

ABSTRACT

An Exploration Into Teachers' Perceptions About Catering to the Needs of Struggling Students in a Primary School Located in Trinidad and Tobago

Trudie Dolland-Neptune

This study explored three teachers' perceptions about catering to the needs of struggling students at a primary school in Trinidad and Tobago. Data were collected through interviews. The findings revealed that: 1) struggling students were affected by factors of learning styles, learning problems, lack of a preschool education, parental substance abuse, and lack of intervention by the school; 2) the myriad strategies employed by the teachers to cater to the needs of struggling students realized limited success and, consequently, it was felt that more needed to be done since it was an ongoing process; and 3) the strategies sometimes necessitated parental involvement, and while some parents were cooperative, others showed little or no interest. The teachers all agreed that it was the lack of parental involvement that affected their ability to meet the needs of the struggling learner.

Keywords: Academic achievement; Teacher attitudes; Primary school teachers; Sociology of education; Case studies; Perceptions; Slow learners; Trinidad and Tobago