

ABSTRACT

Case Study of Retention and Social Promotion From a Year 1 Class in the North East Trinidad Education District

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This qualitative case study sought to determine and analyse the key practices in the school environment, the homes, and the wider education enterprise that contributed to the academic failure of three students at a rural primary school in north east Trinidad. All of the students had failed the Year 1 class, but two were retained while one was socially promoted. Data were collected through observations and document analysis, as well as through interviews held with the students, and their parents, teacher, and principal. Findings revealed that some of the contributory factors in the students' failure were: 1) inaction due to a feeling of helplessness on the part of the parents, 2) lack of social skills, 3) dependence, and 4) poor school administration.

Keywords: Case studies; Educational environment; Failure factors; Primary school students; Retention; Rural schools; Sociology of education; Student promotion; Trinidad and Tobago