

Abstract

Rural School Struggles: The Viability of a Remotely Situated Rural Primary School in the St. George Education District of Trinidad and Tobago

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This study sought to explore the viability of a primary school situated in the St. George East Education District in Trinidad and Tobago that faces many challenges, including the lack of basic amenities and poor communication. Data were collected through interviews with the principal/teacher, a parent, and the school supervisor of the school. Other data were obtained through document analysis. The findings revealed that while the school contributes positively to the community in which it is located, its numerous challenges prevent the students and teachers from being equitably positioned with their urban counterparts.

Keywords: School community relationship; Rural schools; School effectiveness; Sociology of education; Equal education; Rural urban differences; Disadvantaged schools; Trinidad and Tobago