

ABSTRACT

An Investigation Into Teachers' Perceptions of Grade Retentions as a Corrective Intervention for At-Risks [sic] Students

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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.

Keywords: Perceptions; Grade repetition; Educational strategies; Primary school teachers; Teacher attitudes; Trinidad and Tobago.