

ABSTRACT

An Assessment Survey of the Perceived Needs to be Addressed by In-Service Courses in Reading Instruction for Trained Primary School Teachers in the St. Andrew/St. David Education Division

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The increasing numbers of students who leave the school system in Trinidad and Tobago with poor literacy skills demand that teachers' skills in the teaching of reading must be enhanced. In-service courses which have been formulated to address the problem, do not seem to reflect the totality of teachers' needs.

This study attempts to examine the teachers' perceived needs to be addressed by In-service courses in reading instruction for trained primary school teachers. The target population was teachers who teach in the St. Andrew/St. David Education Division. A total of eighty five of these, both males and females, representing eighty-two percent (82%) of the targetted group, responded positively to the questionnaire which was the primary instrument of data collection. The sample was taken from ten schools which were randomly selected from all the schools in the designated area. The findings represented teachers' responses to questions which were designed after a close study of the related literature

and their own suggestions based on their practical experience and theoretical orientations.

Specific conclusions were that gender was not a determining factor in the perception of particular needs which have to be prioritized when planning in-service courses. These courses must also reflect inputs from teachers. Other general conclusions demonstrate that more strategies for parental involvement in reading programmes and increased training and exposure to audio-visual use are priority needs for in-service courses to address. While principals' support is encouraging, they do not appear to have the necessary theoretical and practical knowledge and experience in Reading Instruction to assist their teachers.

A list of recommendations based on the conclusions are presented in the report.