

Abstract

This study was conducted to examine the relationships between various teacher and school-related factors and two outcomes (Language Arts and Mathematics achievement) of public primary schools in Trinidad and Tobago. Indicators of economic status, school size, class size, experience of staff, training of staff and other factors were utilized as the independent variables while standardized mean test scores for schools were used as the response variables. Results from anovas, regression analyses and other methods suggested that schools ranked with lower economic status performed significantly worse than schools with a higher rank, in both mathematics and language. As variables like teachers' experience and training, proportion of married teachers on staff, size of school and pupil-teacher ratio increased in value, so too did the mean standardized scores for the schools in both subject areas. The study also reveals some interesting findings based on the unique context of public primary schools in Trinidad and Tobago.