

ABSTRACT

An Investigation Into Teachers' Perceptions About the Factors Responsible for Two Different Levels (High and Low) of Mathematics Achievement in a Denominational (Co-ed) Primary School in the St. George East Educational District of Trinidad and Tobago

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This study sought to investigate teachers' perceptions of high and low levels of mathematics achievement experienced by students in a denominational primary school in the St. George East Educational District of Trinidad and Tobago. Data were collected through interviews held with a purposive sample of three teachers of high and low achievers in Standards 1, 2, and 3. Findings revealed that the factors responsible for the two levels of achievement depended, to a large extent, on the teacher, parental involvement, beliefs about students, the use of resources, administrative support, collegial relationships, and opportunities to learn.

Keywords: Primary school teachers; Teacher attitudes; Perceptions; Mathematics teachers; Case studies; Primary school mathematics; Academic achievement; Primary school students; Denominational schools; Coeducational schools; Trinidad and Tobago