

ABSTRACT

Experiences of Remedial Tutors in a High-Risk Government Secondary School in Trinidad

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This study explored the experiences of two remedial tutors working with students in a high-risk government secondary school in Trinidad. Data were collected through interviews with the young tutors who had been exposed to a single week of training before being sent to the school. The findings revealed that the tutors had challenges pertaining to 1) gaining access to resources, 2) dealing with student indiscipline and short attention spans, and 3) lesson preparation and classroom management. It was also found that they employed a variety of personal and professional coping mechanisms to deal with their classes, and gained some support from teaching and administrative staff in carrying out their duties.

Keywords: Case studies; Secondary schools; Public schools; Disadvantaged schools; Tutors; Remedial instruction; Educational experience; Trinidad and Tobago