

## **ABSTRACT**

### **An Investigation of the Underperformance [sic] of Selected Anglican Primary Schools in the Victoria Education District of Trinidad and Tobago**

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This study sought to investigate the underperformance of two single-sex Anglican primary schools (one all-girls and one all-boys) in Trinidad and Tobago. Data were collected through interviews held with one principal, three teachers, two school support officers, and one parent whose children attended both schools. The findings indicated that: 1) student academic performance is influenced by a multitude of factors that are either school, home, or family related; and 2) some of the students of the schools have unique learning needs, backgrounds, learning styles, and interests. It is concluded that effective instructional practices, supported by meaningful professional development, parental involvement and education, and the Anglican Board of Education and Management would contribute significantly to overcoming the underperformance of the schools.

**Keywords:** School effectiveness; Denominational schools; Primary schools; Single-sex schools; Trinidad and Tobago