

## ABSTRACT

### **Stakeholders' Perceptions on Student Performance in the Secondary Entrance Assessment Examination in a Rural Denominational Primary School**

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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.

**Keywords:** Secondary Entrance Assessment examination; Stakeholders; Primary school teachers; Primary school students; Rural schools; Academic achievement; Case studies; Performance factors; Parent attitudes; Teacher attitudes; Student attitudes; Trinidad and Tobago