

ABSTRACT

The Challenge of Universalizing Access to and Improving Quality in Secondary Education in Grenada

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This study examined the question of universalizing access to and improving the quality of secondary education in Grenada. Organized around the conceptual framework of school effectiveness as characterized by the input-output or education production function paradigm, the main purpose of the investigation was to identify the correlates of student achievement in secondary education so that the identification of those variables can help inform the qualitative development of the sector while the policy of universal secondary education is being implemented. The study also proposed a simulation model to provide a planning mechanism for the cost-effective management of the education sector.

The study utilized survey design as well as a case study to elicit systemic as well as individual school's data. Using simultaneous regression analysis and independent t-tests, the results indicated that (a) both school and non-school variables are correlates of student achievement at the secondary level in Grenada and (b) teachers in higher-performing schools demonstrate a significantly greater incidence of effective classroom practices than did their peers in lower-performing schools.

Teacher training and academic qualification, teaching experience, regularity of assignment and evaluation of homework, lesson preparation, marking work and textbook availability correlated significantly with student achievement at the end of secondary education. The single predictor of secondary school achievement was teaching experience which accounted for 8.4 percent of the variance in achievement.