

ABSTRACT

School Improvement Initiative: The Case of Three Rural Primary Schools in North-East Trinidad

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A case study was designed to investigate the measures being undertaken by three rural primary schools in North-East Trinidad to improve the quality of education. Specifically, it examined the development and implementation of School Improvement Plans in these schools.

A wide ranging review of the literature on School Effectiveness, School Improvement, Change and Rurality and Leadership laid the foundation for the study. The review also provided a theoretical framework for the design utilizing the change process and the school improvement planning cycle.

A qualitative analysis of multiple sources of data revealed that the School Improvement planning process was not institutionalized due to the presence of many inhibiting factors. Most of these were outside the realm of control of the school personnel.

The problems of schools in these rural, remote areas are peculiar and needs special attention. This was not forthcoming. Many school improvement initiatives seem to include themes and recommendations across context and ruralness is rarely considered as a variable.

Keywords: Peter C. Thomas; school improvement; rurality; rural schools; remote; school effectiveness; leadership; change; inhibiting factors; improvement initiatives.