

ABSTRACT

Socioeconomic Status and Academic Achievement of Students in the St. George East Education District

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This study sought to describe, examine, and contextualize the relationship between socio-economic status and academic achievement in six primary schools in the St. George East Education District in Trinidad and Tobago. Data were collected through an analysis of the anecdotal records of 99 students from six schools, as well as through the results of a standardized test administered to the students. The findings revealed that a significant relationship existed between socio-economic status and academic achievement between the upper class and the middle and lower socio-economic classes.

Keywords: Academic achievement; Primary school students; Socioeconomic status; Trinidad and Tobago