

ABSTRACT

Administrative Issues Involved in Helping Struggling Readers

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This qualitative case study sought to resolve the problems of struggling readers at a primary school in Trinidad and Tobago. It focused on the research question, "What do participants perceive as the administrator's roles in helping struggling readers?" Three participants from one school were selected through purposive sampling. Data collection was done via the semi-structured interview. Findings revealed that if the problems of struggling readers are to be resolved in the school, the administrator must a) play an integral role in diagnosing students' needs upon entry in the school system, b) provide professional development workshops for teachers to upgrade their practice, c) institute a whole-school policy for the teaching of reading, d) monitor the teaching-learning process through clerical supervision, e) reduce class size, and f) change the mindset of teachers.

Keywords: Educational strategies; Case studies; Educational administrators; Primary school principals; Primary school students; Slow learners; Reading ability; Trinidad and Tobago