

ABSTRACT

This research was conducted in fourteen (14) primary schools in Division 'A', in the Education District of County Victoria, Trinidad. It investigated organizational practices which condition and establish teaching and learning in these schools.

The major assumption of this research was that primary schools in the sample engaged in tracking or ability grouping to enable pupils to gain more places at the Traditional Sector of the Education system, instead of schools being organized for teaching and learning more broadly conceived.

The research method used both questionnaire and interview. Both instruments collected data on the policies and practices school administrators use to allocate pupils to classes.

The research reported that policies and practices used to allocate pupils in classes in the schools were based on practices of ability-grouping throughout the school; that teachers deemed by Principals to be of higher-ability were assigned to classes considered to be of higher-ability; that Primary school principals valued more highly secondary school places in the Traditional Sector than in the New Sector; that 'skipping' pupils is not widely practised; that extra lessons

are given at Standards IV and V to improve the performance of pupils in the Common Entrance Examinations, and that there are no differences in allocation policies between Government and Denominational schools.

The conclusion of the research is that the organization of Primary schools in Division 'A' of the Victoria Education District is directed more towards preparing pupils for the Common Entrance Examination rather than organizing for effective teaching and learning more broadly conceived.

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