

ABSTRACT

An Investigation Into the Factors That Contribute to Excellence in Reading Between Two Standard One Students at a Co-Educational Primary School in the Caroni Educational District in Central Trinidad

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This case study investigated the factors that contribute to excellence in reading in two Standard 1 students at a co-educational primary school in the Caroni Educational District in Central Trinidad. Data were collected through interviews with two students, one principal, and one teacher, as well as through observations. The themes established during the study were parental factors, home literacy environment/activities, perceptions of self and self-efficacy, and school culture. Findings indicated that significant relationships exist between students' literacy skills and parental and teacher involvement, as well as student-related factors. The research also showed that the contribution from the school's culture was almost non-existent in the development of these skills, and that there is need for the institution to adopt a more formal approach to literacy development.

Keywords: Reading ability; Primary school students; Case studies; Coeducational schools; Performance factors; Trinidad and Tobago