and Tobago. It will further seek to ascertain the level of compatibility between teachers' stated perceptions and their actual practice of discipline management, as well to determine whether the incongruence of teachers' perceptions of discipline affects the administration of discipline in the school under study. Participants will comprise 20 teachers, as well as a sample of students and administrators. Data will be obtained through interviews, observations, and document analysis. It is hoped that the findings of the study would prove beneficial in providing administrators, teachers, and teacher educators with a better understanding of teachers' perceptions and how these perceptions may affect the administration of discipline.

495

Whiskie, Wesley (2000)

Educational change in the context of preparation for de-shifting and conversion. The San Fernando East Junior Secondary School experience. 43 p.

This is a proposal for a study that will seek to examine and monitor the environment created at the San Fernando East Junior Secondary School in south Trinidad, in anticipation of de-shifting/conversion. Participants will be drawn, through purposive sampling, mainly from the selected school. Additionally, some investigation will be conducted at three other schools which have already been de-shifted. Data will be collected through interviews, participant observation, questionnaires, opinionnaires, and document analysis. It is hoped that this study will serve to identify and highlight the importance of the need to do what is necessary to make the system ready for the planned intervention.

Ewart Taylor
Maria Byron

496

Roopchan, John (1999)

Administering the mathematics curriculum at selected secondary schools: Perceptions of school administrators (Curriculum). [i], 43 p.

This is a proposal for a study that will seek to examine the perceptions of secondary school administrators about how mathematics is being taught and how the current organization structure, management, supervision, and implementation of the mathematics curriculum may be impacting on performance at secondary schools in Trinidad and Tobago. Purposeful sampling will be used to select the administrators from schools in the San Fernando area where there is a cross-section of levels of success in student performance in mathematics. Data will be collected through interviews, document analysis, and observations.

Availability: SOE Library - WI Collection

Ewart Taylor
Samuel Lochan

497

Cox-Williams, Jennifer (2000)

Students' perceptions about their experiences of learning during the implementation of school-based assessment in Principles of Business at St. Augustine Senior Secondary Comprehensive. [i], 40 p.

This is a proposal for a study that will seek to explore participants' views on the learning experiences encountered during the implementation of the School-based Assessment (SBA). The participants will comprise 35 Form 5 students of the Business Studies department at the St. Augustine Senior Secondary Comprehensive School. Data will be collected through interviews and the written reflections of the students.

Michele Taylor

498

Payne, Jennifer (2011)

Using the visual arts to help struggling readers to comprehend text (Reading). 101 p.

This study sought to determine the role of the visual arts in assisting struggling readers to comprehend text. Data were collected through interviews with, and observations of, three male Form 1 students of a remedial class at a secondary school in Trinidad and Tobago. Eight lessons were taught, and drawings, pictures, a poster, and concept map software were integrated, where students were allowed to create and engage in artistic activities during the

lessons. An analysis of the data revealed that the students were motivated to read the text presented to them when it was augmented by a picture, or when they were given an opportunity to create a drawing, poster, or concept map. It was found that the students enjoyed reading and showed greater understanding of the text when it was accompanied by art. Further, the results of the pre-test/post-test showed a significant improvement in comprehension after the instruction. The themes emerging from the data revealed significant areas that related to the study, such as the importance of motivating students to read, the use of previous knowledge, inferences, levels of Bloom's taxonomy, mental imagery, and other factors that the visual arts were able to address in reading.

Availability: SOE Library - WI Collection

499

Pierre-Sambucharan, Shasta (2011)

ICTs in reading education: How they impact on student achievement in the primary school. An extended literature review (Reading). v, 73 p.

This extended literature review sought to enhance student achievement by expanding the knowledge base for integrating information and communication technology (ICT) into the primary grades, as well as to provide exemplary models for those educators wishing to effectively integrate ICT in their practice.

Availability: SOE Library - WI Collection

Aisha Wood-Jackson

500

Bachoo, Radha Pearline

A phenomenological study of the experiences of principals and teachers of intellectually gifted students in three selected primary schools in the St. George Educational District (Curriculum). [5], 79, [24] p.

This phenomenological study sought to describe the current identification procedures, teaching strategies, and programmes that are used to assist intellectually gifted students to perform optimally at three primary schools in the St. George Education District in Trinidad and Tobago. Data were collected through interviews held with a purposive sample of one principal and six teachers. The findings revealed that 1) the teachers used a variety of displayed characteristics, performance assessments, and parental conferencing as tools to identify gifted students; 2) various strategies such as peer teaching, cooperative learning, self-study, and mentoring were employed in the instruction of the students; and 3) there were no planned programmes in place to cater specifically to the gifted students.

Availability: CERIS – Storage

501

Beeput, Roger (2010)

Information and communication technology (ICT) in the primary school: Perceptions of ICT and teacher training in Trinidad and Tobago (Curriculum). [i], 48, [58] p.

This paper sought to examine primary school teachers' perceptions of the role that information and communication technology (ICT) plays, or should play, in primary schools in Trinidad and Tobago. It also sought to examine their perceptions about the current in-service teacher training programme conducted by the Ministry of Education. The sample consisted of administrators and teachers from three schools from separate educational districts in Trinidad. Data were collected through interviews, document analysis, and observations. Findings indicated that: 1) teachers and administrators have a restricted view of how ICT could best be implemented in schools, and 2) the teachers felt that the teacher preparation programme lacked the direction needed to integrate ICT into the primary school curriculum.

502

Ferreira-Riley, Sharon (2009)

Teachers' perception of inclusion (Youth Guidance). v, 104 p.

This qualitative study sought to describe regular education teachers' perceptions of inclusion at a primary school in Trinidad and Tobago. Data were collected through interviews held with five randomly selected teachers to elicit their views about their experiences with special needs children and their thoughts on the impending implementation of inclusion. Additional themes which highlighted the factors that affected the teachers' perceptions about inclusion included 1) more adequate and focused pre-service and in-service training, 2) better consideration of classroom load factors, 3) more reliable support systems, and 4) availability of appropriate physical facilities and resources. The analysis revealed that the teachers did not have a clear understanding of inclusion and likened it to mainstreaming.

503

Sambucharan, Murella (2010)

Information and communication technologies in the Spanish language classroom (Curriculum). [iii], 83, [2] p.

This extended literature review focused on the challenges and conditions necessary for effective technology integration in Spanish language classrooms at three secondary schools in Trinidad and Tobago. A thorough literature review was conducted through the examination of studies, technology journals, books, and Internet sources. Additional data will be collected through interviews with three Spanish language teachers, as well as through document analysis and observations. Several sources provided insight into the strategies used in Foreign Language instruction and the need for the teacher to provide variety to meet the diverse needs of students.

Availability: SOE Library - WI Collection

504

Winn, Sharon (2010)

The use of ICTs in primary schools in the St. George East District (Youth Guidance). vi, 92 p.

This qualitative study sought to determine the developmental levels attained by schools as measured by the Ministry of Education's Draft Policy for Information and Communications Technology (ICT). Data were collected through observations, as well as through interviews held with two ICT coordinators and one principal at two primary schools in Trinidad and Tobago. The themes that emerged from the study were: 1) ICT infrastructure and connectivity, 2) teaching and learning resources, 3) qualifications and training of teachers, 4) classroom practices, 5) access, and 6) technical support and services.

Patricia Worrell

505

Antoine, Reita (2010)

Developing professional identity: Beginning female teachers' perceptions about the role of dress at secondary schools (Curriculum). 71, [43] p.

This study sought to determine beginning female secondary school teachers' perceptions of the role of dress in the development of their professional identity. Data were collected from five secondary school teachers, at secondary schools in North and South Trinidad, through interviews and participant observation. The study focused on the dynamics that govern individual teachers' everyday dress behaviours. Findings suggest that dress can be an important component of individual role execution. The teachers who participated in the study appeared to recognize and engage the versatility of dress, though conflicting thoughts and understandings emerged on salient aspects of a proposed professional dress code for teachers. It was found that: 1) the teachers' preferences tended not to be suppressive of their individuality and 2) there were attempts to dress in a manner that placed emphasis on collegiality, participation, and horizontal social relations, rather than on conforming to an hierarchical or authoritative model.

506

Barcoo, Michael (2008)

An evaluation of the implementation of the Continuous Assessment Programme (CAP) in primary schools in Trinidad and Tobago - Stakeholders' perceptions (Curriculum). [iii], 79 p.

This case study explored the perceptions, attitudes, and concerns of stakeholders directly involved with the implementation of the Continuous Assessment Programme (CAP) in primary schools in Trinidad and Tobago, and the extent to which it met its required objectives. Further, it sought to gain insights into stakeholders' views regarding the successes or failures of the CAP as a curriculum innovation, and its impact on primary level education. Data were collected via interviews with three teachers and one principal, and a questionnaire to officials of the Trinidad and Tobago Unified Teachers' Association (TTUTA). Findings indicate that, even in the absence of adequate training and preparation, stakeholders had a high level of concern for the implementation of the CAP. The themes that emerged as being of significance to the

implementation of the CAP were: 1) positive attributes, 2) benefits to pupils, 3) deficiencies, 4) implementation concerns, 5) monitoring and evaluation concerns, 6) improvements, and 7) preparation and training.

Availability: SOE Library - WI Collection

507

Boisselle, Laila Nadina (2007)

Stakeholders' perceptions of the advantages and disadvantages of the process of school-based curriculum development (Curriculum). vi, 140 p.

This qualitative case study sought to understand the perceptions of stakeholders about the advantages and disadvantages of the process of school-based curriculum development (SBCD). It was conducted at a five-year government co-educational secondary school, in Trinidad and Tobago, which specializes in the remedial education of the One Special (1S) clientele. Perceptions were elicited from representatives of the major stakeholder groups of administrators, parents, teachers, and students who had experienced SBCD from its inception at the institution. Data were collected mainly through interviews and some document analysis. Generally, all the participants viewed the SBCD as advantageous; however, there were differences in individual focus. Parents and teachers were principally focused on the client profile and resources to get the job done. The principal was primarily focused on resources, while the students were more concerned with the relevance of the programmes to their needs.

Availability: SOE Library - WI Collection

508

Campos, Bertha (2000)

Enactment of the Language Arts component of the New National Comprehensive Curriculum in Belize (Curriculum). [i], 34 p.

This is a proposal for a study that will seek to interrogate the enactment process for the Language Arts curriculum in two classes, which were involved in piloting the programme, at a primary school in Belize. Two research questions will be addressed: 1) What are the meanings ascribed to the proposed change in the Language Arts Curriculum document? and 2) What are the decisions taken in response to the change in the classroom? Participants will comprise two upper division teachers who will participate in the development of the Upper Division Language Arts Prototype Curriculum, as well as students who, based on their experiences, might be able to provide insights regarding the reform process. Data will be collected through interviews, observations, and document analysis.

509

Chinebas-Dindial, Nirmala (2011)

An investigation into the challenges faced by teachers in a co-educational denominational primary school in the primary school in the Caroni Education District during the implementation of the Primary School Social Studies Draft Syllabus (2002). [i], 44, [5] p.

This study sought to investigate the challenges faced by teachers at a denominational primary school in Trinidad and Tobago, during the implementation of the Primary School Social Studies Draft Syllabus (2002). Data were collected through interviews held with two teachers—one from Standard 2 and one from Standard 4. The findings included the following: 1) teachers did not see the need for the syllabus and were unclear about its goals and objectives, 2) resources were sorely lacking in the implementation process and there was a lack of support from the school district, 3) the principal did not play an active role in the implementation process, 4) teachers felt that they were treated unfairly in the whole implementation process, 5) teachers did not get support from their colleagues and 6) there was a lack of support from the Ministry of Education.

510

Davis, Eleanor (2011)

Teachers' experiences in the implementation of the technology education curriculum in one secondary school in the St. George East District in Trinidad (Curriculum). iv, 68, [21] p.

This study sought to examine the facilitating and inhibiting factors that affected teachers during the implementation of the technology education curriculum at a secondary school in Trinidad and Tobago. It also sought to determine the strategies used in coping with the innovation. Data were collected through interviews held with three teachers, as well as through observations and document analysis. The findings revealed that the Ministry of Education, represented by Curriculum Officers, facilitated the implementation process, which was fraught with challenges of disparity in subject content knowledge, content purported by two different training bodies, and management of limited resources.

Availability: SOE Collection, UWISpace

511

Kasmally, Arlene Michelle (2001)

Using active learning methodology to teach English to fourth form students at North Eastern College (Curriculum). [ii], 67, [47] p.

This is a proposal for a study that will seek to explore whether selected activities in the active learning methodology could enhance the present language teaching methods at North Eastern College, a secondary school in Trinidad, and better serve the Standard English communication needs of the students. It will specifically seek to assess the value of active learning as a teaching methodology for improving skills in expression in Standard English among Form 4 secondary school students. The participants will include two trained teachers from the school's English Language department and 90 Form 4 students of the Arts, Business, and General classes. It is hoped that this study will contribute to research into methodologies that investigate ways to make Creole-speaking students more proficient in Standard English.

Availability: SOE Library - WI Collection

512

La Guerre, Thalia Maria (2007)

Teachers' perceptions of the implementation of the Trinidad and Tobago national mathematics curriculum (Curriculum). ix, 95, [66] p.

This qualitative case study sought to explore teachers' perceptions of the new national Mathematics Curriculum of Trinidad and Tobago. It examined the perceptions of three mathematics teachers about the curriculum and their concerns about its implementation at a boys' secondary school in the North Eastern Educational District in Trinidad. Data were collected through interviews. The findings suggest that the teachers' understandings of the curriculum were of different levels of soundness. They simultaneously experienced three types and levels of concerns about having to implement the curriculum.

Availability: SOE Library - WI Collection

513

Paul, Helen M. (2005)

Troubled adolescent girls' perceptions of their relationship with their absent fathers (Youth Guidance). v, 73, 25 p.

This study explored troubled adolescent girls' perceptions of their relationship with their absent fathers and sought to identify any possible compensatory mechanism that they might employ to cope with this type of relationship. The participants were five adolescent students from a junior secondary school in central Trinidad. Data were collected through interviews. Four themes emerged from the study: 1) the girls perceived themselves as having detached or distant relationships with their absent fathers; 2) the girls perceived their relationships with their absent fathers as being unfulfilling, but defined the fulfilment as mainly economic; 3) the girls wanted more from their absent fathers; and 4) the girls considered their fathers' physical presence unnecessary to the father-daughter relationship, preferring, instead, a visiting father to a permanent one.

514

Roach Simpson, Joy (2004)

The student's perspective of the experience of transition from the Junior Secondary School system to a traditional seven-year secondary school (Youth Guidance). [iv], 65 p.

This case study sought to examine how the transition from the junior secondary school system to a traditional, denominational, single-shift school impacted students' social and academic experiences. Participants were selected through purposive sampling and categorized into three groups based on the underlying mode of their transfer into the host institution: 1) affiliation, 2) government assignment, and 3) invitation. Data were collected through interviews and document analysis. Findings were that: 1) the students felt generally welcomed and accepted into their new environment, although two referred to some measure of insensitivity on the part of some teachers; 2) insufficient time had been allocated to various subjects in the junior secondary system, and this was compounded by an unhealthy number of free periods; and 3) all participants thought that they had improved academically since their transition.

515

Siewah, Gaytree Savitri (2011)

Teachers' concerns about the revised CAPE Communication Studies curriculum (Curriculum). [iii], 116 p.

This study sought to explore teachers' concerns about the revised Caribbean Advanced Proficiency Examination (CAPE) Communication Studies curriculum. Data were collected through interviews held with two teachers at Holy Faith Convent, Couva, in Trinidad. The data revealed that the teachers concerns were about the factors related to the implementation of the change with respect to changes in materials, practice, values, and beliefs. The change was not welcomed by them because of (a) the contextual factors of need, clarity, complexity, quality, and practicality; and (b) external factors relating to the role of the administration in the provision of adequate materials, resources, technology, and time. They felt that the change was being forced on the teachers by the Ministry of Education and Caribbean Examinations Council.

Availability: SOE Library - WI Collection

516

Skerritt, Janette (2005)

Teachers' perceptions of their roles in a time of change (Youth Guidance). [vii], [69] p.

This study attempted to determine teachers' perceptions of their roles in a time of uncertainty and change in the education system in Trinidad and Tobago. It examined teachers at an urban girls' primary school and sought to understand how they viewed their roles and the extent to which those views or perceptions inform their daily practice. Data were collected through interviews and participant observation. The study indicated that most of the teachers were aware of the change in (a) education, (b) their roles and practice, and (c) students and parents, as well as of the global national shifts that have caused these changes. Their responses appear to depend on individual choice. Sometimes there are clear guidelines for navigating the changing educational terrain, as provided by the educational authorities, but many times the teachers appear to rely on their own judgement, their lived experiences, and their colleagues.

Simon Yalams

517

Altenberg, Juanita A.R. (2009)

Barriers to condom use in commercial sex activities of male street sex workers (Health Promotion). 72, 1 p.

This study explored unsafe sexual behaviours and sexual services of male clients of male street-based sex workers in Suriname. Data were collected through in-depth interviews with 12 clients of predominantly male street sex workers on the streets of Paramaribo. It was found that a large number of the men showed a preference for unprotected sex with other men because of a perceived loss of sexual pleasure with the use of condoms, thus increasing their risk of

contracting STIs, especially HIV. Many of these men are either married to, or engaged in sexual relationships with, women who might have been unaware that their partners were involved in unprotected sex with men, and therefore might have been exposed to infection from their partners.

518

Cumberbatch, Selwyn (2008)

Stakeholders' perceptions of the readiness of their school for the implementation of the Caribbean Vocational Qualifications (CVQ): A case study at a secondary comprehensive school in east Trinidad (Curriculum). ix, 111 p.

This research used a case study design, which employed qualitative and quantitative methods. Participants comprised 1 Head of Department, 8 CVQ teachers, 24 non-CVQ students, and 7 Form 5 CVQ students at the school. Data were collected from the participants through interview guides, questionnaires, and checklists. Findings indicated that stakeholders believed that the school is ready for implementation of the CVQ Level 1 programme in terms of: a) administrator and teacher preparedness, b) adequacy of resources, c) students' interest in the CVQ, and d) students' awareness of the CVQ assessment process. However, stakeholders believed that there was a lack of readiness in terms of non-CVQ students being adequately aware of the details of the CVQ.

Availability: SOE Library - WI Collection

519

Kidney, Babsy (2009)

An evaluation of the implementation of the technology education curriculum at two secondary schools in central Trinidad (Curriculum). vi, 68, [31] p.

This case study sought to investigate the implementation of the technology education curriculum at two secondary schools in Central Trinidad. Data were collected through interviews held with a purposeful sample of six participants comprising two principals and four technical/vocational teachers, as well as through document analysis. Inhibitors to the programme, as identified by the participants, include lack of resources and proper training of teachers. Findings revealed that little progress has been made in the implementation process at these two schools, despite efforts to ensure a smooth and successful implementation by the Ministry of Education.

Availability: SOE Collection, UWISpace

520

Philip, Kezia (2009)

A study of the factors affecting condom usage among undergraduate students at the University of the West Indies, St. Augustine (Health Promotion). vii, 144 p.

This study sought to identify the factors affecting condom usage as expressed by a sample of undergraduate students of The University of the West Indies, St. Augustine, Trinidad. Data

were collected through interviews held with 10 participants (five male and five female). Findings showed that the main factors affecting condom usage were pregnancy prevention and relationship status. Therefore, more than half of the participants identified condoms primarily as a contraceptive, rather than as a barrier preventing sexually transmitted diseases. Although several students were concerned with relationship status, condoms were mainly used with casual sex partners. Factors inhibiting condom usage by the students were identified as: 1) concern with reduced satisfaction, 2) interruption of the sexual encounter, 3) passion during sex, and 4) the discomfort experienced in purchasing condoms.

Availability: SOE Library - WI Collection

Jennifer Yamin-Ali

521

Ali, Shirdi (2013)

Factors affecting the implementation of the Problem Solving, Program Design and Implementation Program (PS/PDI) components of the CSEC Information Technology (IT) syllabus in government secondary schools in T & T: IT teachers' views and perceptions (Curriculum). 187 p.

This study sought to investigate five teachers' perceptions of the Problem Solving, Program Design and Implementation Program (PS/PDI), components of the Information Technology (IT) syllabus at a secondary school in Trinidad and Tobago. It also sought to obtain their views about the factors that inhibit the implementation of the syllabus. Data were collected through the use of journals and interviews. The findings revealed that while the participants generally acknowledged the importance of PS/PDI, many felt that the volume of the content placed too great a demand on the students at the Caribbean Secondary Education Certification (CSEC) level. All but one of the teachers believed that the topic 'arrays' should be omitted in order to render the syllabus more amenable to students. Among the factors that inhibited the implementation of the syllabus were: 1) lack of clarity; 2) topic complexity; 3) comprehension, reading, and mathematical deficiencies among the students; 4) insufficient teacher training; 5) inadequate resources; and 6) the volume of work to be covered.

Availability: SOE Library - WI Collection

522

Barrath, Devindra (2013)

An investigation into teacher morale at a Central denominational school (Curriculum). 67 p.

This study sought to ascertain the state of teacher morale at a denominational secondary school in the Central Education District of Trinidad and Tobago. Data were collected through interviews with seven teachers, as well as through observations. The findings revealed that teacher morale was in relatively good health and that it was regarded by all the participants as a critical component in achieving school success. It was also found that although leadership style

had considerable impact on teacher morale, the quality of staff rapport posed the greatest challenge, while teachers' interaction with their students was its greatest asset.

Availability: CERIS - Storage

523

Boodhan, Debby (2009)

An exploration of the dimensions of nonverbal communication among secondary school students and teachers in Trinidad and Tobago (Curriculum). [4], 71, [65] p. [1 DVD]

This study sought to identify the nonverbal behaviours of both teachers and students in the classroom in order to compare the differences between the intended meaning of the nonverbal behaviours and the interpretation of these behaviours. Participants comprised a purposive sample of five Form 3 students of one class at an all-girls' secondary school in Trinidad and Tobago, who were observed and recorded during four classes taught by four teachers of biology, chemistry, English Literature, and Spanish, respectively. Data were collected through participant observation, video recording, interviews, and questionnaires. The findings revealed that a multiplicity of nonverbal behaviours was used by both teachers and students, and that the students' nonverbal behaviours were often misinterpreted and misjudged by the teachers and vice versa.

Availability: SOE Library - WI Collection

524

Boodram, Sherry Ann (2010)

Teachers' perceptions of the impact a professional learning community can have on teaching and learning in a rural secondary school in Trinidad and Tobago (Youth Guidance). 80, [3] p.

This qualitative case study sought to examine teachers' perceptions of the impact of the professional learning community model of school development on staff and students in their institution. Data were collected through interviews held with three teachers at a rural secondary school in Trinidad and Tobago. Findings indicated that while there are many prerequisites that should be put into place before a professional learning community could be considered, the participants generally concluded that it could impact positively on both staff and students.

Availability: SOE Library - WI Collection

525

Francois, Marcia M. (2004)

Dreams, desires and delusions: Voices of students not selected for secondary education in Grenada (Youth Guidance). v, 62, [iii] p.

This study highlighted the experiences, expectations, and aspirations of Grade 8 students in Grenada. They were not selected for secondary education because of 'failure' in the Common Entrance Examination, but are still within the compulsory school age range of 5-16 years. Data

were collected through interviews with five Grade 8 students (two girls and three boys). The study revealed that the students cherished ambitions, dreams, and expectations, which could only be realized by the acquisition of some type of further education.

526

Gordon, Margaret (2005)

'Barrel children': The social and communal experiences of children whose mothers have migrated (Youth Guidance). 71, [4] p.

This study sought to examine the living experiences of "barrel children"--children whose parents live and work abroad, and send money and other materials for their children in barrels--and to analyse their perceptions of their social and emotional lives. Data were collected through interviews with four adolescents ranging in ages from 12-16. The students (two boys and two girls) were selected from three Form 3 classes at a secondary school in Trinidad and Tobago. Findings revealed that their living experiences were undesirable: they were physically and verbally abused by their caregivers and they felt socially isolated and rejected.

527

Hicks-Raeburn, Sharlene (2009)

An exploration of the secondary school experience of one student diagnosed with Attention Deficit Hyperactivity Disorder (AD/HD) (Youth Guidance). [vii], 110 p.

This study sought to explore the secondary school experience of one Form 1 student at an all-boys' secondary denominational school, who had been diagnosed with Attention Deficit Hyperactivity Disorder (AD/HD). The secondary school experience within the research was defined as the nature of the student's classroom interaction with his teachers, peers, and independent activity; information gathered and interpreted from the school's documentation; and the comments that the student made about himself and his peers. Data were collected through interviews held with the student and three of his teachers, as well as through document analysis and participant observation. The findings revealed that: 1) while the student's academic performance had remained constant, socialization and peer relations were extremely problematic for him; and 2) the teachers displayed shortfalls in teaching methods and a lack of creativity in engaging with a special needs child.

528

Hosein, Camille (2006)

School effectiveness: A question of clientele (Curriculum). [iv], 61, [49] p.

This qualitative study sought to examine the factors that contributed to a school being in high demand and parents' perceptions about the school that they choose for their children to attend. It also sought to explore the extent of parental involvement in the school context, and whether this contributes to the school's effectiveness. Participants in the study were two parents of students from a denominational school in a southern educational district in Trinidad and Tobago. The parents' beliefs and perceptions were also examined, and assessed for consistency with the literature. Findings indicated that, although most of the parents' perceptions are in keeping with the literature, they are principally concerned with their children's academic achievement.

Availability: SOE Library - WI Collection

529

Joseph-Alleyne, Gail A. (2004)

A justification for career development education in an urban secondary school (Youth Guidance). [iv], 75, [vi] p.

This qualitative case study investigated students' career perceptions and aspirations, to determine the factors that influence their career choices and decisions. Data were collected, through interviews, from Forms 4 and 5 students of an urban secondary school in Trinidad and Tobago. Findings revealed that the majority of the students had a vague understanding of the term "career". Further, they lacked the necessary information that would assist them in making astute decisions about their education and career. It was also observed that school-related factors did not contribute positively to the students' aspirations but, rather, these were influenced by family, friends, and role models.

530

Kemchand-Shah, Ingrid (2009)

A critical examination of the implementation of the Spanish [curriculum] in the primary school programme in Trinidad (Curriculum). iv, 81 p.

This study examined the status of the implementation of Spanish at the primary level in Trinidad and Tobago, with particular attention to the experiences of teachers as influenced by systemic and contextual factors. Data were collected through interviews, a focus group discussion, and a questionnaire. Despite high interest on the part of teachers and students, inadequate implementation support, insufficient service training, and feelings of linguistic inadequacy in teachers hindered the continuation of the programme. Findings revealed considerable attrition in the initial number of schools implementing this programme.

Availability: CERIS – Storage

531

Mahabir, Niela (2007)

An investigation into the challenges encountered by teachers of "Form 1 Special" students in the implementation of the SEMP curriculum (National Curriculum) in Social Studies (Curriculum). [1 v.].

This case study sought to investigate the challenges encountered by teachers of "Form 1 Special" students in implementing the Secondary Education Modernization Programme (SEMP) curriculum in Social Studies. Data were collected through interviews with three Form 1S teachers, as well as through observations, journal entries, and questionnaires. Among the findings were that: 1) the high level of illiteracy among the students affected the students' learning abilities in the subject area, 2) there was a lack of materials to cater to the students' varying learning styles, 3) low self-esteem among the students and negative labelling among the students led to disruptive behaviour in the classroom, 4) teachers exhibited a reliance on the use of traditional methods of teaching, and 5) there was a lack of administrative support in dealing with the high level of indiscipline among the 1S students.

532

Mideros Camargo, Diego Andres (2009)

The teaching of listening comprehension as a FL skill from a critical pedagogy perspective: From listening comprehension to critical listening (Youth Guidance). vii, 132, [10] p.

This study sought to document the responses of 22 students to the implementation of Critical Pedagogy (CP) as a teaching approach. Three aspects were considered: challenges, benefits, and students' listening ability, not only to understand but also to interpret aural messages in the Listening Comprehension class of Level II students of the Spanish degree programme at The University of the West Indies (UWI), St. Augustine, during the 2008/2009 academic year. This report describes students' responses to the implementation, what they perceived as benefits and challenges, and the listening skills they were able to display during different moments of the implementation. Their perceptions and responses to the listening skill, autonomous listening, and mass media are presented and analysed to evaluate the way in which their perceptions influenced their responses and their listening skills.

Availability: SOE Library - WI Collection

533

Persad, Indrani (2013)

An investigation into some stakeholders' perceptions of the vice principal's administrative role at Sunset Secondary School in the Educational District of Victoria (Curriculum). 293 p.

This study investigated some stakeholders' perceptions of the vice principal's administrative role at a secondary school in the Victoria Educational District of Trinidad and Tobago. Data were collected through interviews with the principal, vice principal, the School Supervisor, two teachers, two heads of departments, and two deans of discipline. Other data were obtained from document analysis. It was found that the challenges that vice principals experienced in the execution of their roles were: 1) differences between the vice principals' perceived roles and their actual involvement in these roles, 2) the principal's leadership style significantly impacted role fulfilment, 3) the organizational structure and culture were impediments to role fulfilment, 4) the vice principal had too many responsibilities as an administrative leader, 5) unclear job description and lack of autonomy, 6) lack of cooperation from subordinates and the principal, and 7) the personality traits and lack of human and resource management skills of the vice principals.

Availability: SOE Library - WI Collection

534

Pooma, Dev (2010)

Three modern language teachers' perceptions of the influence of the Diploma in Education experience on their sense of professional identity and classroom practice (Curriculum). vi, 149 p.

This qualitative case study sought to investigate the influence of the Diploma in Education (Dip.Ed.) programme on the professional identity and classroom practices of three modern

languages teachers. Data were collected through interviews and questionnaires from three female teachers of Spanish at three secondary schools in Trinidad and Tobago. The findings revealed that the Dip.Ed. programme had a positive and lasting influence on the teachers' professional identity and classroom practices. However - one factor - school context, was found to have a determining role in the extent and longevity of the programme's influence on the teachers.

Availability: SOE Library - WI Collection

535

Sandy, Juliette (2005)

In pursuit of the quality imperative: Perspectives of a principal and teachers: A case study (Curriculum). v, 65 p.

This case study sought to investigate, describe, and analyse the perspectives of one principal and seven teachers on the quality of secondary education. Data were collected through interviews, participant observation, and document analysis. The interview protocol was based on research on quality education, while the open systems theory and attendant model were employed to gain additional insights into the concept of quality education. Findings revealed that the participants held contemporary views on quality education and shared the belief that it should provide not only academic skills, but also values, attitudes, and non-academic skills through a relevant curriculum. Additionally, it confirmed the utility of the open systems model in quality education.

536

Sawh, Anu (2009)

Perceptions of primary school teachers in Trinidad and Tobago toward inclusive education (Curriculum). [iii], 102, [16] p.

This study sought to examine primary school teachers' perceptions of inclusive education in Trinidad and Tobago. Data were collected from 20 participants from four schools: one special school; one public government school; and two denominational schools, using interviews and questionnaires. Findings indicated four factors that were potential barriers to inclusive education in Trinidad and Tobago: 1) attitudes/perceptions regarding inclusion of those with special needs, 2) change agents, 3) resources, and 4) experiences with special needs students.

Availability: CERIS - Storage

537

Thomas, Islyne Anne (2006)

An investigation of low-income working mothers and their involvement in their children's educational lives (Youth Guidance). [vii], 62, 26 p.

This study explored the factors that influence parental involvement in a child's educational life, especially as it relates to low-income working mothers. Data were collected from all the students of a Standard 4 class of a primary school in the Port of Spain and Environs Educational

District of Trinidad and Tobago, as well as from a purposive sample of three students and their parents, and teachers. Results showed that while the parents considered themselves to be actively involved in their children's lives as best as they could, the students and the teachers held opposing views. However, all parties agreed that the primary focus should be on the educational success of the students and the availability of programmes that would ensure this outcome.

538

Warner-Murphy, Jacqueline (2011)

Implementing school-based management (SBM) -- The case of one school (Youth Guidance). viii, 78 p.

This study sought to explore the perspectives/concerns of the principal and teachers about the implementation of School-based Management (SBM), a management strategy introduced by the Ministry of Education to reduce the bureaucracy of central government in the delivery of services and resources to schools. Data were collected through interviews held with the principal and three teachers of various levels at a primary school in Trinidad and Tobago. The data revealed that while the participants understood the concept of SBM, they had not experienced its practical application with respect to their roles and responsibilities under the system. However, the transfer of power and authority to the school had resulted in greater collaboration stakeholders. It was further indicated that greater support was required from the Ministry of Education to alleviate feelings of uncertainty regarding the implementation of SBM. Teachers identified concerns about leadership, time, training, inadequate funding, and motivation as factors militating against implementation.

Availability: SOE Library - WI Collection

539

Waterman, Roger (2007)

Secondary school students' dominance in leadership roles in a co-educational establishment: Its impact on school ethos (Youth Guidance). [vi], 66, [64] p.

This study sought to explore the phenomenon of student leadership among adolescents at a co-educational secondary school in Trinidad and Tobago. It specifically sought to identify the reasons for female students' dominance in leadership roles versus the lack of leadership roles assumed by male students of the school, which may directly/indirectly impact on school culture. Data were collected through interviews with four students: 1) the Head Prefect, 2) one other prefect, 3) one male student (non-prefect), and 4) one male prefect and vice captain of one of the school's houses. Findings indicated that: 1) the behaviour of male students suggested a lack of ability to assume leadership roles; 2) there appeared to be an element of gender bias, in favour of female students, by teachers; and 3) the superior communication skills of female students seemed to make them more suited to leadership positions than their male counterparts.

540

Xavier, Sandra (2008)

A critical analysis: Students' perceptions of how the unspecified symbolic aspects of the implicit curriculum impact on their socialization process (Curriculum). [viii], 66, [39] p.

This qualitative study sought to determine students' perceptions of how the unspecified symbolic aspects of the implicit curriculum impact on their socialization. Data were collected using questionnaires, interviews, and observational notes. Results of the data analysis showed, among other things, that: 1) the culture of the home and society have a direct impact on student behaviour in the school; 2) at school, students tended to display aggressive behaviours and were able to defend themselves very well in any situation; 3) students displayed a keen sense of what school was about and how they should conduct themselves at school; 4) classroom space contributed to the disruptive behaviour displayed; 5) students indicated that discrimination affected their progress in school and thus their chances in life; 6) students believed that teachers did not spend sufficient time explaining concepts and varying their approaches and topics; and 7) while some students had lost confidence and trust in their teachers, others received care and understanding from them.

Supervisor Unknown

541

Atwal, Maureen (2000)

Perceptions of school effectiveness at Naparima College in San Fernando. [ii], 72 p.

This study sought to determine the perceptions of the stakeholders at Naparima College, a Presbyterian secondary school in south Trinidad, with respect to school effectiveness. Participants comprised the principal, 19 teachers, 48 students, and 3 heads of departments. Data will be collected through interviews with four students, two teachers, two heads of departments, and the principal, as well as through questionnaires administered to 20 students and 15 teachers. Analysis and interpretation of the data were further facilitated by observation, document analysis, and a knowledge of the organization. The findings suggested that Naparima College was making an effort to be effective and to achieve its goals.

542

Fevrier, Claudia (1998)

A case study of the educational policy for secondary schools in St. Lucia: The English Language curriculum (Curriculum). 64 p.

This is a proposal for a study that will seek to examine the St. Lucian Ministry of Education's policy for secondary schools and its outcomes in the area of English Language. It will further seek to determine the factors that constrain the accomplishment of the policy goals, and assess and evaluate the extent to which curriculum developers have succeeded in accomplishing the policy goals. Participants will comprise 32 Form 5 students of a secondary school, their English language teachers, parents or guardians, and the school's principal. Data will be collected through interviews, observations, document analysis, biographies, and oral histories.

543

Frederick, Lesmore (2004)

The public image of the Cipriani College of Labour and Co-operative Studies (Curriculum). [iii], 44, [1] p.

This qualitative case study sought to determine how students of the Cipriani College of Labour and Co-operative Studies assess the quality of programmes in terms of structure, relevance, and delivery. It also sought to determine the quality of support services available to students and whether such services are adequate to assist the learning process. The participants in the study were full-time Labour students and part-time students of the Human Resources Department. Findings indicated that: 1) the students were satisfied with the quality of programmes offered at the college, and 2) the students expressed satisfaction with the teaching quality of the faculty members.

544

Grant, Vonetta (2012)

Parlance: Exploring the use of student-teacher talk to generate conceptual understanding in a second form Integrated Science class at a high-performing school in South Trinidad (Science Education). 77 p.

This case study investigated the intentional use of student-teacher talk as an educational tool at a secondary school in Trinidad and Tobago. Participants in the study were a class of 41 girls in their second year at the school. Data were collected through interviews, observations, video recordings, student and teacher journals, and questionnaires. The findings suggest that talk could be a useful instructional tool in science education if correctly employed. The students either embraced or rejected the challenge to speak on a particular problem within their groups, but, by their own accounts, group work forced them to think and refine pre-existing ideas.

545

Hackshaw-Carlow, Ellise (2012)

Learning attitudes: The effect of public library visits: A study of the effect of regular visits to the public library on the attitude to literacy and knowledge acquisition on male primary school students. 93, [4] p.

This study investigated whether regular visits to a well-stocked, comfortable, and fully equipped public library had a positive effect on the attitudes of male students at a primary school in Trinidad and Tobago, to literacy and knowledge acquisition. Data were collected through interviews with a sample of six students who were exposed to weekly or bi-weekly library visits with their class teacher, as well as through analysis of the students' reading logs and journals. The findings revealed that: 1) regular library visits over an extended period of time, could have a positive effect on students' reading ability; 2) when students' reading is self-directed, they are more engaged in the process; 3) students who appeared to be extrinsically motivated by visits to the library read below grade level; 4) the students whose library visits were supplemented by parental support for reading at home showed improvement in word recognition skills and reading accuracy, unlike their peers who received no support; 5) the students read books that were of interest to them, regardless of their level of difficulty; 6) the

work of the librarians positively impacted the students' attitudes; and 7) all the students perceived that the library visits were beneficial to them and could assist them in realizing improvement in their learning experience.

546

Hewitt, Glenda (2005)

An investigation into the causes of school violence and the policies used to deal with violence in secondary schools (Youth Guidance). [iii], 88, [14] p.

This study sought to identify the factors that seem to contribute to school violence, to examine the strategies available to the school community to deal with school violence, and to provide recommendations and interventions to assist in addressing the problems. Data were collected through interviews, questionnaires, participant observation, and document analysis. Findings revealed that the contributory factors to school violence include: 1) student alienation, 2) family disintegration, 3) the impact of the mass media, and 4) negative school factors, and alcohol and drug abuse. The strategies employed by the Ministry of Education appear to have minimal effect.

547

Maharaj, Dipawatee (1999)

Roles of farm attendant and assistant farm attendant in the implementation of the School Based Assessment component of the Caribbean Examinations Council (CXC) Agricultural Science exam in County Caroni (Curriculum). 42 p.

This is a proposal for a study that will seek to examine the roles of farm attendants and assistant farm attendants on school farms at three secondary schools in the county Caroni in central Trinidad. It will also attempt to compare perceived roles with actual roles, by examining the perceptions of the operators, administrators, teachers, students, and clerks/bursars. Interviews and a questionnaire will be used to obtain data from a purposive sample of administrative staff, support staff, and teachers.

548

McClean, Cheryl Ann (2001)

The evolution of secondary school education policy and practice in teacher development in Trinidad and Tobago from 1960's to the present. [iii], 67, [5] p.

This qualitative study examined major education policies specific to the professionalization of the secondary school teacher. It also addressed the significance of the operationalization of policy as experienced by practitioners. Data were collected through document analysis, as well as through interviews held with policy experts and two trained teachers from each of six types of secondary schools in two education districts in Trinidad. Findings revealed that teacher development policies were not systematically planned and implemented. This included the lack of a comprehensive system of training and upgrading. It was also discovered that teachers felt a sense of deprofessionalization through the failure to effectively develop and maximize their professional capacity.

549

Ribeiro, Marva Lenora (1994)

Education and self-concept of hearing-impaired children in Trinidad and Tobago. 159 p.

This study sought to investigate the extent to which the self-concept of hearing-impaired children ages 6-19 years is related to the type of education made available to them. Data were collected through questionnaires administered to 42 students from mainstream settings and 180 students from special settings. A questionnaire was also administered to 209 teachers from 21 educational settings with hearing-impaired children. A Parent Attitude questionnaire was administered to 75 parents of hearing-impaired children. Among the findings were that 1) teachers' judgement of the quality of communication of hearing-impaired students was more favourable than the judgement of their peers, 2) each hearing-impaired student needs to be treated as an individual in terms of the provision of education, 3) personal self-concept was not only higher among the hearing-impaired students but it was also significantly different, and parental child-rearing attitudes were predictors of self-concept among the hearing-impaired students.

AUTHOR INDEX

- Ackbarali, Fazila Cherie
340
- Adams, Winzy Kadar
125
- Aguwa, Emmanuel Iheanyichukwu
270
- Ahyoung, Gwendolyn
086
- Al Hosein-Garcia, K.
470
- Alexander, Theresa
341
- Alexis, Keisha
445
- Alexis, Nicole Juliana
231
- Alfred, Roxanne
434
- Ali, Amshad Faeid
120
- Ali, Ishmael
388
- Ali, Marsha Antoinette
395
- Ali, Nainah
098
- Ali, Roseanna
110
- Ali, Shirdi
521
- Altenberg, Juanita A.R.
517
- Anderson-Rouse, Karen
396
- Andrews, Bernadette Kathleen
026
- Antoine, Gaynelle
490
- Antoine, Reita
505
- Ashraph, Khadine
217
- Ashton-Gilbert, Mishka
232
- Assing, David
072
- Atwal, Maureen
541
- Augustus, Wendy
463
- Austin-Pinder, Gail
177
- Bachoo, Radha Pearlina
500
- Baksh, Shereen
061
- Baksh, Zahir Faizal
138
- Bala, Roger R.
342
- Balkissoon, Sean
321
- Baptiste, Anthony
310
- Baptiste-Jueanville, Ann
038
- Barcoo, Michael
506
- Barnard, Gail A.
381
- Barnes, Celia Elizabeth Marguerite
311
- Barnett, Joyce
491
- Barras, Dyann Annessa
416
- Barrath, Devindra
522
- Barton, Annette
417
- Beckles, Garris Rawson
389
- Bedayse, Judy
418
- Bedeau-Moore, Clevia
218
- Beeput, Roger
501
- Beharry, Sucheta Anne
103
- Belfon-Nedd, Petula W. V.
073
- Belgrove, Kelly
368

Benjamin, David R.	Caesar, Terrence
295	254
Bennett, Donna M.	Campbell-Castillo, Erin
471	285
Bhagwandin, Carol B.	Campos, Bertha
322	508
Bhikarry, Denise P.	Carew, Alicia
343	188
Bhola-Arjoonsingh, Cintra	Caruth-Blake, Vernice
397	369
Bijaram, Soren	Cayenne-Francis, Gabrielle Maria
404	152
Bitna, Indira	Celestin, Cynthia Juliana
271	296
Bitna-Sookram, Cindy	Celestine-Howe, Karen
151	420
Bitu, Benignus	Celestine-Modeste, Arlene
323	001
Blades, Pamela	Chancellor-Jaggernauth, Rachael R.
472	398
Blake-Butcher, Giselle	Chang Kin Kee, Betty
211	421
Bobb, Lynette Jean	Charles, Debra
008	446
Bobb-Alleyne, Joan	Charles, Janice
390	405
Boisselle, Laila Nadina	Charles, Leroy
507	178
Boodhan, Debby	Charles, Wayne
523	153
Boodoo, Suzan Mala	Charles-Jordan, Debbie
272	422
Boodram, Sherry Ann	Chickree, Indira
524	012
Booker, Vincent Junior	Chinebas-Dindial, Nirmala
011	509
Bradshaw, Michael	Clavery, Michele I. S.
439	286
Bridgewater, Marcia	Cleaver, Susan
039	078
Briggs, Candice Georgette	Coard, Maxine Keisha
111	154
Brooks, Kathy	Coker, Kester Kurt Ruthven
419	054
Burke, Anita	Collins, Esther
473	344
Caanan, Jaikaran	Conrad, Amia Kimoy
021	474
Cadan, Sheldon	Cooper, Estelle
253	475

Copeland, Bernice 099	Dookhoo, Wendy 219
Cournand, Karen 139	Dookie, Sharlene S. 013
Coward, Anastasia S. 273	Dookie-Ramkelawan, Dayah 220, 233
Coward, Janet 191	Dookwah, Rhonda 424
Cox-Williams, Jennifer 497	Dowrich, Marva 179
Craigwell, Chris 126	Dowridge, Siobhan 465
Cumberbatch, Selwyn 518	Drakes, Gerard 062
Cunningham, Victoria 087	Durand, Adrien 063
D'Singh-Ramnarase, Judy Dawn 079	Dwarika, Adesh 040
Daniel, Rhonda 027	Dyal, Shastri 447
David, Dennise 406	Dyett, Anderson 460
Davis Sylvester, Betty 440	Dyett, Anthony 370
Davis, Eleanor 510	Edoo, Angela D. 234
De Four, Bernadette 423	Edwards, Iezora 339
De Four, Raena 358	Edwards, Phyllis Karen 425
De La Rosa-Blackman, Clara 464	Edwards-Forde, Denise Georgiana 112
Dennis, Margaret 287	Edwards-Senhouse, Maxine 235
Des Vignes, Trisha 140	Estrada, Peter 407
Dharoo, Gerard 476	Farrell, Veronica 236
Dick, Floyd 477	Ferdinand, Debra 448
Dick, Wendy-Anne Kathleen 121	Ferdinand, Mary 382
Diljohn, Michael 255	Ferreira-Riley, Sharon 502
Dolland-Neptune, Trudie 074	Fevrier, Claudia 542
Dolly, Joanne A. 312	Floyd, Curtis 426
Dookhoo, Marsha 192	

Forbes-Huggins, Helen 237	Gransam, Cecil 256
Fortune, Daryl 180	Grant, Mary 176
Foster, Glen 041	Grant, Vonetta 544
Fox-Damani, Sharlyne 205	Granville, Phebe 366
Fox-Pooran, Avril 028	Gray, Germaine 391
Francis, Cleopatra Joycelyn 274	Greaves, Janice 449
Francis, Sharon 221	Griffith, Cogland 193
Francis, Zita 313	Griffith, Eureka 136
Francis-Gernade, Priscilla 297	Groome, Ingrid 239
Francois, Marcia M. 525	Guerero-Gabriel, Geraline 042
Fraser, Marina Dawn 324	Guerin, Trumanne 240
Frederick, Lesmore 543	Guillaume, Lisa 207
Gajadhar, Kismet 371	Guischard, Dionne 450
Gavin, Marlene 127	Guy-Phillips, Debbie 122
George, Allison 365	Guzman, Marcia Helen 080
George, Cecelia 064	Hackshaw-Carlow, Ellise 545
George, Gerna 238	Hanooman, Pamela 331
George, Priscilla 113	Harewood, Hazel Viola 298
Glasgow-Brown, Janet 128	Harris-Knudsen, Nicole Avalyn 029
Glasgow-Charles, Kimberly 222	Harry, Sharmila Nisha 043
Gobin, Cynthia 002	Harvey-Cielto, Rhonda 372
Gobin, Ramesh 100	Hayes, Carlene 155
Gomez, Gemma J. D. 129	Haynes, Roslyn Eugenia 466
Gordon, Margaret 526	Hector-Ramkissoon, Allana-Rae 386
Graham-Rudolfo, Angela 014	Henderson, Gabriel 114

Henry, Newrol 492	Jacobs, Bernice 480
Henry-Legall, Lisa-Marcella 181	Jaggassar, Laurence 314
Henry-Waldron, Nicole K. 172	Jaggernaut, Sharon Jacqueline 257
Herry-Mark, Karen 478	Jagmohan, Darrell Emerson Brian 081
Hewitt, Glenda 546	Jahoor, Syndy Shazima 108
Hicks-Raeburn, Sharlene 527	James-Mc Hardy, Cathy 194
Hills, Eunice A. 288	Jennings-Toney, Donna 195
Hinds-Sinanan, Arleen 206	Jodha, Sheldon 141
Hoosainie, Stanton G. 408	Jogie, Viji 137
Hosein, Camille 528	John, Keith Anthony 182
Hosein, Neesha 123	Johnny, Elizabeth 044
Hosein, Rostum Juman 275	Jones, Juliet 467
Hosein, Sean K. 055	Jones, Nikeisha 299
Houllier, Janette 075	Jones-Butcher, Enid 258
Housand-Joseph, Shelley-Ann Kesia K. 359	Joseph, Giselle 276
Huggins-Neptune, Cheryl Ava 373	Joseph, Sherma Oriel 156
Ibrahim-Joseph, Lisa 332	Joseph, Verona 345
Ifill-Homeward, Heather 479	Joseph-Alleyne, Gail A. 529
Indar, Debra 427	Joseph-Mc Nicolls, Judith 003
Inniss-Mohammed, Eve N. 106	Joshua, Dianne 289
Isaac, Ambika 107	Jugmohansingh, Wendy Anne 082
Jackree, Avinash 223	Kailah-Deonarine, Zandra 009, 325
Jackson, Cherryl 015	Kaloo, Raquel J. 346
Jacob, Donna Denise 428	Kaloo, Shelley R. 441
	Kaloo-Dookie, Rehana 030

Kanhai, Cheryl Anne	Lewis, Carel
347	326
Karr, Colin	Lewis, Claudia
109	277
Kasmally, Arlene Michelle	Lewis, Maureen L.
511	437
Kemchand-Shah, Ingrid	Lewis, Tricia
530	259
Kent-Browne, Jill	Lewis-Caezar, Lisa
224	409
Kentish, Civilla E.	Lewis-Johnson, Jasmin
130	005
Kewley, Lisa	Lezama, Stacey
300	031
Khan, Cindy	Liverpool-Bowman, Marleise J. C.
225	212
Khan, Deborah S.	Livingston, Jewel
333	241
Khan, Sophia	Lochan, Deaukee
461	183
Kidney, Babsy	Lum Young, Michelle Maria
519	451
King, Kandi	Lynch-Farrell, Jennifer
131	260
King, Venus C.	
157	Madho, Jody
King-Newton, Patrice R.	010
142	Madho Maharaj, Ambika
Knight-Casimire, Charlayne	045
196	Mahabir, Niela
Knights, Nicole	531
429	Mahadeo, Ghina
Kolf-Berggraaf, Jane	468
143	Maharaj, Chandai
Kronberg, Carla	301
290	Maharaj, Davindranath David
Kydd, Valerie	302
291	Maharaj, Dipawatee
	547
La Guerre, Thalia Maria	Maharaj, Ishwar Madho
512	159
Lall, Karen	Maharaj, Lalita
399	303
Lalla-Sawh, Lisa	Maharaj, Sanjeev Andrew
158	046
Layne-Kirk, Patricia Louvina	Maharaj, Stephanie
004	292
Lee, Deborah-Ann	Maharaj Dharoo, Reshma
493	101
Leon, Narissa	Mahatoo, Judy
016	047

Manick, Clayton	Mideros Camargo, Diego Andres
056	532
Marchan, Hilary	Mitchell, Samantha Simone P.
060	076
Mark-Mason, Shirley	Mohammed, Aphzal
315	104
Marshall, Jennifer	Mohammed, Larrisa
481	161
Martin, Allison	Mohammed, Michele
482	244
Massy, Paul	Mohammed, Salisha
327	199
Mathias, Claire V.	Mohammed, Venessa
383	484
Mathura, Candace	Mohammed, Zanifa
160	392
Mathura, Windy	Mohan-Mohammed, Linda
304	443
Matram, Nemanchan	Moore, Sheldon E.
184	208
Mc Cave, Alicia Nicole	Moore-James, Janette Elicia
242	162
Mc Clatchie, La Vaughn	Moore-Potts, Allyson
309	213
Mc Cree, Nedd Adrian	Morrel-Charles, Deborrah
048	214
Mc Pherson-Edwards, Delka	Mulcare, Brenda
436	017
McCleane, Cheryl Ann	Muller, Muriel Ingrid
548	144
McConney, Donnella	Mungal, Kamla
374	097
McDonald, Lana	Mungal, Sarran
197	316
McFarlane Trim, Marion	Munro, Stella
243	058
McKenna, Nicholas	Munro, Suzanne
483	485
Mclean, Arden	Nakhid, Eva
442	006
McMillan-Solomon, Sabrina	Narine, Caroline Wendy
088	334
Melville, Debbie Elinda	Nathai-Baboolal, Zhada
198	163
Merhair, Kathleen	Nazir, Joanne
057	348
Mervyn, Maria	Neaves, Joann Lima
452	335
Middleton, Sheila	Nedd, Theophilus Thomas
438	328

Nedd Green, Princess Almeda	Payne, Jennifer
305	498
Nidhan, Stacey	Payne-Ward, Alicia
115	105
Noel-Archer, Janice	Persad, Indrani
089	533
Noohar, Nikiesha Charlene	Persad, Kavita Shivana
245	034
Nurse, Delores Lesly-Ann	Persadsingh, Anne Marie
410	215
O'Connor, Natalie A.	Petit-Hunte, Lemoy
132	262
O'Neil-Kerr, Odette	Phillip, Kezia
261	520
Obasi, Bernice Maria	Phillip, Carlos W.
133	317
Ogis-Lara, Ottilene	Phillip, Dianne
360	336
Oliver, Elizabeth King	Phillip, Gerard
226	066
Oliver, Olson	Phillip, Kristy Nathalie
164	455
Orr, Pearl	Phillip, Marlene V.
349	352
Ovid, Heather	Phillip-Le Gendre, Beverly
065	306
Palmer, Althia Evadne	Phillip-Regis, Lou Anne
453	185
Palmer-Ovid, Heather	Phillips, Jacqueline E.
361	263
Panchoo, Angela Joan	Pierre, John
375	494
Pariag, Jacqueline	Pierre, Marilyn
393	387
Partapsingh, Wendy	Pierre-Sambucharan, Shasta
350	499
Pascall, Donna	Pilgrim-Thomas, Gillian
032	247
Patiram, Priscilla	Pivotte, Marilyn I.
351	035
Patterson, Natasha Edith	Plante, Joan
246	362
Paul, Christophine	Plante, Wendy-Anne
454	200
Paul, Helen M.	Poleon, Thilica
513	264
Paul-Wiseman, Maria	Pooma, Dev
033	534
	Powell-Clarke, Conrad Grantley
	067

Prosper-Emmanuel, Agatha Gritelle
145

Ragoonanan, David
353

Ragoonanan, Vivik
049

Ralph, Cheryl
186

Ram, Rajesh
090

Ramadhar, Cheryl Ann
165

Ramcharan, Jasmine Stella
166

Ramcharan, Salisha Melisa
486

Ramdath, Andy Ken
337

Ramdath, Patrick
068

Ramdhan, Bachan
318

Ramjattan, Vishal
209

Ramkessoon, Alana S.
487

Ramkissoo, Trishana Shivani
050

Ramkissoo Sawh, Kavita
051

Ramlakhan, Roger
376

Ramlal, Jesslyn
278

Ramlogan, Ravita
411

Ramlogan, Reynold
022

Ramnanan-Mungroo, Janet
091

Ramnanan-Poyah, Vedawattie
124

Ramoutar, Premila
400

Ramoutar, Robert
354

Ramoutar-Bhawan, Anycia
092

Rampersad, Adesh
265

Rampersad, Caty-Ann
116

Rampersad, Lane
248

Rampersad, Reah
249

Ramrattan, Allister N.
201

Ramroopsingh, Mitra
018

Ramsaran, Edwin A.
167

Ramsaran, Germaine
202

Ramsawak-Jodha, Nalini
069

Ramsewak, Mohan
279

Ramsingh-Mahabir, Renuka
083

Ramtahal, Mohan
280

Ramtahal-Metivier, Tricia
146

Raphael, Amanda
173

Raymond, Charlene Fabiola
147

Rennie, Kurt Luke Jude
384

Ribeiro, Marva Lenora
549

Richardson-Abraham, Ann Marie
401

Rigaud, Phyllis
134

Rigsby, Peter A. E.
227

Riley, Jemima
281

Rivas, Terence R.
363

Roach, Eileen
282

Roach, Irwyn E.
293

Roach Simpson, Joy
514

Robinson, Simone E. P.
377

Robinson-Arnold, Natalie	Scott-Belfast, Eileen
378	462
Rochford, Edlin D.	Sealey-Tobias, Valerie
412	267
Roderick, Hazel-Ann	Sealy, Patricia
338	294
Rodney, Kathine	Sealy, Roland Gerard
228	268
Rodriguez, Krysta	Seenath, Ramsundar
488	355
Roopchan, John	Seeth, Premraj
496	414
Roopnarine, Michele Ramona	Shade, Elizabeth
430	149
Ross-Quamina, Charlene	Sharma, Cindy D.
402	250
	Sharma, Kavita
Salandy, Andra	117
070	Sharma, Lakshmana
Sam, Josephine	251
187	Sieupresad, Allan
Samai, Arnold Mark	431
052	Siewah, Gaytree Savitri
Samaru, Richard	515
093	Simmons, Patrick
Sambucharan, Melia	168
266	Simon, Lucy A.
Sambucharan, Mervyn	169
444	Simon, Meguella R. K.
Sambucharan, Murella	170
503	Simonette, Gerard
Sandy, Amena	071
469	Singh, Abigale Indira
Sandy, Juliette	269
535	Skerritt, Janette
Sankar, Vernessa Nalini	516
283	Small, Hayden
Sankaran, Ramesh D.	284
394	Small-Almandoz, Octavia
Santana, Dianne	367
102	Smith, Peter
Santlal, Joan Lillawatee	356
094	Solomon-Kerr, Barbara
Sardarsingh, Susan	216
319	Sookdeo, Indra
Saunders, Sherry-Ann Maria	171
413	Sooknanan, Courtney
Sawh, Anu	456
536	Sooknanan-Maraj, Denise
Sayers-Felix, Shirley	364
148	

Sookoo, Jairam	Valentine-Lewis, Antoinette
189	457
St. Bernard-Small, Rhonda	Vialva, Theresa
229	320
Steele, Andrea	Vincent, Lorraine C.
203	025
Stewart, Esther	Viscuna, Lisa Amanda
084	403
Stewart, Jennifer Selena	
023	Walker, Joan
Stewart, Natasha	037
252	Walker-Edwards, Sandy
Subero, Klisilar Nicole	458
085	Warner-Murphy, Jacqueline
Suepaul, Natalie Natesha	538
190	Warrick, Stacy-Ann
Sutherland, Michael	053
307	Waterman, Roger
	539
Taylor, Joseph A. P.	Weekes, Abi-Gail
385	059
Teelucksingh-Birju, Simone V.	Whiskie, Wesley
210	495
Teemal-Padmore, Elizabeth	Williams, Ivy
024	019
Texeira, Kathleen	Williams, Naioka
174	020
Thatcher, John	Williams, Ronnie W.
077	459
Thomas, Islyne Anne	Wiltshire, Damali
537	435
Thomas, Melanie Penelope	Wiltshire, Junette
379	489
Thomas, Nisha Haley	Winchester-Romeo, Elva
230	415
Thomas, Vickey I.	Winn, Sharon
380	504
Thomas-Boatswain, Donna	Wong, Maria
036	204
Thomas-Gittens, Ursula	Woodly, Saskia
118	135
Thomas-Sealey, Donna	Worrell, Glen
329	433
Thomas-St. Louis, Kempa	Wright, Erle
432	330
Thompson-Andrews, Genevieve	
095	Xavier, Sandra
Tilon, Edith Juliette	540
150	
Toney, Alion	Yatali, Angela
007	175

Yearwood, Candace Amanda
096
Yee Mon, Joy I.
357

Young, Lisa
119
Zoe, Gerard Montgomery Charles
308

SUBJECT INDEX 2014

- Abaco
458
- Ability grouping
396
- Absenteeism
128, 483
- Abstinence clubs
450
- Academic achievement
013, 017, 019, 025, 045, 047, 048, 050, 059,
066, 074, 077, 079, 090, 093, 100, 120, 123,
159, 164, 168, 180, 181, 185, 186, 187, 194,
195, 214, 237, 254, 255, 275, 280, 317, 326,
342, 343, 347, 350, 351, 356, 369, 383, 385,
390, 391, 407, 414, 415, 418, 420, 428, 463,
475, 525
See also
Male underachievement
- Academic teaching personnel
352, 493
See also
Physics lecturers
- Action research
018, 046, 049, 052, 054, 086, 087, 167, 204,
336, 374, 455, 465
- Active learning
166, 511
- ADHD
See
Attention Deficit Hyperactivity Disorder
- Administration
See
Educational administration
School administration
- Administrative Cluster System
222
- Administrator attitudes
077, 147, 219, 222, 225, 235, 318, 327, 367,
488, 496, 518, 533
- Administrator selection
426
- Administrators
See
Educational administrators
Nursing administrators
- Adolescent attitudes
311
- Adolescent behaviour
459
- Adolescent boys
375, 471
- Adolescent girls
105, 288, 338, 422, 457, 513
- Adolescents
079, 112, 135, 146, 196, 221, 240, 245, 247,
285, 286, 315, 317, 319, 324, 362, 372, 388,
402, 406, 422, 456, 459, 479, 526
- Adoption of innovations
043, 058, 179, 219, 222, 258, 259, 283, 336,
366, 439, 466, 473, 485, 506, 515
- Adult learning
449
- Aesthetic education
022
- Affective behaviour
141, 389
- Affective objectives
287
- Affective Programme of Personal Enhancement
and Character Education
141
- Afro-Trinidadian students
330
- Agricultural education
209
- Agricultural science
368, 430, 547
- AIDS education
450
- Albena Lake-Hodge Comprehensive School
130
- Aliteracy
240, 247
- Alternative education
039, 195, 295, 375
- Anguilla
130
- Antigua and Barbuda
067, 437
- Antigua State College
067
- Arts education
023, 048, 306, 431, 460

Arts in education
 099, 498
 Asperger Syndrome
 244
 Aspirations
 525
 Assisted schools
 303
 Athletes
 See
 Student athletes
 Athletic activities
 077
 Attendance
 See
 Student attendance
 Attention Deficit Hyperactivity Disorder
 527
 Attitudes
 089, 133
 See also
 Administrator attitudes
 Adolescent attitudes
 Parent attitudes
 Physician attitudes
 Principal attitudes
 School attitudes
 Student attitudes
 Teacher attitudes
 Autism
 244
 See also
 Asperger Syndrome

 Bahamas
 458
 Barrel children
 526
 Basic Nursing Education Programme
 136
 Beginning nurses
 136
 Beginning teachers
 018, 041, 049, 052, 268, 286, 444, 505
 Behaviour
 See
 Adolescent behaviour
 Affective behaviour
 Sexual behaviour
 Social behaviour
 Student behaviour
 Teacher behaviour
 Behaviour change
 459
 Behaviour problems
 007, 015, 102, 105, 262, 317, 388
 Belize
 438, 508
 Best practices
 349
 Biographies
 050, 300, 352
 Biology education
 346, 455
 Blind education
 See
 Education of the blind
 Blind students
 428
 Body weight
 131
 Boys
 227, 399, 429
 See also
 Adolescent boys
 Male delinquents
 Male students
 Males
 Buddy Reading Approach
 084
 Bullying
 481, 488
 Burnout
 072

 Calculator Immersion Mathematics Programme
 067
 Calculators
 067
 Canadian schools
 485
 Career choice
 012, 198, 313
 Career development
 490
 Career education
 370, 529
 Career planning
 012
 Caribbean
 See
 Anguilla

Antigua and Barbuda 521, 522, 523, 524, 527, 528, 529, 531, 532,
 Bahamas 533, 534, 535, 537, 538, 542
 Belize
 Dominica
 Grenada
 Guyana
 Jamaica
 St. Lucia
 St. Vincent and the Grenadines
 Suriname
 Tobago
 Trinidad and Tobago
 Caribbean Advanced Proficiency Examination
 043, 165, 210, 215, 377, 515
 Caribbean Centres for Excellence in Teacher
 Training
 216, 405
 Caribbean Union College
 382
 Caribbean Vocational Qualifications
 020, 081, 115, 259, 302, 518
 Case studies
 002, 005, 007, 009, 012, 013, 014, 015, 017,
 018, 019, 020, 021, 023, 026, 027, 029, 031,
 032, 033, 035, 036, 038, 039, 040, 041, 042,
 043, 044, 050, 054, 058, 059, 060, 062, 065,
 070, 072, 073, 074, 076, 077, 081, 084, 086,
 088, 090, 092, 093, 095, 098, 100, 101, 102,
 103, 104, 105, 107, 108, 112, 113, 114, 117,
 118, 119, 120, 121, 122, 123, 124, 125, 128,
 131, 137, 138, 139, 141, 147, 148, 151, 152,
 154, 155, 156, 157, 158, 159, 160, 161, 162,
 163, 173, 175, 176, 179, 183, 185, 186, 187,
 191, 193, 194, 195, 196, 198, 200, 202, 205,
 206, 209, 211, 213, 214, 215, 216, 218, 220,
 223, 226, 227, 228, 230, 231, 232, 234, 241,
 242, 243, 244, 245, 247, 248, 251, 252, 256,
 258, 259, 261, 262, 265, 268, 270, 272, 274,
 275, 276, 277, 280, 282, 285, 286, 287, 288,
 290, 294, 296, 297, 299, 301, 303, 305, 307,
 308, 309, 315, 321, 323, 325, 329, 331, 333,
 334, 336, 338, 339, 341, 343, 344, 347, 348,
 352, 355, 359, 363, 364, 366, 367, 368, 369,
 370, 375, 380, 384, 392, 395, 397, 400, 402,
 403, 406, 407, 411, 414, 415, 416, 418, 420,
 421, 425, 427, 432, 433, 434, 437, 440, 445,
 449, 454, 456, 460, 461, 462, 465, 466, 469,
 470, 472, 473, 474, 477, 478, 479, 480, 481,
 482, 483, , 485, 487, 488, 495, 498, 504, 506,
 507, 509, 512, 513, 514, 515, 518, 519, 520,
 Cellular phones
 138
 Change management
 439
 Chemistry education
 158, 202, 351, 357
 Child development
 446
 Child language
 211
 Child parent relationship
See
 Parent child relationship
 Child psychology
 317
 Children
See
 Barrel children
 Kindergarten children
 Preschool children
 Church and education
 310, 314
 Church and state
 310, 314
 Cipriani College of Labour and Co-operative
 Studies
 543
 Civilian Conservation Corps
 295
 Classroom communication
 248, 482, 523, 544
 Classroom environment
 147, 220, 373, 419, 446, 482
 Classroom management
 101, 102
 Classroom methods
 010, 019, 025, 069, 070, 163, 236, 248, 337,
 369, 421, 454
 Classroom techniques
 088, 417
 Clinical practice
 129
 Clothing and Textiles
 198
 Co-curricular activities
 142
 Code switching
 107

- Coeducational schools
 - 010, 042, 085, 096, 100, 149, 159, 174, 181, 198, 217, 246, 258, 265, 299, 342, 344, 359, 363, 366, 385, 392, 471, 479, 481, 482
- Cognitive objectives
 - 025
- Collaboration
 - 229
- College of Health Sciences
 - 493
- College of Nursing
 - 492
- College students
 - 543
- Common Entrance Examination
 - 439, 525
- Communication
 - See*
 - Classroom communication
- Communication problems
 - 523
- Communication Studies
 - 043, 210, 215, 515
- Communication technology
 - 325, 353
- Community school relationship
 - See*
 - School community relationship
- Comparative analysis
 - 260, 385, 390
- Comprehension
 - 008, 106, 107, 172, 239, 249, 361, 364,
- Computer assisted learning
 - 030, 325, 335, 465, 499
- Computer games
 - 117
- Computer literacy
 - 325, 468
- Computer programs
 - 066, 521
- Computer science education
 - 066
- Computer uses in education
 - 026, 030, 111, 117, 120, 122, 123, 124, 190, 283, 468, 473, 499
- Concept formation
 - 046, 054, 201
- Concept mapping
 - 201
- Concept teaching
 - 054, 201
- Concerns
 - 033, 043, 058, 092, 103, 115, 134, 138, 190, 208, 209, 222, 242, 259, 266, 365, 403, 404, 473, 515
- Condom use
 - 517, 520
- Constructivism
 - 061, 158
- Continuous Assessment Component
 - 091, 092, 365
- Continuous Assessment Programme
 - 064, 171, 179, 256, 454, 506
- Corinth Teachers' College
 - 348
- Corporal punishment
 - 178
- Correctional education
 - 195, 375
- Correctional institutions
 - 044, 193, 195, 315, 375
- Counselling
 - 344
 - See also*
 - Group counselling
 - Guidance services
- Course evaluation
 - 448
- Creative arts
 - 099
 - See also*
 - Visual and performing arts
- Creativity
 - 467, 498
- Creole-speaking students
 - 108, 252
- Critical pedagogy
 - 532
- Critical thinking
 - 046
- Cultural factors
 - 154, 159, 160, 169, 170
- Curriculum
 - See*
 - Implicit curriculum
 - Integrated curriculum
 - Preprimary curriculum
 - Primary school curriculum
 - Secondary school curriculum
 - Teacher education curriculum
- Curriculum development
 - 381, 507, 529

- See also*
School-based curriculum development
- Curriculum evaluation
188, 250, 289, 312, 348, 540
- Curriculum guides
296, 322
- Curriculum implementation
020, 023, 033, 092, 103, 104, 115, 134, 155,
190, 197, 212, 259, 266, 294, 308, 322, 332,
365, 377, 393, 403, 404, 427, 438, 453, 458,
484, 485, 508, 510, 512, 515, 518, 519, 521,
530, 531
- Curriculum innovations
099, 188, 208, 327, 431
- Curriculum reform
039, 296
- Customs and traditions
152, 154, 159, 169, 170, 204
- CXC CAPE examinations
208
- CXC CSEC examinations
090, 397, 466, 521
- CXC examinations
547
- CXC General Proficiency examinations
289
- Deaf education
See
Education of the deaf
- Death
416
- Delinquency
See
Juvenile delinquency
Male delinquents
- Delinquency causes
183, 299
- Denominational schools
014, 024, 025, 047, 093, 100, 149, 185, 227,
266, 271, 274, 298, 314, 382, 415, 509, 522,
541
See also
Holy Faith Convent, Couva
Naparima College
Presbyterian schools
- Development
See
Career development
Child development
Curriculum development
- Emotional development
- Human resources development
- Language development
- Literacy development
- Moral development
- Physical development
- Professional development
- Reading development
- School-based curriculum development
- Skill development
- Social development
- Vocabulary development
- Diploma in Education Programme
534
- Disabled students
463
- Disadvantaged schools
191, 255, 284
- Discipline policy
040, 042, 178, 476, 488, 494
- Discipline problems
002, 021, 042, 060, 101, 147, 178, 183, 271,
276, 299, 340, 483, 488, 494
- Discrimination
143, 144, 145, 150, 379
- Disorders
See
Attention Deficit Hyperactivity Disorder
Autism
- Dominica
063
- Double shift schools
495
- Drama education
339
- Dress code
505
- Dropouts
462
- Drug abuse
398
- E-books
174
- e-CAL Programme
111, 120, 283
- Early childhood care and education
001, 003, 004, 005, 006, 007, 033, 190, 222,
226, 296, 322, 331, 332, 335, 336, 337
- Economic status
350

Economically disadvantaged
083, 095, 191, 194, 329

Education
See
Aesthetic education
AIDS education
Alternative education
Arts education
Arts in education
Biology education
Career education
Chemistry education
Church and education
Computer science education
Correctional education
Drama education
Early childhood care and education
Equal education
Foreign language education
Geography education
Health and family life education
Health education
Higher education
History of education
Inclusive education
Internet in education
Language education
Literature education
Lower secondary education
Mathematics education
Medical education
Moral education
Music education
Nursing education
Physical education
Physics education
Preprimary education
Primary education
Professional education
Remedial education
Safety education
Science education
Secondary education
Sex education
Social studies education
Sociology of education
Special education
Teacher education
Technology education
Universal secondary education
Upper secondary education

Vocational education
Education and church
See
Church and education
Education and employment
012, 323
Education of the blind
428, 440
Education of the deaf
076, 433, 549
Educational administration
184, 316
Educational administrators
222, 225, 470
See also
Heads of department
Principals
Educational change
516
See also
Educational reform
Educational cooperation
349
Educational efficiency
277
Educational environment
038, 280, 285, 319, 408, 442, 472, 483, 495
Educational expectations
492, 525
Educational experience
062, 076, 080, 118, 125, 129, 132, 168, 227,
231, 234, 251, 275, 276, 291, 303, 323, 329,
338, 371, 384, 396, 425, 440, 445, 449, 514,
525, 527, 534, 537
Educational finance
316
Educational games
117
Educational improvement
374
Educational innovations
058, 064, 209, 219, 222, 258, 259, 283, 336,
366, 381, 404, 466, 473, 484, 506, 510
Educational methods
493
Educational models
039, 216
Educational opportunities
191
Educational policies
138, 310, 457, 542, 548

- Educational policy trends
 - 548
- Educational practice
 - 014, 061, 197, 349, 548
- Educational psychology
 - 072, 245, 317, 334, 399, 456
- Educational psychosociology
 - 285, 334, 388
- Educational quality
 - 535, 543
- Educational reform
 - 212, 439
 - See also*
 - Educational change
- Educational strategies
 - 088, 107, 164, 207, 211, 241, 262, 288, 306, 307, 337, 342, 363, 369, 411, 420, 435, 470, 480
- Educational technology
 - 029, 067, 119, 122, 124, 174, 190, 465, 503, 504
- Educational therapy
 - 181
- Educational wastage
 - 462
- Educators
 - See*
 - Nursing educators
 - Teacher educators
- Electricity
 - 201
- Emotional development
 - 446
- Emotional experience
 - 526
- Emotional problems
 - 007, 015, 262, 317, 456
- Employment and education
 - See*
 - Education and employment
- Employment opportunities
 - 302
- Employment qualifications
 - 492
- English
 - 091, 108, 250, 387, 404, 407, 511, 542
- English language
 - 252
- English Literature
 - 117, 487
- English teachers
 - 031, 407
- Enrichment programmes
 - 500
- Environment
 - See*
 - Classroom environment
 - Educational environment
 - Home environment
 - Social environment
 - Work environment
- Environmental education
 - 054
- Equal education
 - 284
- Ethics
 - 321
- Evaluation
 - See*
 - Course evaluation
 - Curriculum evaluation
 - Formative evaluation
 - Medical evaluation
 - Programme evaluation
 - Self evaluation
 - Student evaluation
- Evaluation methods
 - 058, 464
- Examination results
 - 090, 356
- Examinations
 - See*
 - Caribbean Advanced Proficiency Examination
 - Caribbean Vocational Qualifications
 - Continuous Assessment Programme
 - CXC CAPE examinations
 - CXC CSEC examinations
 - CXC examinations
 - CXC General Proficiency examinations
 - National tests
 - School-based assessment
 - Secondary Entrance Assessment examination
- Exceptional students
 - 500
 - See also*
 - Gifted students
- Expenditures
 - 316
- Extracurricular activities
 - 048, 254, 339, 372, 390

- Factors
 - See*
 - Cultural factors
 - Failure factors
 - Performance factors
 - Risk factors
 - Social factors
 - Success factors
- Faculty of Medical Sciences, UWI St. Augustine
 - 166
- Failure factors
 - 038, 063, 093, 194
- Family relationships
 - 320
- Farm attendants
 - 547
- Father absence
 - 513
- Fathers
 - 186, 251, 513
- Female adolescents
 - See*
 - Adolescent girls
- Female principals
 - 282
- Female students
 - 034, 105, 125, 132, 189, 260, 271, 354, 372, 385, 400, 422, 445, 539, 544
- Female teachers
 - 286, 291
- Financial policy
 - 316
- Followup studies
 - 302
- Football players
 - 077
- Foreign language education
 - 381, 395, 397, 503, 532
- Foreign language teachers
 - 534
- Formative evaluation
 - 086, 164, 343, 455
- Foster family
 - 320
- Foster homes
 - 320
- Garden Based Learning
 - 209
- Gender analysis
 - 218, 539
- Geography education
 - 289, 377
- Gifted students
 - 175, 244, 500
- Girls
 - 034, 354, 372, 400, 422
 - See also*
 - Adolescent girls
- Grade repetition
 - 038, 162, 207, 369
- Graduates
 - 302, 492
- Grammar
 - 486
- Grenada
 - 168, 525
- Group counselling
 - 133
- Group dynamics
 - 374
- Guidance personnel
 - 229
- Guidance programmes
 - 344
- Guidance services
 - 012, 229
- Guides
 - See*
 - Curriculum guides
- Guyana
 - 379
- Heads of department
 - 223, 225
- Health and family life education
 - 134, 199, 266, 294, 437, 438, 452, 453, 458
- Health education
 - 457
- Health personnel
 - 150, 379
- Hearing impaired students
 - 076, 433, 549
- Higher education
 - 352
- History of education
 - 310, 548
- History of physics
 - 050

- HIV discordance
436
- HIV/AIDS
089, 133, 135, 144, 145, 150, 177, 311, 324,
379, 436, 450
See also
AIDS education
PLHA
- Holy Faith Convent, Couva
515
- Home environment
414, 415
- Home study
341
- Homework
210, 272, 326, 341
- Homework centres
328
- Human resources development
270
- ICT
See
Information and communication technology
- Iere High School
343
- Illiteracy
299
- Impact assessment
048, 254, 414, 524
- Implicit curriculum
540
- Inclusive education
027, 078, 118, 221, 244, 262, 331, 440, 469,
502, 536
- Indiscipline
002, 021, 040, 060, 098, 183, 271, 299
- Information and communication technology
026, 029, 030, 110, 111, 114, 116, 120, 122,
123, 124, 283, 461, 468, 499, 501, 503, 504
- Information technology
325, 353, 521
- Innovations
See
Adoption of innovations
Curriculum innovations
Educational innovations
- Inquiry based learning
057
- Instructional improvement
491
- Instructional leadership
223
- Integrated arts
386
- Integrated curriculum
305, 431
- Integrated Science
053, 151, 160, 203, 544
- Interaction process
523
- Interdisciplinary approach
305
- International schools
485
- Internet in education
210
- Interpersonal intelligence
192
- Interpersonal relationships
192, 408
- Intervention programmes
016, 045, 051, 181, 281, 288, 307, 351, 355,
357, 360, 435, 459
- Intimate partner relations
436
- Jamaica
311, 453
- Jolly Phonics programme
083, 137, 220, 242, 246
- Journaling
466
- Junior secondary school students
196, 234, 334, 385, 400, 514
- Junior secondary schools
203, 385, 494, 495
See also
Rio Claro Junior Secondary School
San Fernando East Junior Secondary School
- Juvenile delinquency
195, 299, 315
- Kindergarten children
009
- Knowledge level
089, 135, 177, 324
- Laboratory training
357
- Language
See

Child language
 English language
 Foreign languages
 Programming languages
 Language Arts
 091, 107, 119, 250, 508
 Language development
 211
 Language education
 108, 364, 381, 387, 407, 489, 511, 542
 Language of instruction
 070, 252
 Language policy
 542
 Language proficiency
 211
 Language teachers
 387
 Language usage
 169
 Laptop computers
 111, 120, 283, 473
 Leadership
 017, 153, 182, 277, 280, 282, 401, 539
 Learner centred approach
 355
 Learning
See
 Active learning
 Adult learning
 Computer assisted learning
 Garden Based Learning
 Inquiry based learning
 Lifelong learning
 Preschool learning
 Problem based learning
 Reflective learning
 Learning difficulties
 181, 421, 463
 Learning methods
 057
 Learning outcomes
 053, 497, 545
 Learning skills
 203, 232
 Learning styles
 339, 417
 Lecturers
See
 Academic teaching personnel
 Library services
 545
 Life skills
 451
 Lifelong learning
 215
 Listening
 532
 Literacy
 005, 545
See also
 Computer literacy
 Literacy achievement
 082, 085, 095, 217, 405, 467
 Literacy development
 112
 Literacy methods
 217, 236, 468, 471, 485
 Literacy practices
 415
 Literacy programmes
 224, 235
 Literacy workers
 405
 Literature education
 411
 Literature reviews
 030, 126, 146, 206, 224, 231, 235, 237, 332,
 360, 389, 393, 394, 412, 422, 423, 459, 467,
 468, 499, 503
 Lower secondary education
 321, 487
 Lower secondary schools
 053
 Magnetism
 201
 Mainstreaming
 118, 244, 331, 428, 440, 469
 Male delinquents
 193, 315
 Male sex workers
 517
 Male students
 047, 082, 084, 085, 094, 120, 127, 139, 148,
 151, 172, 195, 205, 221, 227, 228, 260, 269,
 274, 276, 286, 291, 293, 297, 315, 330, 339,
 340, 375, 384, 385, 396, 399, 462, 465, 527,
 539, 545
 Male teachers
 340

- Male underachievement
085, 094, 148, 276, 297, 383, 399, 462
- Males
429
See also
Boys
- Management
See
Change management
Classroom management
School-based management
- Mass media
143
- Masters degrees
157
- Mathematics
394, 486
See also
Primary school mathematics
Secondary school mathematics
- Mathematics anxiety
257, 389
- Mathematics education
061, 063, 067, 068, 070, 071, 099, 121, 208,
232, 386, 496, 512
- Mathematics teachers
100, 208, 257, 394, 496
- Measurement instruments
069
- Medical education
166
- Medical evaluation
311
- Medical students
166
- Mental health
079
- Mental stress
072
- Mentoring
018, 041, 052, 443, 444
- Methods
See
Classroom methods
Educational methods
Evaluation methods
Learning methods
Literacy methods
Teaching methods
- Models
See
Educational models
- Moral development
192
- Moral education
321, 411
- Moral values
192
- Mothers
429, 537
See also
Single mothers
Teenage mothers
Working mothers
- Motivation
See
Student motivation
Teacher motivation
- Multigrade schools
308
- Multigrade teaching
279
- Multimedia instruction
119
- Music
390
- Music education
113, 327, 413, 423, 427, 433
- Music teachers
423, 427
- Naparima College
541
- National Institute of Higher Education,
Research, Science and Technology
493
- National Parent Teacher Association
328
- National tests
024, 059, 156, 200, 248, 255
- Nature of Science
016, 045, 047, 051, 055, 056, 161, 202
- Nigeria
270
- Nonprofessional personnel
547
- North Eastern College
511
- Nurses
See
Beginning nurses
Student nurses

- Nursing
 - 313
- Nursing administrators
 - 492
- Nursing education
 - 126, 136, 267
- Nursing educators
 - 126
- Nursing schools
 - 126, 449
 - See also*
 - College of Nursing
- Nursing students
 - 127, 267, 449
- Nutrition
 - 285, 457

- Obesity
 - 131
- Objectives
 - See*
 - Affective objectives
 - Cognitive objectives
- Occupational advancement
 - 490
- Occupational mobility
 - 302
- Office Administration
 - 123
- OJT programme
 - See*
 - On-the-Job Preservice Teacher Training Programme
- On-the-Job Preservice Teacher Training Programme
 - 441, 443, 444
- On-the-job training
 - 441, 443
- Opportunities
 - See*
 - Educational opportunities
 - Employment opportunities
- Oracy
 - 211
- Outdoor activities
 - 209

- Paediatrics
 - 166
- Pan in the Classroom Programme
 - 327

- Parent attitudes
 - 021, 035, 037, 095, 186, 187, 226, 263, 327, 432, 528
- Parent child relationship
 - 429, 513, 526
- Parent education programmes
 - 328, 429
- Parent participation
 - 013, 035, 037, 194, 226, 261, 263, 432
- Parent responsibility
 - 194, 429
- Parent role
 - 037, 251, 263, 347, 432, 537
- Parent student relationship
 - 013, 035, 037, 186, 196, 248, 251, 261, 263, 341, 347, 391, 416, 418, 477, 537
- Parent teacher organizations
 - 328, 432
- Parent teacher relationship
 - 037, 226, 328, 432, 528
- Parents
 - See*
 - Fathers
 - Mothers
- Perceptions
 - 003, 006, 008, 009, 011, 014, 015, 024, 025, 026, 041, 044, 055, 056, 057, 060, 074, 077, 078, 081, 082, 094, 100, 103, 110, 113, 116, 118, 119, 126, 137, 140, 147, 155, 156, 157, 165, 178, 179, 181, 183, 184, 187, 189, 196, 200, 207, 212, 215, 219, 220, 223, 224, 225, 229, 231, 233, 235, 239, 252, 256, 261, 269, 273, 274, 277, 287, 293, 296, 297, 304, 309, 311, 324, 325, 327, 330, 339, 340, 344, 353, 358, 366, 372, 373, 379, 380, 384, 395, 397, 407, 408, 410, 425, 427, 432, 437, 445, 449, 454, 461, 469, 476, 478, 480, 481, 483, 488, 492, 494, 496, 497, 501, 502, 505, 506, 507, 512, 513, 516, 518, 521, 524, 528, 533, 534, 536, 540, 541
- Performance appraisal
 - 493
- Performance factors
 - 013, 017, 019, 034, 059, 079, 090, 187, 233, 239, 303, 359, 364, 414, 475
- Performing arts
 - 023, 431
- Perspectives
 - 535
- Phonetics
 - 474

- Phonics
137, 220, 242, 474
- Physical activities
149, 237
- Physical characteristics
422
- Physical development
131
- Physical Education
002, 048, 077, 149, 237, 274, 309
- Physical health
079, 457
- Physician attitudes
150
- Physics education
046, 050, 152, 165
- Physics lecturers
165
- Pilot projects
068, 164
- Play
003
- PLHA
089, 133, 143, 144, 145, 177, 379, 436
- Policy
See
Discipline policy
Educational policies
Educational policy trends
Financial policy
Language policy
- Portfolios
087, 171, 464
- Postgraduate students
157, 166
- PowerPoint
123
- Prefects
401
- Preprimary curriculum
190
- Preprimary education
001, 006, 331, 333, 335
- Preprimary teachers
003, 007, 033, 190, 226, 296, 322, 332, 337
- Presbyterian schools
541
- Preschool centres
001, 335
- Preschool children
005, 007, 296, 331, 333, 337
- Preschool learning
335
- Preservice teacher education
441, 444
- Primary education
001, 004, 006, 261, 333, 337, 486
- Primary school curriculum
023, 092, 140, 155, 199, 266, 305, 381, 393,
403, 427, 438, 447, 453, 485, 486, 508, 530
- Primary school mathematics
061, 099, 100, 164, 257, 386, 389, 393
- Primary school principals
017, 098, 144, 145, 177, 280, 470, 475, 491
- Primary school science
016, 110, 155, 170, 345, 353, 354, 355, 447,
454
- Primary school students
002, 008, 009, 013, 015, 016, 021, 028, 030,
035, 038, 057, 059, 075, 083, 084, 085, 091,
095, 100, 102, 105, 106, 110, 112, 113, 118,
131, 148, 162, 164, 170, 172, 174, 177, 178,
179, 180, 183, 186, 187, 191, 196, 200, 206,
214, 216, 228, 232, 233, 241, 248, 251, 253,
254, 256, 260, 262, 274, 276, 280, 281, 291,
297, 325, 326, 330, 333, 340, 347, 354, 355,
356, 359, 364, 369, 370, 371, 384, 409, 414,
415, 417, 418, 421, 434, 435, 446, 451, 465,
469, 470, 475, 477, 481, 482, 489, 500, 525,
537, 545, 549
- Primary school teachers
002, 006, 008, 009, 010, 011, 015, 019, 021,
024, 027, 036, 055, 056, 058, 060, 067, 071,
074, 078, 083, 086, 087, 088, 091, 092, 093,
098, 099, 100, 101, 102, 107, 108, 114, 122,
124, 134, 137, 140, 155, 156, 163, 172, 174,
176, 178, 179, 185, 187, 191, 197, 199, 200,
207, 209, 218, 220, 229, 233, 238, 242, 243,
246, 248, 255, 256, 257, 266, 273, 281, 291,
301, 306, 308, 325, 329, 340, 345, 349, 358,
361, 365, 367, 376, 389, 403, 405, 417, 421,
424, 427, 435, 444, 447, 452, 454, 461, 469,
475, 476, 480, 481, 482, 500, 501, 502, 509,
530, 536
- Primary schools
017, 021, 058, 064, 093, 097, 098, 162, 171,
182, 183, 194, 266, 282, 298, 316, 378, 426,
438, 499, 501, 504, 506
See also
Upper Cumuto Government Primary School

- Principal attitudes
037, 098, 142, 144, 145, 156, 177, 184, 200,
283, 344, 367, 496, 506, 535, 538, 541
- Principals
223, 270, 277, 344, 426, 490
See also
Female principals
Primary school principals
Secondary school principals
- Principles of Business
497
- Prison officers
044
- Problem based learning
104, 126, 167, 232, 267, 346, 354
- Problem solving
121
- Problems
See
Behaviour problems
Communication problems
Discipline problems
Emotional problems
Youth problems
- Professional development
011, 018, 029, 032, 055, 087, 225, 238, 353,
376, 480, 548
- Professional education
405
- Professional learning communities
524
- Professional recognition
273
- Professional training
270
- Programme design
235
- Programme evaluation
091, 096, 111, 120, 136, 137, 141, 157, 203,
216, 220, 226, 229, 328, 375, 378, 410, 437,
438, 443, 453, 454, 458, 506, 534, 543
- Programme implementation
083, 203, 224, 242, 246, 497
- Programmes
See
Affective Programme of Personal
Enhancement and Character Education
Basic Nursing Education Programme
Calculator Immersion Mathematics
Programme
Enrichment programmes
Guidance programmes
Intervention programmes
Jolly Phonics programme
Literacy programmes
On-the-Job Preservice Teacher Training
Programme
Pan in the Classroom Programme
Parent education programmes
Reading programmes
Rehabilitation programmes
Remedial reading programmes
Secondary Education Modernization
Programme
Training programmes
University programmes
Vocational training programmes
Youth programmes
Programming languages
521
Psychiatric Institution of Washington
317
Psychology
See
Child psychology
Educational psychology
Psychology of education
See
Educational psychology
Public libraries
545
Public schools
014, 064, 184
Punishment
060, 101
Qualifications
See
Employment qualifications
Masters degrees
Quality
See
Educational quality
Teaching quality
Quantitative analysis
356
Questioning
455
Questionnaires
069

- Readers
 - See*
 - Reluctant readers
 - Struggling readers
- Reading
 - See also*
 - Silent reading
 - Vocabulary development
- Reading ability
 - 065, 082, 085, 106, 148, 175, 228, 231, 264, 269, 281, 359, 470, 477
- Reading development
 - 085, 218, 249, 355, 362, 477
- Reading difficulties
 - 008, 065, 080, 206, 231, 233, 239, 248, 281, 355, 434, 474
- Reading habits
 - 028, 034, 230, 240, 241, 247, 253, 260, 471, 487
- Reading instruction
 - 009, 010, 031, 036, 065, 081, 086, 108, 109, 113, 119, 137, 173, 174, 176, 216, 220, 224, 242, 243, 301, 306, 360, 361, 405, 406, 409, 465, 480, 489, 498, 499
- Reading interests
 - 479
- Reading level
 - 065, 477
- Reading programmes
 - 281
 - See also*
 - Remedial reading programmes
- Reading promotion
 - 435
- Reading research
 - 028, 086, 106, 107, 218, 220, 405, 406, 467, 474, 480
- Reflective learning
 - 466
- Reflective practice
 - 197
- Reform
 - See*
 - Curriculum reform
 - Educational reform
- Regular class placement
 - 428, 469
- Rehabilitation programmes
 - 193
- Relationships
 - See*
 - Family relationships
 - Interpersonal relationships
 - Intimate partner relations
 - Parent child relationship
 - Parent student relationship
 - Parent teacher relationship
 - School community relationship
 - Student school relationship
 - Student teacher relationship
- Reluctant readers
 - 240, 247
- Remedial education
 - 334
- Remedial instruction
 - 062, 234, 385, 410
- Remedial reading programmes
 - 096, 410, 484
- Research
 - See*
 - Action research
 - Reading research
- Research design
 - 422
- Restorative justice
 - 044
- Rio Claro Junior Secondary School
 - 203
- Risk assessment
 - 324
- Risk factors
 - 130
- Role analysis
 - 143, 360, 423, 450, 547
- Rural areas
 - 041
- Rural schools
 - 008, 011, 038, 085, 088, 094, 110, 113, 114, 160, 167, 169, 174, 187, 188, 194, 203, 214, 245, 255, 260, 269, 279, 284, 301, 370, 371, 372, 391, 461, 479, 483, 524
- Rural urban differences
 - 284
- Safety
 - 213
- Safety education
 - 357
- San Fernando East Junior Secondary School
 - 495

- School administration
 - 039, 097, 098, 138, 182, 219, 225, 270, 282, 507, 528, 533, 538
- School attitudes
 - 319
- School choice
 - 528
- School climate
 - 463, 478, 483
- School community relationship
 - 188, 284, 382
- School discipline
 - 002, 021, 040, 274, 478
- School effectiveness
 - 019, 090, 093, 098, 153, 255, 277, 284, 298, 528, 538, 541
- School funds
 - 090, 316
- School improvement
 - 182
- School organization
 - 495
- School performance
 - 255
- School student relationship
 - See*
 - Student school relationship
- School supervision
 - 491
- School violence
 - 546
- School-based assessment
 - 497, 547
- School-based curriculum development
 - 507
- School-based management
 - 184, 219, 538
- Schools
 - See*
 - Assisted schools
 - Canadian schools
 - Coeducational schools
 - Denominational schools
 - Disadvantaged schools
 - Double shift schools
 - International schools
 - Junior secondary schools
 - Multigrade schools
 - Presbyterian schools
 - Primary schools
 - Public schools
 - Public secondary schools
 - Senior comprehensive schools
 - Single-sex schools
 - Special schools
 - Underperforming schools
 - Urban schools
- Science
 - See*
 - Agricultural science
 - Integrated science
 - Nature of Science
 - Primary school science
 - Secondary school science
- Science education
 - 016, 047, 050, 051, 052, 053, 054, 055, 056, 057, 110, 151, 154, 155, 159, 160, 161, 167, 169, 170, 201, 202, 203, 204, 321, 343, 345, 353, 354, 454, 455, 486
- Science teachers
 - 016, 045, 052, 152, 161, 202, 353
- Scientists
 - 050
- Secondary education
 - 261, 535
 - See also*
 - Universal Secondary Education
 - Upper secondary education
- Secondary Education Modernization Programme
 - 103, 250, 290, 404
- Secondary Entrance Assessment examination
 - 091, 092, 187, 191, 194, 255, 356, 365, 424, 439, 447, 475
- Secondary school curriculum
 - 039, 103, 104, 208, 250, 294, 312, 404, 431, 453, 458, 484, 510, 512, 519, 531
- Secondary school mathematics
 - 069, 070, 208, 496, 512
- Secondary school principals
 - 142, 144, 153
- Secondary school science
 - 045, 051, 154, 158, 161, 167, 202, 343, 346, 357, 455
- Secondary school students
 - 012, 022, 034, 039, 040, 042, 045, 046, 050, 051, 053, 054, 062, 063, 065, 066, 068, 073, 079, 080, 081, 082, 094, 104, 111, 117, 120, 123, 125, 128, 130, 132, 135, 138, 139, 141, 146, 147, 149, 151, 152, 154, 158, 159, 160, 168, 169, 175, 181, 189, 192, 198, 201, 202, 204, 205, 210, 217, 221, 230, 231, 239, 240,

- 244, 245, 247, 249, 252, 261, 264, 265, 269, 271, 272, 275, 278, 285, 286, 292, 293, 299, 307, 309, 313, 315, 319, 321, 323, 338, 339, 342, 343, 344, 346, 350, 351, 357, 362, 363, 368, 372, 380, 388, 390, 391, 392, 395, 396, 397, 398, 399, 400, 401, 402, 407, 408, 412, 413, 416, 420, 428, 430, 440, 442, 445, 450, 456, 457, 459, 460, 462, 466, 471, 472, 474, 478, 479, 483, 487, 488, 511, 519, 523, 526, 527, 529, 539, 540, 541, 544, 549
- Secondary school teachers
014, 025, 026, 029, 031, 032, 041, 043, 049, 063, 065, 067, 069, 070, 072, 081, 103, 104, 109, 115, 116, 119, 138, 147, 152, 154, 160, 161, 165, 169, 173, 181, 184, 208, 212, 213, 217, 219, 223, 224, 239, 249, 252, 258, 259, 268, 271, 277, 283, 286, 287, 290, 294, 300, 304, 339, 344, 362, 363, 366, 373, 387, 392, 394, 395, 404, 407, 410, 412, 419, 420, 423, 432, 441, 443, 464, 466, 473, 478, 487, 490, 505, 510, 511, 515, 521, 522, 523, 524, 541, 548
- Secondary schools
090, 096, 184, 225, 270, 344, 432, 514, 518, 524, 533, 542, 546
- See also*
Holy Faith Convent, Couva
Iere High School
Naparima College
North Eastern College
Sixth Form Government School
- Security
213
- Selection
See
Administrator selection
Teacher selection
- Self concept
062, 080, 131, 146, 264, 339, 371, 392, 422, 428, 549
- Self efficacy
080, 228, 264, 268
- Self evaluation
214
- SEMP
See
Secondary Education Modernization Programme
- Senior comprehensive schools
275, 292, 312, 318, 392
- See also*
Albena Lake Hodge Comprehensive School
St. Augustine Senior Secondary Comprehensive School
- Sex differences
218, 260
- Sex education
266, 452
- Sexual abuse
388
- Sexual behaviour
089, 130, 135, 324, 400, 517, 520
- Silent reading
230, 260
- Single mothers
414
- Single-sex classrooms
342, 366
- Single-sex schools
047, 116, 227, 258, 298, 303
- Sixth Form Government School
357
- Sixth forms
230
- Skill development
007, 129, 288, 295, 451
- Skills
See
Learning skills
Life skills
Teaching skills
- Sleep
079
- Slow learners
065, 074, 299, 410, 421, 470, 525
- Social adjustment
288
- Social behaviour
429
- Social development
446, 451
- Social environment
382
- Social experience
526
- Social factors
095, 105, 128, 456
- Social networking
210
- Social status
350

- Social Studies
140, 373, 486
- Social studies education
103, 403, 509, 531
- Social studies teachers
290, 373, 509, 531
- Social work
378
- Socialization
429, 540
- Socially disadvantaged
191, 221
- Socially maladjusted
418
- Socioeconomic status
083, 095, 180, 329, 350
- Sociology of education
038, 074, 168, 191, 194, 284, 291, 330, 334,
338, 339, 350, 371, 384, 451, 516, 525, 529,
546
See also
Educational psychosociology
Student sociology
- Spanish
381, 395, 397, 503, 530, 532
- Special education
331, 428, 433, 440, 463, 549
- Special education teachers
433, 502
- Special needs students
039, 062, 078, 118, 175, 234, 304, 428, 440,
469, 527
- Special schools
039, 433, 463
- Speech habits
482
- St. Augustine Senior Secondary Comprehensive
School
497
- St. Lucia
076, 145, 542
- St. Vincent and the Grenadines
212
- Stakeholders
077, 091, 187, 423, 506, 518, 533
- State and church
See
Church and state
- Steelman
113, 327, 390
- Stigma
143, 144, 145, 150, 379
- Strategies
See
Educational strategies
- Stress
See
Mental stress
- Struggling readers
084, 085, 106, 112, 172, 175, 206, 217, 245,
262, 307, 362, 363, 406, 434, 435, 474, 498
- Student achievement
See
Academic achievement
- Student adjustment
006, 075, 265, 418
- Student athletes
168
- Student attendance
128, 402, 483
- Student attitudes
002, 012, 015, 016, 021, 022, 034, 040, 045,
050, 051, 053, 054, 057, 063, 068, 073, 075,
077, 081, 082, 084, 085, 091, 094, 106, 110,
113, 117, 118, 120, 123, 128, 131, 135, 138,
141, 147, 149, 151, 154, 157, 158, 159, 167,
169, 170, 183, 187, 189, 196, 198, 202, 203,
204, 205, 210, 228, 230, 233, 234, 237, 240,
245, 252, 253, 260, 261, 264, 265, 269, 271,
274, 276, 278, 281, 292, 293, 297, 299, 307,
309, 313, 318, 321, 323, 324, 327, 330, 343,
344, 345, 351, 354, 357, 368, 370, 371, 372,
379, 380, 383, 384, 392, 395, 396, 397, 402,
407, 408, 409, 412, 413, 416, 418, 419, 428,
430, 437, 442, 457, 462, 465, 466, 479, 483,
488, 497, 518, 520, 529, 540, 541, 543, 544,
545
- Student behaviour
040, 102, 105, 108, 141, 147, 196, 205, 214,
274, 340, 388, 398, 402, 408, 456, 459, 472,
478, 488, 494, 523
See also
Bullying
- Student councils
401
- Student evaluation
058, 068, 086, 156, 163, 179, 256, 464, 506
- Student motivation
050, 051, 117, 123, 210, 253, 362, 380, 395,
397, 409, 430, 460, 479, 487

- Student needs
 - 214
- Student nurses
 - 379
- Student parent relationship
 - See*
 - Parent student relationship
- Student personnel services
 - 275, 543
- Student progress
 - 001, 004, 006, 075, 265, 333, 337
- Student promotion
 - 038
- Student school relationship
 - 077, 303, 330, 402, 442
- Student sociology
 - 015, 073, 108, 118, 127, 192, 234, 265, 275, 278, 303, 319, 330, 392, 396, 398, 416, 418, 428, 442, 462, 472, 488, 514, 526, 529
- Student teacher relationship
 - 015, 278, 286, 291, 292, 293, 303, 392, 418, 419, 472, 482, 523
- Student teachers
 - 348
- Student welfare
 - 015, 144, 145, 177, 275, 319, 378, 416
- Students
 - See*
 - Afro-Trinidadian students
 - Blind students
 - College students
 - Creole-speaking students
 - Disabled students
 - Exceptional students
 - Female students
 - Gifted students
 - Hearing impaired students
 - Junior secondary school students
 - Male students
 - Medical students
 - Nursing students
 - Postgraduate students
 - Primary school students
 - Secondary school students
 - Special needs students
 - Transfer students
 - Undergraduate students
 - University students
 - Visually impaired students
 - Vocational education students
- Subject teachers
 - 173
- Subjects of study
 - 198, 368
 - See also*
 - Biology
 - Clothing and Textiles
 - Communication Studies
 - English
 - Geography
 - Integrated Science
 - Language Arts
 - Mathematics
 - Music
 - Physical Education
 - Principles of Business
 - Science
 - Social Studies
 - Spanish
 - Visual and Performing Arts
- Success
 - 329
- Success factors
 - 063, 139, 418
- Suicide
 - 456
- Support systems
 - 133
- Suriname
 - 135, 143, 144, 150, 517
- Suspension
 - 042
- Syllabuses
 - 208, 289, 466, 509, 521
- Talent identification
 - 500
- Teacher attitudes
 - 002, 003, 006, 008, 009, 010, 011, 014, 015, 018, 021, 023, 024, 026, 027, 031, 033, 036, 037, 055, 056, 058, 060, 061, 063, 071, 074, 077, 078, 081, 083, 088, 091, 092, 093, 095, 098, 099, 100, 103, 107, 108, 109, 114, 115, 116, 119, 122, 124, 134, 137, 138, 140, 147, 155, 156, 161, 163, 169, 172, 173, 178, 184, 185, 187, 190, 194, 199, 200, 207, 208, 209, 212, 213, 215, 218, 219, 223, 224, 226, 233, 237, 239, 242, 252, 255, 256, 258, 259, 266, 271, 273, 277, 281, 283, 287, 296, 304, 308, 318, 322, 327, 329, 332, 344, 349, 358, 365, 366, 367, 373, 376, 377, 389, 392, 394, 395,

- 397, 403, 404, 406, 407, 410, 411, 412, 417, 419, 420, 424, 426, 427, 432, 452, 454, 455, 461, 466, 469, 473, 476, 478, 480, 481, 485, 494, 501, 502, 505, 506, 512, 515, 516, 518, 521, 522, 524, 531, 533, 535, 536, 538, 541
- Teacher behaviour
020, 147, 408, 523
- Teacher education
See
Preservice teacher education
- Teacher education curriculum
157, 348
- Teacher educators
352, 405
- Teacher effectiveness
007, 015, 032, 041, 049, 064, 176, 279, 358, 367
- Teacher improvement
548
- Teacher influence
340, 482
- Teacher mobility
041
- Teacher motivation
041, 522
- Teacher orientation
041
- Teacher parent relationship
See
Parent teacher relationship
- Teacher participation
064, 507
- Teacher profile
352
- Teacher recruitment
290
- Teacher responsibility
014
- Teacher role
014, 432, 516, 540
- Teacher selection
290
- Teacher shortage
340
- Teacher student relationship
See
Student teacher relationship
- Teacher supervision
367
- Teachers
See
- Beginning teachers
- English teachers
- Female teachers
- Foreign language teachers
- Language teachers
- Male teachers
- Mathematics teachers
- Music teachers
- Preprimary teachers
- Primary school teachers
- Science teachers
- Secondary school teachers
- Social studies teachers
- Special education teachers
- Student teachers
- Subject teachers
- Vocational education teachers
- Women teachers
- Teachers' colleges
See
Corinth Teachers' College
- Teaching
See
Concept teaching
Multigrade teaching
- Teaching experience
300
- Teaching materials
170
- Teaching methods
027, 056, 057, 065, 067, 069, 107, 108, 137, 154, 158, 160, 166, 167, 176, 201, 202, 204, 215, 216, 218, 220, 243, 248, 267, 279, 346, 351, 355, 369, 386, 387, 406, 417, 421, 433, 465, 474, 480, 500, 511, 532
See also
Teaching techniques
- Teaching quality
352, 407, 496
- Teaching skills
007, 049
- Teaching techniques
009, 010, 030, 033, 036, 045, 053, 054, 080, 081, 083, 084, 088, 113, 117, 121, 151, 152, 169, 172, 209, 210, 217, 239, 241, 246, 249, 268, 301, 306, 307, 345, 349, 361, 362, 363, 373, 409, 435, 489, 498, 544
See also
Teaching methods
- Teaching units
321

Teamwork
 097

Techniques
 See
 Classroom techniques
 Teaching techniques

Technology
 See
 Communication technology
 Educational technology
 Information and communication technology
 Information technology

Technology education
 104, 189, 464, 510, 519

Teenage mothers
 125, 132, 338, 445

Teenage pregnancy
 125

Testing
 200

Textbook content
 486

Textbooks
 487

Tobago
 026, 162, 172, 213, 238, 252, 349, 365, 369,
 415, 479, 483

Tourism
 448

Toys
 152

Tracer studies
 302

Traditions and customs
 See
 Customs and traditions

Trainees
 295

Training
 See
 Laboratory training
 On-the-job training
 Professional training
 Vocational training

Training programmes
 448

Transfer students
 073, 227, 416

Transition
 073, 265, 514

Transition classes
 001, 004, 006, 333, 337

Trinidad and Tobago
 001, 002, 003, 004, 005, 006, 007, 008, 009,
 010, 011, 012, 013, 014, 015, 016, 017, 018,
 019, 020, 021, 022, 023, 024, 025, 026, 027,
 028, 029, 030, 031, 032, 033, 034, 035, 036,
 037, 038, 039, 040, 041, 042, 043, 044, 045,
 046, 047, 048, 049, 050, 051, 052, 053, 054,
 055, 056, 057, 058, 059, 060, 061, 062, 064,
 065, 066, 068, 069, 070, 071, 072, 074, 075,
 077, 078, 079, 080, 081, 082, 083, 084, 085,
 086, 087, 088, 089, 090, 091, 092, 093, 094,
 095, 096, 097, 098, 099, 100, 101, 102, 103,
 104, 105, 106, 107, 108, 109, 110, 111, 112,
 113, 114, 115, 116, 117, 118, 119, 121, 122,
 123, 124, 125, 126, 127, 128, 129, 131, 132,
 133, 134, 136, 137, 138, 139, 140, 141, 142,
 146, 147, 148, 149, 151, 152, 153, 154, 155,
 156, 157, 158, 159, 160, 161, 162, 163, 164,
 165, 166, 167, 169, 170, 171, 172, 173, 174,
 175, 176, 177, 178, 179, 180, 181, 182, 183,
 184, 185, 186, 187, 188, 189, 190, 191, 192,
 193, 194, 195, 196, 197, 198, 199, 200, 201,
 202, 204, 205, 206, 207, 208, 209, 210, 211,
 214, 215, 216, 217, 218, 219, 220, 221, 222,
 223, 224, 225, 226, 227, 228, 229, 230, 231,
 232, 233, 234, 235, 236, 237, 238, 239, 240,
 241, 242, 243, 244, 245, 246, 247, 248, 249,
 250, 251, 252, 253, 254, 255, 256, 257, 258,
 259, 260, 261, 262, 263, 264, 265, 266, 267,
 268, 269, 271, 272, 273, 274, 275, 276, 277,
 278, 279, 280, 281, 282, 283, 284, 285, 286,
 287, 288, 289, 290, 291, 292, 293, 294, 295,
 296, 297, 298, 299, 300, 301, 302, 303, 304,
 305, 306, 307, 308, 309, 310, 312, 313, 314,
 315, 316, 318, 319, 320, 321, 322, 323, 324,
 325, 326, 327, 328, 329, 330, 331, 332, 333,
 334, 335, 336, 337, 338, 339, 340, 341, 342,
 343, 344, 345, 346, 347, 348, 349, 350, 351,
 352, 353, 354, 355, 356, 357, 358, 359, 360,
 361, 362, 363, 364, 365, 366, 367, 368, 369,
 370, 371, 372, 373, 374, 375, 376, 377, 378,
 380, 381, 382, 383, 384, 385, 386, 387, 388,
 389, 390, 391, 392, 393, 394, 395, 396, 397,
 398, 399, 400, 401, 402, 403, 404, 405, 406,
 407, 408, 409, 410, 411, 412, 413, 414, 415,
 416, 417, 418, 419, 420, 421, 422, 423, 424,
 425, 426, 427, 428, 429, 430, 431, 432, 433,
 434, 435, 436, 439, 440, 441, 442, 443, 444,
 445, 446, 447, 448, 449, 450, 451, 452, 454,

- 455, 456, 457, 459, 460, 461, 462, 463, 464,
465, 466, 467, 468, 469, 470, 471, 472, 473,
474, 475, 476, 477, 478, 479, 480, 481, 482,
483, 484, 485, 486, 487, 488, 489, 490, 491,
492, 493, 494, 495, 496, 497, 498, 499, 500,
501, 502, 503, 504, 505, 506, 507, 509, 510,
511, 512, 513, 514, 515, 516, 518, 519, 520,
521, 522, 523, 524, 526, 527, 528, 529, 530,
531, 532, 533, 534, 535, 536, 537, 538, 539,
540, 541, 543, 544, 545, 546, 547, 548, 549
- Truancy
402, 483
- Underachievement
093, 181, 420, 475
See also
Male underachievement
- Undergraduate students
165, 520
- Underperforming schools
176
- Universal Secondary Education
212
- Universities and colleges
See
Antigua State College
Caribbean Union College
Cipriani College of Labour and Cooperative
Studies
College of Health Sciences
Teachers' colleges
- The University of the West Indies, St.
Augustine
352, 520, 532
See also
Faculty of Medical Sciences
- University preparation
165
- University programmes
157
University students
425, 520
- Upper Cumuto Government Primary School
370
- Upper secondary education
022
- Urban schools
015, 031, 037, 053, 064, 116, 153, 182, 185,
198, 204, 241, 247, 309, 329, 384, 397, 457,
464, 529
- USA
317
- Values
See
Moral values
- Vice principals
223, 533
- Violence
105, 481
- Visual and Performing Arts
306
- Visual arts
023, 431, 460, 466, 498
See also
Creative arts
- Visually impaired students
118, 304, 425
- Vocabulary development
106, 486, 489
- Vocational education
020, 081, 115, 259, 302, 312, 318
- Vocational education students
324
- Vocational education teachers
363, 406
- Vocational training
448
- Vocational training centres
324
- Vocational training programmes
295
- Welfare
See
Student welfare
Youth welfare
- Women teachers
505
- Work environment
213
- Work experience
282
- Workers
See
Literacy workers
Male sex workers
- Working mothers
537
- Writing
030, 087, 091, 387

Youth problems
315, 334, 456
Youth programmes
295, 375

Youth Training Centre
044
Youth welfare
320