An Investigation into the Factors that Influence Students' Academic Performance in the Caribbean: **Home and School Factors**

COUNTRY REPORT
St. Kitts & Nevis

Report #:
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Caribbean Educational Research Centre

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ST KITTS AND NEVIS COUNTRY REPORT

Caribbean Educational Research Centre

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EXECUTIVE SUMMARY

Overview

Educational practices that originated during the colonial era, when Caribbean nations were under European rule, persist today despite their misalignment with the modern Caribbean context. Recently, there has been a movement towards evidence-informed policymaking to address these outdated practices. An evidence-based approach is crucial for small island developing states with limited resources, such as St. Kitts and Nevis. This study is a partial response to the growing demand for empirical data to support policymaking. It aims to provide insights into the home and school factors influencing students' academic progress in St. Kitts and Nevis. Phase One of the study, conducted in 2017, received funding from the Board of Graduate Studies, The University of the West Indies, while Phase Two, carried out in 2022, was funded by the United States Agency for International Development (USAID).

Objectives

This report aims to describe and compare data collected in St. Kitts and Nevis in 2017 and 2022 on:

1. Primary and secondary school students' home environment.
2. Primary and secondary school students' attitudes toward learning and perceptions of school climate.
3. Primary and secondary school teachers' classroom practices.
4. Primary and secondary teachers' and principals' perceptions of school leadership practices.
5. Primary and secondary school characteristics.
6. Primary and secondary teachers' and principals' views on common educational practices, including using the Common Entrance Examination for secondary school placement in the Caribbean, grade retention, and ability-based streaming.
7. The impact of COVID-19 on primary and secondary school students' attitudes toward learning and teachers' attitudes toward teaching.

This report is Report 1a, the first in a two-part report on the home and school factors influencing student academic achievement. Report 1b will explore the potential of these factors to predict student achievement at the primary and secondary levels.

Methodology

Surveys were used to collect quantitative data from students, teachers, and principals in primary and secondary schools in St. Kitts and Nevis. The study targeted key factors affecting academic achievement, including school, personal, and home influences. Given the number of schools in St. Kitts and Nevis and resource constraints, including all schools in the study was impractical. Therefore, a sampling plan was developed to select a representative sample of schools.

Participants

Phase One (2017):

- 247 primary students and eight teachers across St. Kitts and Nevis were surveyed.
- 178 secondary students, four teachers, and no principals across St. Kitts and Nevis were surveyed.

Phase Two (2022):

- 139 primary students, 119 teachers, and nine principals across St. Kitts and Nevis were surveyed.
- 166 secondary students, 81 teachers, and four principals across St. Kitts and Nevis were surveyed.

Key Findings: Participant Profiles

The collected data were compiled and analysed using descriptive statistics to profile the primary and secondary students, teachers, and principals in 2017 and 2022.

Students

- About ten percent of primary students did not attend nursery prior to primary school in 2017 and 2022. This could indicate that potential barriers to accessing early childhood education are minimised. Early childhood education is critical for foundational cognitive, social and emotional development. Increased nursery enrolment may improve these

developmental areas and positively impact long-term academic success. In 2022, the proportion of females was slightly higher than in 2017.

- The majority of secondary students came from the second form level, with the highest percentage of participants being 13 years old in both 2017 and 2022.

Teachers

- In both 2017 and 2022, primary school teachers were predominantly females, with this significantly increasing in 2022. This trend highlights a potential gender imbalance, which could limit diverse teaching perspectives and male role models for students.
- By 2022, there was an increase in the number of untrained non-graduate teachers.
- There was a notable rise in primary teachers with education-related qualifications in 2022.
- There was a significant increase in the average number of years a teacher spent teaching.
- The highest qualification a teacher held in 2017 was a bachelor's degree; in 2022, the highest qualification was a master's degree.
- The 2022 data showed that several teachers with degrees in non-education-related fields were teaching in fields outside of their expertise.
- Since 2017, the number of trained graduate teachers has increased exponentially.

Principals

- In 2017 and 2022, all primary school principals were female, reflecting strong female leadership but also indicating a gender imbalance in primary school administration.
- In 2022, principals had extensive teaching experience.
- In 2022, principals had several years of experience at their current schools. About half of the principals held a bachelor's and master's degree in 2022.
- In 2022, almost all primary school principals had school leadership or management training.
- In 2022, data were collected from four secondary schools, and the sample of principals was evenly distributed between males and females. There was no available principal data for 2017.
- All principals in the study reported teaching for over two and a half decades; on average, they had spent 4-7 years as principals at their current school.

- The highest qualification reported for both primary and secondary principals was a master's degree. None of the secondary principals had degrees in education-related areas. However, five of the eight primary principals held degrees in education-related areas.
- Half of the principals in this study do not have qualifications or training in leadership management.

Key Findings: Home and School Factors Affecting Academic Achievement

Students' Home Environment

Primary School Students

- From 2017 to 2022, most primary students' mothers worked full-time or part-time. Parents who were unemployed and looking for a job or engaged in other activities increased.
- Fathers' full-time work decreased in 2022 compared to 2017, while the proportion of those working part-time and those not working but looking for a job slightly increased.
- Internet access at home for students increased, with all students having access in 2022. From 2017 to 2022, primary students' regular smartphones and access to devices at home decreased.
- There was a decrease in primary students' reports of having access to a computer for schoolwork, a desk to study at, a guest room, a microwave oven, and a room of their own.
- Modes of travel to school (walking, cycling, private vehicle) remain similar, while public transportation use decreased.
- Consistent enjoyment of watching television, listening to music, and playing video games was reported, with a decline in reading and social activities.
- Preference for some paper-only reading materials increased, while combined paper and electronic formats decreased.
- There was an increase in students living in homes with fewer books, while more extensive book collections decreased.
- In 2022, fewer students were read to at home, and reading was primarily seen as an activity for both genders.
- Participation in extracurriculars declined in 2022.

Secondary School Students

- Almost one-quarter (23.6%) of the students indicated that others lived with them at home; however, they did not specify those other persons.
- A data review shows that more students saw their mothers working full-time than their fathers in 2017 and 2022.
- Less than 4% of children in both 2017 and 2022 reported not having access to the internet. The highest percentage of students reported having access to a smartphone in both 2017 (90.4%) and 2022 (91.6%). While the number of students who reported having a quiet place to study increased slightly between 2017 and 2022, the number of students who reported having access to educational software decreased between 2017 and 2022.
- In 2017, students' transportation to school was relatively evenly split among walking, public transport, and private vehicles. However, in 2022, the number of students walking to school decreased, and the number of students taking public transport and private vehicles increased.
- Regarding leisure activities, in 2017 and 2022, most students reported watching TV, movies, and videos on a device, using social media, and surfing the internet.
- Less than one-quarter of the students reported reading fiction, nonfiction, magazines, comics, or newspapers in print or nonprint formats.
- Majority of students reported having 26-100 books in their homes.
- The number of students who reported being read to remained relatively consistent at 68.0% in 2017 and 68.7% in 2022. In 2017 and 2022, most students reported that their mother read to them.
- The number of students who reported engaging in extracurricular activities decreased by more than 10% between 2017 and 2022.

Students' Perception of School and Learning

Primary School Students

- Some aspects of students' reports on school climate have remained constant between 2017 and 2022.
- Notably, over 90% of the students believed that school is essential as it prepares them for the future.

- Between 2017 and 2022, primary students consistently believed school would help them secure good jobs, enjoy learning, gain knowledge, think better, and prepare for the future.
- However, the enjoyment of school decreased, and more students (13% more) felt that school was like a prison in 2022 than in 2017.
- In addition, more students in 2022 would prefer to stay at home than be in school. These findings indicate that while students recognise the benefits of education, the increase in the perception of continuous "work" may affect student motivation and enjoyment.

Secondary School Students

- The majority of the students in both 2017 and 2022 stated that they believed going to school would help them get a good job when they are older.
- Approximately half of the students in the study thought that schools were fun in 2017; however, by 2022, less than one-third of the students thought that school was fun.
- Approximately half of the students in 2017 believed that all they did in school was work; however, in 2022, more than 80% believed this to be true.
- The number of students who thought that school was boring increased by more than 15% between 2017 and 2022
- The number of students who believed school was important for everyone decreased by more than 10% between 2017 and 2022.
- The results of this questionnaire section suggest that students' interest in school is dwindling.
- Majority of students reported feeling like they were part of a good school but did not believe they were part of a family. This feeling increased by 15% following the COVID-19 pandemic.
- In 2017 and 2022, half of the participants said the students did not get along.
- Classroom jobs were viewed as punishment by the teacher; however, the teachers sometimes let students make their own decisions.
- Most students noted that games, plays, performances, meetings or conferences are only attended by the few people who care about that event. To that end, approximately half of the students in 2017 and 2022 noted that their parents only came to the school for expected events such as parent-teacher conferences.
- Just under 70% of students in 2017 and 2022 reported working together on group projects.

- Approximately half of the participants stated that they liked the school they attended. One-third of students in 2017 and just under half in 2022 reported feeling safe at school on some days and not others, an increase of over 10%.

Teachers' Classroom Practices

Primary Teachers

- Teachers' reported use of technology increased for all purposes except getting information from the internet for lessons.
- Frequent uses during COVID-19 included creating instructional materials, formulating tests, preparing homework assignments, producing handouts, recording grades, and using videos to teach concepts.
- Access to the internet increased; however, teachers reported an increase in inadequate access to computers. In 2022, there was an increase in teachers having inadequate training opportunities, lack of administrative support, lack of support regarding ways to integrate technology into the curriculum, lack of technical support or advice, and lack of relevant computer skills.
- Teachers reported that more students in 2022 worked individually on assignments compared to 2017.
- Teachers reported an increase in the use of didactic practices, demonstrations and guided methods in 2022. Teachers utilised more democratic practices in 2022, such as peer assessments and case-based methods.
- In 2022, parental involvement to reinforce positive behaviour in students increased.

Secondary Teachers

- Initially, teachers refrained from using technology as a means to communicate with students and used it as a means to make their job more manageable. However, post-COVID-19 technology is used as a tool for teachers to communicate and for students to learn.
- Teachers have noted a few issues with using technology, including the lack of available technology, the necessary infrastructure to utilise the technology, and a severe lack of training for the teachers regarding operating the new technology.

- A comparison of 2017 and 2022 showed that after the COVID-19 pandemic, there is less collaboration between students.
- In addition, teachers' support and encouragement for students and the number of classroom activities had decreased.

School Leadership

Primary Teacher and Principal Perspectives

- In 2022, there was an increase in developing goals that teachers easily understand and use.
- By 2022, principals improved communication by frequently/almost always communicating the school's mission effectively to members of the school community and referring to the school's academic goals when making curricular decisions.
- In 2017, less than half of primary teachers reported that their principals frequently/almost always ensured that the classroom priorities of teachers were consistent with the goals and direction of the school.
- In 2017, under half of the teachers reported that principals frequently/almost always reviewed student work products when evaluating classroom instruction.
- In 2022, more teachers reported that it was frequently/almost always and sometimes done.
- In 2017, less than half of primary school teachers reported that their principals frequently/almost always made clear who was responsible for coordinating the curriculum and drew upon the results of school-wide testing when making curricular decisions.
- Under half of the primary teachers reported that principals frequently/almost always participated actively in reviewing curricular materials.
- In 2022, all three of these practices were reported by primary school teachers as being engaged more regularly by their principals.
- In 2017, under half of primary teachers reported that their principals frequently/almost always met individually with teachers to discuss student progress and used tests and other performance measures to assess progress towards school goals.
- By 2022, both practices increased in reported frequency.
- In 2022, teachers reported that principals encouraged them to use instructional time to practice new skills and concepts with students more frequently.

- In 2017, under one-half of primary teachers reported that their principals frequently/almost always talked informally with students and teachers during break time, and under one-half reported principals often attending extra or co-curricular activities. However, these practices increased in reported frequency in 2022.
- In 2017, under half of primary school teachers reported that their principals frequently/almost always complimented teachers privately for their efforts or performance and frequently created professional growth opportunities for teachers as a reward.
- Under half of the teachers reported that their principals sometimes, seldom and rarely acknowledged teachers' exceptional performance by writing memos for their personnel files.
- In 2022, these practices increased, with just over half of teachers reporting that principals frequently/almost always complimented teachers privately, another half reporting that principals frequently/almost always created professional growth opportunities as a reward for teachers, and reporting that principals frequently/almost always acknowledged teachers' exceptional performance by writing memos for their personnel files.
- In 2017, under one-half of primary teachers reported that their principals frequently/almost always led or attended teacher in-service activities concerned with instruction, and just under one-half reported that principals often set aside time at faculty meetings for teachers to share ideas from in-service activities.
- According to teacher reports, the number of principals who frequently/almost always, sometimes, and seldom engaged in these practices increased in 2022.
- In 2017, under half of primary teachers reported that their principals frequently/almost always recognised superior student achievement privately and contacted parents to communicate improved or exemplary student performance.
- In 2022, these practices increased in frequency based on teacher reports.

Secondary Teacher and Principal Perspectives

- In 2017, principals reported limited goal-setting, with few clear, focused school-wide goals or systematic involvement of staff. By 2022, they frequently used student data and needs assessments to set collaborative and data-driven goals, although visible reinforcement within the school (e.g., posters) remained limited. Teachers noted that goals were rarely

crafted in a way they could easily understand or apply, and communication of the school's mission was still inconsistent in 2022.

- By 2022, principals reported becoming more hands-on in instructional supervision, conducting informal observations, reviewing student work, and providing feedback to teachers on strengths and weaknesses. Teachers observed limited alignment between classroom practices and school goals and noted that principals seldom reviewed student work during evaluations or integrated testing data into these reviews, even by 2022.
- In 2022, principals described a more structured approach to curriculum coordination, frequently using test data in curricular decisions and clearly defining coordination roles across grade levels. Teachers, however, reported minimal involvement in decisions tied to academic goals and expressed that principals seldom clarified curriculum coordination roles, highlighting an ongoing disconnect between leadership and classroom practice.
- Principals in 2022 showed a more substantial commitment to monitoring student progress, meeting regularly with teachers, and using assessment tools to track progress towards goals. Teachers reported that these meetings were still infrequent and that strategies for student progress were seldom collaboratively established, indicating that a proactive approach to tracking student outcomes was not fully realised.
- By 2022, principals actively worked to protect instructional time, limiting interruptions and encouraging teachers to focus on skill development. Teachers observed improvements in reducing disruptions and greater encouragement from principals to optimise instructional time.
- Principals reported becoming more visible by 2022, engaging with students and teachers during breaks, visiting classrooms, and participating in extracurricular activities, showing an increased emphasis on approachability. Teachers noted this increased visibility, though they observed that informal interactions were occasional rather than frequent.
- By 2022, principals more consistently acknowledged teachers' performance through public and private recognition, formal memos for contributions, and professional growth opportunities. Teachers noticed these efforts but noted that professional growth opportunities and private acknowledgement of their efforts were still limited.
- In 2022, principals promoted professional development aligned with school goals, supporting the integration of in-service training skills and encouraging full staff participation in critical sessions. Teachers observed increased dedicated time during faculty

meetings for sharing training insights, though they still reported minimal involvement in decision-making related to these sessions.

- By 2022, principals consistently recognised student accomplishments through formal rewards like honour rolls, newsletters, and assemblies, establishing more substantial incentives for learning. Teachers appreciated increased support from principals in recognising student contributions in class, reflecting a stronger focus on celebrating academic and behavioural achievements than in 2017.

School Characteristics

Primary Schools

- Teacher absenteeism was not a significant challenge in 2022; however, student absenteeism was a moderate challenge in 2022.
- Libraries, computer labs and playing fields were shared in 2022. These are essential resources for student research and learning. Science labs and art rooms were often unused or unavailable in both years, which is an issue as specialised rooms provide critical space and resources for hands-on, experiential learning in subjects such as science and art.
- Mixed ability grouping was the predominant class organisation method in 2022.
- In 2022, over half of the schools had reading policies and timetabled reading for leisure, both essential for promoting literacy.
- Policies on extracurricular activities were 22% in 2022, with under 50% of schools timetabling such activities, which could potentially have negative implications for students' opportunities to explore new interests and develop new skills.

Secondary Schools

- 50% of principals admitted to having challenges with student absenteeism, and 75% reported a moderate challenge with teacher absenteeism.
- Majority of principals reported having the necessary resource rooms and spaces.
- 25% of principals stated that their school does not participate in mixed-ability grouping.
- All principals in the study stated there was no reading policy for their school or dedicated time for leisure reading.

- All principals in the study stated that there were no policies on extracurricular or co-curricular activities. However, one principal did reveal that there was a specific time dedicated to extracurricular or co-curricular activities.
- Several students reported studying multiple academic tracks; however, just under 25% of students in 2017 and 9% in 2022 stated that their academic track was not their choice.

Factors with Indirect Influences

Primary Teachers' and Principals' Perspectives

- Between 2017 and 2022, primary teachers' overall enjoyment of teaching experience increased at their specific school.
- Teacher enjoyment and satisfaction are crucial for maintaining motivation, reducing burnout, and ensuring high-quality teaching.
- More teachers provided extra lessons for students in their class outside school hours in 2022 than in 2017, with the consistent belief that parents were often willing to pay for these lessons.
- More teachers believed that teachers should be paid for extra lessons. Primary teachers consistently supported the Common Entrance Exam for secondary school placement, with increased support for ability-based streaming.
- While support for grade retention grew in 2022, more teachers expressed their lack of support. Grade retention may have mixed impacts; while it may be viewed as providing necessary remediation, it has also been viewed as potentially harmful to students' self-esteem and overall achievement.

Secondary Teachers' and Principals' Perspectives

- The number of teachers who generally enjoyed teaching increased between 2017 and 2022.
- While many teachers provide lessons outside of school, the percentage of teachers who never provide lessons outside of school hours is rapidly increasing.
- A significant portion of teachers believe that parents are willing to pay for extra lessons for their children; however, a consistent percentage of teachers believe that parents are never willing to pay for extra lessons for their children.

- A growing number of teachers believe they should be financially compensated for the extra lessons they provide.
- Between 2017 and 2022, teachers' support for a common entrance examination for secondary school placement increased significantly.
- Half of the teachers in 2017 and most of the teachers in 2022 support streaming classes according to the students' ability.
- Finally, less than 25% of teachers in 2017-2022 had an opinion on grade retention; however, most teachers in 2022 stated that they did not support it.
- Half of the principals in 2022 believed that teachers should be paid for any extra lessons they provide, and they do not support streaming according to ability. Moreover, most of the principals in 2022 support the use of an entrance examination for secondary school placement; however, they do not support grade retention.

The Impact of COVID-19 on Teaching and Learning

Primary Schools

- During the COVID-19 lockdown, most primary teachers engaged their students online, primarily by radio, directing students to lessons on television, sending worksheets and other means.
- Most primary teachers experienced challenges with online schooling during the COVID-19 lockdown. These challenges included unstable internet, device malfunctions, communicating with parents online, creating appropriate assessments, and preparing online lessons. Other challenges included trouble logging into meeting spaces, learning to use online platforms, sharing a device, and lacking internet access.
- Preferences for teaching modalities varied, with most preferring face-to-face, hybrid and some online only.
- Primary teachers mainly used Google Suite or Google Classroom and Google Meet, as well as WhatsApp, Edmodo, Zoom, and Microsoft Teams to connect with students.
- Teachers mostly used laptops, with smartphones, tablets, and desktops also in use.
- Most teachers used their own devices initially before receiving one from their school or the Ministry of Education.
- Teachers accessed the internet from home, school, or community sources. Some teachers also made home visits, while some provided additional support and provided extra support

to students through additional time for assignments, directing students to online resources, and one-on-one sessions.

- ❖ Most primary teachers found their school or Ministry of Education supportive when teaching online. Meanwhile, some teachers found teaching online very stressful, and about half reported balancing work and personal life well.
- ❖ Most teachers found their home environment conducive to online teaching and felt comfortable using technology.
- ❖ Teachers rated student learning, attendance, and participation as moderate to good and felt moderately motivated and satisfied with their online teaching.
- ❖ Experiences with safety protocols and transitioning to online schooling vary; some found it challenging, and others did not.
- ❖ Primary teachers' attitudes towards teaching following the COVID-19 pandemic varied. Most participants said COVID-19 had no effect or a fairly good effect. In contrast, about one-third felt that COVID-19 had a fairly bad or very bad impact on their feelings about teaching.

Secondary Schools

- ❖ Majority of the students attended classes online during the COVID-19 lockdown period. These students accessed lessons via the worksheets that their teachers sent to them. However, two-thirds of the students reported facing challenges in online schooling. Two challenges were the lack of a stable internet connection and difficulty keeping up with their schoolwork.
- ❖ The students also reported having positive experiences with online schooling, such as feeling less stressed and having more time for alternative activities. These students also explained that they had extra time to complete their assignments during this period. Following this experience, most students stated that they would prefer having face-to-face only or hybrid classes in the future.
- ❖ The highest percentage of students stated that they were moderately satisfied with the support they received from the school and their home for online schooling.
- ❖ The majority of the students reported having varying levels of difficulty following the safety rules during the COVID-19 pandemic. While some students reported having challenges changing from face-to-face school to online school, the majority of the students stated that the COVID-19 pandemic did not affect how they felt about school.

- Most teachers engaged with their students during the COVID-19 lockdown period, and many reported sending worksheets to their students.
- Almost every teacher stated that they experienced challenges during online schooling. Some of these challenges were creating appropriate assessment activities to gauge learning in the online setting and unstable internet connections.
- The teachers reported using various devices and platforms to engage with their students during this period. However, over half of these teachers noted using their personal devices in their homes to engage with their students.
- The highest percentage of teachers reported giving their students additional time to complete their assignments during this period.
- The teachers noted that the Ministry of Education's involvement did not substantially impact their online performance. While this teaching experience was stressful for the teachers, they noted that their students' parents were very supportive.
- The teachers stated that their students' performance was not positive or negative during this period.
- Most of the teachers indicated that it was not very hard for them to follow the safety protocols; however, they had a few challenges changing from face-to-face to online school.

Conclusion

The findings highlight progress and ongoing challenges in educational practices in St. Kitts and Nevis between 2017 and 2022. While strides have been made in modernising school leadership, expanding access to technology, and aligning professional development with school goals, some colonial-era practices remain embedded in the system, indicating areas for continued reform. The data suggest a positive shift toward evidence-informed policymaking yet emphasise the need for consistent support in technology access, curriculum alignment, and teacher-student engagement, especially following the disruptions of the COVID-19 pandemic. Strengthening these areas could enhance academic achievement, create a more inclusive school climate, and better support the aspirations of students and educators within a modern Caribbean context.

What's Next…

In the pre-COVID-19 (2017) and post-COVID-19 (2022/2024) periods, data were collected from primary and secondary students, teachers and school principals from Barbados and the Eastern

Caribbean to investigate specific home and school factors that are known to influence academic achievement, both at the individual level and school level. This report focused on the data collected in St Kitts and Nevis. It provides a descriptive summary of the responses from the various participant groups in this country that shed light on the home and school factors investigated and, in some cases, discusses implications.

A follow-up to this report is imminent. The follow-up report will examine the relationship between home and school factors summarised in this current report and academic achievement at the school level. Using primarily correlational analysis, we will explore, for example, the link between:

- school leadership and students' attitudes to school and learning
- school leadership and teachers' instructional practices
- students' home literacy behaviour and school achievement
- students' attitudes to school and learning and school achievement
- students' perceptions of their school and school achievement

Such issues will be explored for the pre-and post-COVID-19 periods.

INTRODUCTION

Over the years, education in the region has been a topic of extensive discussion and debate, with numerous contentious issues stemming from practices established during the colonial period. Debates have revolved around curriculum content and methods, transition practices from primary to secondary education, hierarchical arrangement of schools, and teacher recruitment processes, among others. These discussions, held in the media, parliamentary debates, and in various forums across the region, often lead to the formulation and implementation of policies. However, policymaking in the Caribbean frequently relies on "policymakers, who implement policies based on ideas, as well as ad hoc or outdated data" (Economic Commission for Latin America and the Caribbean, 2012). Nevertheless, there have been recent calls for evidence-based policymaking and practices. Recognising the constraints of limited financial resources, stakeholders in the region understand the importance of basing decisions about education, which remains highly valued, on rigorously gathered and analysed empirical evidence.

To this end, the current study aligns with the new normal of seeking evidence to inform practice. It aims to contribute to our understanding of the factors that either promote or hinder students' academic progress in the region. The study seeks to achieve the following objectives:

1. Develop demographic profiles of primary and secondary students, teachers and principals in St Kitts and Nevis.
2. Provide descriptions of several factors that influence students' academic achievement in St Kitts and Nevis, including:
    a. Primary and secondary students' reported home environment.
    b. Primary and secondary students' perception of school and learning.
    c. Primary and secondary teachers' reported classroom practices.
    d. Primary and secondary teachers' and principals' perspectives on school leadership.
    e. Primary and secondary school characteristics.
    f. Indirect factors such as primary and secondary teachers' and principals' views on school and other education-related issues

The second phase of the study, conducted in 2022, aimed to achieve the same objectives as the first phase to enable pre- and post-COVID-19 comparisons. Additionally, the second phase aimed to:

3. Explore the experiences of students and teachers regarding schooling during the COVID-19 pandemic.

This report is Report 1a, the first in a two-part report on the home and school factors influencing student academic achievement. Report 1b will explore the potential of these factors to predict student achievement at the primary and secondary levels.

LITERATURE REVIEW

Introduction

This literature review examines various factors influencing student academic achievement, focusing on Caribbean and international perspectives. The discussion spans key areas such as the definition of academic achievement, the legacy of colonialism in Caribbean education, and evidence-based education reform. Additional sections explore specific influences on academic outcomes, including home environments, absenteeism, student attitudes, school climate, and leadership. The review also highlights the impact of post-colonial practices, such as academic tracking, and the role of technology in education, particularly in the wake of the COVID-19 pandemic on student achievement.

Student Academic Achievement Defined

Steinmayr et al. (2014) define academic achievement as a representation of the outcomes that reflect how individuals have met specific educational goals within instructional settings, including schools, colleges and universities. These goals often centre on cognitive development, either spanning multiple disciplines (e.g., critical thinking) or focusing on the mastery of specific content areas such as literacy, numeracy, science or history. Steinmayr et al. (2014) state that it is a multifaceted construct that is context-dependent and shaped by the indicators used to measure it. These indicators range from general markers, such as procedural (knowledge of a process, skill, or procedure, e.g., conducting a science experiment) and declarative (knowledge of a concept or idea, e.g., knowing what a noun is) knowledge gained through education, to curriculum-based measures, such as grades and performance on achievement tests. Other indicators include cumulative outcomes such as degrees and certifications.

In modern societies, academic achievement is critical in determining a person's opportunities for further education and professional success. For example, performance measured by Grade Point Average (GPA) or other measures often dictates whether a student will succeed at college or university (Kobrin & Michel, 2006). This can be extended to the Caribbean, where admission to community colleges and universities relies on the results of the Caribbean Secondary Education Certificate (CSEC) and the Caribbean Advanced Proficiency Exam (CAPE). Beyond individual implications, academic achievement has national significance, influencing a country's economic

prosperity and social well-being. International assessments, such as the Programme for International Assessment (PISA), assess academic achievement across nations, offering insight into the strengths and weaknesses of educational systems. The results of these studies are used to inform policy decisions aimed at improving educational outcomes (OECD, 2023).

Education in Post-Colonial Caribbean Contexts

The legacy of colonialism continues to shape education systems in the Caribbean, and inequities continue to be perpetuated by educational structures that are in place today (Brissett, 2021; Bristol, 2012; Thompson et al., 2011; Warrican, 2005, 2020; Williams, 2016). Brissett (2021) emphasises that these inequities are a direct result of colonial-era education systems that served a small elite, leaving marginalised populations, particularly those of African descent, with limited access to quality education. Similarly, Williams (2016) describes the persistence of hierarchical systems in Trinidad's education, where students from lower socio-economic backgrounds are marginalised through outdated curricula and disciplinary practices. When viewed through a postcolonial lens, we can thoroughly investigate the relationship between culture, education and research (Bristol, 2012).

While education reforms have aimed to address these inequities, Jules (2010) argues that global pressure to conform to Western educational norms often hinders truly localised efforts. The challenge, therefore, is not just one of access but of ensuring the relevance of education to local socio-economic contexts. Sappleton and Adams (2022) add an international perspective, comparing efforts to decolonise education in the Caribbean and South Africa with the ongoing challenges of racial inequalities in United States (U.S.) education. They point out that while diversity initiatives in the United States are gaining traction, they often fail to address the deep Eurocentrism embedded in the system, a challenge similarly faced in the Caribbean.

Warrican (2015) is aligned with these ideas, highlighting how the divide between home and school cultures affects literacy development in the Commonwealth Caribbean. He argues that many students, particularly those from working-class backgrounds, are disengaged from literacy instruction that prioritises Standard English (SE) and ignores the Creole languages spoken at home. The persistence of colonial education practices devaluing local languages and cultures results in poor literacy outcomes and broader educational disengagement. Warrican calls for reforms integrating students' home languages into the classroom, fostering a more inclusive learning

environment, and redefining literacy to include critical thinking and multiliteracies, which are necessary for success in modern society.

Progress has been made in certain realms, such as providing Universal Secondary Education throughout the Eastern Caribbean. Still, challenges remain in how children are placed into secondary school, with students who are more academically able being placed in prestigious schools that were historically grammar schools (Leacock, 2009; Thompson et al., 2011). Further, special and inclusive education in Barbados has transitioned from charity-based models to more inclusive practices; however, resource challenges and societal attitudes remain (Blackman, 2017).

This literature suggests that education in the Caribbean is at a crossroads. While efforts to decolonise and reform systems have made great strides, significant colonial legacies remain. Without addressing the inequities that persist in regional systems, especially those rooted in our shared colonial past, educational outcomes in the region will remain uneven, with marginalised groups continuing to face barriers to achievement.

Importance of Evidence-Based Education Reform

The impact of the Caribbean's colonial legacy on equitable access to quality education and increased globalisation necessitates ongoing educational reform in the Caribbean, and this reform is a focus of governments in the region (Jules & Williams, 2016). However, educational reform must be grounded in evidence-based research (Slavin, 2020). Further, evidence-based approaches can transform education systems by fostering continuous cycles of innovation, evaluation and improvement (Slavin et al., 2021).

The origins of evidence-based practice and policymaking trace back to the early 1990s in the medical field (Sackett & Rosenburg, 1995) and have since expanded to healthcare (Hoffmann et al., 2023), business (Luthans et al., 2021) and psychology (APA Presidential Task Force on Evidence-Based Practice, 2006). In education, it now plays a crucial role in areas such as higher education (Diery et al., 2020), remote (online) education (Greenhow & Galvin, 2020), and special and inclusive education (Mitchell & Sutherland, 2020).

Although evidence-based policymaking has gained global acceptance, many educational policies, both internationally (Gorard et al., 2020) and in the Caribbean, are often developed without sufficient evidence (Economic Commission for Latin America and the Caribbean, 2012). The

United Nations (2024) highlights the unique challenges faced by small island developing states (SIDS) in implementing evidence-based policymaking, noting that:

> Small island developing states face significant challenges in data collection, analysis, technical and institutional capacity, which hinders evidence-informed policymaking, monitoring progress and accessing development financing; and we emphasise that capacity-building for stronger data governance and management will allow SIDS to support better data collection, protection, transparency and data sharing (pp. 4-5).

Shah and Kelman (2024) similarly emphasise the need for evidence-based policymaking in SIDS using both "big" data (e.g., extensive datasets) and "small" data (e.g., case studies) integrated with local expertise and extensive Indigenous datasets. Moreover, "small" data (e.g., case studies) should be integrated with local expertise and indigenous knowledge.

Researchers in the Caribbean face challenges related to the dominance of Western paradigms in educational research. Warrican (2020) critiques the imposition of Western research frameworks on Caribbean education, stating that this practice leads to the misinterpretation of local realities. For instance, educational behaviours, such as students' language use, are often misinterpreted when analysed through a Western lens. Warrican (2020) advocates for a shift towards more contextualised research methodologies that reflect the Caribbean region's socio-cultural history and educational needs.

The uncritical adoption of international education policies facilitates practices of policy transfer that overlook the unique social, cultural and economic realities of small island developing states, leading to ineffective reform (Crossley, 2019). Crossley emphasises the need for context-sensitive approaches to education reform, particularly in the Caribbean, where global benchmarks and policies, such as those from PISA, may not be appropriate. He further discusses the importance of equitable partnerships between global and local stakeholders to ensure policies are adapted to fit the local context rather than imposed without regard for local needs. Crossley advocates for a greater focus on qualitative research and Indigenous knowledge systems to support sustainable development goals, moving beyond the often quantitative-driven global governance models that dominate educational policymaking. This focus on Indigenous knowledge further contributes to the efforts to decolonise education by including the voices of those who both create and are impacted by policy.

Evidence-based education reform can transform governance and educational practices by enabling more effective resource allocation, fostering accountability, and ensuring policies address Caribbean education systems' unique sociocultural and historical context (Shah & Kelman, 2024; Slavin, 2020). Integrating "big" and "small" data with local expertise bridges gaps in equity and access while promoting sustainable development through continuous cycles of innovation, evaluation, and improvement (Crossley, 2019; Slavin et al., 2021). This approach empowers educators and institutions to enhance teaching practices, improve student outcomes, and align reforms with the region's developmental goals.

Academic Achievement Indicators in the Caribbean

The Caribbean Secondary Education Certificate (CSEC) and Caribbean Advanced Proficiency Examination (CAPE) are widely regarded as key achievement indicators in the region. They provide measurable benchmarks for assessing student performance and the effectiveness of secondary education systems (Caribbean Examinations Council, 2022). These standardised exams are often used by policymakers, educators, and researchers to evaluate trends in academic achievement, identify areas requiring intervention, and inform curriculum development.

To date, achievement indicators from the Caribbean region show significant improvement in specific curriculum areas. In contrast, other areas have stagnated or declined, and the impact of the COVID-19 pandemic remains to be fully understood. In 2019, just before the pandemic and subsequent lockdown, the overall CSEC pass rate was 75%, marking a 5% increase from the 70% pass rate in 2018 and up from 67% in 2017 (Press Release, 2019). Notably, there was a significant increase in performance in English A, with the pass rate rising from 67% in 2018 to 79% in 2019. However, in a more recent report from the Caribbean Examinations Council (2022), there has been a further decline in passing grades in most subjects since the first phase of this study was conducted in 2017, and this could be due to several factors, including the impact of the COVID-19 pandemic.

The number of students obtaining passing grades in the core compulsory subjects of English A and Mathematics is of particular concern. In English A, the pass rate fell in 2022 to 71%, compared with 74% in 2021, 83% in 2020 and 79% in 2019. Similarly, a decline was noted in Mathematics, with a 37% pass rate in 2022, compared to 41% in 2021, 53% in 2020, and 46% in 2019.

Significant declines in passing grades since 2019 have been noted for most other subjects, including Social Studies (52% in 2022, 65% in 2019), Geography (62% in 2022, 75% in 2019), Spanish (55% in 2022, 70% in 2019), Information Technology (80% in 2022, 92% in 2019), Technical Drawing (75% in 2022, 87% in 2019), Textiles, Clothing and Fashion (71% in 2022, 83% in 2019), Religious Education (59% in 2022, 75% in 2019), Physics (64% in 2022, 73% in 2019), Chemistry (60% in 2022, 68% in 2019), Additional Mathematics (63% in 2022, 71% in 2019), Principles of Business (80% in 2022, 87% in 2019), Principles of Accounts (69% in 2022, 75% in 2019), Music (69% in 2022, 75% in 2019), Electronic Document Preparation and Management (EDPM) (88% in 2022, 94% in 2019), IT (Mechanical) (80% in 2022, 86% in 2019). Slight declines in passing grades between 1% and 5% were observed between 2019 and 2014 in Economics, Portuguese, French, Information Technology (Building and Electrical), Physical Education and Sport, Food and Nutrition, and Office Administration.

The most significant increases in passing grades since 2019 are in Human and Social Biology (67% in 2022, 52% in 2019) and English B (71% in 2022, 65% in 2019). Increases in passing grades between 1% and 5% are noted in Caribbean History, Integrated Science, Family and Resource Management, Biology and Theatre Arts. Agricultural Science and Visual Arts passing grades remain the same in 2022 as in 2019. These trends suggest a need to reconsider traditional measures of academic achievement, such as standardised exam pass rates, and explore alternative assessment methods that capture a broader range of student competencies.

This study aims to examine a range of factors that may influence students' academic achievement, including those that may be contributing to the decline in passing grades observed across most subjects at the CSEC level in secondary schools and the large percentage of children who do not achieve high marks on the Common Entrance Examination at the end of primary school (Leacock et al., 2007).

Factors Affecting Academic Achievement: International and Caribbean Perspectives

Academic achievement is influenced by many factors, many of which vary across educational and cultural contexts. International research provides valuable insights into these influences, while regional studies offer a more localised understanding of Caribbean education systems' unique challenges and opportunities. By examining international and Caribbean perspectives, we can better understand the complex interplay of psychological, social, and instructional factors that

shape student outcomes. This offers a comprehensive view of the variables affecting academic success in this region.

In a systematic review of 169 studies using meta-analysis, which included over 250 variables, Kocak et al. (2021) used effect sizes to determine the strength of each variable on academic performance across education levels. The study categorises these variables into nine domains: psychological characteristics, teaching and learning strategies, socio-economic and socio-demographic characteristics, family, teacher, school, educational technology, special education and violence-related factors. They found that psychological factors such as self-efficacy and academic emotions (feelings about learning and school) had the largest positive effect sizes, indicating that psychological traits such as motivation and emotional regulation play a significant role in academic success. Concerning teaching and learning strategies, creative drama, constructivist and collaborative learning, and learning strategy instruction had substantial positive impacts on academic achievement. Higher socioeconomic status was consistently associated with better academic performance. Family variables included parental expectations, attitudes and involvement as critical predictors of academic success, with large effect sizes, especially when parents were actively involved in their children's education. Teachers' judgement of students' abilities and academic performance had significant effects, as well as the quality of teacher-student relationships. In schools, the incorporation of physical activities also positively impacts student achievement. The presence of reading disabilities and behavioural disorders impacted academic achievement negatively. Finally, tools such as computer-aided instruction and one-to-one laptop programmes positively impacted academic outcomes.

These findings are echoed in research that has been conducted in developing nations. For example, Farooq et al. (2011) found that higher socioeconomic status and higher levels of parental education predicted higher levels of academic achievement in a sample of secondary school students in Pakistan. In the Caribbean, a study conducted with middle-school students in Jamaica found that behavioural engagement, specifically participation in class activities and homework completion, positively predicted academic achievement (Martin et al., 2016). Another study in Barbados and Trinidad found that secondary school students' academic achievement improved after teachers trained in and used relational group work in their classes (Layne et al., 2008). Further, in a study conducted with primary school children in St. Vincent and the Grenadines, difficulties with attention were linked to lower academic achievement (Jimerson et al., 2006), which may connect

with the findings on behavioural disorders in the "special education" domain in Kocak et al.'s (2021) review. Other Caribbean studies related to various factors contributing to student academic achievement are presented in the sections below.

Home Environment and Academic Achievement

Nursery-Enrolment and Early-Childhood Education

Research on early childhood education (ECE) consistently shows its significant role in improving long-term academic outcomes. For example, Haslip (2018) found that public Pre-K attendance in the U.S. significantly improved first-grade literacy, particularly for economically disadvantaged children. However, socio-economic status (SES) is not the sole determinant of early educational outcomes. Other factors, such as programme quality, teacher training, and culturally relevant curricula, also play critical roles in shaping the effectiveness of ECE programs (Escayg & Kinkead-Clarke, 2018; Hogrebe & Strietholt, 2016). Moreover, early development of skills such as attention regulation and social competence – identified by Rabiner et al. (2016) as critical predictors of academic success – can amplify the benefits of high-quality ECE programmes across all socio-economic groups.

On an international scale, Hogrebe and Strietholt (2016) used data from nine countries to explore preschool's effects on reading achievement and concluded that programme quality plays a crucial role in outcomes. Similarly, Eshetu (2015) in Ethiopia and Agirdag et al. (2015) in Turkey highlighted how socio-economic disparities affect access to preschool, with wealthier students benefiting more from early education. These studies highlight the importance of targeting intervention to close achievement gaps between SES groups and socio-economically disadvantaged populations by addressing variability in programme quality and access.

Escayg and Kinkead-Clarke (2018) call for integrating culturally relevant, decolonised curricula, shifting away from Eurocentric teaching models in the Caribbean. They argue that Caribbean ECE can foster positive racial identities and create more relatable and practical learning environments for children by incorporating local traditions such as storytelling and music.

These studies suggest that while SES is an important factor, it must be considered alongside programme quality, accessibility, and cultural relevance when designing and implementing ECE programmes. Moreover, fostering foundational skills like attention regulation and social

competence can enhance the effectiveness of these interventions. To close achievement gaps, a concerted effort must be made to target socio-economically disadvantaged children while ensuring that these programmes promote academic and social development to support local cultural identities.

Parental Involvement & Home Literacy Environment

Parental involvement is a widely recognised determinant of student academic achievement, with its effects varying based on the type of involvement, socioeconomic status and regional context. Research demonstrates that parental engagement, such as setting high academic expectations and providing home-based support, is associated with improved academic outcomes (Boonk et al., 2018; Wilder, 2014). However, direct involvement in homework can yield mixed results, especially as students advance through grade levels, highlighting the importance of the quality of engagement over its frequency (Boonk et al., 2018). Socioeconomic factors also significantly influence parental involvement, as families from higher socioeconomic backgrounds generally have greater access to resources that support their children's education. In contrast, parents in lower socioeconomic settings often face financial difficulties and work-related constraints that limit their ability to engage fully (Marshall et al., 2014).

In the Caribbean, these socioeconomic disparities are pronounced, and strong school leadership and community support play a pivotal role in fostering parental involvement, particularly in under-resourced areas (Edgerton et al., 2023; Marshall & Jackman, 2015). School leaders act as intermediaries, bridging the gap between families and schools to enhance student outcomes. Furthermore, addressing the "secondary slump", or the decline in parental involvement as students progress through secondary education, is critical for sustaining academic motivation and performance (Marshall et al., 2014; Marshall & Jackman, 2015). Therefore, policies that provide resources and opportunities for sustained parental engagement, particularly in marginalised communities, are essential for improving student achievement in the Caribbean.

Research also consistently emphasises the importance of the home literacy environment (HLE) in shaping children's academic success. Schlee et al. (2009) found that parental resource capital – such as education level, income, and home literacy practices – strongly predicts early academic performance in reading and mathematics, highlighting the importance of a well-resourced home environment. This finding aligns with Heppt et al. (2022), who concluded that physical books,

especially children's books, are key predictors of academic success. Neuman and Moland (2016) introduced the concept of “book deserts”, showing that income segregation limits book access in disadvantaged U.S. neighbourhoods, exacerbating literacy gaps. Neuman (2017) further demonstrated that access to books alone is insufficient; meaningful interaction between children and caregivers, such as reading together, is crucial for developing literacy skills.

Studies in other contexts reinforce these findings. In the UK, Hartas (2012) demonstrated that while socioeconomic status (SES) plays a significant role in literacy development, simple home learning activities like reading cannot entirely close the achievement gap for lower SES families. van Bergen et al. (2017) explored the interaction between genetic and environmental factors, concluding that while parental reading skills can be hereditary, environmental factors such as access to books independently improve literacy outcomes. Similarly, Lesemen and De Jong (1998) highlight the multifaceted nature of the HLE, where opportunities for reading, parent-child interactions and instructional quality collectively predict early reading success. This view is supported by Darling and Westberg (2004), who found that structured parental involvement – where parents are trained in reading activities – significantly impacts children’s literacy outcomes. In the United States, Albee et al. (2019) tackled summer reading loss by distributing culturally relevant books and involving parents in literacy activities, reducing reading loss among disadvantaged students. Sammons et al. (2015) extended this to the long term, showing that early HLE strongly predicts later academic success, particularly for low-income students.

Similar patterns emerge regarding the influence of the HLE in the Caribbean. Martin et al. (2016) studied middle school students in Jamaica and found that parental engagement and motivation were critical for academic success, though socioeconomic limitations often hinder access to literacy resources. This reflects broader international findings, where socioeconomic factors limit the availability of literacy materials, contributing to persistent achievement gaps (Neuman & Moland, 2016; Schlee et al., 2009).

Student and Teacher Absenteeism

The literature consistently demonstrates that student absenteeism negatively impacts academic performance, with various causes producing different effects. Klein et al. (2022) found that truancy and sickness-related absences are particularly harmful; Jamil & Khalid (2016) found student delinquency to be a predictor of low academic achievement, while Keppens (2023) highlighted

that unexcused absences, especially during critical periods like exams, have the most detrimental effects. Allen et al. (2018) focused on health-related absenteeism, emphasising the role of chronic illness and mental health issues. The authors advocate for early interventions involving healthcare professionals, families and schools to prevent long-term academic decline due to absenteeism. These findings suggest the need for targeted interventions considering the reasons for and timing of absences.

Further, Hancock et al. (2017) investigated socioeconomic factors and absenteeism, finding that absenteeism negatively affects academic performance across all demographics. In the Caribbean, absenteeism is also tied to socioeconomic challenges. Cook and Ezenne (2010) found that factors such as financial difficulties, family responsibilities, and poor infrastructure contribute to absenteeism in Jamaica. Also, in Jamaica, Jennings et al. (2017) found financial difficulties experienced by parents as the leading cause of absenteeism. In Guyana, Bristol (2017) noted that teacher absenteeism contributes to student absenteeism, as students perceive little value in attending school when teachers are absent. Similarly, in Barbados, Lewis (2020) found negative correlations between teacher absences and student performance in core subjects such as science and math, though a positive effect was seen in English. This research in the Caribbean suggests that absenteeism is one of several factors influencing student outcomes and calls for solutions involving school, community and government intervention.

Students' Perceptions of Learning and School Climate

Student Attitudes Toward Learning and School

The influence of students' attitudes towards school and learning (ATSL) on motivation and achievement has long been acknowledged (Eccles & Wigfield, 2002; Ryan & Deci, 2000). Recent research by Veresová & Malá (2016) demonstrates a strong correlation between ATSL and academic achievement. Slovak secondary school students who displayed positive attitudes toward learning achieved higher Grade Point Averages (GPAs), with a cognitive component (beliefs about their ability to succeed) being the strongest predictor. The study also uncovered gender differences, with girls having more positive attitudes than boys, though this did not translate into a significant GPA difference.

Similarly, a study in Nigeria, Kpolovie et al. (2014) found that both interest in learning and attitude towards school were significant predictors of academic performance in secondary school students. This study suggests that these factors collectively account for over 20% of the variance in academic achievement, with interest in learning being slightly more influential. This reinforces the importance of student engagement and a positive learning attitude in driving academic success. Knight and Obidah (2014) explored student perceptions of secondary education under the Universal Secondary Education (USE) policy in the Caribbean context. Students from low-performing schools expressed dissatisfaction with teaching methods and student-teacher relationships, negatively impacting their attitudes towards learning. This demonstrates that the relationship between attitudes toward learning and academic achievement is not unidirectional. Additionally, Bowe (2012) conducted research with Caribbean students in the UK and noted that negative attitudes towards school and risky behaviour were prevalent among boys and contributed to an academic achievement gap between boys and girls.

These findings suggest that fostering positive attitudes towards school and learning can significantly contribute to better academic outcomes. Gender differences in ATSL, particularly favouring girls, indicate a need for targeted interventions aimed at enhancing boys' attitudes where significant differences exist. Additionally, as highlighted by several studies, the importance of cognitive beliefs about academic success suggests that building students' confidence in their academics is crucial.

School Climate and Academic Achievement

Research consistently highlights the critical role of school climate in shaping student well-being and academic achievement across various international and Caribbean contexts. Akey (2006), in a study of U.S. urban high schools, found that supportive teacher-student relationships and clear behavioural expectations positively influenced student engagement and perceived competence, which enhanced academic achievement. Similarly, Steinmayr et al. (2018) emphasised that a positive school climate significantly predicted student well-being, although its direct effect on academic achievement was weaker. Instead, self-efficacy emerged as the strongest predictor of academic performance, indirectly supporting school climate through enhanced student well-being.

In Australia, Maxwell et al. (2017) demonstrated that student perceptions of a positive school climate, mainly through a sense of school identification, were associated with better performance

in literacy and numeracy. Staff perceptions of school climate also positively influenced academic outcomes, underscoring the importance of a supportive environment for students and teachers. In their meta-analysis, Dulay and Karadağ (2017) further reinforced the importance of school climate, showing a medium-level positive effect on student achievement across multiple countries, with the impact observed in subjects such as English and social sciences.

Leadership plays a critical role in shaping school climate. Allen et al. (2015) found that transformational leadership positively influenced teachers' perceptions of school climate, mainly through fostering collaboration and a sense of order. However, the impact of school climate on student achievement was more nuanced, with significant effects observed primarily in reading but not mathematics. Veletić et al. (2023) highlighted the importance of distributed leadership, where shared decision-making among staff contributes to a more positive perception of school climate, especially in Scandinavian countries. This aligns with Zysberg and Schwabsky (2020), who found that a positive school climate in Israel, characterised by strong interpersonal relationships and a sense of belonging, enhanced students' academic self-efficacy, improving academic outcomes in core subjects.

In the Caribbean, Bartley (2024) examined the role of school climate in fostering resilience and well-being among Jamaican secondary school students. The study emphasised that supportive relationships between students and teachers, coupled with clear expectations and a safe environment, were crucial for promoting student resilience, particularly in the context of challenges posed by the COVID-19 pandemic. La Salle et al. (2021) also found that students in Jamaica reported higher levels of school connectedness, which was linked to better mental health outcomes, further reinforcing the importance of a positive school climate for overall student well-being.

In summary, positive interpersonal relationships, a sense of belonging, and strong leadership that fosters collaboration are critical elements of a healthy school climate. While school climate has a more indirect effect on academic performance, its role in supporting student engagement, self-efficacy, and resilience is vital across diverse educational contexts.

Democratic Classrooms and Student-Centred Instruction

The literature across international and Caribbean concepts underscores the importance of democratic classrooms and student-centred instruction in improving student outcomes, both academically and socially. Print et al. (2002) highlight how democratic participation in Danish schools fosters active citizenship and critical thinking. In Albania, Bara and Xhomara (2020) found that problem-based learning and student-centred methods led to significant improvements in science achievement, with problem-based learning showing a particularly strong effect. Similarly, Asoodeh et al. (2012), in their study of Iranian elementary students, demonstrated that student-centred learning significantly improved academic performance in subjects like mathematics, science, and reading. Additionally, they found that this approach had a lasting positive impact on students' social skills, such as communication and adaptive behaviour, with benefits persisting even months after the intervention. Further, a recent meta-analysis also demonstrated that student-centred approaches in mathematics improved academic performance and reduced anxiety, especially in middle school students (Emanet & Kezer, 2021). Finally, Yildirim (2023) similarly found that student-centred methods in life sciences significantly boosted achievement, reinforcing the broad applicability of these approaches across subjects.

Student-centred methods have also been found to be effective in developing nations. In Nigeria, Precious and Feyisetan (2020) showed that student-centred approaches, such as discussions and field trips, improved biology performance, outperforming traditional teacher-centred methods. These findings align with research from the Caribbean, where Warrican and Leacock (2011) explored democratic education in Caribbean classrooms. Leacock and Warrican's (2011) study of online learning environments illustrates both the potential and challenges of promoting democratic practices. Their findings show that while online platforms can foster greater student participation and recognition of individual needs, issues such as technological barriers and isolation hinder their effectiveness. The study highlights the cultural tensions between online learning and traditional oral communication in the Caribbean, calling for more interactive components to fully support student-centred approaches. Similarly, Layne et al. (2008) demonstrated that group work in Trinidad and Barbados significantly improved academic performance, particularly for low-achieving students. Further, Warrican et al. (2019) highlighted that while Barbadian teachers expressed support for learner centred instruction, practical barriers such as lack of resources and mentorship limited its full implementation.

School Leadership

School leadership plays a pivotal role in shaping both student outcomes and the broader school environment. Internationally, transformational and distributed leadership styles have been identified as particularly effective in fostering positive school climates and supporting student achievement. Veletić et al. (2023) demonstrated that distributed leadership, where decision making is shared among staff, was associated with improved school climate perceptions across different regions, although its impact varied, with particularly strong results in Scandinavian countries. This leadership model, emphasizing collaboration and shared responsibilities, creates a more inclusive organizational structure that contributes to better school outcomes. Further to this, Leithwood (2021) highlighted the importance of equitable leadership, focusing on culturally responsive practices that engage diverse communities and address the needs of all students. These leadership practices are essential for promoting inclusivity and ensuring that schools serve as equitable learning environments for students from various socioeconomic and cultural backgrounds. The link between transformational leadership and improved school climate is further emphasized by Allen et al. (2015) and Tan et al. (2021), who found that leadership styles that inspire and motivate staff indirectly improve student outcomes through their positive effects on the school climate. However, the direct impact of leadership on student achievement remains modest, highlighting the importance of combining leadership with strong instructional practices.

In the Caribbean, Miller (2016) pointed out that effective school leadership in this region often blends formal training with experiential learning. Principals in the Caribbean face unique socioeconomic and cultural challenges, requiring them to adapt leadership strategies to their specific local contexts. This contextual adaptation is crucial for addressing the complex needs of Caribbean schools. Leacock (2009) echoed these findings, showing that in the Caribbean, transformational leadership is particularly effective in improving student outcomes, especially in core subjects like English and mathematics. Principals who motivate their staff create a collaborative school environment that enhances both teacher performance and student engagement. This leadership style is key to fostering positive academic outcomes in Caribbean schools. Further supporting this, Brown et al. (2014) in their study of primary schools in Trinidad and Tobago, demonstrated how professional networks among teachers, facilitated by strong leadership, positively impact academic performance. Schools where principals fostered collegial trust and encouraged teacher collaboration, particularly around the use of assessment data, had

higher student proficiency levels on national tests. However, the study noted that despite these gains, resource limitations and a lack of external professional support hindered the full implementation of collaborative teaching practices. These findings reinforce the idea that leadership, when focused on building collaborative school climates, directly influences teacher effectiveness and student achievement.

However, leadership alone may not be enough. Jennings et al. (2017) stressed that a combination of strong leadership and teacher quality is necessary for improving academic performance, particularly in schools serving low income communities. Leadership's role in supporting teacher effectiveness is critical to overcoming resource constraints and ensuring that all students have the opportunity to succeed. Finally, Heaven and Bourne (2016) in their study of Jamaican schools, found only a weak correlation between instructional leadership and student achievement, suggesting that broader contextual factors, such as socio-economic conditions, also play a crucial role in shaping educational outcomes. This highlights the complex interplay between leadership and external factors in influencing student success.

Post-Colonial Education Practices

Academic Tracking, Ability Labelling and the Use of the Common Entrance Exam for Secondary School Placement

Academic tracking, ability labelling and the Common Entrance Examination (CEE) for secondary school placement have profound effects on both student outcomes and educational equity. These practices often reinforce existing socioeconomic disparities, disproportionately impacting students from disadvantaged backgrounds. For example, research which drew on data from the UK Millennium Cohort Study demonstrated that early academic streaming tends to benefit students in higher streams while disadvantaging those in lower streams (Parsons & Hallam, 2014). Students in lower academic tracks, particularly in subjects like mathematics and English, often receive less challenging curricula, which diminishes their academic performance over time. Similarly, Boliver and Capsada-Munsech (2021) found that lower-tracked students in UK primary schools reported reduced enjoyment of key subjects, leading to decreased engagement and academic achievement.

The psychological effects of tracking and ability labelling are also significant. Research by Odongo et al. (2021) in Uganda revealed that students in lower ability streams had significantly

lower self-esteem than their peers in higher streams. This is further emphasized by Papachristou et al. (2022) who found students in lower ability groups were more likely to exhibit behavioural and emotional issues, such as hyperactivity and emotional challenges, reinforcing the socio emotional divide between high and low achievers. Tracking and labelling significantly affect students' self-concepts, particularly in subjects like mathematics. Campbell (2021) found that girls placed in lower math groups developed negative self-concepts, which were further reinforced by teacher judgments. This finding aligns with Bradbury (2019) who highlighted how teachers often adopt a fixed ability mindset limiting students' opportunities for growth. Once labelled as "low ability" students are less likely to be exposed to challenging material or higher achieving peers, creating a self-fulfilling cycle that further widens the academic gap between high and low performers.

These trends are mirrored in the context of the Caribbean. Warrican et al. (2019) found that in Trinidad and Tobago's bi-dialectal context, peer effects substantially shaped individual literary achievement, where group performance significantly impacted individual outcomes. Students surrounded by higher-achieving peers performed better, regardless of their socio-economic background or individual characteristics, underscoring the importance of peer dynamics in shaping academic success. However, students in lower academic tracks, who are often separated from higher-achieving peers, lose these beneficial peer effects, further entrenching the academic divide. From a psychological standpoint, Lipps et al. (2010) reported that students in lower academic tracks in Caribbean countries, like Jamaica and St Vincent, exhibited higher levels of depressive symptoms, highlighting the emotional toll of being labelled as having "low ability".

These disparities are further engrained in the context of high-stakes exams like the CEE in Barbados. Pilgrim and Hornby (2019) noted that students from wealthier backgrounds with access to better preparatory resources consistently outperformed their less affluent peers, securing places in top-tier schools. This dynamic exacerbates existing educational inequalities, as students placed in lower-ranked schools receive fewer resources and face more significant academic challenges. Additionally, students with special educational needs and disabilities (SEND) are disproportionately placed in lower-ranked schools based on their CEE performance. This is due to a number of factors including low levels of psychoeducational assessment, weak referral systems and inadequate supplies of SEND teachers and classes, further removing them from many educational opportunities.

Despite the persistence of tracking and ability labelling, several studies call for reform. Pilgrim and Hornby (2019) advocate for abolishing the CEE in Barbados in favour of a zoning system that allows students to attend schools within their communities, thus reducing socioeconomic segregation. Similarly, Bradbury (2019) and Boliver and Capsada-Munsech (2021) proposed mixed-ability teaching to mitigate the adverse effects of tracking and ability labelling, and must be supported by resources, training and strong student support systems, providing students with more equitable educational experiences.

Overall, the literature highlights the significant academic, emotional, and social inequalities perpetuated by academic tracking, ability labelling, and high-stakes exams like the CEE. These practices, while intended to tailor education to student ability, often exacerbate socioeconomic disparities and psychological distress, particularly among students in lower academic tracks. Reform efforts and the allocation of resources to these efforts must promote inclusivity, reduce reliance on tracking, and ensure that all students, regardless of background, have access to the resources and support they need to succeed.

Grade Retention

The literature consistently shows that grade retention negatively affects students' academic performance and motivation. Rodriguez-Rodriguez (2022) found that retained students did not see significant academic improvement and experienced decreased motivation, often focusing more on avoiding failure than achieving success. Similarly, Valbuena et al. (2020) observed that any short-term academic benefits of retention tend to diminish over time, with retained students facing a higher risk of dropping out and poorer labour market outcomes compared to their peers.

The long-term consequences of retention are not limited to academic performance. A study from the Netherlands found that while retained students eventually achieved similar educational qualifications as their peers, they entered the workforce later, resulting in lower lifetime earnings due to delayed labour market entry (ter Meulen, 2023). Further, Mariano et al. (2018) studied retention in New York City schools. They found that retained students were less likely to graduate on time, accumulated fewer credits, and were more likely to be placed in special education programmes, further contributing to their higher dropout rates. Retention policies can exacerbate these issues, especially when they disproportionately affect younger students. Jerrim et al. (2022) highlighted how rigid school entry laws in Spain, which require children to start school based on

calendar year rather than readiness, increased retention rates among younger children born later in the year.

Goos et al.'s (2021) meta-analysis of 84 studies on retention across various countries found that while about 24% of the studies reviewed found some positive short-term academic and psychosocial benefits for retained students, the majority (76%) reported negative outcomes or at least no benefits. Their review highlights that retention can slightly improve psychosocial functioning, such as motivation and academic self-concept, but these are often short-lived. Long-term retention generally leads to higher dropout rates, increased placement in special education, and diminished job prospects. Moreover, retention is notably less effective in countries with separation systems like Belgium and Germany, where it is paired with ability grouping and tracking. In contrast, countries like the United States, Canada, Australia and New Zealand that use this approach as a last resort with additional support see better outcomes.

Given these findings, Goos et al. (2021) emphasise that educational policymakers should shift away from retention as a solution for underperformance and focus instead on early interventions and targeted support. Valbuena et al. (2020) similarly suggest that interventions, such as remedial programmes and personalised academic support, can help struggling students catch up without the adverse long-term effects of retention.

Overall, the evidence points to grade retention's detrimental impacts on educational attainment and future economic prospects. Rather than relying on retention, which disproportionately affects vulnerable students, educational systems would benefit from flexible policies and support mechanisms that address students' academic needs early on, providing them with the resources to succeed without repeating a grade.

Technology in Education and the Impact of the COVID-19 Pandemic

Before the pandemic, technology and education were increasingly integrated into learning environments, but their use varied widely across contexts. For instance, George (2015) found that while some Caribbean countries had introduced technology-enabled learning, rural and low-income communities faced significant barriers to accessing these tools.

The COVID-19 pandemic radically transformed the role of technology in education. The sudden closure of schools worldwide led to an unprecedented reliance on online learning platforms.

Pokhrel and Chhetri (2021) reported that the pandemic disrupted the education of over 1.6 billion students globally, forcing students to shift to emergency remote education. However, this shift exposed significant technological access disparities, particularly in rural and underprivileged areas. Winter et al. (2021) documented how teachers in Ireland struggled to engage students online, especially those from disadvantaged backgrounds, due to a lack of adequate infrastructure and digital training.

In developing nations, such as those studied by Tadesse and Muluye (2020), the lack of digital infrastructure, particularly in rural areas, makes it difficult for students to continue their education. Parents in these regions often lacked the resources to support their children's online learning, worsening educational inequalities. The digital divide between urban and rural populations was also highlighted in Fikuree et al. (2021), who studied the Maldives education system during the pandemic.

Post-pandemic, blended learning models that combine online and in-person instruction are increasingly being adopted. Bubb and Jones (2020) suggested that the creative use of technology during home-schooling should be maintained to enhance student engagement. However, the pandemic also underscored the need for more equitable access to technology and infrastructure. Leacock and Warrican (2020) reported that in the Eastern Caribbean, many teachers were not adequately trained for online instruction, and students in rural areas struggled to access the necessary technology for effective learning.

In countries like Barbados and Jamaica, the pandemic exposed deep-rooted inequities and access to education. Blackman (2022) found that although the government distributed devices and set up online learning platforms, many students, particularly those from low-income households, remained disconnected. Further, Pokhrel and Chhetri (2021) noted that while online learning presented opportunities for innovation, the shift to digital platforms highlighted the need for better teacher training and infrastructure to ensure continuity and learning.

Despite these challenges, studies conducted before the pandemic have shown that technology can improve student outcomes when effectively implemented. Fraser (2018) demonstrated that computer-aided instruction in Caribbean Studies led to significant academic improvements among students. Further, Viera et al. (2014) demonstrated in an action research project in St Vincent and the Grenadines that while students were initially hesitant to use more formal platforms such as

Google Groups and a school website, they embraced familiar social media tools, showing that technology use can bridge formal and informal learning environments. However, as Abdullah et al. (2015) pointed out, the relationship between technology and academic achievement is complex, and effective outcomes depend on how well the technology is integrated into the teaching process.

While the COVID-19 pandemic has accelerated the use of technology in education, it has also exposed significant disparities in access and readiness, particularly in developing regions like the Caribbean. Increased use of technology offers the potential for improving academic outcomes. However, its success depends on equitable access, teacher preparedness, and infrastructure development. Investments in digital infrastructure, ongoing teacher training, and blended learning models will be essential for creating resilient and inclusive education systems.

Conclusion

This review highlights the multifaceted nature of student academic achievement, demonstrating how factors ranging from socioeconomic conditions and home environments to school climate and leadership influence outcomes. Both international and Caribbean perspectives emphasise the importance of addressing inequities that stem from colonial legacies, socioeconomic disparities, and access to quality education. While the COVID-19 pandemic has exposed gaps in educational infrastructure, it has also accelerated the use of technology, presenting opportunities for reform. The studies reviewed underscore the need for evidence-based, inclusive strategies that promote equitable access to education and support students' academic success across diverse contexts.

THEORETICAL FRAMEWORK

Whether viewed from a psychological, sociological, or economic perspective, it is widely recognised that numerous factors influence children's academic performance and achievements. In larger countries with more substantial resources for research, extensive data is analysed to assess the impact of multiple factors on student academic achievement. However, in the Caribbean, which factors are most influential, how they interact to produce the observed outcomes, and the best strategies for maximising positive influences while minimising negative factors are often unclear. As a result, educational policy and education planning in the region are frequently based on incomplete information. This may lead to the inefficient use of resources and funds, devastatingly affecting small Caribbean countries with limited resources. Therefore, it is crucial to identify the factors affecting academic achievement in the region, keeping in mind that solutions from other countries may not be applicable in this context.

In countries such as the United States, the term 'achievement gap' typically highlights performance disparities between white students and students of colour. Opportunity gaps have been identified as crucial in explaining these differences in achievement among students from diverse backgrounds. Richard Milner (2012) introduced the opportunity gap explanatory framework to analyse these disparities in highly diverse and urban contexts in the United States. A vital component of this framework is the myth of meritocracy. Alongside other constructs such as colour blindness, cultural conflicts, low expectations, deficit mindsets, and context-neutral mindsets, this framework helps to "explain both positive and negative aspects and realities of people, places, and policies in educational practice." It serves as a basis for researchers to "explain and systematically name what they observe and come to know inductively" (Milner, 2012, p. 699). Although the educational context in the Caribbean differs significantly from that of the United States, the myth of meritocracy remains relevant for understanding how opportunities may be obstructed for students in the Caribbean.

The myth of meritocracy posits that educators may tend to believe that "their own, their parents, and their students' success and status have all been earned" and any individual failure regarding educational outcomes "is solely a result of making bad choices and decisions" (Milner, 2012, p. 704). While acknowledging achievement gaps, educators may overlook how socioeconomics intersect with education, even though they "appear to be more at ease, confident, and comfortable reflecting about, reading, and discussing how socioeconomics, particularly resources related to

wealth and poverty, influence educational disparities, inequities, outcomes, and opportunities" (Milner, 2012, p. 704). For example, those subscribing to the myth may overlook the role of economic privilege in their success, whether earned or unearned and may assume that all have equal or equitable opportunities for success. This myth can serve as a mechanism for understanding how teacher quality, teacher training, curriculum, the digital divide, wealth and income, healthcare, nutrition, and quality childcare affect achievement (Irvine, 2010).

In our examination of academic achievement within the current initiative, we recognise the potential for the myth of meritocracy to operate in Caribbean contexts, potentially obscuring and overlooking opportunities that impact the academic outcomes of young people. Smith (2020) has demonstrated the presence of Eurocentric mechanisms within the Caribbean educational landscape, which implicitly influence literacy and its role in student performance. Consequently, our investigations consider numerous opportunities such as school resources, technology, teacher and principal characteristics, and curriculum to understand better and uncover underlying patterns in achievement within Caribbean contexts. Through this exploration, we aim to develop frameworks that elucidate achievement and opportunity within the unique educational experience of the Caribbean region.

METHODOLOGY

In this section, a summary of the research methodology employed is provided.

Research Design

This study followed a survey design, and the larger project included data collection in four Eastern Caribbean countries (Antigua, Grenada, St. Kitts and Nevis, St. Vincent and the Grenadines) and Barbados in 2017. The second data collection phase occurred in 2022 across five Eastern Caribbean countries (Dominica, Grenada, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines) and in 2024 in Barbados.

Sampling Strategy

Given the number of schools in St. Kitts and Nevis and resource constraints, including all schools in the study was impractical. Therefore, a sampling guide was developed to select a representative sample of schools. A general sampling guide, outlined in Table 1, was established to guide the process. Additionally, recognising the difficulty in accessing private schools, the decision was made to limit the selection to public schools or government-assisted schools.

Table 1: General Sampling Guide

PRIMARY SCHOOLS	SECONDARY SCHOOLS
1. Four schools will be selected from each district.	1. Two schools will be selected from each district
2. If schools are small, additional selections may be made	2. The sample should encompass former grammar school(s)
3. The sample should include single-sex schools, including at least one girls' and one boys' school, where feasible	3. The sample should include single-sex schools, including at least one girls' and one boys' school, where feasible
4. Efforts will be made to ensure the representation of different groups in cases of significant diversity (e.g. language, ethnicity) within the selected schools	4. Only students in the second and fourth form levels will be included.
5. Only students in the grade level preceding the level at which primary exit examinations are typically taken will be included.	5. Efforts will be made to ensure the representation of different groups in cases of significant diversity (e.g. language, ethnicity) within the selected schools
6. This guide is provisional and subject to adjustment upon obtaining information on the number of students in each school.	6. This guide is provisional and subject to adjustment upon obtaining information on the number of students in each school.

Information was obtained from the Ministry of Education to facilitate the selection of schools. A list of schools categorised by zone was acquired. Additionally, data regarding the enrolment numbers of students in the required grades and the count of teachers at the selected schools were acquired to ensure an adequate supply of questionnaires. Although all attempts were made to follow the general sampling guide, alterations had to be made in some cases for practical reasons. Table 2 shows a breakdown of the number of schools from each zone included in the sample.

Table 2: St Kitts and Nevis School Sample

	2017		2022	
ZONE	**Number of Primary Schools**	**Number of Secondary Schools**	**Number of Primary Schools**	**Number of Secondary Schools**
Basseterre	3	1	3	1
East	4	1	4	1
West	1	1	1	1
Nevis	2	2	2	2
TOTAL	**10**	**5**	**10**	**5**

Procedure

Hard-copy surveys were distributed to each participating school's principal and all teachers. In many instances, the questionnaires had to be left at the schools and collected at a later arranged time due to the busy schedules of teachers and principals. For primary schools, surveys were administered to Grade Five students and for secondary schools, to Form Two and Four students. Where class sizes were small, classes were combined to collect the maximum number of responses, and where classes were streamed according to ability, the “middle” group of students was surveyed.

Surveying was conducted using the traditional face-to-face method. Trained researchers administered all questionnaires directly to students in their classrooms. This approach was chosen to ensure the highest quality of data. Two researchers visited each classroom whenever possible: one read the questionnaire aloud and the other to aid students with reading difficulties. Student questionnaires were administered and collected on the same day to streamline the data collection process.

All participants were instructed not to write their names or other identifying information on the surveys.

Data Analysis

Questionnaires were coded with unique identifiers, and responses were entered into six separate databases: one each for primary students, teachers and principals, and one each for secondary students, teachers and principals. Quantitative data analysis techniques using the Statistical Package for the Social Sciences (SPSS) were employed to analyse the collected data. Descriptive statistics were utilised to compute frequencies, means, standard deviations and ranges for individual questions and scales within the questionnaire. Where open-ended response options were provided, responses were compiled and coded where necessary (e.g. secondary students' planned career choices). Finally, the statistics were tabulated to compare data gathered in 2017 with data collected in 2022.

COUNTRY PROFILE: STUDENTS

Primary School Students

Data were collected from 176 primary school students from 10 schools in 2017 and 139 primary school students from 10 primary schools in 2022. The results of the primary student survey are presented in the following sections.

Profile of Students in the Primary Schools Sample

The data were compiled and analysed using descriptive statistics to create a profile of the students in the primary school sample. All students in the sample were in Grade 5, and the distribution of sex, age and nursery enrolment before primary school can be found in Tables 3 to 5.

Primary Students' Sex

Table 3: Distribution of Primary Students by Sex

Sex of Student	2017		2022	
	n	%	n	%
Female	98	55.7	76	54.7
Male	77	43.8	63	45.3
No Response	1	.6	0	0
TOTAL	**176**	**100**	**139**	**100**

The proportion of females was slightly higher in 2017 than in 2022, while the number of males was somewhat lower in 2017.

Primary Students' Age

Table 4: Distribution of Primary Students by Age

Age of Student	2017		2022	
	n	%	n	%
9	6	3.4	2	1.4
10	127	72.2	77	55.4
11	40	22.7	52	37.4
12	2	1.1	6	4.3
13	0	0	1	.7
No Response	1	.6	1	.7
TOTAL	**176**	**100**	**139**	**100**

From 2017 to 1022, the proportion of responses from ages 9 (nine) and 10 (ten) decreased while slightly increasing for ages 11 (eleven) to 13 (thirteen).

Enrolment in Nursery Before Primary School

Table 5: Distribution of Primary Students by Prior Nursery Enrolment

Prior Nursery Enrolment	2017		2022	
	n	%	n	%
Yes	166	94.3	134	96.4
No	7	4.0	4	2.9
No Response	3	1.7	1	.7
TOTAL	**176**	**100**	**139**	**100**

In 2017 and 2022, over 90% of students reported being enrolled in nursery before attending primary school.

Summary

The distribution of primary students by sex shows a slight decrease in the proportion of females from 2017 to 2022, with a corresponding small increase in the percentage of males. Age distribution reveals a decrease in younger students (ages 9 and 10) and a rise in older students (ages 11 to 13) over the same period. Most primary students, over 90% in both years, attended nursery before entering primary school, with a slight increase in nursery attendance reported in 2022.

Secondary School Students

Data were collected from 178 secondary school students in 2017 across five schools and 166 secondary students in 2022 across five schools involved in the research, and the results of the secondary student survey are presented in the following sections.

Profile of Students in the Secondary Schools Sample

The data were compiled and analysed using descriptive statistics to create a profile of the students in the Secondary school sample. All students in the sample were in either Form 2 or Form 4. The distribution of students by sex, form level and age can be found in Tables 6 to 8.

Secondary Students' Sex

Table 6: Distribution of Secondary Students by Sex

Sex of Student	2017		2022	
	n	%	n	%
Female	105	59.0	88	53.0
Male	73	41.0	78	47.0
TOTAL	**178**	**100**	**166**	**100.0**

In 2017, significantly more females than males participated in the study. In 2022, while the difference is less pronounced, female students remained the majority of participants in this study.

Secondary Students' Form Level

Table 7: Distribution of Secondary Students by Form Level

Form	2017		2022	
	n	%	n	%
Form 2	92	51.7	85	51.2
Form 4	86	48.3	81	48.8
TOTAL	**178**	**100.0**	**166**	**100.1**

While there were fewer participants in 2022 than there were in 2017, form 2 continued to outweigh Form 4, and the percentages of students remained relatively constant.

Secondary Students' Age

Table 8: Distribution of Secondary Students by Age

Age of Student	2017		2022	
	n	%	n	%
12	1	0.6	0	0
13	59	33.1	54	32.5
14	28	15.7	29	17.5
15	48	27.0	53	31.9
16	34	19.1	28	16.9
17	5	2.8	1	0.6
18	1	0.6	0	0
No Response	2	1.1	1	0.6
TOTAL	**178**	**100.0**	**166**	**100.0**

In 2017, the students ranged in age between 12 and 18 years old, with the majority of the sample

being between 13 and 15 years old. In 2022, the students ranged in age between 13 and 17 years old, with the majority being between 13 to 15 years old.

Summary

The proportion of male and female students decreased in the sample in 2022 compared to 2017. Additionally, the responses from younger (age nine) and older (age 11) students decreased, offering a more varied perspective by age. About 10% of students did not attend nursery before primary school, which could indicate potential barriers to accessing early childhood education, changes in parental preferences, or availability of nursery programs. Early childhood education is critical for cognitive, social and emotional development, and a decrease in nursery enrolment could hinder these developmental areas and affect long-term academic success.

COUNTRY PROFILE: TEACHERS

Primary School Teachers

Data were collected from 8 primary school teachers across three primary schools involved in the research in 2017 and 119 primary school teachers across 10 primary schools involved in the study in 2022.

Profile of Teachers in the Primary Schools Sample

The data were compiled and analysed using descriptive statistics to create a profile of the teachers in the primary school sample. The distribution of sex, number of years teaching overall and at the current school, qualifications, professional status and subjects taught can be found in Tables 9 to 15.

Primary Teachers' Sex

Table 9: Distribution of Primary Teachers by Sex

Sex of Teacher	2017		2022	
	n	%	n	%
Female	4	50	106	89.1
Male	1	12.5	12	10.1
No Response	3	37.5	1	.8
TOTAL	**8**	**100**	**119**	**100**

In both 2017 and 2022, most of the teachers were females, with the proportion of females significantly increasing in 2022.

Primary Teachers' Years of Teaching Experience

Teachers reported their years in the teaching service; the results can be found in Table 10.

Table 10: Number of Years Teaching for Primary Teachers

	2017					2022				
	n	**Min**	**Max**	**Mean**	**SD**	**n**	**Min**	**Max**	**Mean**	**SD**
No. Years in the Teaching Profession	5	5	24	14	7.07	116	1	35	14.6	8.43

In 2017, teachers had a small range of years of experience in the profession, with an average experience of about one decade. By 2022, the number significantly increased, and the range of expertise slightly increased.

Primary Teachers' Years at the Current School

Teachers responded to the question about how many years they had been teaching at their current school, and the results are shown in Table 11

Table 11: Number of Years Teaching at Current School for Primary Teachers

	2017					2022				
	n	**Min**	**Max**	**Mean**	**SD**	**n**	**Min**	**Max**	**Mean**	**SD**
No. Years at Current School	5	1	13	5.80	5.35	114	1	27	7.17	6.09

In 2017, teachers had a small range of years teaching at their current school, with an average of less than a decade at the current school. By 2022, the range of years was significantly broader, with a higher average tenure.

Qualifications Held by Primary Teachers

Teachers were asked to indicate the qualifications that they held at the time of data collection. They could select all the qualifications held.

Table 12: Qualifications of Primary Teachers

Qualification	2017		2022	
	n	%	n	%
Associate Degree	4	50	33	27.73
Bachelor's Degree	0	0	20	16.8
Master's Degree	0	0	1	.8
Doctorate (EdD)	0	0	0	0
Doctorate (PhD)	0	0	5	4.2
Other Qual (e.g. CSEC)	2	25	17	14.28

In 2017 and 2022, most teachers held an Associate's degree, with this proportion decreasing in 2022. There was a significant increase in teachers with a bachelor's degree and a PhD over the period.

Education-Related Qualifications Held by Primary Teachers

Not only were the teachers asked to indicate the qualifications they held, but they were also asked to indicate the areas of qualification. These areas were categorised as being education-related and not. Education-related areas include primary education, primary education core areas English, Mathematics, Science and Social Sciences. The percentages of respondents holding their education-related qualifications are shown below.

Table 13: Proportion of Primary Teachers with Qualifications in Education-Related Areas

Education-Related Qualification	2017		2022	
	n	%	n	%
Associate Degree	3	37.5	27	22.6
Bachelor's Degree	0	0	8	6.7
Master's Degree	0	0	1	.8
Doctorate (EdD)	0	0	0	0
Doctorate (PhD)	0	0	5	4.2
Other Qual	2	25	12	10.0

There was a notable rise in primary teachers with qualifications in education-related areas for teachers holding bachelor's, master's degrees and PhD in 2022 compared to 2017. Teachers in 2022 with qualifications in non-education-related areas held degrees in hospitality, business management, social work and general studies.

Professional Status of Primary Teachers

The teachers indicated their status as to whether they were teacher-trained or held at least a first degree.

Table 14: Professional Status of Primary Teachers

Professional Status	2017		2022	
	n	%	n	%
Trained Graduate	0	0	17	14.3
Trained Non-Graduate	4	50	65	54.5
Untrained Graduate	0	0	3	2.5
Untrained Non-Graduate	1	12.5	21	17.6
Other Professional Status	0	0	7	5.9
No Response	3	37.5	6	5
TOTAL	**8**	**62.5**	**119**	**100**

In 2017 and 2022, most primary teachers were trained non-graduates, with this proportion increasing in 2022. The number of trained graduates, untrained graduates, and those with other professional statuses increased.

Subject Areas Taught by Primary Teachers

The teachers were asked to indicate the subject areas they typically taught at their particular grade level.

Table 15: Subject Areas Taught by Primary Teachers

Subject Area	2017		2022	
	n	%	n	%
Language Arts	5	62.5	107	89.9
Mathematics	5	62.5	105	88.2
Science	5	62.5	107	89.9
Social Studies	5	62.5	107	89.9
Other Subject	1	12.5	56	47.1

In 2017 and 2022, most teachers taught Language Arts, Mathematics, Science and Social Studies. Teachers reported teaching other subjects, including Computer Skills, Health and Family Life Education, Health Education and Reading.

Summary

In both 2017 and 2022, most primary school teachers were female, with a significant increase in the proportion of female teachers in 2022. While this reflects a strong presence of female teachers, it also indicates a potential gender imbalance, which may limit diverse perspectives in teaching methods and student role models. It may also reflect underlying systemic issues discouraging male participation in the primary education sector. Primary teachers had a wide range of years of experience in 2017, but in 2022, the average experience increased significantly. The range of years teaching at their current school was broad and had high variability in 2017, but it became narrower in 2022, with a similar average tenure. Half the number of teachers held trained teacher certification in 2017, with an increase in 2022. By 2022, there was an increase in the number of untrained non-graduate teachers. There was also a notable rise in primary teachers with education-related qualifications in 2022. Higher educational qualifications and continuous professional development improve teaching quality and student outcomes, and ensuring that teachers pursue advanced degrees and relevant qualifications may enhance their effectiveness, mainly when the qualification is education-related. Proper training ensures teachers have the skills and knowledge to deliver high-quality education, and reducing the number of untrained or minimally trained teachers improves overall teaching standards. Additionally, most teachers taught Language Arts, Mathematics, Science and Social Studies.

Secondary School Teachers

Data were collected from 4 secondary school teachers at one school involved in the research in 2017 and from 81 secondary school teachers across the five schools in the study in 2022.

Profile of Teachers in the Secondary Schools Sample

The data were compiled and analysed using descriptive statistics to create a profile of the teachers in the secondary school sample. The distribution of sex, number of years teaching overall and at the current school, qualifications, professional status and subjects and levels taught can be found in Tables 16 to 23.

Secondary Teachers' Sex

Table 16: Distribution of Secondary Teachers by Sex

Sex of Teacher	2017		2022	
	n	%	n	%
Female	3	75.0	68	84.0
Male	1	25.0	13	16
No Response	0	0	0	0
TOTAL	**4**	**100**	**81**	**100**

There were more female teachers than male teachers in 2017 and 2022.

Secondary Teachers' Years of Teaching Experience

Teachers reported their years in the teaching service; the results are shown in Table 17 below.

Table 17: Number of Years Teaching for Secondary Teachers

	2017					2022				
	n	Min	Max	Mean	SD	n	Min	Max	Mean	SD
No. Years in the Teaching Profession	4	1	15	3.42	6.85	80	1	31	10.81	7.65

In 2017, on average, teachers had spent approximately three years teaching; in 2022, teachers had spent 10 years teaching.

Secondary Teachers' Years at the Current School

Teachers responded to the question about how many years they had been teaching at their current school.

Table 18: Number of Years Teaching at Current School for Secondary Teachers

	2017					2022				
	n	Min	Max	Mean	SD	n	Min	Max	Mean	SD
No. Years at Current School	4	1	10	2.59	5.19	77	1	30	7.17	5.74

In 2017, teachers had spent an average of 2 and a half years at their current school.

Qualifications Held by Secondary Teachers

Teachers were asked to indicate the qualifications that they held at the time of data collection. They could select all the qualifications held.

Table 19: Qualifications of Secondary Teachers

Qualification	2017		2022	
	n	%	n	%
Associate's Degree	2	50.0	7	8.5
Bachelor's Degree	2	50.0	38	46.9
Master's Degree	0	0	8	9.9
Doctorate (EdD)	0	0	0	0
Doctorate (PhD)	0	0	0	0
Other	0	0	24	29.6

In 2017, the highest qualification any teacher held was a Bachelor's degree; in 2022, the highest qualification was a Master's Degree.

Education-Related Qualifications Held by Secondary Teachers

Not only were the teachers asked to indicate the qualifications they held, but they were also asked to indicate the areas of qualification. These areas were categorised as being education-related and not. Education-related areas include secondary education, secondary education core areas English, Mathematics, Science and Social Sciences. The percentages of respondents holding their education-related qualifications are shown below.

Table 20: Proportion of Secondary Teachers with Qualifications in Education-Related Areas

Education-Related Qualification	2017		2022	
	n	%	n	%
Associate Degree	1	25.0	4	5.9
Bachelor's Degree	0	0	0	0
Master's Degree	0	0	0	0
Doctorate (EdD)	0	0	0	0
Doctorate (PhD)	0	0	0	0
Other Qual	0	0	1	1.2

Teachers with qualifications in non-education-related areas held degrees in areas such as Cultural Studies, Economics, Management, Fine Arts, History, Human Resources and Computer Science.

Professional Status of Secondary Teachers

The teachers indicated their status as to whether they were teacher-trained or held at least a first degree.

Table 21: Professional Status of Secondary Teachers

Professional Status	2017		2022	
	n	%	n	%
Trained Graduate	1	25.0	23	28.4
Trained Non-Graduate	1	25.0	20	24.7
Untrained Graduate	1	25.0	17	21.0
Untrained Non-Graduate	1	25.0	12	14.8
Other Professional Status	0	0	4	4.9
No Response	0	0	5	6.2
TOTAL	**4**	**100**	**81**	**100**

Compared to 2017, 2022 saw an increase in all areas. Most notably, the highest percentage of teachers were found to be trained graduate teachers.

Subject Areas Taught by Secondary Teachers

The teachers were asked to indicate the subject areas they typically taught at their particular grade level.

Table 22: Subject Areas Taught by Secondary Teachers

Subject Area	2017		2022	
	n	%	n	%
English	1	25.0	21	25.9
Mathematics	0	0	7	8.6
General Studies	0	0	7	8.6
Science	0	0	15	18.5
Business	0	0	11	13.6
Industrial Arts	0	0	3	3.7
Art & Craft	0	0	3	3.7
Physical Education	1	25.0	3	3.7
Other Subject: EDPM / French	2	50.0	13	16.0

Level Taught by Secondary Teachers

The teachers were asked to indicate what grade level they typically teach.

Table 23: Grade Levels Taught by Secondary Teachers

Subject Area	2017		2022	
	n	%	n	%
Lower Secondary (Forms 1-3)	1	25.0	48	59.3
Upper Secondary (Forms 4-5)	3	75.0	52	64.2
Post-Secondary (Lower 6-U6)	0	0.0	7	8.6
Other Level (Across Levels)	0	0.0	8	9.9

Summary

The data shows a consistent distribution of the majority of female teachers in 2017 and 2022. Notably, there was a significant increase in the average number of years a teacher spent teaching. Moreover, while the highest qualification a teacher held in 2017 was a Bachelor's degree, in 2022, the highest qualification any teacher held was a Master's degree. The 2022 data showed that there were a number of teachers with degrees in non-education related fields who were teaching in fields outside of their expertise. Finally, since 2017, the number of trained graduate teachers has increased exponentially.

COUNTRY PROFILE: PRINCIPALS

Primary School Principals

Data were collected from 0 primary school principals in 2017 and from nine primary school in 2022.

Profile of Principals in the Primary Schools Sample

The data were compiled and analysed using descriptive statistics to create a profile of the principals in the primary school sample. The distribution of principals by sex can be found in Table 24.

Primary Principals' Sex

Table 24: Distribution of Primary Principals by Sex

Sex of Principal	2017		2022	
	n	%	n	%
Female	n/a	n/a	9	100
Male	n/a	n/a	0	0
No Response	n/a	n/a	0	0
TOTAL	n/a	n/a	**9**	**100**

In 2017, no principal participated in the study. This changed in 2022 when all nine female principals participated in the study.

Primary Principals' Years of Teaching Experience

Principals reported their years in the teaching service, and the distribution of responses is shown in Table 25.

Table 25: Number of Years Teaching for Primary Principals

	2017					2022				
	n	**Min**	**Max**	**Mean**	**SD**	**n**	**Min**	**Max**	**Mean**	**SD**
No. Years in the Teaching Profession	n/a	n/a	n/a	n/a	n/a	8	19	40	24.8	7.33

In 2022, the range of experience of principals varied.

Primary Principals' Years in Principal Position

Principals reported their years as principals, and the distribution of responses is shown in Table 26.

Table 26: Number of Years as a Principal for Primary Principals

	2017					2022				
	n	**Min**	**Max**	**Mean**	**SD**	**n**	**Min**	**Max**	**Mean**	**SD**
No. Years as Principal	n/a	n/a	n/a	n/a	n/a	9	0	11	4.6	3.74

In 2022, principals had short-term tenures.

Primary Principals' Years as Principal at the Current School

Principals responded to the question about how many years they had been serving as principals at their current school, and their responses are summarised in Table 27.

Table 27: Number of Years as Principal at Current School for Primary Principals

	2017					2022				
	n	**Min**	**Max**	**Mean**	**SD**	**n**	**Min**	**Max**	**Mean**	**SD**
No. Years as Principal at Current School	n/a	n/a	n/a	n/a	n/a	9	0	10	4	2.91

In 2022, principals had approximately four years of experience at their current school.

Highest Qualification Held by Primary Principals

Principals were asked to indicate the highest qualification held during data collection. Their responses are shown in Table 28.

Table 28: Qualifications of Primary Teachers

Qualification	2017		2022	
	n	%	n	%
Bachelor's Degree	n/a	n/a	4	44.4
Master's Degree	n/a	n/a	4	44.4
TOTAL	n/a	n/a	**8**	**88.8**

In 2022, equal numbers of principals (44.4%) held a bachelor's and master's degree.

Education-Related Qualifications Held by Primary Principals

Not only were principals asked to indicate their qualifications, but they were also asked to indicate their areas of qualification. These areas were categorised as being education-related and not. Education-related areas include primary education, primary education core areas English, Mathematics, Science and Social Sciences. The percentages of respondents holding their education-related qualifications are shown in Table 29.

Table 29: Proportion of Primary Principals with Qualifications in Education-Related Areas

Education-Related Qualification	2017		2022	
	n	%	n	%
Bachelor's Degree	n/a	n/a	2	22.2
Master's Degree	n/a	n/a	3	33.3
Other Qual	n/a	n/a	1	11.1

Primary Principals' Training in School Leadership/Management

Principals were asked to indicate whether or not they had qualifications or training in school leadership and/or management, and if so, to report at what level and in which area. Their responses are shown in Tables 30 and 31.

Table 30: Primary Principals' Training in School Leadership/Management

Qualifications/training in school leadership/management?	2017		2022	
	n	%	n	%
Yes	n/a	n/a	8	88.9
No	n/a	n/a	1	11.1
No Response	n/a	n/a	0	0
TOTAL	n/a	n/a	**9**	**100**

In 2022, almost all principals in the study (88.9%) reported having qualifications or training in school leadership or management.

Table 31: Highest Level of Training in School Leadership/Management for Primary Principals

Education-Related Qualification	2017		2022	
	n	%	n	%
Associate Degree	n/a	n/a	1	11.1
Bachelor's Degree	n/a	n/a	1	11.1
Master's Degree	n/a	n/a	1	11.1
Other Qual	n/a	n/a	2	22.2

In 2022, only one principal reported having training in School Leadership/Management. This same number had training in areas of Associate's, Bachelor and Master's Degrees.

Summary

All principals were female in 2022, reflecting strong female leadership. However, this also indicates a gender imbalance in primary school leadership. This is logical, based on the observation that most primary teachers are female. Still, the trend may continue limiting diverse leadership perspectives on the influence of school culture and decision-making. It may also discourage male educators from aspiring to leadership positions at the primary level. In 2022, principals had extensive teaching experience. In 2022, principals had several years of experience at their current schools. About half of the principals held a bachelor's and master's degree in 2022. In 2022, almost all primary school principals had school leadership or management training. These trends in qualification, professional development, and leadership training are positive and contribute toward ensuring effective school leadership and teacher retention, implementing educational initiatives, managing administrative tasks, and improving student outcomes.

Secondary School Principals

Data were collected from 4 secondary school principals across the four secondary schools involved in the research in 2022.

Profile of Principals in the Secondary Schools Sample

The data were compiled and analysed using descriptive statistics to create a profile of the principals in the Secondary school sample. The distribution of principals by sex can be found in Table 32.

Secondary Principals' Sex

Table 32: Distribution of Secondary Principals by Sex

Sex of Principal	2017		2022	
	n	%	n	%
Female	n/a	n/a	2	50.0
Male	n/a	n/a	2	50.0
TOTAL	n/a	n/a	**4**	**100.0**

2022 saw an even distribution of principals by sex.

Secondary Principals' Years of Teaching Experience

Principals reported their years in the teaching service. The distribution of principal responses can be found in Table 33.

Table 33: Number of Years Teaching for Secondary Principals

	2017					2022				
	n	Min	Max	Mean	SD	n	Min	Max	Mean	SD
No. Years in the Teaching Profession	n/a	n/a	n/a	n/a	n/a	4	26	37	30.0	4.96

In 2022, the minimum number of years a secondary school principal spent teaching was 26, and the maximum was 37.

Secondary Principals' Years in Principal Position

Principals reported their years as principals. The distribution of principal responses can be found in Table 34.

Table 34: Number of Years as a Principal for Secondary Principals

	2017					2022				
	n	**Min**	**Max**	**Mean**	**SD**	**n**	**Min**	**Max**	**Mean**	**SD**
No. Years as Principal	n/a	n/a	n/a	n/a	n/a	4	4	7	5.00	1.41

In 2022, secondary school principals had spent a minimum of 4 years and a maximum of 7 years as principals.

Secondary Principals' Years as Principal at the Current School

Principals responded to the question about how many years they had been principals at their current school. The distribution of principal responses can be found in Table 35.

Table 35: Number of Years as Principal at Current School for Secondary Principals

	2017					2022				
	n	**Min**	**Max**	**Mean**	**SD**	**n**	**Min**	**Max**	**Mean**	**SD**
No. Years as Principal at Current School	n/a	n/a	n/a	n/a	n/a	4	4	7	5	1.41

In 2022, secondary school principals had spent a minimum of 4 years as principal at their current school and a maximum of 7 years.

Highest Qualification Held by Secondary Principals

During data collection, principals were asked to indicate their highest qualification. Their responses are shown in Table 36.

Table 36: Qualifications of Secondary Principals

Qualification	2017		2022	
	n	**%**	**n**	**%**
Bachelor's Degree	n/a	n/a	3	75.0
Master's Degree	n/a	n/a	1	25.0
TOTAL	n/a	n/a	**4**	**100.0**

In 2022, a principal's highest qualification was a Master's degree.

Education-Related Qualifications Held by Secondary Principals

Not only were principals asked to indicate their qualifications, but they were also asked to indicate their areas of qualification. These areas were categorised as being education-related and not.

Education-related areas include secondary education, secondary education core areas of English, mathematics, science, and social sciences. The percentages of respondents holding their education-related qualifications are shown in Table 37.

Table 37: Proportion of Secondary Principals with Qualifications in Education-Related Areas

Education-Related Qualification	2017		2022	
	n	%	n	%
Other Qual	n/a	n/a	1	25%

Three of the four principals in this study have qualifications in non-education-related areas: applied statistics, geography, and counselling.

Secondary Principals' Training in School Leadership/Management

Principals were asked to indicate whether or not they had qualifications or training in school leadership and/or management, and if so, to report at what level and in which area. Their responses are shown in Tables 38 and 39.

Table 38: Secondary Principals' Training in School Leadership/Management

Qualifications/training in school leadership/management?	2017		2022	
	n	%	n	%
Yes	n/a	n/a	2	50.0
No	n/a	n/a	2	50.0
TOTAL	n/a	n/a	**4**	**100.0**

Half of the principals in this study do not have qualifications or training in leadership management.

Table 39: Highest Level of Training in School Leadership/Management for Secondary Principals

Education-Related Qualification	2017		2022	
	n	%	n	%
Other Qual	n/a	n/a	2	100.0
TOTAL	n/a	n/a	**2**	**100.0**

Summary

In 2022, data were collected from 4 secondary schools, and the sample of principals was evenly distributed between males and females. All principals in the study reported teaching for more than two and a half decades, and on average, they had spent between 4 and 7 years as principals at their current school. The highest qualification any principal reported having was a Master's degree.

However, it was in non-education-related fields. Finally, half of the principals in this study do not have qualifications or training in leadership management.

FACTORS AFFECTING STUDENT ACHIEVEMENT

Several factors affect student achievement, and the study's findings are reported below. Findings are divided into the categories:

- Students' Home Environment
- Students' Perception of School and Learning
- Teachers' Classroom Practices
- School Leadership
- School Characteristics
- Teacher and Principal Views on Common Educational Practices
- The Impact of COVID-19 on Teaching and Learning

This report presents students' perspectives first in the primary and secondary school sections. Traditionally, educational research has focused on writing **about** students; however, there is a new focus on having "students fill the pages with their voices not to 'prove', or support researcher claims but rather to make claims of their own" (Cook-Sather, 2020, p. 9). From this perspective, we conducted this study to capture students' voices accurately.

Students' Home Environment

Primary and secondary students were asked about various factors influencing their home environments. These factors include which family members live with them at home, items found in the households, access to devices and the internet, and types of leisure activities engaged in. Students were also asked several questions that can indicate the home literacy environment, including the number of books in the home and whether someone reads or reads to them at home.

Primary Students' Home Environment

Family Members Living with Primary Students

Students were asked who usually lives with them at home and their parents' employment status. Their responses can be found in Tables 40 to 42.

Table 40: Family Members Living with Primary Students

Family Member	2017		2022	
	n	%	n	%
Mother (including stepmother or foster mother	155	88.1	120	86.3
Father (including stepfather or foster father)	74	42	68	48.9
Brother(s) (including stepbrothers)	87	49.4	64	46
Sister(s) (including stepsisters)	92	52.3	60	43.2
Grandparent(s)	46	26.1	34	24.5
Others (e.g. cousin)	31	17.6	25	18

From 2017 to 2022, most primary students continued to live with their mothers and fathers. The presence of siblings decreased in 2022 compared to 2017. Other relatives included aunts, uncles and cousins

Table 41: Primary Students' Mothers' Employment Status

Mother employment status	2017		2022	
	n	%	n	%
She is working full-time for pay	128	72.7	84	60.4
She is working part-time for pay	26	14.8	33	23.7
She is not working but is looking for a job	4	2.3	10	7.2
Other (e.g. home duties; retired)	6	3.4	9	6.5
No Response	12	6.8	3	2.2
TOTAL	**176**	**100**	**139**	**100**

From 2017 to 2022, there was an increase in the proportion of primary students' mothers who worked full-time and part-time, while those not working and looking for a job or engaged in other activities also increased. This trend is significant as working parents may have less time to engage with their children's education, potentially affecting students' academic performance and well-being.

Table 42: Primary Students' Fathers' Employment Status

Father employment status	2017		2022	
	n	%	n	%
He is working full-time for pay	136	77.3	83	59.7
He is working part-time for pay	16	9.1	29	20.9
He is not working but is looking for a job	1	.6	11	7.9
Other (e.g. home duties; retired)	5	2.8	4	2.9
No Response	18	10.2	12	8.6
TOTAL	**176**	**100**	**139**	**100**

In 2022, the proportion of primary students' fathers working full-time decreased compared to 2017, while the proportion working part-time and those not working but looking for a job slightly increased.

Primary Students Access to Devices, Internet and Other Resources at Home

Students were asked if they have access to the internet and to indicate the electronic devices they have access to at home. They were also asked to indicate access to other resources in their households. Their responses showing the percentage of students with regular access to these resources at home can be found in Tables 43 to 45.

Table 43: Primary Students' Access to the Internet at Home

Regular internet access at home	2017		2022	
	n	%	n	%
Yes	159	90.3	133	95.7
No	12	6.8	5	3.6
No Response	4	2.3	1	.7
TOTAL	**176**	**100**	**139**	**100**

From 2017 to 2022, there was an increase in the percentage of primary students' regular access to the internet at home, with all students having internet access in 2022.

Table 44: Primary Students' Access to Electronic Devices at Home

From 2017 to 2022, primary students' regular smartphones and access to devices at home decreased.

Table 45: Primary Students' Access to Other Resources at Home

Regular access to	2017		2022	
	n	%	n	%
A computer you can use for schoolwork	125	71	72	51.8
A desk to study at	93	52.8	73	52.5
A dictionary	166	94.3	101	72.7
A dishwasher (or washing machine)	137	77.8	83	59.7
A DVD player	138	78.4	43	30.9
A guest room	66	37.5	25	18
Internet access	159	90.3	117	84.2
Microwave oven	147	83.5	110	79.1
A musical instrument	92	52.3	50	36
A quiet place to study	99	56.3	56	40.3
A room of your own	116	65.9	70	50.4
Books of poetry	85	48.3	35	25.2
Books to help with your schoolwork	150	85.2	94	67.6
Classic literature (e.g. Roald Dahl; Dr Seuss)	60	34.1	19	13.7
Educational software	101	57.4	44	31.7
Puzzles and Educational toys	118	67	76	54.7
Technical reference books or manuals	79	44.9	47	33.8
Works of art (e.g., paintings)	103	58.5	74	53.2

Between 2017 and 2022, there was a decrease in primary students' reports of having access to a computer for schoolwork, a desk to study at, a guest room, a microwave oven, and a room of their own. Access to dictionaries, dishwashers or washing machines, DVD players, internet access, musical instruments, a quiet place to study, books of poetry, books to help with schoolwork, classic literature, educational software, puzzles and educational toys, technical books, manuals, and works of art also decreased.

Primary Students' Transportation to School

Students were asked how they usually travel to school every day. Table 46 shows the percentage of students who use various modes of transportation to school.

Table 46: Primary Students' Mode of Travel to School

Mode of travel	2017		2022	
	n	%	n	%
Walking	45	25.5	34	24.5
By public transport (e.g. bus, minibus, route taxi)	16	9	24	17.3
By private vehicle (e.g. parent's car; with a friend)	54	30.6	58	41.7
Cycling (e.g. bicycle)	0	0	1	.7
Other	0	0	21	15.1
No Response	61	34.7	0	0
TOTAL	**176**	**100**	**144**	**100**

From 2017 to 2022, the proportions of primary students walking and cycling to school have remained similar. The use of public transport increased over the period.

Primary Students' Leisure Activities

Primary students were asked to report on the leisure activities they engage in at home. The distribution of students engaging in each leisure activity can be found in Table 47.

Table 47: Primary Students' Leisure Activities at Home

Leisure activity	2017		2022	
	n	%	n	%
Watching TV	155	88.1	121	87.1
Creative writing (e.g. stories, poetry, cartoons)	58	33	36	25.9
Watching movies/videos on a device	148	84.1	112	80.6
Listening to music	142	80.7	99	71.2
Playing sports	119	67.6	73	52.5
Reading	123	69.9	62	44.6
Hanging out with friends	115	65.3	83	59.7
Using social media (e.g. Snapchat; Facebook; Twitter; Instagram)	82	46.6	73	52.5
Playing video games	122	69.3	115	82.7
Surfing the Internet	100	56.8	37	26.6
Other	146	83	5	3.6

From 2017 to 2022, primary students consistently enjoyed watching TV and movies, listening to music, and playing video games, while there was a notable decline in activities such as reading, hanging out with friends and surfing the internet.

Primary Students' Home Literacy Environment

Students' home literacy environment was ascertained by asking about several factors. Students were asked to report on leisure time reading materials and whether they were accessed in paper or electronic formats, the number of books in the home, who, if anyone, reads to them at home and their perception of reading as a gender-specific activity. Primary student responses can be found in Tables 48 to 52.

Table 48: Primary Students' Reading Material and Format

Reading material and format	2017		2022	
	n	%	n	%
Novels (Fiction): Paper format ONLY	51	29	28	20.1
Novels (Fiction): Electronic format ONLY	18	10.2	21	15.1
Novels (Fiction): BOTH Paper & Electronic	29	16.5	15	10.8
Other books (e.g. Non-fiction): Paper format ONLY	50	28.4	53	38.1
Other books (e.g. Non-fiction): Electronic format ONLY	12	6.8	9	6.5
Other books (e.g. Non-fiction): BOTH Paper & Electronic	16	9.1	10	7.2
Magazines: Paper format ONLY	33	18.8	26	18.7
Magazines: Electronic format ONLY	10	5.7	11	7.9
Magazines: BOTH Paper & Electronic	5	2.8	4	2.9
Comics: Paper format ONLY	35	19.9	32	23
Comics: Electronic format ONLY	19	10.8	25	18
Comics: BOTH Paper & Electronic	11	6.3	6	4.3
Newspapers: Paper format ONLY	23	13.1	15	10.8
Newspapers: Electronic format ONLY	7	4	8	5.8
Newspapers: BOTH Paper & Electronic	7	4	1	.7

There was variability in materials and formats for leisure reading. In 2017 and 2022, more students read paper format than electronic format genres. For novels, newspapers and magazines, primary students showed an increased preference for reading materials in paper-only formats in 2017 compared to 2022. Other reported reading materials include the Bible.

Table 49: Number of Books in Primary Students' Homes

No. of books	2017		2022	
	n	%	n	%
0 – 10	22	12.5	42	30.2
11 – 25	42	23.9	37	26.6
26 – 100	52	29.5	31	22.3
101 – 200	19	10.8	6	4.3
201 – 500	14	8	11	7.9
More than 500	25	14.2	12	8.6
No Response	2	1.1	0	0
TOTAL	**174**	**98.9**	**139**	**100**

In 2022, there was an increase in the number of primary students living in homes with fewer books (0-10), while more extensive book collections (more than 100 books) decreased.

Table 50: Primary Students' Who Are Read to at Home

Does someone read to you at home?	2017		2022	
	n	%	n	%
Yes	85	48.3	57	41
No	86	48.9	82	59
No Response	4	2.3	0	0
TOTAL	**172**	**97.7**	**139**	**100**

In 2022, there was a decrease in the proportion of primary students who are read to at home.

Table 51: Person Who Reads to Primary Students at Home

The person who reads to the student	2017		2022	
	n	%	n	%
Father (including stepfather or foster father)	29	16.5	29	20.9
Mother (including stepmother or foster mother)	69	39.2	51	36.7
Brother(s) (including stepbrother)	16	9.1	11	7.9
Sister(s) (including stepsister)	23	13.1	9	6.5
Other relatives (e.g. grandparents; cousins; aunts, uncles)	30	17	26	18.7
Other(s) (e.g. friends)	9	7.1	0	0

From 2017 to 2022, a relatively stable number of primary students were read to by their fathers. Mothers, brothers and fathers decreased. Other individuals who read to primary students include friends.

Table 52: Primary Students' Perception of Reading as a Gender-Specific Activity

Reading is an activity that is for	2017		2022	
	n	%	n	%
Girls only	12	6.8	5	3.6
Boys only	6	3.4	1	.7
Both girls and boys	154	87.5	131	94.2
No Response	4	2.3	2	1.4
TOTAL	**176**	**100**	**139**	**100**

From 2017 to 2022, the perception of reading as an activity for both girls and boys has remained dominant, with a slight increase in those viewing it as a girls-only activity.

Primary Students' Participation in Extra-Curricular Activities

Students were asked if they participated in extra-curricular activities. Primary student responses to this item can be found in Table 53. Students who responded yes to this question were asked to indicate the extracurricular activity they most often engage in. Students who answered no were asked why they do not participate in extracurricular activities.

Table 53: Primary Students' Participating in Extra-Curricular Activities

Participate in extra-curricular activities	2017		2022	
	n	%	n	%
Yes	157	89.2	102	73.4
No	17	9.7	37	26.6
No Response	2	1.1	0	0
TOTAL	**176**	**100**	**139**	**100**

From 2017 to 2022, the proportion of primary students participating in extra-curricular activities has decreased, but a high participation rate has been maintained.

Summary

From 2017 to 2022, most primary students continued to live with their mothers and fathers, while the presence of fathers, sisters, and other family members decreased, and the presence of brothers and grandparents slightly increased. From 2017 to 2022, there was an increase in the proportion of primary students' mothers who worked full-time and part-time, while those not working and looking for a job or engaged in other activities also increased. For fathers, in 2022, full-time work decreased compared to 2017, while the proportion of those working part-time and those not working but looking for a job slightly increased. Due to the large proportion of parents employed full or part-time, it is essential to note that employment patterns can affect both the quality and quantity of time parents spend with their children, potentially affecting students' academic performance and well-being. On the other hand, employment patterns can benefit students due to the economic status of parents, which makes resources available to them.

Internet access at home for students increased, with all students having access in 2022. From 2017 to 2022, primary students' regular smartphones and access to devices at home decreased. There was a decrease in primary students' reports of having access to a computer for schoolwork, a desk to study at, a guest room, a microwave oven, and a room of their own.

While internet access has improved, unequal access to various types of technology and spaces may create disparities in student's ability to complete schoolwork and participate in online learning. Access to educational resources, such as dictionaries, classic literature, poetry books and other books to help with schoolwork decreased. Limited access to educational resources such as books and dictionaries may hinder students' learning and academic growth, and ensuring a balanced environment with leisure and educational resources is crucial for well-rounded development. Modes of travel to school (walking, cycling, private vehicle) remain similar, while public transportation use decreased. Consistent enjoyment of watching TV, listening to music, and playing video games was reported, with a decline in reading and social activities. This decline in reading habits can potentially affect literacy development and academic success. Preference for some paper-only reading materials increased, while combined paper and electronic formats decreased. There was an increase in students living in homes with fewer books, while more extensive book collections decreased. This preference for paper-only materials amidst declining book availability may limit students' exposure to diverse reading experiences. In 2022, fewer students were read to at home, and reading was primarily seen as an activity for both genders. Participation in extracurriculars declined in 2022.

Secondary Students' Home Environment

Family Members Living with Secondary Students

Students were asked who usually lives with them at home and their parents' employment status. Their responses can be found in Tables 54 to 56.

Table 54: Family Members Living with Secondary Students

Family Member	2017		2022	
	n	%	n	%
Mother (including stepmother or foster mother)	151	84.8	145	87.3
Father (including stepfather or foster father)	73	41.0	74	44.6
Brother(s) (including stepbrothers)	96	53.9	57	34.3
Sister(s) (including stepsisters)	77	43.3	55	33.1
Grandparent(s)	36	20.2	28	16.9
Others (e.g. cousin)	42	23.6	20	12.0

While many students indicated that others lived with them at home, they did not specify who those other persons were.

Table 55: Secondary Students' Mothers' Employment Status

Mother employment status	2017		2022	
	n	%	n	%
She is working full-time for pay	148	83.1	137	82.5
She is working part time for pay	10	5.6	10	6.0
She is not working, but looking for a job	6	3.4	9	5.4
Other (e.g. home duties; retired)	9	5.1	5	3.0
No Response	5	2.8	5	3.0
TOTAL	**178**	**100**	**166**	**100.0**

Table 56: Secondary Students' Fathers' Employment Status

Father employment status	2017		2022	
	n	%	n	%
He is working full-time for pay	122	68.5	130	78.3
He is working part time for pay	18	10.1	9	5.4
He is not working, but looking for a job	3	1.7	4	2.4
Other (e.g. home duties; retired)	17	9.6	9	5.4
No Response	18	10.1	14	8.4
TOTAL	**178**	**100**	**166**	**100.0**

Secondary Students Access to Devices, Internet and Other Resources at Home

Students were asked if they have access to the internet and to indicate the electronic devices they have access to at home. They were also asked to indicate access to other resources in their households. Their responses showing the percentage of students with regular access to these resources at home can be found in Tables 57 to 59.

Table 57: Secondary Students' Access to the Internet at Home

Regular internet access at home	2017		2022	
	n	%	n	%
Yes	172	96.6	161	97.0
No	6	3.4	2	1.2
No Response	0	0	3	1.8
TOTAL	**178**	**100**	**100**	**100.0**

Table 58: Secondary Students' Access to Electronic Devices at Home

Regular access to a device at home	2017		2022	
	n	%	n	%
Smartphone	161	90.4	152	91.6
Electronic tablet	106	59.6	94	56.6
Laptop computer	127	71.3	115	69.3
Desktop computer	54	30.3	49	29.5
Smart TV	129	72.5	119	71.7
Other	2	1.1	15	9.0

Table 59: Secondary Students' Access to Other Resources at Home

Regular access to	2017		2022	
	n	%	n	%
A computer you can use for schoolwork	145	81.5	132	79.5
A desk to study at	93	52.2	86	51.8
A dictionary	167	93.8	152	96.1
A dishwasher (or washing machine)	141	79.2	126	75.9
A DVD player	107	60.1	53	31.9
A guest room	41	23.0	37	22.3
Internet access	171	96.1	161	97.0
Microwave oven	145	81.5	140	84.3
A musical instrument	74	41.6	71	42.8
A quiet place to study	87	48.9	90	54.2
A room of your own	114	64.0	118	71.1
Books of poetry	70	39.3	64	38.6
Books to help with your schoolwork	150	84.3	137	82.5
Classic literature (e.g. Roald Dahl; Dr Seuss)	71	39.9	69	41.6
Educational software	84	47.2	77	46.4
Technical reference books or manuals	59	33.1	48	28.9
Works of art (e.g., paintings)	71	39.9	85	51.2

Secondary Students' Transportation to School

Students were asked how they usually travel to school every day. Table 60 shows the percentage of students who use various transportation modalities to school.

Table 60: Secondary Students' Mode of Travel to School

Mode of travel	2017		2022	
	n	%	n	%
Walking	43	24.2	39	23.5
By public transport (e.g. bus, minibus, route taxi)	46	25.8	60	36.1
By private vehicle (e.g. parent's car; with a friend)	54	30.3	57	34.3
Cycling (e.g. bicycle)	0	0	1	0.6
Other	3	1.7	3	1.8
No Response	32	18.0	6	3.6
TOTAL	**178**	**100**	**166**	**99.9**

Secondary Students' Leisure Activities

Secondary students were asked to report on the leisure activities they engage in at home. The distribution of students engaging in each leisure activity can be found in Table 61.

Table 61: Secondary Students' Leisure Activities at Home

Leisure activity	2017		2022	
	n	%	n	%
Watching TV	151	84.8	120	72.3
Creative writing (e.g. stories, poetry, cartoons)	29	16.3	28	16.9
Watching movies/videos on a device	161	90.4	142	85.5
Listening to music	164	92.1	155	93.4
Playing sports	79	44.4	77	46.4
Reading	91	51.1	78	47.0
Hanging out with friends	93	52.2	98	59.0
Using social media (e.g. Snapchat; Facebook; Twitter; Instagram)	153	86.0	134	80.7
Playing video games	105	59.0	93	56.0
Surfing the Internet	136	76.4	106	63.9
Other	3	1.7	19	11.4

Secondary Students' Home Literacy Environment

Students' home literacy environment was ascertained by asking about several factors. Students were asked to report on leisure time reading materials, whether they were accessed in paper or electronic formats, the number of books in the home, and their perception of reading as a gender-specific activity. The students were also asked who, if anyone, read to them at home when they were in primary school. Secondary student responses can be found in Tables 62 to 66.

Table 62: Secondary Students' Reading Material and Format

Reading material and format	2017		2022	
	n	%	n	%
Novels (Fiction): Paper format ONLY	28	15.7	23	13.9
Novels (Fiction): Electronic format ONLY	32	18.0	37	22.3
Novels (Fiction): BOTH Paper & Electronic	10	5.6	9	5.4
Other books (e.g. Non-fiction): Paper format ONLY	37	20.8	28	16.9
Other books (e.g. Non-fiction): Electronic format ONLY	21	11.8	26	15.7
Other books (e.g. Non-fiction): BOTH Paper & Electronic	9	5.1	6	3.6
Magazines: Paper format ONLY	34	19.1	21	12.7
Magazines: Electronic format ONLY	7	3.9	6	3.6
Magazines: BOTH Paper & Electronic	0	0	1	0.6
Comics: Paper format ONLY	21	11.8	13	7.8
Comics: Electronic format ONLY	18	10.1	36	21.7
Comics: BOTH Paper & Electronic	4	2.2	4	2.4
Newspapers: Paper format ONLY	14	7.9	7	4.2
Newspapers: Electronic format ONLY	5	2.8	9	5.4
Newspapers: BOTH Paper & Electronic	2	1.1	0	0
Other	0	0	18	10.8

Other reported reading materials include the bible, manga and educational articles.

Table 63: Number of Books in Secondary Students' Homes

No. of books	2017		2022	
	n	%	n	%
0 – 10	37	20.8	41	24.7
11 – 25	46	25.8	36	21.7
26 – 100	55	30.9	45	27.1
101 – 200	20	11.2	20	12.0
201 – 500	8	4.5	12	7.2
More than 500	8	4.5	5	3.0
No Response	4	2.2	7	4.2
TOTAL	**178**	**100**	**166**	**100**

Table 64: Secondary Students' Read to at Home When in Primary School

Did someone read to you at home when you were in primary school?	2017		2022	
	n	%	n	%
Yes	121	68.0	114	68.7
No	55	30.9	47	28.3
No Response	2	1.1	5	3.0
TOTAL	**178**	**100**	**166**	**100.0**

Table 65: Person Who Read to Secondary Students at Home when in Primary School

The person who read to the student	2017		2022	
	n	%	n	%
Father (including stepfather or foster father)	37	20.8	37	22.3
Mother (including stepmother or foster mother)	106	59.6	106	63.9
Brother(s) (including stepbrother)	22	12.4	10	6.0
Sister(s) (including stepsister)	39	21.9	26	15.7
Other relatives (e.g. grandparents; cousins; aunts, uncles)	47	26.4	43	25.9
Other(s) (e.g. friends)	18	10.3	0	0.0

Other individuals who read to secondary students include Youth Leaders.

Table 66: Secondary Students' Perception of Reading as a Gender-Specific Activity

Reading is an activity that is for	2017		2022	
	n	%	n	%
Girls only	5	2.8	2	1.2
Boys only	1	0.6	2	1.2
Both girls and boys	167	93.8	158	95.2
No Response	5	2.8	4	2.4
TOTAL	**178**	**100**	**166**	**100.0**

Secondary Students' Participation in Extra-Curricular Activities

Students were asked if they participated in extra-curricular activities. Secondary student responses to this item can be found in Table 67. Students who responded yes to this question were asked to indicate the extracurricular activity they most often engage in. Students who answered no were asked why they do not participate in extracurricular activities.

Table 67: Secondary Students' Participating in Extra-Curricular Activities

Participate in extra-curricular activities	2017		2022	
	n	%	n	%
Yes	94	52.8	79	47.6
No	80	44.9	83	50.0
No Response	4	2.2	4	2.4
TOTAL	**178**	**100**	**166**	**100.0**

Students in 2017 and 2022 reported engaging in various activities, including track and field, volleyball, basketball, netball and cricket. Students who reported not participating in

extracurricular activities in 2017 and 2022 stated that they were not interested in participating in extracurricular activities.

Summary

Almost one quarter (23.6%) of the students indicated that others lived with them at home. However, the students did not specify who those other persons were. A data review shows that more students saw their mothers working full-time than their fathers in 2017 and 2022. As it relates to the internet, less than 4 of children in both 2017 and 2022 reported not having access to the internet. The highest percentage of students reported having access to a smartphone in both 2017 (90.4%) and 2022 (91.6%). While the number of students who reported having a quiet place to study increased slightly between 2017 and 2022, the number of students who reported having access to educational software decreased between 2017 and 2022. In 2017, students' transportation to school was relatively evenly split across walking, public transport and private vehicles. However, in 2022, the number of students walking to school decreased, and the number of students taking public transport and private vehicles increased. Regarding leisure activities, in 2017 and 2022, the highest percentage of students reported watching TV, watching movies, watching videos on a device, using social media and surfing the internet. Less than one-quarter of the students reported reading fiction, non-fiction, magazines, comics or newspapers in either print or non-print formats. However, some students reported reading the bible, manga or educational articles. While most students reported having 26-100 books, the number of students decreased from 30.9% in 2017 to 27.1% in 2022. The number of students who reported being read to remained consistent at 68.0% in 2017 and 68.7% in 2022. In 2017 and 2022, most students reported that their mother read to them. The number of students who reported engaging in extracurricular activities decreased from 58.2% in 2017 to 47.6% in 2022. These students engaged in various activities, including track and field, volleyball, basketball, netball and cricket. Students who reported not participating in extracurricular activities in 2017 and 2022 stated that they were not interested in participating.

Students' Perception of School and Learning

Primary and secondary students were asked about their feelings about learning and school. They were also asked about their feelings about several aspects of their school's climate.

Primary Students' Attitudes Towards School and Learning

Students were presented with a list of statements about school and learning and were asked to indicate whether they agreed or disagreed with each statement. They were also allowed to indicate that they did not know if they agreed or disagreed. The frequency of primary student responses to each statement is presented in Table 68.

Summary

Some aspects of students' report on school climate have remained constant between 2017 and 2022. Notable, over 90% of the students believed that school is important as it prepares them for the future. Between 2017 and 2022, primary students consistently believed school would help them secure good jobs, enjoy learning, gain knowledge, think better, and prepare for the future. However, the enjoyment of school decreased, and more students (13% more) felt that school was like a prison in 2022 than in 2017. In addition, more students in 2022 would rather stay at home than be in school. These findings indicate that while students recognise the benefits of education, the increase in the perception of continuous "work" may affect student motivation and enjoyment.

Primary Students' Perception of the School Environment

One of the research objectives is to understand students' perceptions of their school environment. To achieve this, primary school students were administered a 29-item School Climate Survey-Student Version ESAI-E-S3. This instrument comprises stems for 29 statements, each offering three options for completion. Students read each stem and select the option that best reflects their perception of the school. Typically, student responses within a school are aggregated, providing a measure of the school climate from the student's viewpoint. The presented findings summarise the percentage of students selecting each option for each item in Table 69, offering an overview of the proportions of primary school students' responses. Some students circled more than one response, and these are shown as option "d" in the table below.

Table 68: Primary Students' Attitudes Towards School and Learning

Statement	2017					2022				
	Responses (%)					Responses (%)				
	Agree	Disagree	Don't Know	No Response	Total	Agree	Disagree	Don't Know	No Response	Total
Going to school will help me get a good job when I am older.	**95.5**	.6	2.3	1.7	100	93.5	2.9	2.2	1.4	100
School is fun.	**63.6**	18.8	14.8	2.8	100	56.1	22.3	19.4	2.2	100
I wish we didn't have to go to school at all.	22.2	**60.2**	11.4	5.7	100	25.9	56.1	16.5	1.4	100
I would rather stay at home than go to school.	26.7	**58.5**	10.2	4.5	100	30.9	46	20.1	2.9	100
I would rather go to the doctor or dentist than go to school.	19.9	**65.3**	11.9	2.3	100	14.4	69.8	13.7	2.2	100
Learning new things at school is fun.	**80.1**	6.8	8	5.1	100	79.1	7.9	10.1	2.9	100
In school all we ever do is work, work, work.	**48.3**	43.2	6.3	2.3	100	43.9	48.9	6.5	.7	100
School will help me know many things.	**94.4**	1.7	.6	2.8	100	89.9	3.6	5	1.4	100
School will help me think better.	**93.8**	1.7	4	.6	100	80.6	6.5	11.5	1.4	100
School will get me prepared for the future.	**90.3**	6.3	1.7	1.7	100	82.7	4.3	12.2	.7	100
School is boring.	27.8	**54.5**	15.3	1.7	100	30.9	46.8	21.6	.7	100
I don't like school.	22.2	**61.4**	13.6	2.3	100	22.3	57.6	16.5	3.6	100
I like to do schoolwork.	**48.9**	32.4	13.6	4.5	100	43.2	39.6	15.1	2.2	100
I will never use what I learn at school.	12.5	**76.1**	6.3	4.5	100	10.8	77	10.1	2.2	100
School is like a prison.	29.5	**56.3**	9.1	4.5	100	42.4	41.7	14.4	1.4	100
I would rather be at school than playing video games	**48.9**	36.4	11.9	2.8	100	36.7	43.2	19.4	.7	100
I hate to do schoolwork.	22.8	**68.8**	6.8	1.7	100	27.3	51.8	18.7	2.2	100
I would rather be at school than at home watching TV.	**48.3**	39.8	9.7	2.3	100	36.7	43.2	19.4	.7	100
I don't need school to get a job.	11.4	**82.4**	2.3	3.4	100	12.2	78.4	8.6	.7	100
I like all the different things we do at school.	**80.7**	10.8	7.4	1.1	100	77	12.9	8.6	1.4	100
What I learn at school is good for my brain.	**96**	2.3	1.1	.6	100	88.5	3.6	7.9	0	100
School is important for everyone.	**92.6**	2.8	4	.6	100	87.8	4.3	6.5	1.4	100
I will never use what I learn at school	10.2	**69.9**	5.7	14.2	100	10.8	77	10.1	2.2	100
I would rather be at home alone than at school.	22.7	**64.8**	11.4	1.1	100	29.5	54.7	15.8	0	100

Table 69: Primary Students' Responses on School Climate Survey

Statement	2017 Responses (%)	2022 Responses (%)
1) From what I can tell, this school is		
a) A great place for people to visit.	**71**	56.1
b) An okay place for people to visit.	.6	35.3
c) Not a place people want to visit.	25.6	8.6
d) No response	2.3	0
2) In my experience, at this school		
a) Everything works, or gets fixed quickly.	47.2	33.1
b) A few things are broken, but mostly things here work.	**46.6**	57.6
c) A lot of things are broken.	5.7	9.4
3) When I look around at this school I see		
a) Lots of colour and kids' work is up everywhere.	**67**	50.4
b) Some colour and kids' work is up in some places.	25.6	36.7
c) Mostly blank walls.	5.7	12.2
d) Ambivalent (multiple responses chosen)	.6	0
4) Most of the students at this school		
a) Help the teachers and other kids make the school clean and nice to look at.	**46.6**	34.5
b) Keep the school clean because we would get in trouble if we did not.	28.4	40.3
c) Don't keep the school pretty and clean even when teachers tell us to.	24.4	23.7
5) My teacher spends time with other teachers		
a) Planning, talking and teaching together often.	**54.5**	48.9
b) Talking mostly at recess or school events.	27.3	31.7
c) Only at lunch or not at all.	15.3	17.3
6) When I am at school, I feel like		
a) The teachers, classmates, and I are like a family.	**50.6**	47.5
b) I am part of a good school, but not really a family.	40.3	41.7
c) No one cares about me at this school.	7.4	10.8
d) No response	.6	0
7) At this school		
a) Students all get along no matter what they look like or where they are from.	33.5	27.3
b) Students who are alike or friends get along.	22.7	38.1
c) A lot of students don't get along.	**43.2**	34.5
8) The popular students at this school		
a) Are nice to the other students.	25.6	25.2
b) Are nice to the other popular students.	11.4	25.2
c) Think they are better and are often mean to others.	**60.8**	48.2
d) Ambivalent (multiple responses chosen)	0	.7
e) No response	.6	0
9) In my class		
a) We make a lot of the decisions along with the teacher.	27.8	24.5
b) The teacher lets us choose sometimes.	**51.7**	53.2
c) The teacher makes all the decisions.	18.2	21.6

10) In my class		
a) There are lots of classroom jobs and we all take turns doing them.	**66.5**	45.3
b) There are a few jobs for students in the class.	15.9	20.9
c) Students only do classroom jobs because they have to, or have gotten in trouble.	15.9	30.2
11) School events such as games, plays, performances, meetings, or conferences are attended by		
a) Lots of people.	**58.5**	54
b) Some people who care about that event.	33	40.3
c) Not many people.	7.4	4.3
12) At this school, I feel safe		
a) Everywhere in the school.	48.9	45.3
b) Only in my classroom.	18.2	25.2
c) Some days and not other days.	**30.1**	28.1
13) At this school		
a) Many students are in leadership roles in and out of class.	28.4	23
b) A few students are picked by the teachers to be leaders.	**59.1**	44.6
c) There are few or no students in leadership roles.	9.7	31.7
14) At this school		
a) The students and teachers from different classrooms work together on many projects.	39.2	45.3
b) The students work together on projects in their class.	**34.7**	25.2
c) Students do not work together on projects.	24.4	28.1
15) In my class, the rules		
a) Are clear and help the kids get along.	47.7	28.1
b) Are clear and keep the kids from misbehaving.	35.8	40.3
c) Are not clear and the kids are afraid of doing something to make the teacher angry.	**14.8**	30.2
d) Ambivalent (multiple responses chosen)	.6	.7
16) When students break rules		
a) The teacher gives them a fair consequence and helps them understand why.	43.2	31.7
b) The teacher gives consequences sometimes.	36.4	41
c) The teacher gets upset at the students publicly.	**19.3**	26.6
17) In my judgment, I would say that		
a) I am learning to be more responsible daily because of my teacher.	**67**	56.1
b) I am learning to do what the teacher wants.	14.8	16.5
c) I feel like if I did what I wanted to do, I would get in trouble.	16.5	25.9
d) Ambivalent (multiple responses chosen)	0	.7
18) I would say that		
a) I can see clear evidence that my teacher respects and cares about me.	**49.4**	30.9
b) When I show my teacher respect, he/she shows me respect.	29.5	41
c) I try to respect my teacher, but sometimes I feel like I am not respected.	19.9	25.2
d) Ambivalent (multiple responses chosen)	0	1.4
19) In my class		
a) Things run smoothly because the teacher makes things very clear.	**48.3**	32.4
b) Things run pretty well because the teacher has a lot of control.	21.6	37.7
c) A lot of the time things do not run smoothly.	27.8	34.5

d) Ambivalent (multiple responses chosen)	0	.7
20) When it comes to grades and assignments		
a) What it takes to get a good grade is very clear to me.	**59.7**	55.4
b) Most of the time I understand what is expected.	22.7	28.8
c) Often, I am confused as to why I get the grades I do.	16.5	14.4
d) Ambivalent (multiple responses chosen)	0	.7
21) What is important in my class is		
a) How much we try and the effort we put into our work.	**50.6**	51.8
b) Getting right answers and good grades.	31.8	31.7
c) Doing what makes the teacher happy.	16.5	12.2
d) Ambivalent (multiple responses chosen)	0	.7
22) I would describe the work in my class as		
a) Active, hands-on and interesting.	**54**	4.3
b) Interesting but mostly out of the book.	25	43.9
c) Mostly worksheets and the teacher talking.	18.8	23.7
d) Ambivalent (multiple responses chosen)	0	28.1
e) No response	.6	0
23) The work in my class		
a) Makes me think and challenges me.	**67**	46.8
b) Is mostly about remembering what the teacher or textbook says	19.9	30.9
c) Is mostly about keeping us all busy	11.4	17.3
d) Ambivalent (multiple responses chosen)	0	2.9
24) At this school when a student uses mean language		
a) Other students point out to them that it is not right.	40.9	23
b) Sometimes they get in trouble from an adult.	**48.9**	46
c) Usually nothing happens to them, so they keep doing it.	8.5	27.3
d) Ambivalent (multiple responses chosen)	0	1.4
25) At this school		
a) I trust and can talk to most of the adults.	**52.8**	38.1
b) There are one or two adults that I can trust to talk to, but not many.	29.5	34.5
c) I do not feel like I can be honest with the adults at the school.	14.8	25.2
26) On the playground		
a) We have peer mediators and/or “Peacemakers” that help the students solve their own problems.	33	32.4
b) We have peer mediators and/or “Peacemakers,” but they mostly just get kids in trouble.	16.5	19.4
c) There are only adults to supervise.	**34.7**	44.6
27) The best way to describe how I feel about this school is		
a) I am very proud to be a student here.	**49.4**	41
b) I like this school.	28.4	34.5
c) This school is okay, but I would rather be at another school.	19.9	20.9
d) Ambivalent (multiple responses chosen)	0	.7
28) 0My parents		
a) Feel welcome to come to the school.	**50.6**	41
b) Mostly just come to school for events that are expected such as parent-teacher conferences.	27.8	39.6

c) Don't come to the school very often.	19.3	16.5
d) Ambivalent (multiple responses chosen)	0	.7
29) At this school		
a) We have lots of guests, visitors, and volunteers.	**73.3**	49.6
b) We have a few guests, visitors and volunteers.	16.5	31.7
c) There are not many guests, visitors or volunteers.	8.5	16.5

Summary

Perceptions of school climate also shifted: in 2017, many students saw school as a great place to visit and felt like it was a family, while in 2022, fewer students felt this way. An increased number More students viewed it as an "okay place for people to visit" and "more of a good school than a family". This shift to a more impersonal perception of the school environment may impact students' connection and engagement at school. Teachers gave consequences, but fairness declined, and more teachers got upset with students publicly in 2022. Classroom activities moved from hands-on and interesting in 2017 to reports of primarily textbooks and worksheets in 2022, which could affect student interest and engagement as engaging and interactive classroom activities are crucial for student learning and retention. Fewer students felt they had many adults they could talk to in their school in 2022 compared to 2017, and a decrease in these positive relationships may impact students' emotional well-being and sense of security. Pride in their school also decreased, with fewer students feeling very proud and more preferring another school. School pride is linked to a positive school identity, and reduced pride may affect student connection to their school and overall school experience. Lastly, guest visitors and volunteers at school declined, indicating a lack of collaboration and community involvement in education, potentially leading to a lack of student exposure to diverse experiences and family and community support.

Secondary Students' Attitudes Towards School and Learning

Secondary students were also presented with statements about school and learning and were asked to indicate whether they agreed or disagreed with each statement. They were allowed to indicate that they did not know if they agreed or disagreed. The frequency of secondary student responses to each statement is presented in Table 70.

Table 70: Secondary Students' Attitudes Towards School and Learning

Statement	2017					2022				
	Responses (%)					Responses (%)				
	Agree	Disagree	Don't Know	No Response	Total	Agree	Disagree	Don't Know	No Response	Total
Going to school will help me get a good job when I am older.	**95.5**	2.8	1.1	0.6	100.0	**84.9**	2.4	10.2	2.4	99.9
School is fun.	**52.8**	27.0	19.1	19.3	100.0	30.1	**37.3**	30.1	2.4	99.9
I wish we didn't have to go to school at all.	27.5	**56.7**	15.2	0.6	100.0	33.7	**44.0**	21.1	1.2	100.0
I would rather stay at home than go to school.	34.8	**45.5**	17.4	2.2	100.0	**50.6**	27.7	19.3	2.4	100.0
I would rather go to the doctor or dentist than go to school.	12.9	**74.7**	10.7	1.7	100.0	15.1	**69.9**	10.8	4.2	100.0
Learning new things at school is fun.	**73.0**	9.6	15.7	1.7	100.0	**65.7**	7.2	25.9	1.2	100.0
In school all we ever do is work, work, work.	**55.1**	34.8	9.6	0.6	100.0	**84.9**	6.6	6.6	1.8	99.9
School will help me know many things.	**91.0**	5.1	3.4	0.6	100.1	**84.9**	6.6	6.6	1.8	99.9
School will help me think better.	**80.3**	9.6	7.9	2.2	100.0	**56.6**	20.5	21.7	1.2	100.0
School will get me prepared for the future.	**90.4**	5.1	3.9	0.6	100.0	**77.1**	5.4	15.7	1.8	100.0
School is boring.	**39.3**	38.2	21.9	0.6	100.0	**54.8**	22.3	21.1	1.8	100.0
I don't like school.	27.5	**48.3**	21.9	2.2	99.9	**45.8**	30.1	22.9	1.2	100.0
I like to do schoolwork.	31.5	**37.1**	29.2	2.2	100.0	22.3	**48.2**	27.7	1.8	100.0
I will never use what I learn at school.	7.3	**78.7**	12.9	1.1	100.0	6.0	**71.7**	19.3	3.0	100.0
School is like a prison.	**44.9**	33.7	20.2	1.1	99.9	**51.2**	31.3	15.1	2.4	100.0
I would rather be at school than playing video games	34.3	**41.6**	23.6	0.6	100.1	21.1	**53.6**	22.9	2.4	100.0
I hate to do schoolwork.	30.3	**44.4**	24.7	0.6	100.0	**39.2**	29.5	30.1	1.2	100.0
I would rather be at school than at home watching TV.	**44.3**	33.7	21.9	1.1	100.0	27.1	**54.8**	15.7	2.4	100.0
I don't need school to get a job.	12.9	**74.7**	11.2	1.1	99.9	25.3	**57.2**	15.7	1.8	100.0
I like all the different things we do at school.	**60.7**	15.7	20.8	2.8	100.0	**50.0**	17.5	30.7	1.8	100.0
What I learn at school is good for my brain.	**83.4**	3.9	10.7	1.1	100.1	**72.3**	7.2	19.3	1.2	100.0
School is important for everyone.	**87.6**	6.7	5.1	0.6	100.0	**77.7**	6.0	14.5	1.8	100.0
I would rather be at home alone than at school.	30.9	**55.1**	12.9	1.1	100.0	**47.6**	32.5	18.7	1.2	100.0

Summary

Most students in both 2017 and 2022 stated that they believed going to school would help them get a good job when they are older. While just about half of the students thought school was fun in 2017, less than one-third of the students thought that school was fun in 2022. These results suggest that students' interest in school is dropping. In 2017, just over half of the students believed that all they did in school was work; however, in 2022, more than 80% felt this was true. To this end, the number of students who thought that school was boring increased by more than 15% between 2017 and 2022. Finally, the number of students who believed school was important for everyone decreased by more than 10% between 2017 and 2022.

Secondary Students' Perception of the School Environment

One of the research objectives is to understand students' perceptions of their school environment. Secondary school students were administered a 29-item School Climate Survey-Student Version ESAI-E-S3 to achieve this. This instrument comprises stems for 29 statements, each offering three options for completion. Students read each stem and select the option that best reflects their perception of the school. Typically, student responses within a school are aggregated, providing a measure of the school climate from the student's viewpoint. In the presented findings, the percentage of students selecting each option for each item is summarised in Table 71, offering an overview of the proportions of Secondary school students' responses. Some students circled more than one response, and these are shown as option "d" in the table below.

Table 71: Secondary Students' Responses on School Climate Survey

Statement	2017	2022
	Responses (%)	**Responses (%)**
1) From what I can tell, this school is	100	100
a) A great place for people to visit.	27.0	17.5
b) An okay place for people to visit.	**57.9**	**72.9**
c) Not a place people want to visit.	14.6	9.0
d) No response	0	0.6
2) In my experience, at this school	100	100
a) Everything works, or gets fixed quickly.	13.5	10.8
b) A few things are broken, but mostly things here work.	**68.0**	**64.5**
c) A lot of things are broken.	18.0	24.1

d) No response	0	0.6
3) When I look around at this school I see	100	100
a) Lots of colour and kids' work is up everywhere.	19.7	18.7
b) Some colour and kids' work is up in some places.	**50.0**	**53.0**
c) Mostly blank walls.	29.2	26.5
d) No response	0	1.8
4) Most of the students at this school	100	100
a) Help the teachers and other kids make the school clean and nice to look at.	11.2	11.4
b) Keep the school clean because we would get in trouble if we did not.	41.6	28.3
c) Don't keep the school pretty and clean even when teachers tell us to.	**46.1**	**59.0**
d) No response	0	1.2
5) My teacher spends time with other teachers	100	100
a) Planning, talking and teaching together often.	**46.6**	**44.0**
b) Talking mostly at recess or school events.	39.9	43.4
c) Only at lunch or not at all.	11.2	11.4
d) No response	0	1.2
6) When I am at school, I feel like	100	100.1
a) The teachers, classmates, and I are like a family.	18.0	13.3
b) I am part of a good school, but not really a family.	**59.0**	**66.9**
c) No one cares about me at this school.	21.3	19.3
d) No response	0	0.6
7) At this school	100	100
a) Students all get along no matter what they look like or where they are from.	11.2	9.6
b) Students who are alike or friends get along.	38.8	39.8
c) A lot of students don't get along.	**49.4**	**50.0**
d) No response	0	0.5
8) The popular students at this school	100	100
a) Are nice to the other students.	21.3	25.9
b) Are nice to the other popular students.	20.8	25.3
c) Think they are better and are often mean to others.	**54.5**	**46.4**
d) No response	0	2.4
9) In my class	100	100.1
a) We make a lot of the decisions along with the teacher.	19.1	13.3
b) The teacher lets us choose sometimes.	**61.2**	**66.9**
c) The teacher makes all the decisions.	16.9	18.7
d) No response	0	1.2
10) In my class	100	100

a) There are lots of classroom jobs and we all take turns doing them.	24.7	17.5
b) There are a few jobs for students in the class.	23.6	27.1
c) Students only do classroom jobs because they have to, or have gotten in trouble.	**49.4**	**53.0**
d) No response	0	2.4
11) School events such as games, plays, performances, meetings, or conferences are attended by	100	100
a) Lots of people.	32.6	44.6
b) Some people who care about that event.	**55.6**	**48.2**
c) Not many people.	10.1	6.0
d) No response	0	1.2
12) At this school, I feel safe	100	100
a) Everywhere in the school.	**37.1**	34.3
b) Only in my classroom.	23.6	21.1
c) Some days and not other days.	35.4	**43.4**
d) No response	0	1.2
13) At this school	100	100
a) Many students are in leadership roles in and out of class.	14.6	19.9
b) A few students are picked by the teachers to be leaders.	**53.4**	**39.8**
c) There are few or no students in leadership roles.	30.4	37.3
d) No response	0	3.0
14) At this school	100	100
a) The students and teachers from different classrooms work together on many projects.	16.3	16.3
b) The students work together on projects in their class.	**65.2**	**69.3**
c) Students do not work together on projects.	16.9	13.9
d) No response	0	0.6
15) In my class, the rules	100	100
a) Are clear and help the kids get along.	27.5	24.1
b) Are clear and keep the kids from misbehaving.	**48.9**	**60.2**
c) Are not clear and the kids are afraid of doing something to make the teacher angry.	21.9	14.5
d) No response	0	1.2
16) When students break rules	100	99.9
a) The teacher gives them a fair consequence and helps them understand why.	28.1	**37.3**
b) The teacher gives consequences sometimes.	**42.1**	33.7
c) The teacher gets upset at the students publicly.	28.7	27.7
d) No response	0	1.2
17) In my judgment, I would say that	100	100
a) I am learning to be more responsible every day because of my teacher.	**44.9**	**40.4**

b) I am learning to do what the teacher wants.	25.8	27.1
c) I feel like if I did what I wanted to do, I would get in trouble.	25.8	31.9
d) No response	0	0.6
18) I would say that	100	100.1
a) I can see clear evidence that my teacher respects and cares about me.	24.7	19.3
b) When I show my teacher respect, he/she shows me respect.	**40.4**	**41.6**
c) I try to respect my teacher, but sometimes I feel like I am not respected.	33.1	38.6
d) No response	0	0.6
19) In my class	100	100
a) Things run smoothly because the teacher makes things very clear.	19.1	24.1
b) Things run pretty well because the teacher has a lot of control.	33.1	**42.2**
c) A lot of the time things do not run smoothly.	**46.1**	33.1
d) No response	0	0.6
20) When it comes to grades and assignments	100	100
a) What it takes to get a good grade is very clear to me.	**40.4**	**45.2**
b) Most of the time I understand what is expected.	39.9	42.8
c) Often, I am confused as to why I get the grades I do.	18.5	11.4
d) No response	0	0.6
21) What is important in my class is	100	100
a) How much we try and the effort we put into our work.	39.9	**45.8**
b) Getting right answers and good grades.	**52.2**	44.6
c) Doing what makes the teacher happy.	6.7	8.4
d) No response	0	1.2
22) I would describe the work in my class as	100	100
a) Active, hands-on and interesting.	25.8	27.7
b) Interesting but mostly out of the book.	**42.7**	32.5
c) Mostly worksheets and the teacher talking.	30.3	**38.6**
d) No response	0	1.2
23) The work in my class	100	100
a) Makes me think and challenges me.	37.6	36.7
b) Is mostly about remembering what the teacher or textbook says	**44.9**	**50.0**
c) Is mostly about keeping us all busy	15.2	12.7
d) No response	0	0.6
24) At this school when a student uses mean language	100	100
a) Other students point out to them that it is not right.	14.0	15.1
b) Sometimes they get in trouble from an adult.	**47.2**	**53.6**
c) Usually nothing happens to them, so they keep doing it.	36.5	30.7
d) No response	0	0.6

25) At this school	100	100
a) I trust and can talk to most of the adults.	21.3	16.9
b) There are one or two adults that I can trust to talk to, but not many.	**45.5**	**43.4**
c) I do not feel like I can be honest with the adults at the school.	30.9	39.2
d) No response	0	0.6
26) On the playground	100	100
a) We have peer mediators and/or "Peacemakers" that help the students solve their own problems.	18.5	28.3
b) We have peer mediators and/or "Peacemakers," but they mostly just get kids in trouble.	27.5	22.9
c) There are only adults to supervise.	**42.7**	**43.4**
d) No response	0	5.4
27) The best way to describe how I feel about this school is	100	100
a) I am very proud to be a student here.	20.2	15.1
b) I like this school.	**48.9**	**50.0**
c) This school is okay, but I would rather be at another school.	28.1	33.7
d) No response	0	1.2
28) My parents	100	100
a) Feel welcome to come to the school.	28.1	24.7
b) Mostly just come to school for events that are expected such as parent-teacher conferences.	**47.2**	**55.4**
c) Don't come to the school very often.	21.9	18.1
d) No response	0	1.8
29) At this school	100	100
a) We have lots of guests, visitors, and volunteers.	34.3	18.7
b) We have a few guests, visitors and volunteers.	**48.9**	**50.6**
c) There are not many guests, visitors or volunteers.	14.0	29.5
d) No response	0	1.2

Summary

The majority of the answers remained constant between 2017 and 2022. However, a few of the noteworthy elements are listed below. Most of the students reported feeling like they were part of a good school, but they didn't believe they were part of a family. This feeling increased by 15% following the Covid-19 pandemic. In both 2017 and 2022, half of the students expressed that the students in the school do not get along. Most students noted that games, plays, performances, meetings or conferences are only attended by the few people who care about that event. To that end, approximately half of the students in 2017 and 2022 noted that their parents only came to the school for expected events such as parent-teacher conferences. Just under 70% of students in 2017

and 2022 reported working together on group projects. While half of the students stated that they liked the school they attended, one-third of students in 2017 and just under half the students in 2022 reported feeling safe at school on some days and not others, an increase of over 10%

Teachers' Classroom Practices

One section of the questionnaire focused on teachers' classroom practices, particularly technology integration. Additionally, given the current emphasis on student-sensitive practices that foster engagement and embody democratic principles, teachers were also asked about their student's involvement in activities that align with these ideals and their use of democratic teaching practices.

Primary Teachers' Classroom Practices

Primary Teachers' Frequency of Using Technology for Various Purposes

The questionnaire included a list of activities where technology might be utilised in teaching and learning. Teachers were asked to reflect on their practices over the past academic year and indicate how often they use technology for these purposes. The percentages of the teachers in the sample reporting the frequency of use of technology for each activity are presented in Table 72.

Teachers were provided with a list of factors that impact the frequency of technology use in teaching and learning. They were asked to specify how each factor influenced their use of technology in their practice. Table 73 presents the percentages of teachers in the sample who reported various levels of influence for each factor.

Student Engagement and the Use of Democratic Teaching Practices in the Primary Classroom

Student-centred instruction is indicated by the extent to which teachers use activities that involve high levels of student engagement. Teachers were given a list of activities, including traditional methods aligned with democratic principles and student-centred approaches. They were asked to report the frequency with which students participated in these activities during the term. Tables 74 and 75 show the percentages of teachers who reported various frequencies of student engagement in these activities and the percentage of teachers using democratic teaching practices, respectively.

Table 72: Primary Teachers' Frequency of Use of Technology for Specific Purposes

Purpose of using Technology	2017						2022					
	Frequency of Use over the Academic Year (% of sample)						Frequency of Use over the Academic Year (% of sample)					
	Often 8+times	Sometimes 3-7 times	Seldom 1-2 times	Never	No Response	TOTAL	Often 8+times	Sometimes 3-7 times	Seldom 1-2 times	Never	No Response	TOTAL
Access lessons from the internet	25	0	12.5	12.5	50	100	23.5	21	30.3	17.6	7.6	100
Create instructional materials	**50**	0	0	0	50	100	54.6	35.3	2.5	1.7	5.9	100
Design multimedia presentations (e.g. PowerPoint)	0	0	25	25	50	100	21.8	34.5	25.2	16.8	1.7	100
Engage students in online discussion (e.g., blogs, chat rooms, social networking sites	0	0	0	**50**	50	100	9.2	12.6	22.7	48.7	6.7	100
Formulate tests for students.	**37.5**		12.5	0	50	100	73.9	16.8	1.7	4.2	3.4	100
Get information from the Internet for use in lessons.	**37.5**	12.5	0	0	50	100	86.6	7.6	1.7	0	4.2	100
Have students use the internet for researching subject content	12.5	**12.5**	12.5	12.5	50	100	34.5	31.1	15.1	16	3.4	100
Post homework assignments online	0	0	0	**50**	50	100	7.6	27.7	29.4	31.9	3.4	100
Prepare homework assignments	**37.5**			12.5	50	100	66.4	21	5	5	2.5	100
Produce handouts for students	**25**	12.5	12.5	0	50	100	52.1	21.8	14.3	6.7	5	100
Record student grades	**37.5**			12.5	50	100	69.9	13.4	4.2	8.4	5	100
Send lesson information, assignments and other communication to students by email	0	0	12.5	**37.5**	50	100	7.6	9.2	29.4	52.1	1.7	100
Share material, ideas and/or information with other teachers	25	**12.5**		12.5	50	100	42	29.4	21.8	3.4	3.4	100
Use digital cameras to enhance lessons	0	0	12.5	**37.5**	50	100	5.9	9.2	24.4	54.6	5.9	100
Use LCD projectors to present lessons.	37.5	12.5	**0**	0	50	100	33.6	25.2	20.2	19.3	1.7	100
Use scanners to prepare for lessons	12.5	0	12.5	**25**	50	100	16	12.6	18.5	49.6	3.4	100
Use skill games to reinforce concepts taught	25	**0**	12.5	12.5	50	100	38.7	44.5	10.1	3.4	3.4	100
Use software for remediation of basic skills	12.5	12.5	**12.5**	12.5	50	100	14.3	26.9	30.3	21	7.6	100
Use software to teach concepts	12.5	12.5	**25**	0	50	100	25.2	28.6	23.5	16.8	5.9	100
Use videos or DVS to teach concepts	**37.5**	12.5	0	0	50	100	63	21	5.9	7.6	2.5	100

Table 73: Factors Affecting the Use of Technology by Primary Teachers

Purpose of using Technology:	2017						2022					
	Extent of Influence (% of sample)						Extent of Influence (% of sample)					
	To a Great Extent	To a Moderate Extent	A Little Bit	Not At All	No Response	TOTAL	To a Great Extent	To a Moderate Extent	A Little Bit	Not At All	No Response	TOTAL
Not enough computers available	12.5	25	12.5	0	50	100	36.1	16	18.5	21.8	7.6	100
Unreliable computers	25	12.5	12.5	0	50	100	26.9	14.3	26.9	25.9	8.4	100
Internet not easily accessible	**25**	25	0	0	50	100	30.3	24.4	16.8	21.8	6.7	100
Lack of good instructional software	25	12.5	0	12.5	50	100	20.2	22.7	34.5	11.8	10.9	100
Inadequate training opportunities	0	25	12.5	**12.5**	50	100	8.4	26.1	33.6	21.8	10.1	100
Lack of administrative support	0	25	12.5	**12.5**	50	100	8.4	21	27.7	32.8	10.1	100
Lack of support regarding ways to integrate technology into the curriculum	0	0	37.5	**12.5**	50	100	8.4	22.7	28.6	31.9	8.4	100
Lack of technical support or advice	0	0	25	**25**	50	100	9.2	22.7	31.9	27.7	8.4	100
Lack of relevant computer skills	0	25	0	**25**	50	100	8.4	21.8	25.2	37	7.6	100
Inadequate amount of computer peripherals	0	25	25	**0**	50	100	14.3	21.8	26.9	23.5	13.4	100
Lack of knowledge in ways to integrate technology to enhance the curriculum	0	0	12.5	**37.5**	50	100	7.6	21	26.1	35.3	10.1	100
Use of technology not integrated into curriculum documents	0	0	12.5	**37.5**	50	100	9.2	19.3	33.6	28.6	9.2	100

Table 74: Primary Teachers' Reported Student Engagement in Activities

Activity:	2017						2022					
	Frequency of Engagement (%)						Frequency of Engagement (%)					
	Often 8+times	Sometimes 3-7 times	Seldom 1-2 times	Never	No Response	TOTAL	Often 8+times	Sometimes 3-7 times	Seldom 1-2 times	Never	No Response	TOTAL
Worked on projects that took a week or longer	12.5	12.5	25	0	50	100	16.8	38.7	28.6	12.6	3.4	100
Worked in small groups to come up with solutions or approaches to problems.	0	**50**	0	0	50	100	29.4	44.5	18.5	4.2	3.4	100
Engaged in a writing activity in which they were expected to explain their thinking or reasoning at some length	25	**25**	0	0	50	100	27.7	35.3	19.3	12.6	5	100
Suggested or helped plan classroom activities	0	12.5	**37.5**	0	50	100	14.3	36.1	37	8.4	4.2	100
Worked individually answering questions in textbooks or worksheets	**50**	0	0	0	50	100	74.8	18.5	.8	1.7	4.2	100
Led discussions	0	**25**	25	0	50	100	28.6	41.2	15.1	5.9	9.2	100
Gave presentations	12.5	**12.5**	25	0	50	100	37	36.1	16	7.6	3.4	100
Worked in small groups to complete an assignment	25	**25**	0	0	50	100	47.1	37.8	6.7	4.2	4.2	100
Worked on their own assignment at their own desks.	**50**	0	0	0	50	100	78.2	12.6	3.4	1.7	4.2	100
Wrote in a journal	25	12.5	12.5	0	50	100	9.2	21	30.3	35.3	4.2	100
Participated in interactive/hands-on classroom activities	**37.5**	12.5	0	0	50	100	61.3	31.1	0	3.4	4.2	100
Conducted research for projects via the Internet	0	25	12.5	**12.5**	50	100	18.5	33.6	19.3	21.8	6.7	100
Worked on individual tasks for portfolios	0	37.5	12.5	0	50	100	18.5	20.2	28.6	26.1	6.7	100
Engaged in whole-class activities	37.5	12.5	0	0	50	100	74.8	14.3	5.9	.8	4.2	100
Demonstrated their work to others (teachers/students)	0	37.5	**12.5**	0	50	100	52.1	31.9	9.2	2.5	4.2	100

Table 75: Primary Teachers' Reported Use of Democratic Instructional Practices

Practice	2017					2022				
	Frequency of Use (%)					Frequency of Use (%)				
	Never Uses	Uses	Unsure / Not Applicable	No Response	TOTAL	Never Uses	Uses	Unsure / Not Applicable	No Response	TOTAL
Used didactic questions (Who? What? Where? When? How?)	0	**50**	0	50	100	0	95.8	.8	3.4	100
Used demonstrations	0	**50**	0	50	100	0	96.6	.8	2.5	100
Used guided methods (e.g. Guided reading)	0	**50**	0	50	100	0	95.8	.8	3.4	100
Used shared methods (e.g. Shared writing)	0	**50**	0	50	100	3.4	89	1.7	5.9	100
Used journals	**0**	50	0	50	100	30.3	51.4	4.2	4.2	100
Used learning logs	**0**	25	25	50	100	30.3	58	5	6.7	100
Used research projects	0	**50**	0	50	100	13.4	76.5	4.2	5.9	100
Used learning centres	12.5	**37.5**	0	50	100	19.3	68.9	19.3	6.7	100
Used learning contracts	**0**	25	25	50	100	31.9	46.2	11.8	10.1	100
Used differentiated instruction	0	**50**	0	50	100	.8	91.5	4.2	3.4	100
Used problem-solving approaches	0	**50**	0	50	100	3.4	89.9	0.8	5.9	100
Used case-based method	0	**37.5**	12.5	50	100	12.6	63.9	11.8	11.8	100
Used reflective discussions	0	**50**	0	50	100	5	83.2	2.5	9.2	100
Used simulations	0	**50**	0	50	100	5.9	75.6	4.2	14.3	100
Used field observation	0	**50**	0	50	100	10.1	76.5	6.7	6.7	100
Used role play	0	**50**	0	50	100	3.4	89.1	3.4	4.2	100
Used service learning	0	**12.5**	37.5	50	100	16	57.9	10.1	16	100
Used cooperative and collaborative learning	0	**50**	0	50	100	5.9	86.6	1.7	5.9	100
Used controversial discussions	0	**50**	0	50	100	17.6	64.7	5.9	11.8	100
Used debates	12.5	**37.5**	0	50	100	22.7	68	3.4	5.9	100
Used peer partner learning	0	**50**	0	50	100	4.2	84.9	1.7	9.2	100
Told the students the objectives of an assessment activity	0	**50**	0	50	100	6.7	86.5	1.7	5	100
Allowed the students to rate their own work before you graded it	0	**50**	0	50	100	12.6	80.7	3.4	3.4	100
Allowed the students to engage in peer assessment activities	0	**50**	0	50	100	5.9	86.6	4.2	3.4	100

Practice	2017					2022				
	Frequency of Use (%)					Frequency of Use (%)				
	Never Uses	Uses	Unsure / Not Applicable	No Response	TOTAL	Never Uses	Uses	Unsure / Not Applicable	No Response	TOTAL
Taught students strategies for reading in your subject area	0	**50**	0	50	100	3.4	89.9	0.8	5.9	100
Gave time for reading books of own choice	0	**50**	0	50	100	2.5	90	3.4	4.2	100
Allowed choice of reading material	12.5	37.5	0	50	100	3.4	90.8	1.7	4.2	100
Provided support for struggling readers in your classroom	0	**50**	0	50	100		94	.8	5	100
Encouraged students to read for pleasure	0	**50**	0	50	100	1.7	92.5	0	5.9	100
Encouraged students to read for information	0	**50**	0	50	100	2.5	88.2	1.7	7.6	100
(Re)Wrote instructional materials to facilitate diverse reading ability in the classroom	0	**50**	0	50	100	5.9	90.7	2.5	10.9	100
Assigned grade- and ability-appropriate open-ended mathematics problems for students to solve	0	**50**	0	50	100	5.9	79	6.7	8.4	100
Encouraged students to talk about the mathematics that they are learning in the classroom	0	**50**	0	50	100	5.9	89.2	4.2	6.7	100
Led the students in grade and ability-appropriate investigations of mathematics concepts	0	**50**	0	50	100	11.8	75.5	3.4	10.1	100
Allowed students to submit mathematics projects and investigations using different modes	0	**37.5**	12.5	50	100	25.2	59.6	8.4	6.7	100
Allowed students to explain phenomena scientifically	0	**0**	0	50	100	25.2	60.2	12.6	10.9	
Allowed students to evaluate and design scientific enquiry	25	**25**	0	50	100	18.5	58.8	9.2	13.4	100
Allowed students to interpret data and evidence scientifically	12.5	**37.5**	0	50	100	15.1	69.8	5.9	9.2	100
Rewarded positive behaviours with incentives (e.g. stars, stickers)	0	**50**	0	50	100	3.4	67.4	4.2	5	100
Used physical restraint for misbehaving students	25	**25**	0	50	100	26.1	60.4	7.6	5.9	100

Practice	2017					2022				
	Frequency of Use (%)					Frequency of Use (%)				
	Never Uses	Uses	Unsure / Not Applicable	No Response	TOTAL	Never Uses	Uses	Unsure / Not Applicable	No Response	TOTAL
Threatened to send students out of the classroom if they do not behave	0	**50**	0	50	100	27.7	63	3.4	5.9	100
Sent home notes to parents about students' good behaviour	12.5	**37.5**	0	50	100	29	68.9	0.8	5.9	100
Called parents about students' misbehaviour	12.5	**37.5**	0	50	100	7.6	80.7	5	6.7	100
Worked with students to establish a code of classroom behaviour and consequences for infractions	0	**50**	0	50	100	4.2	82.4	5	8.4	100

Summary

Between 2017 and 2022, primary teachers' reported use of technology increased for all purposes except getting information from the internet for lessons, sending lesson information, assignments and other communication to students by email and engaging students in online discussions. Frequent uses during the Covid 19 period included creating instructional materials, formulating tests, preparing homework assignments, producing handouts, recording grades, and using videos to teach concepts.

Access to the internet increased; however, teachers reported an increase in inadequate access to computers. In 2022, there was an increase in teachers having inadequate training opportunities, lack of administrative support, lack of support regarding ways to integrate technology into the curriculum, lack of technical support or advice, and lack of relevant computer skills.

Teachers reported that more students worked individually on assignments in 2022 compared to 2017. Increased student demonstrations and whole-class activities promote active learning and collaboration. Maintaining a balance with individual assignments ensures personalised learning and skill development.

Teachers reported an increase in the use of didactic practices, demonstrations and guided methods in 2022. Teachers utilised more democratic practices in 2022, such as peer assessments and case-based methods. Teachers increasingly reported using learning logs, allowing students to rate their work, and engaging them in scientific inquiry and math projects. Teachers used more constructivist approaches in the classroom, which are interactive and student-centred, to foster critical thinking, self-assessment and active learning, reflecting a positive trend in modern educational practices. Teachers reported an increased use of learning centres and student autonomy in reading.

In 2022, parental involvement to reinforce positive behaviour in students. Teachers reported increased contact with parents, including notes sent home about good behaviour and calls about misbehaviour, which is positive, as increased parental involvement is crucial for reinforcing positive behaviours and addressing issues collaboratively. The overall trend indicates a shift towards more interactive, student-centred approaches and democratic teaching practices.

Secondary Teachers' Classroom Practices

Secondary Teachers' Frequency of Using Technology for Various Purposes

The questionnaire included a list of activities where technology might be used in teaching and learning. Teachers were asked to reflect on their practices over the past academic year and indicate how often they used technology for these purposes. Table 76 presents the percentages of the teachers in the sample reporting the frequency of use of technology for each activity.

In 2017 and 2022, the largest proportion of secondary teachers reported often using technology to access lessons from the internet, create instructional materials, formulate tests for students, have students use the internet to research subject content, prepare homework assignments, record students' grades, sharing material and ideas with other teachers, and using software to teach concepts. Initially, teachers stated that they seldom used technology to engage with students; however, following COVID-19, this percentage decreased slightly. Notably, most of the teachers in 2017 reported never posting homework online; however, in 2022, most teachers now stated that they posted homework online.

Teachers were provided with a list of factors that impact the frequency of technology use in teaching and learning and asked to specify how each factor influenced their use of technology in their practice. Table 77 presents the percentages of teachers in the sample who reported various levels of influence for each factor.

A few of the reasons teachers cited as factors affecting their use of technology were not enough computers available, the internet not being easily accessible, inadequate training opportunities, lack of support regarding ways to integrate technology into the curriculum, lack of technical support or advice, and lack of knowledge on ways to integrate technology into the curriculum.

Student Engagement and the Use of Democratic Teaching Practices in the Secondary Classroom

Student-centred instruction is indicated by the extent to which teachers use activities that involve high levels of student engagement. Teachers were given a list of activities, including traditional methods, those aligned with democratic principles, and student-centred approaches. They were

Table 76: Secondary Teachers' Frequency of Use of Technology for Specific Purposes

Purpose of using Technology	2017						2022					
	Frequency of Use over the Academic Year (% of sample)						Frequency of Use over the Academic Year (% of sample)					
	Often 8+times	Sometimes 3-7 times	Seldom 1-2 times	Never	No Response	TOTAL	Often 8+times	Sometimes 3-7 times	Seldom 1-2 times	Never	No Response	TOTAL
Access lessons from the internet	**50.0**	0	25.0	25.0	0	100.0	13.6	**27.2**	**27.2**	**27.2**	4.9	100.1
Create instructional materials	**50.0**	0	**50.0**	0	0	100.0	**45.7**	35.8	13.6	0	0	100.1
Design multimedia presentations (e.g. PowerPoint)	25.0	25.0	25.0	25.0	0	100.0	25.9	30.9	**33.3**	6.2	3.7	100.0
Engage students in online discussion (e.g., blogs, chat rooms, social networking sites	25.0	0	**50.0**	25.0	0	100.0	17.3	19.8	**34.6**	25.9	2.5	100.1
Formulate tests for students.	**50.0**	25.0	25.0	0	0	100.0	**71.6**	22.2	1.2	1.2	3.7	100.1
Get information from the Internet for use in lessons.	**75.0**	0	25.0	0	0	100.0	**74.1**	23.5	1.2	0	1.2	100.0
Have students use the internet for researching subject content	25.0	**75.0**	0	0	0	100.0	**42.0**	35.8	17.3	3.7	1.2	100.0
Post homework assignments online	25.0	0	25.0	**50.0**	0	100.0	23.5	**40.7**	25.9	6.2	3.7	100.0
Prepare homework assignments	**50.0**	25.0	25.0	0		100.0	**60.5**	25.9	8.6	2.5	2.5	100.0
Produce handouts for students.	**50.0**	25.0	25.0	0	0	100.0	**44.4**	25.9	21.0	4.9	3.7	99.9
Record student grades	**50.0**	25.0	25.0	0	0	100.0	**72.8**	9.9	8.6	4.9	3.7	99.9
Send lesson information, assignments and other communication to students by email	25.0	25.0	**50.0**	0	0	100.0	22.2	27.2	**34.6**	11.1	4.9	100.0
Share material, ideas and/or information with other teachers	**50.0**	25.0	25.0	0	0	100.0	**45.7**	39.5	11.1	2.5	1.2	100.0
Use digital cameras to enhance lessons	0	0	**75.0**	25.0	0	100.0	3.7	8.6	17.3	**67.9**	2.5	100.0
Use LCD projectors to present lessons	0	**50.0**	25.0	25.0	0	100.0	12.3	24.7	**38.3**	19.8	4.9	100.0
Use scanners to prepare for lessons	0	0	25.0	**75.0**	0	100.0	13.6	14.8	27.2	**38.3**	6.2	100.1
Use skill games to reinforce concepts taught.	**75.0**	0	25.0	0	0	100.0	14.8	**42.0**	30.9	9.9	2.5	100.1
Use software for remediation of basic skills	0	25.0	25.0	**50.0**	0	100.0	4.9	24.7	27.2	**39.5**	3.7	100.0
Use software to teach concepts	**50.0**	0	25.0	25.0	0	100.0	11.1	**34.6**	22.2	27.2	4.9	100.0
Use videos or DVDs to teach concepts	0	**50.0**	**50.0**	0	0	100.0	**30.9**	29.6	21.0	17.3	1.2	100.0

Table 77: Factors Affecting the Use of Technology by Secondary Teachers

Influence	2017						2022					
	Extent of Influence (% of sample)						Extent of Influence (% of sample)					
	To a Great Extent	To a Moderate Extent	A Little Bit	Not at All	No Response	TOTAL	To a Great Extent	To a Moderate Extent	A Little Bit	Not at All	No Response	TOTAL
Not enough computers available	**75.0**	0	25.0	0	0	100.0	**38.3**	28.4	14.8	14.8	3.7	100.0
Unreliable computers	25.0	0	25.0	**50.0**	0	100.0	**34.6**	19.8	22.2	18.5	4.9	100.0
Internet not easily accessible	25.0	**50.0**	25.0	0	0	100.0	**56.8**	21.0	11.1	7.4	3.7	100.0
Lack of good instructional software	**50.0**	25.0	0	25.0	0	100.0	**32.1**	23.5	17.3	21.0	6.2	100.1
Inadequate training opportunities	**75.0**	25.0	0	0	0	100.0	14.8	**33.3**	27.2	19.8	4.9	100.0
Lack of administrative support	25.0	25.0	25.0	25.0	0	100.0	16.0	25.9	21.0	**30.9**	6.2	100.0
Lack of support regarding ways to integrate technology into the curriculum	0	**75.0**	25.0	0	0	100.0	16.0	23.5	**30.9**	25.9	3.7	100.0
Lack of technical support or advice	**50.0**	25.0	25.0	0	0	100.0	12.3	**28.4**	27.2	27.2	4.9	100.1
Lack of relevant computer skills	0	**75.0**	0	25.0	0	100.0	9.9	22.2	28.4	**38.3**	1.2	100.0
Inadequate amount of computer peripherals	25.0	**75.0**	0	0	0	100.0	24.7	24.7	23.5	21.0	6.2	100.1
Lack of knowledge in ways to integrate technology to enhance the curriculum	0	**50.0**	0	**50.0**	0	100.0	6.2	22.2	**39.5**	28.4	3.7	100.0
Use of technology not integrated into curriculum documents	25.0	25.0	**50.0**	**0**	0	100.0	9.9	**34.6**	27.2	22.2	6.2	100.1

asked to report the frequency with which students participated in these activities during the term. Tables 78 and 79 show the percentages of teachers who reported various frequencies of student engagement in these activities and the percentage of teachers using democratic teaching practices.

In 2017 and 2022, teachers reported that students sometimes worked on projects that took a week or longer. In the same period, students sometimes engaged in a writing activity in which they were expected to explain their thinking or reasoning at some length. However, they seldom worked in small groups to come up with solutions to their problems. In 2017 and 2022, most teachers reported that students worked alone on their assignments. However, while students seldom gave presentations in 2017, in 2022, there was an increase in teachers reporting that students sometimes (3-7 times) gave presentations. Following this, 90% of teachers stated that students, to some extent, participated in hands-on classroom activities. When asked for more specifics, in 2017, 75% of teachers reported that students often engaged in whole-class activities. Still, in 2022, only 51.3% of teachers reported that students engaged in whole-class activities, a decrease of almost 25%. Finally, in 2017, students seldom utilised the internet to conduct research for projects. Still, in 2022, the frequency of this occurrence increased, with teachers now reporting that students sometimes utilised the internet to conduct research for projects.

When asked about their teaching practices, the teachers' responses for 2017 and 2022 remained somewhat constant. A few notable changes were: 100% of teachers in 2017 provided support for struggling readers, whereas only 75.3% of teachers in 2022 provided similar support, a decrease of approximately 25%. Similarly, 100% of teachers in 2017 encouraged students to read for pleasure, whereas only 83.9 in 2022 encouraged their students to read for pleasure, a decrease of approximately 17%. In 2017, 100% of teachers rewarded positive behaviours with incentives; however, in 2022, only 82.7% of teachers rewarded positive behaviours with incentives, a decrease of approximately 18%. 100% of teachers in 2017 called parents if students misbehaved, whereas in 2022, only 75.4% of teachers called parents if students misbehaved, a decrease of 25%. In 2017 and 2022, most teachers reported using demonstrations, guided methods, research projects, differentiated instruction, problem-solving approaches, reflective discussions, cooperative and collaborative learning, controversial discussion and peer partner learning. Additionally, in both 2017 and 2022, teachers told students the objectives of the assessment activity, encouraged students to read for information, (re)wrote instructional material to facilitate diverse reading ability in the classroom, worked with students to establish a code of classroom behaviour and

consequences for infractions and threatened to send students out of the classroom if they misbehaved. Approximately half of the teachers in 2017 and 2022 reported using learning centres and field observation. Finally, 25% of teachers reported never using physical restraint for misbehaving students; in 2022, 54.3% of teachers reported never using physical restraint for misbehaving students, an increase of over 25%.

Summary

Initially, teachers refrained from using technology as a means to communicate with students and simply used it as a means to make their job more manageable. However, post-COVID-19 technology is being used as a tool for teachers to communicate and for students to learn. However, the teachers noted a few issues with using technology, including the lack of available technology, the necessary infrastructure to utilise the technology, and a severe lack of training for the teachers as it relates to operating the new technology. A comparison of 2017 and 2022 showed that after the COVID-19 pandemic, there is a lot less collaboration between students. Finally, teachers' support and encouragement for students and the number of classroom activities had decreased.

School Leadership

One section of the questionnaire aimed to capture teachers' perspectives on the conduct of their school leaders. Both primary and secondary teachers were asked for their perspectives on their school's leadership.

Primary Teacher Perspectives on School Leadership

The tool utilised for this purpose was the teacher's short form of the Principal Instructional Management Rating Scale (PIMRS; Hallinger & Wang, 2015). This instrument comprises 22 behaviours associated with school leadership. Teachers were asked to assess the extent to which they observed these behaviours in their school principal during the preceding school year, utilising a rating scale ranging from 1 (Almost Never) to 5 (Almost Always). The instrument allows for scoring and analysis on a comprehensive scale and across three dimensions of school leadership or ten functions/jobs of school principals. The distribution of responses from teachers in 2017 is outlined.

Table 78: Secondary Teachers' Reported Student Engagement in Activities

Activity	2017						2022					
	Frequency of Engagement (%)						Frequency of Engagement (%)					
	Often 8+times	Sometimes 3-7 times	Seldom 1-2 times	Never	No Response	TOTAL	Often 8+times	Sometimes 3-7 times	Seldom 1-2 times	Never	No Response	TOTAL
Worked on projects that took a week or longer	0	**50.0**	25.0	25.0	0	100.0	4.9	**44.4**	38.3	6.2	6.2	100.0
Worked in small groups to come up with solutions or approaches to problems.	0	0	**75.0**	25.0	0	100.0	21.0	**40.7**	29.6	4.9	3.7	99.9
Engaged in a writing activity in which they were expected to explain their thinking or reasoning at some length	0	**50.0**	**50.0**	0	0	100.0	28.4	**43.2**	13.6	8.6	6.2	100.0
Suggested or helped plan classroom activities	**50.0**	0	**50.0**	0	0	100.0	11.1	29.6	**39.5**	11.1	8.6	9.99
Worked individually answering questions in textbooks or worksheets	25.0	**50.0**	25.0	0	0	100.0	**60.5**	28.4	6.2	0	4.9	100.0
Led discussions	25.0	**50.0**	25.0	0	0	100.0	24.7	**42.0**	21.0	7.4	4.9	100.0
Gave presentations	25.0	25.0	**50.0**	0	0	100.0	23.5	**42.0**	29.6	1.2	3.7	100.0
Worked in small groups to complete an assignment	25.0	25.0	**50.0**	0	0	100.0	25.9	**48.1**	19.8	1.2	4.9	99.9
Worked on their own assignment at their own desks.	**50.0**	25.0	25.0	0	0	100.0	**60.5**	25.9	6.2	2.5	4.9	100.0
Wrote in a journal	0	0	**50.0**	**50.0**	0	100.0	1.2	14.8	17.3	**61.7**	4.9	99.9
Participated in interactive/hands-on classroom activities	**50.0**	0	**50.0**	0	0	100.0	**40.7**	38.3	16.0	0	4.9	99.9
Conducted research for projects via the Internet	25.0	0	**50.0**	25.0	0	100.0	25.9	**42.0**	18.5	7.4	6.2	100.0
Worked on individual tasks for portfolios	25.0	0	25.0	**50.0**	0	100.0	23.5	**24.7**	21.0	**24.7**	6.2	100.1
Engaged in whole-class activities	**75.0**	0	25.0	0	0	100.0	**53.1**	37.0	3.7	0	6.2	100.0
Demonstrated their work to others (teachers/students)	**50.0**	25.0	25.0	0	0	100.0	32.1	**39.5**	23.5	1.2	3.7	100.0

Table 79: Secondary Teachers' Reported Use of Democratic Teaching Practices

Activity	2017					2022				
	Frequency of Use (%)					Frequency of Use (%)				
	Never Uses	Uses	Unsure / Not Applicable	No Response	TOTAL	Never Uses	Uses	Unsure / Not Applicable	No Response	TOTAL
Used didactic questions (Who? What? Where? When? How?)	0	**100.0**	0	0	100.0	3.7	**87.6**	1.2	7.4	100.0
Used demonstrations	0	**100.0**	0	0	100.0	0	**95.1**	0	4.9	100.0
Used guided methods (e.g. Guided reading)	0	**100.0**	0	0	100.0	1.2	**92.7**	1.2	4.9	100.0
Used shared methods (e.g. Shared writing)	0	**100.0**	0	0	100.0	2.5	**82.7**	4.9	9.9	100.0
Used journals	50.0	**25.0**	25.0	0	100.0	43.2	**44.4**	4.9	7.4	99.9
Used learning logs	50.0	25.0	25.0	0	100.0	38.8	**46.9**	3.7	11.1	99.9
Used research projects	0	100.0	0	0	100.0	8.6	**80.3**	1.2	9.9	100.0
Used learning centres	50.0	50.0	0	0	100.0	35.8	**46.9**	7.4	9.9	100.0
Used learning contracts	50.0	25.0	25.0	0	100.0	**43.2**	33.3	9.9	13.6	100.0
Used differentiated instruction	0	**100.0**	0	0	100.0	1.2	**90.1**	1.2	7.4	99.9
Used problem-solving approaches	0	**100.0**	0	0	100.0	0	**91.4**	0	8.6	100.0
Used case-based method	25.0	**50.0**	25.0	0	100.0	9.9	**72.9**	7.4	9.9	100.1
Used reflective discussions	0	**100.0**	0	0	100.0	3.7	**84.0**	2.5	9.9	100.1
Used simulations	0	**100.0**	0	0	100.0	12.3	**70.3**	6.2	11.1	100.0
Used field observation	25.0	**50.0**	25.0	0	100.0	21.0	**64.2**	4.9	9.9	100.0
Used role play	0	**100.0**	0	0	100.0	11.1	**81.5**	1.2	6.2	100.0
Used service learning	25.0	**50.0**	25.0	0	100.0	22.2	**49.4**	14.8	13.6	100.0
Used cooperative and collaborative learning	25.0	**75.0**	0	0	100.0	0	**84.0**	2.5	13.6	100.1
Used controversial discussions	0	**75.0**	25.0	0	100.0	9.9	**77.8**	3.7	8.6	100.0
Used debates	0	**75.0**	25.0	0	100.0	14.8	**72.8**	4.9	7.4	99.9
Used peer partner learning	0	**100.0**	0	0	100.0	3.7	**88.8**	0	7.4	99.9
Told the students the objectives of an assessment activity	0	**100.0**	0	0	100.0	1.2	**91.4**	0	7.4	100.0
Allowed the students to rate their own work before you graded it	0	**100.0**	0	0	100.0	12.3	**77.8**	2.5	7.4	100.0
Allowed the students to engage in peer assessment activities	0	**100.0**	0	0	100.0	6.2	**82.7**	2.5	8.6	100.0

Taught students strategies for reading in your subject area	0	**0**	25.0	0	100.0	6.2	**85.1**	2.5	6.2	100.0
Provided support for struggling readers in your classroom	0	**100.0**	0	0	100.0	8.6	**75.3**	6.2	9.9	100.0
Encouraged students to read for pleasure	0	**100.0**	0	0	100.0	4.9	**83.9**	3.7	7.4	99.9
Encouraged students to read for information	0	**100.0**	0	0	100.0	0	**91.4**	0	8.6	100.0
(Re)Wrote instructional materials to facilitate diverse reading ability in the classroom	0	**75.0**	25.0	0	100.0	1.2	**79.0**	9.9	9.9	100.0
Rewarded positive behaviours with incentives (e.g. stars, stickers)	0	**100.0**	0	0	100.0	8.6	**82.7**	0	8.6	99.9
Used physical restraint for misbehaving students	25.0	**75.0**	0	0	100.0	**54.3**	2.1	2.5	11.1	100.0
Threatened to send students out of the classroom if they do not behave	0	**100.0**	0	0	100.0	11.1	**80.2**	0	8.6	99.9
Sent home notes to parents about students' good behaviour	25.0	**100.0**	0	0	100.0	38.3	**50.6**	1.2	9.9	100.0
Called parents about students' misbehaviour	0	**100.0**	0	0	100.0	17.3	**75.4**	0	7.4	100.1
Worked with students to establish a code of classroom behaviour and consequences for infractions	0	**100.0**	0	0	100.0	4.9	**87.6**	0	7.4	99.9

in Table 80, while the corresponding data for 2022 is presented in Table 81. The option with the largest proportion of the sample is in bold font.

Framing School Goals

In 2017, less than half of primary teachers reported that their principal frequently/almost always developed a focused set of annual school-wide goals, used data on student performance when developing the school's academic goals, and developed goals that teachers easily understood and used. By 2022, there was an increase in developing goals that teachers easily understood and used.

Communicating School Goals

In 2017, less than one-tenth of primary school teachers reported that their principals frequently/almost always effectively communicated the school's mission to members of the school community and referred to the school's academic goals when making curricular decisions. In 2022, teachers reported these practices as occurring frequently/almost always had increased.

Supervising and Evaluating Instruction

In 2017, less than half of primary teachers reported that their principals frequently/almost always ensured that the classroom priorities of teachers were consistent with the goals and direction of the school, and this increased in 2022 as more than half of the teachers reported that their principals sometimes ensured that the classroom priorities of teachers were consistent with the goals and direction of the school. In 2017, under half of the teachers reported that principals frequently/almost always reviewed student work products when evaluating classroom instruction. This shifted in 2022, as more teachers reported that it was frequently/almost always and sometimes done.

Coordinating the Curriculum

In 2017, less than half of primary school teachers reported that their principals frequently/almost always made clear who was responsible for coordinating the curriculum and drew upon the results of school-wide testing when making curricular decisions. Under half of the primary teachers reported that principals frequently/almost always participated actively in reviewing the curriculum.

Table 80: Primary Teachers' Responses on PIMRS Short Form 2017

To what extent does your principal…?	Almost Never	Seldom	Sometimes	Frequently	Almost Always	No Response	Total
Develop a focused set of annual school-wide goals	2.5	11.8	16	**38.7**	25.2	5.9	100
Use data on student performance when developing the school's academic goals	0	0	0	**25**	12.5	62.5	100
Develop goals that are easily understood and used by teachers in the school	12.5	0	**0**	**12.5**	12.5	62.5	100
Communicate the school's mission effectively to members of the school community	0	0	**12.5**	12.5	12.5	62.5	100
Refer to the school's academic goals when making curricular decisions with teachers.	12.5	0	0	**25**	0	62.5	100
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	0	0	0	**37.5**	0	62.5	100
Review student work products when evaluating classroom instruction	12.5	0	**0**	25	0	62.5	100
Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	0	0	12.5	**25**	0	62.5	100
Draw upon the results of school-wide testing when making curricular decisions	12.5	0	12.5	**12.5**	0	62.5	100
Participate actively in the review of curricular materials	12.5	0	12.5	12.5	0	**62.5**	100
Meet individually with teachers to discuss student progress	0	25	**0**	12.5	0	62.5	100
Use tests and other performance measure to assess progress toward school goals	12.5	0	0	25	**0**	62.5	100
Encourage teachers to use instructional time for teaching and practicing new skills and concepts	0	0	0	25	**12.5**	62.5	100
Take time to talk informally with students and teachers during recess and breaks	0	0	12.5	25	**0**	62.5	100
Attend/participate in extra- and co-curricular activities	0	0	**0**	25	12.5	62.5	100
Compliment teachers privately for their efforts or performance	12.5	0	**25**	0	0	62.5	100
Acknowledge teachers' exceptional performance by writing memos for their personnel files	12.5	12.5	12.5	0	0	**62.5**	100
Create professional growth opportunities for teachers as a reward for special contributions to the school	12.5	0	25	0	0	**62.5**	100
Lead or attend teacher in-service activities concerned with instruction	12.5	12.5	**0**	12.5	0	62.5	100
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	12.5	0	12.5	12.5	0	**62.5**	100
Recognise superior student achievement or improvement by seeing in the office the students with their work	0	12.5	12.5	12.5	0	**62.5**	100
Contact parents to communicate improved or exemplary student performance or contributions	12.5	0	12.5	12.5	0	**62.5**	100

Table 81: Primary Teachers' Responses on PIMRS Short Form 2022

To what extent does your principal…?	Almost Never	Seldom	Sometimes	Frequently	Almost Always	No Response	M	SD
Develop a focused set of annual school-wide goals	2.5	11.8	16	38.7	25.2	5.9	3.77	1.065
Use data on student performance when developing the school's academic goals	5	12.6	32.8	30.3	11.8	7.6	3.34	1.043
Develop goals that are easily understood and used by teachers in the school	2.5	4.2	26.9	35.3	24.4	6.7	3.80	0.971
Communicate the school's mission effectively to members of the school community	4.2	7.6	25.2	31.1	23.5	8.4	3.68	1.088
Refer to the school's academic goals when making curricular decisions with teachers	3.4	9.2	28.6	31.9	19.3	7.6	3.59	1.043
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	3.4	4.2	25.2	36.1	21	10.1	3.75	0.991
Review student work products when evaluating classroom instruction	3.4	12.6	26.1	31.9	16.8	9.2	3.51	1.063
Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	4.2	8.4	20.2	34.5	23.5	9.2	3.71	1.094
Draw upon the results of school-wide testing when making curricular decisions	6.7	15.1	23.5	31.1	13.4	10.1	3.33	1.147
Participate actively in the review of curricular materials	6.7	7.6	31.1	26.9	14.3	13.4	3.40	1.106
Meet individually with teachers to discuss student progress	8.4	13.4	28.6	23.5	16.8	9.2	3.30	1.202
Use tests and other performance measure to assess progress toward school goals	4.2	5.9	28.6	28.6	21.8	10.9	3.65	1.069
Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1.7	1.7	20.2	31.9	37.8	6.7	4.10	0.924
Take time to talk informally with students and teachers during recess and breaks	3.4	17.6	22.7	31.1	16.8	8.4	3.44	1.109
Attend/participate in extra- and co-curricular activities	2.5	4.2	20.2	28.6	37.8	6.7	4.02	1.027
Compliment teachers privately for their efforts or performance	5	8.4	21	33.6	24.4	7.6	3.69	1.123
Acknowledge teachers' exceptional performance by writing memos for their personnel files	8.4	20.2	21	21.8	9.2	19.3	3.04	1.187
Create professional growth opportunities for teachers as a reward for special contributions to the school	9.2	19.3	22.7	24.4	10.1	14.3	3.08	1.191
Lead or attend teacher in-service activities concerned with instruction	3.4	12.6	26.1	30.3	12.6	15.1	3.43	1.043
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	5	8.4	23.5	30.3	22.7	10.1	3.64	1.128
Recognise superior student achievement or improvement by seeing in the office the students with their work	10.9	16.8	22.7	17.6	11.8	15.1	3.03	1.220
Contact parents to communicate improved or exemplary student performance or contributions	5.9	19.3	24.4	23.5	12.6	14.3	3.21	1.155

materials. This shifted in 2022, as primary school teachers reported that their principals were more regularly engaging in all three of these practices.

Monitoring Student Progress

In 2017, under half of primary teachers reported that their principals frequently/almost always met individually with teachers to discuss student progress and used tests and other performance measures to assess progress towards school goals. However, both practices increased in reported frequency in 2022.

Protecting Instructional Time

In 2017, under half of the teachers reported that their principals frequently/almost always encouraged them to use instructional time to practice new skills and concepts with students. This shifted in 2022, as teachers reported that principals encouraged them to use instructional time more frequently.

Maintaining High Visibility

In 2017, under one-half of primary teachers reported that their principals frequently/almost always talked informally with students and teachers during break time, and under one-half reported principals often attending extra or co-curricular activities. Both practices increased in reported frequency in 2022.

Providing Incentives for Teachers

In 2017, under half of primary school teachers reported that their principals frequently/almost always complimented teachers privately for their efforts or performance and frequently created professional growth opportunities for teachers as a reward. Under half of the teachers reported that their principals sometimes, seldom and almost never acknowledged teachers' exceptional performance by writing memos for their personnel files. In 2022, these practices increased, with just over half of teachers reporting that principals frequently/almost always complimented teachers privately, another half reporting that principals frequently/almost always created professional growth opportunities as a reward for teachers, and reporting that principals frequently/almost always acknowledged teachers' exceptional performance by writing memos for their personnel files.

Promoting Professional Development

In 2017, under one-half of primary teachers reported that their principals frequently/almost always led or attended teacher in-service activities concerned with instruction, and just under one-half reported that principals often set aside time at faculty meetings for teachers to share ideas from in-service activities. In 2022, there were increases in the number of principals who frequently/almost always, sometimes and seldom engaged in these practices, based on teacher reports.

Providing Incentives for Learning

In 2017, under half of primary teachers reported that their principals frequently/almost always recognised superior student achievement privately and contacted parents to communicate improved or exemplary student performance. In 2022, these practices increased in frequency based on teacher reports.

Secondary Teachers' Perspectives on School Leadership

The tool utilised to gain information on secondary teachers' perspectives of their school's leadership was the same tool used for primary teachers: the teacher's short form of the Principal Instructional Management Rating Scale (PIMRS; Hallinger & Wang, 2015). This instrument comprises 22 behaviours associated with school leadership. Teachers were asked to assess the extent to which they observed these behaviours in their school principal during the preceding school year, utilising a rating scale ranging from 1 (Almost Never) to 5 (Almost Always). The instrument allows for scoring and analysis on a comprehensive scale and across three dimensions of school leadership or ten functions/jobs of school principals. The distribution of responses from teachers in 2017 is outlined in Table 82, while the corresponding data for 2022 is presented in Table 83. The option with the largest proportion of the sample is in bold font.

Summary

Teacher reports show that principals exhibit limited engagement in various leadership and instructional activities. Principals seldom develop focused, school-wide goals or use student performance data when setting academic targets. Goals are rarely crafted so teachers can easily understand or apply, and principals infrequently communicate the school's mission effectively to the broader community.

Table 82: Secondary Teachers' Responses on PIMRS Short Form 2017

To what extent does your principal…?	Almost Never	Seldom	Sometimes	Frequently	Almost Always	No Response	Total
Develop a focused set of annual school-wide goals	0	25.0	0	**0**	25.0	**50.0**	100.0
Use data on student performance when developing the school's academic goals	0	25.0	0	0	25.0	**50.0**	100.0
Develop goals that are easily understood and used by teachers in the school	0	25.0	0	0	25.0	**50.0**	100.0
Communicate the school's mission effectively to members of the school community	0	25.0	0	0	25.0	**50.0**	100.0
Refer to the school's academic goals when making curricular decisions with teachers	0	0	25.0	0	25.0	**50.0**	100.0
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	0	25.0	0	0	25.0	**50.0**	100.0
Review student work products when evaluating classroom instruction	0	25.0	0	0	25.0	**50.0**	100.0
Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	0	25.0	0	0	25.0	**50.0**	100.0
Draw upon the results of school-wide testing when making curricular decisions	0	25.0	0	0	25.0	**50.0**	100.0
Participate actively in the review of curricular materials	0	0	25.0	0	25.0	**50.0**	100.0
Meet individually with teachers to discuss student progress	0	25.0	25.0	0	25.0	**50.0**	100.0
Use tests and other performance measure to assess progress toward school goals	0	25.0	0	0	25.0	**50.0**	100.0
Encourage teachers to use instructional time for teaching and practicing new skills and concepts	0	25.0	0	25.0	0	**50.0**	100.0
Take time to talk informally with students and teachers during recess and breaks	0	25.0	25.0	0	0	**50.0**	100.0
Attend/participate in extra- and co-curricular activities	0	25.0	0	0	25.0	**50.0**	100.0
Compliment teachers privately for their efforts or performance	25.0	0	25.0	0	0	**50.0**	100.0
Acknowledge teachers' exceptional performance by writing memos for their personnel files	25.0	25.0	0	0	0	**50.0**	100.0
Create professional growth opportunities for teachers as a reward for special contributions to the school	25.0	25.0	0	0	0	**50.0**	100.0
Lead or attend teacher in-service activities concerned with instruction	0	25.0	0	25.0	0	**50.0**	100.0
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	0	25.0	0	25.0	0	**50.0**	100.0
Recognise superior student achievement or improvement by seeing in the office the students with their work	0	25.0	0	0	25.0	**50.0**	100.0
Contact parents to communicate improved or exemplary student performance or contributions	0	25.0	0	0	25.0	**50.0**	100.0

Table 83: Secondary Teachers' Responses on PIMRS Short Form 2022

To what extent does your principal…?	Almost Never	Seldom	Sometimes	Frequently	Almost Always	No Response	Total
Develop a focused set of annual school-wide goals	3.7	9.9	16.0	**35.8**	22.2	12.3	99.9
Use data on student performance when developing the school's academic goals	6.2	11.1	18.5	**32.1**	18.5	13.6	100.0
Develop goals that are easily understood and used by teachers in the school	1.2	9.9	22.2	**34.6**	23.5	8.6	100.0
Communicate the school's mission effectively to members of the school community	2.5	9.9	22.2	**32.1**	24.7	8.6	100.0
Refer to the school's academic goals when making curricular decisions with teachers	2.5	7.4	19.8	**39.5**	18.5	12.3	100.0
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	2.5	11.1	19.8	**43.2**	14.8	8.6	100.0
Review student work products when evaluating classroom instruction	4.9	13.6	**34.6**	32.1	1.2	13.6	100.0
Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	3.7	8.6	22.2	**37.0**	18.5	9.9	99.9
Draw upon the results of school-wide testing when making curricular decisions	6.2	8.6	27.2	**32.1**	12.3	13.6	100.0
Participate actively in the review of curricular materials	3.7	17.3	21.0	**24.7**	16.0	17.3	100.0
Meet individually with teachers to discuss student progress	11.1	18.5	**23.5**	**23.5**	12.3	11.1	100.0
Use tests and other performance measure to assess progress toward school goals	3.7	11.1	23.5	34.6	14.8	12.3	100.0
Encourage teachers to use instructional time for teaching and practicing new skills and concepts	2.5	2.5	14.8	37.0	33.3	9.9	100.0
Take time to talk informally with students and teachers during recess and breaks	8.6	6.2	33.3	22.2	19.8	9.9	100.0
Attend/participate in extra- and co-curricular activities	2.5	6.2	21.0	29.6	33.3	7.4	100.0
Compliment teachers privately for their efforts or performance	12.3	12.3	19.8	30.9	17.3	7.4	100.0
Acknowledge teachers' exceptional performance by writing memos for their personnel files	19.8	8.6	25.9	17.3	6.2	22.2	100.0
Create professional growth opportunities for teachers as a reward for special contributions to the school	13.6	19.8	25.9	8.6	16.0	16.0	99.9
Lead or attend teacher in-service activities concerned with instruction	8.6	8.6	27.2	23.5	14.8	17.3	100.0
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	9.9	7.4	17.3	29.6	24.7	11.1	100.0
Recognise superior student achievement or improvement by seeing in the office the students with their work	12.3	8.6	23.5	18.5	22.2	14.8	99.9
Contact parents to communicate improved or exemplary student performance or contributions	4.9	19.8	22.2	16.0	25.9	11.1	99.9

Teachers observe that principals rarely involve them in curricular decisions linked to school academic goals or ensure classroom priorities align with school direction. Clarification on who coordinates curriculum across grade levels is seldom provided.

According to teacher feedback, principals are seldom seen reviewing student work during instructional evaluations and rarely consider school-wide testing outcomes in curricular decisions. Teachers indicate that meetings to discuss student progress are infrequent, with occasional encouragement to optimise instructional time.

Principals are reported to interact informally with students and teachers occasionally during breaks or recess, and they seldom participate in extracurricular activities.

Teacher efforts are infrequently acknowledged privately, with few principals recognising achievements in personnel files or offering professional growth opportunities as rewards. Limited involvement is reported in in-service activities, with minimal time allotted for teachers to share insights from these sessions at faculty meetings.

According to teacher accounts, principals seldom recognise student achievements personally or contact parents to share positive news about student performance.

Principals' Perspectives on Primary School Leadership

One section of the survey was designed to provide a profile of principals' leadership. The tool utilised for this purpose was the principal form of the Principal Instructional Management Rating Scale (PIMRS; Hallinger & Wang, 2015). This section included fifty behavioural statements that describe principal job practices and behaviours. Principals were asked to consider each statement concerning their leadership over the past academic year and circle the appropriate response based on its frequency in their practices and behaviours. Response categories range from 5 (Almost Always) to 1 (Almost Never). The distribution of principal responses to each statement can be found in Table 84.

Table 84: Primary Principals' Leadership Practices

Behavioural Statement	2017						2022					
	Frequency of Occurrence over the Academic Year (% of sample)						Frequency of Occurrence over the Academic Year (% of sample)					
	1 Almost Never	2 Seldom	3 Some-times	4 Frequ-ently	5 Almost Always	No Response	1 Almost Never	2 Seldom	3 Some-times	4 Frequ-ently	5 Almost Always	No Response
FRAME THE SCHOOL GOALS												
Develop a focused set of annual school-wide goals	n/a	n/a	n/a	n/a	n/a	n/a	0	0	11.1	66.7	22.2	0
Frame the school's goals in terms of staff responsibilities for meeting them	n/a	n/a	n/a	n/a	n/a	n/a	0	0	44.4	22.2	22.2	11.1
Use needs assessment or other formal and informal methods to secure staff input on goal development	n/a	n/a	n/a	n/a	n/a	n/a	0	0	44.4	44.4	11.1	0
Use data on student performance when developing the school's academic goals	n/a	n/a	n/a	n/a	n/a	n/a	11.1	0	11.1	55.6	22.2	0
Develop goals that are easily understood and used by teachers in the school	n/a	n/a	n/a	n/a	n/a	n/a	0	0	11.1	66.7	22.2	0
COMMUNICATE THE SCHOOL GOALS												
Communicate the school's mission effectively to members of the school community	n/a	n/a	n/a	n/a	n/a	n/a	0	22.2	22.2	33.3	22.2	0
Discuss the school's academic goals with teachers at faculty meetings	n/a	n/a	n/a	n/a	n/a	n/a	0	0	11.1	66.7	11.1	11.1
Refer to the school's academic goals when making curricular decisions with teachers	n/a	n/a	n/a	n/a	n/a	n/a	0	11.1	22.2	33.3	33.3	0
Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasising academic progress)	n/a	n/a	n/a	n/a	n/a	n/a	11.1	33.3	33.3	0	22.2	0
Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	n/a	n/a	n/a	n/a	n/a	n/a	0	0	33.3	33.3	33.3	0

Behavioural Statement	2017						2022					
	Frequency of Occurrence over the Academic Year (% of sample)						Frequency of Occurrence over the Academic Year (% of sample)					
	1 Almost Never	2 Seldom	3 Some-times	4 Frequ-ently	5 Almost Always	No Response	1 Almost Never	2 Seldom	3 Some-times	4 Frequ-ently	5 Almost Always	No Response
SUPERVISE & EVALUATE INSTRUCTION												
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	n/a	n/a	n/a	n/a	n/a	n/a	0	0	22.2	55.6	22.2	0
Review student work products when evaluating classroom instruction	n/a	n/a	n/a	n/a	n/a	n/a	0	0	22.2	33.3	44.4	0
Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)	n/a	n/a	n/a	n/a	n/a	n/a	0	0	11.7	66.7	22.2	0.
Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	n/a	n/a	n/a	n/a	n/a	n/a	0	0	22.2	33.3	44.4	0
Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	n/a	n/a	n/a	n/a	n/a	n/a	0	0	33.3	22.2	44.4	0
COORDINATE THE CURRICULUM												
Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	n/a	n/a	n/a	n/a	n/a	n/a	0	0	11.1	22.2	55.6	11.1
Draw upon the results of school-wide testing when making curricular decisions the school's curricular objectives	n/a	n/a	n/a	n/a	n/a	n/a	11.1	0	22.2	44.4	11.1	11.1
Monitor the classroom curriculum to see that it covers the school's curricular objectives	n/a	n/a	n/a	n/a	n/a	n/a	0	0	33.3	22.2	33.3	11.1
Assess the overlap between the school's curricular objectives and the school's achievement tests	n/a	n/a	n/a	n/a	n/a	n/a	11.1	0	11.1	55.6	11.1	11.1
Participate actively in the review of curricular materials	n/a	n/a	n/a	n/a	n/a	n/a	0	11.1	11.1	44.4	22.2	11.1

Behavioural Statement	2017						2022					
	Frequency of Occurrence over the Academic Year (% of sample)						Frequency of Occurrence over the Academic Year (% of sample)					
	1 Almost Never	2 Seldom	3 Some-times	4 Frequ-ently	5 Almost Always	No Response	1 Almost Never	2 Seldom	3 Some-times	4 Frequ-ently	5 Almost Always	No Response
MONITOR STUDENT PROGRESS												
Meet individually with teachers to discuss student progress	n/a	n/a	n/a	n/a	n/a	n/a	0	11.1	33.3	33.3	22.2	0
Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	n/a	n/a	n/a	n/a	n/a	n/a	0	33.3	0	55.6	11.1	0
Use tests and other performance measure to assess progress toward school goals	n/a	n/a	n/a	n/a	n/a	n/a	11.1	0	11.1	55.6	22.2	0
Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	n/a	n/a	n/a	n/a	n/a	n/a	44.4	11.1	22.2	0	11.1	11.1
Inform students of school's academic progress	n/a	n/a	n/a	n/a	n/a	n/a	11.1	11.1	11.1	55.6	11.1	0
PROTECT INSTRUCTIONAL TIME												
Limit interruptions of instructional time by public address announcements	n/a	n/a	n/a	n/a	n/a	n/a	11.1	0	11.1	66.7	11.1	0
Ensure that students are not called to the office during instructional time	n/a	n/a	n/a	n/a	n/a	n/a	0	0	44.4	44.4	0	11.1
Ensure that tardy and truant students suffer specific consequences for missing instructional time	n/a	n/a	n/a	n/a	n/a	n/a	0	0	55.6	33.3	11.1	0
Encourage teachers to use instructional time for teaching and practicing new skills and concepts	n/a	n/a	n/a	n/a	n/a	n/a	0	0	11.1	33.3	55.6	0
Limit the intrusion of extra- and co-curricular activities on instructional time	n/a	n/a	n/a	n/a	n/a	n/a	0	0	22.2	55.6	22.2	0
MAINTAIN HIGH VISIBILITY												
Take time to talk informally with students and teachers during recess and breaks	n/a	n/a	n/a	n/a	n/a	n/a	0	0	22.2	44.4	33.3	0
Visit classrooms to discuss school issues with teachers and students	n/a	n/a	n/a	n/a	n/a	n/a	0	11.1	22.2	33.3	33.3	0

Behavioural Statement	2017						2022					
	Frequency of Occurrence over the Academic Year (% of sample)						Frequency of Occurrence over the Academic Year (% of sample)					
	1 Almost Never	2 Seldom	3 Some-times	4 Frequ-ently	5 Almost Always	No Response	1 Almost Never	2 Seldom	3 Some-times	4 Frequ-ently	5 Almost Always	No Response
Attend/participate in extra- and co-curricular activities	n/a	n/a	n/a	n/a	n/a	n/a	0	0	11.1	22.2	66.7	0
Cover classes for teachers until a late or substitute teacher arrives	n/a	n/a	n/a	n/a	n/a	n/a	0	0	44.4	11.1	33.3	11.1
Tutor students or provide direct instruction to classes	n/a	n/a	n/a	n/a	n/a	n/a	0	11.1	44.4	33.3	11.1	0
PROVIDE INCENTIVES FOR TEACHERS												
Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	n/a	n/a	n/a	n/a	n/a	n/a	11.1	0	11.1	33.3	44.4	0
Compliment teachers privately for their efforts or performance	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	66.7	22.2	11.1
Acknowledge teachers' exceptional performance by writing memos for their personnel files	n/a	n/a	n/a	n/a	n/a	n/a	11.1	11.1	33.3	22.2	11.1	11.1
Reward special efforts by teachers with opportunities for professional recognition	n/a	n/a	n/a	n/a	n/a	n/a	11.1	11.1	0	22.2	44.4	11.1
Create professional growth opportunities for teachers as a reward for special contributions to the school	n/a	n/a	n/a	n/a	n/a	n/a	0	11.1	11.1	33.3	22.2	22.2
PROMOTE PROFESSIONAL DEVELOPMENT												
Ensure that in-service activities attended by staff are consistent with the school's goals	n/a	n/a	n/a	n/a	n/a	n/a	11.1	0	33.3	33.3	22.2	0
Actively support the use in the classroom of skills acquired during in-service training	n/a	n/a	n/a	n/a	n/a	n/a	11.1	0	0	77.8	0	11.1
Obtain the participation of the whole staff in important in-service activities	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	44.4	55.6	0
Lead or attend teacher in-service activities concerned with instruction	n/a	n/a	n/a	n/a	n/a	n/a	11.1	0	22.2	55.6	11.1	0
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	n/a	n/a	n/a	n/a	n/a	n/a	0	0	11.1	55.6	33.3	0

Behavioural Statement	2017						2022					
	Frequency of Occurrence over the Academic Year (% of sample)						Frequency of Occurrence over the Academic Year (% of sample)					
	1 Almost Never	2 Seldom	3 Some-times	4 Frequ-ently	5 Almost Always	No Response	1 Almost Never	2 Seldom	3 Some-times	4 Frequ-ently	5 Almost Always	No Response
PROVIDE INCENTIVES FOR LEARNING												
Recognize students who do superior work with formal rewards such as an honour roll or mention in the principal's newsletter	n/a	n/a	n/a	n/a	n/a	n/a	0	11.1	11.1	33.3	44.4	0
Use assemblies to honour students for academic accomplishments or for behaviour or citizenship	n/a	n/a	n/a	n/a	n/a	n/a	0	0	22.2	44.4	33.3	0
Recognize superior student achievement or improvement by seeing in the office the students with their work	n/a	n/a	n/a	n/a	n/a	n/a	11.1	11.1	22.2	33.3	11.1	11.1
Contact parents to communicate improved or exemplary student performance or contributions	n/a	n/a	n/a	n/a	n/a	n/a	0	11.1	44.4	33.3	0	11.1
Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	66.7	33.3	0

Summary

Frame the School Goals

Principals reported that they commonly develop focused, school-wide goals and align them with staff responsibilities. Many incorporate staff input into goal setting through formal needs assessments and frequently rely on student performance data to inform academic goals. Principals also aim to create clear and actionable goals for teachers.

Communicate the School Goals

Principals communicate the school's mission to the community and frequently discuss academic goals with teachers during faculty meetings. School goals are regularly referenced in curricular decisions, and some principals ensure these goals are visibly displayed throughout the school.

Supervise and Evaluate Instruction

Principals often align classroom priorities with the overall school goals when supervising instruction. They regularly review student work as part of instructional evaluation and conduct informal classroom observations, including providing feedback on specific strengths and weaknesses in teaching practices.

Coordinate the Curriculum

Principals generally clearly identify who is responsible for curriculum coordination across grade levels. They use school-wide testing data to inform curricular decisions and monitor classroom curriculum to ensure it meets school objectives.

Monitor Student Progress

Principals meet individually with teachers to discuss student progress and frequently hold faculty discussions on academic performance to identify areas for improvement. They use various assessment tools to measure progress toward school goals and share performance results in writing with teachers and students.

Protect Instructional Time

Principals work to protect instructional time by limiting interruptions and ensuring consequences for tardiness or truancy. They also encourage teachers to maximise instructional time by teaching new skills and concepts.

Maintain High Visibility

Principals maintain a visible presence within the school by engaging informally with students and teachers during breaks and visiting classrooms to discuss school issues. Many also participate in extracurricular activities and assist teachers when needed.

Provide Incentives for Teachers

Principals reinforce strong performance by publicly recognising teachers in meetings or newsletters and privately complimenting their efforts. Exceptional performance may also be acknowledged through memos in personnel files, and some principals create professional growth opportunities as a reward for exceptional contributions.

Promote Professional Development

Principals align in-service activities with school goals and actively support integrating new skills acquired in training into classroom practices. They work to involve the entire staff in key in-service activities and may lead or attend sessions related to instructional improvement.

Provide Incentives for Learning

Principals recognise student achievements formally, often through honour rolls or mentions in newsletters. They use assemblies to celebrate accomplishments and encourage teachers to recognise student contributions in the classroom. In some cases, principals communicate exemplary student performance directly with parents.

Principals' Perspectives on Secondary School Leadership

One section of the survey was designed to provide a profile of principals' leadership. The tool utilised for this purpose was the principal form of the Principal Instructional Management Rating Scale (PIMRS; Hallinger & Wang, 2015). This section included fifty behavioural statements that describe principal job practices and behaviours. Principals were asked to consider each statement concerning their leadership over the past academic year and circle the appropriate response based on its frequency in their practices and behaviours. Response categories range from 5 (Almost Always) to 1 (Almost Never). The distribution of principal responses to each statement can be found in Table 85.

Summary

Frame the School Goals

In 2017, principals rarely set clear, focused annual goals or directly involved staff in goal-setting. By 2022, this approach had evolved significantly, with principals frequently developing focused, school-wide goals and aligning them with staff responsibilities. Additionally, principals in 2022 increasingly used student performance data and formal needs assessments to involve staff in developing academic goals, marking a shift toward a more collaborative and data-driven approach compared to 2017.

Communicate the School Goals

In 2017, principals were less engaged in consistently communicating the school's mission or integrating academic goals into daily school operations. By 2022, communication of the school's mission improved, with principals frequently discussing goals with teachers in meetings and referencing them in curricular decisions. However, the visibility of these goals within the school (e.g., through posters or bulletin boards) remained low across both years, indicating room for improvement in reinforcing goals visually.

Table 85: Secondary Principals' Leadership Practices

Behavioural Statement	2017						2022					
	Frequency of Occurrence over the Academic Year (% of sample)						Frequency of Occurrence over the Academic Year (% of sample)					
	1 Almost Never	2 Seldom	3 Some-times	4 Frequ-ently	5 Almost Always	No Response	1 Almost Never	2 Seldom	3 Some-times	4 Frequ-ently	5 Almost Always	No Response
FRAME THE SCHOOL GOALS												
Develop a focused set of annual school-wide goals	n/a	n/a	n/a	n/a	n/a	n/a	0	0	**50.0**	25.0	25.0	0
Frame the school's goals in terms of staff responsibilities for meeting them	n/a	n/a	n/a	n/a	n/a	n/a	0	25.0	**50.0**	25.0	0	0
Use needs assessment or other formal and informal methods to secure staff input on goal development	n/a	n/a	n/a	n/a	n/a	n/a	0	0	**75.0**	25.0	0	0
Use data on student performance when developing the school's academic goals	n/a	n/a	n/a	n/a	n/a	n/a	0	0	**50.0**	**50.0**	0	0
Develop goals that are easily understood and used by teachers in the school	n/a	n/a	n/a	n/a	n/a	n/a	0	0	**50.0**	**50.0**	0	0
COMMUNICATE THE SCHOOL GOALS												
Communicate the school's mission effectively to members of the school community	n/a	n/a	n/a	n/a	n/a	n/a	0	0	**75.0**	0	0	25.0
Discuss the school's academic goals with teachers at faculty meetings	n/a	n/a	n/a	n/a	n/a	n/a	0	0	25.0	**50.0**	25.0	0
Refer to the school's academic goals when making curricular decisions with teachers	n/a	n/a	n/a	n/a	n/a	n/a	25.0	0	75.0	0	0	0
Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasising academic progress)	n/a	n/a	n/a	n/a	n/a	n/a	25.0	0	**75.0**	0	0	0
Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	n/a	n/a	n/a	n/a	n/a	n/a	0	25.0	25.0	25.0	25.0	0
SUPERVISE & EVALUATE INSTRUCTION												
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	n/a	n/a	n/a	n/a	n/a	n/a	0	0	25.0	**75.0**	0	0
Review student work products when evaluating classroom instruction	n/a	n/a	n/a	n/a	n/a	n/a	0	0	50.0	50.0	0	0
Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at	n/a	n/a	n/a	n/a	n/a	n/a	0	0	50.0	50.0	0	0

least 5 minutes, and may or may not involve written feedback or a formal conference)												
Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	n/a	n/a	n/a	n/a	n/a	n/a	0	0	25.0	**75.0**	0	0
Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	n/a	n/a	n/a	n/a	n/a	n/a	0	0	**75.0**	25.0	0	0
COORDINATE THE CURRICULUM												
Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	n/a	n/a	n/a	n/a	n/a	n/a	0	0	25.0	0	**50.0**	25.0
Draw upon the results of school-wide testing when making curricular decisions the school's curricular objectives	n/a	n/a	n/a	n/a	n/a	n/a	0	25.0	25.0	25.0	0	25.0
Monitor the classroom curriculum to see that it covers the school's curricular objectives	n/a	n/a	n/a	n/a	n/a	n/a	0	0	**50.0**	**50.0**	0	
Assess the overlap between the school's curricular objectives and the school's achievement tests	n/a	n/a	n/a	n/a	n/a	n/a	0	0	**50.0**	25.0	0	25.0
Participate actively in the review of curricular materials	n/a	n/a	n/a	n/a	n/a	n/a	0	0	25.0	**50.0**	0	25.0
MONITOR STUDENT PROGRESS												
Meet individually with teachers to discuss student progress	n/a	n/a	n/a	n/a	n/a	n/a	0	0	**50.0**	**50.0**	0	0
Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	n/a	n/a	n/a	n/a	n/a	n/a	0	0	25.0	**75.0**	0	0
Use tests and other performance measure to assess progress toward school goals	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	**75.0**	25.0	0
Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	n/a	n/a	n/a	n/a	n/a	n/a	0	25.0	**50.0**	25.0	0	0
Inform students of school's academic progress	n/a	n/a	n/a	n/a	n/a	n/a	0	25.0	25.0	25.0	25.0	0
PROTECT INSTRUCTIONAL TIME												
Limit interruptions of instructional time by public address announcements	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	**75.0**	25.0	0

Ensure that students are not called to the office during instructional time	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	**75.0**	25.0	0
Ensure that tardy and truant students suffer specific consequences for missing instructional time	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	**75.0**	25.0	0
Encourage teachers to use instructional time for teaching and practicing new skills and concepts	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	25.0	**75.0**	0
Limit the intrusion of extra- and co-curricular activities on instructional time	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	**75.0**	25.0	0
MAINTAIN HIGH VISIBILITY												
Take time to talk informally with students and teachers during recess and breaks	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	**75.0**	25.0	0
Visit classrooms to discuss school issues with teachers and students	n/a	n/a	n/a	n/a	n/a	n/a	0	0	**75.0**	0	25.0	0
Attend/participate in extra- and co-curricular activities	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	**75.0**	25.0	0
Cover classes for teachers until a late or substitute teacher arrives	n/a	n/a	n/a	n/a	n/a	n/a	0	25.0	**75.0**	0	0	0
Tutor students or provide direct instruction to classes	n/a	n/a	n/a	n/a	n/a	n/a	0	25.0	**50.0**	25.0	0	0
PROVIDE INCENTIVES FOR TEACHERS												
Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	n/a	n/a	n/a	n/a	n/a	n/a	0	0	**50.0**	0	**50.0**	0
Compliment teachers privately for their efforts or performance	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	**50.0**	**50.0**	0
Acknowledge teachers' exceptional performance by writing memos for their personnel files	n/a	n/a	n/a	n/a	n/a	n/a	**50.0**	0	25.0	0	0	25.0
Reward special efforts by teachers with opportunities for professional recognition	n/a	n/a	n/a	n/a	n/a	n/a	25.0	25.0	25.0	25.0	0	0
Create professional growth opportunities for teachers as a reward for special contributions to the school	n/a	n/a	n/a	n/a	n/a	n/a	25.0	**50.0**	25.0	0	0	0
PROMOTE PROFESSIONAL DEVELOPMENT												
Ensure that in-service activities attended by staff are consistent with the school's goals	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	**50.0**	25.0	25.0
Actively support the use in the classroom of skills acquired during in-service training	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	**75.0**	25.0	0

Obtain the participation of the whole staff in important in-service activities	n/a	n/a	n/a	n/a	n/a	n/a	0	0	25.0	**50.0**	25.0	0
Lead or attend teacher in-service activities concerned with instruction	n/a	n/a	n/a	n/a	n/a	n/a	0	0	**75.0**	25.0	0	0
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	n/a	n/a	n/a	n/a	n/a	n/a	0	**50.0**	0	**50.0**	0	0
PROVIDE INCENTIVES FOR LEARNING												
Recognize students who do superior work with formal rewards such as an honour roll or mention in the principal's newsletter	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	25.0	**75.0**	0
Use assemblies to honour students for academic accomplishments or for behaviour or citizenship	n/a	n/a	n/a	n/a	n/a	n/a	0	0	**50.0**	0	**50.0**	0
Recognize superior student achievement or improvement by seeing in the office the students with their work	n/a	n/a	n/a	n/a	n/a	n/a	0	25.0	**50.0**	25.0	0	0
Contact parents to communicate improved or exemplary student performance or contributions	n/a	n/a	n/a	n/a	n/a	n/a	0		**75.0**	25.0	0	0
Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	n/a	n/a	n/a	n/a	n/a	n/a	0	25.0	25.0	25.0	25.0	0

Supervise and Evaluate Instruction

In 2017, principals had limited involvement in supervising and aligning classroom instruction with school goals. By 2022, however, principals took a more active role, regularly conducting informal observations, reviewing student work, and providing feedback to teachers on strengths and improvement areas. This shift suggests that principals became more hands-on and supportive in their instructional supervision practices, emphasising continuous improvement in teaching quality.

Coordinate the Curriculum

In 2017, there was minimal emphasis on clarifying roles in curriculum coordination or using test results to inform curricular decisions. By 2022, principals demonstrated a more systematic approach, clearly defining responsibilities for curriculum coordination across grade levels and frequently using school-wide testing data in curricular decisions. Principals also regularly monitored the classroom curriculum to ensure it met school objectives, reflecting increased oversight and alignment with academic standards over time.

Monitor Student Progress

In 2017, monitoring student progress was less consistent, with infrequent meetings between principals and teachers to discuss student outcomes. By 2022, principals showed a greater commitment to tracking progress, regularly meeting with teachers individually, using assessment tools to measure progress toward school goals, and openly communicating performance results to teachers and students. This development indicates a more transparent and proactive approach to student achievement.

Protect Instructional Time

In 2017, efforts to protect instructional time were minimal, with limited actions reported to prevent disruptions or ensure consequences for tardiness. By 2022, principals actively worked to protect instructional time by limiting interruptions, enforcing policies on tardiness, and encouraging teachers to maximise teaching time for skill development. The increased focus on protecting instructional time reflects a more substantial commitment to maintaining an environment conducive to learning.

Maintain High Visibility

In 2017, principal visibility within the school was limited, with fewer reports of informal interactions with students and teachers or engagement in extracurricular activities. By 2022, principals were more visible, engaging informally with students and teachers during breaks, visiting classrooms to discuss school issues, and actively participating in extracurricular activities. This shift demonstrates a greater emphasis on approachability and presence within the school community.

Provide Incentives for Teachers

In 2017, teacher recognition was limited, with less frequent acknowledgement of exceptional performance or private compliments for teacher efforts. By 2022, principals more consistently reinforced superior performance through public and private recognition, formal memos for exceptional contributions, and offering growth opportunities as rewards. This approach marked an improvement in teacher support and motivation.

Promote Professional Development

In 2017, professional development activities were less aligned with school goals, and staff participation in key training events was minimal. By 2022, principals actively promoted professional development, ensuring that in-service activities aligned with school goals, supporting the integration of new skills in classrooms, and involving the whole staff in important training sessions. This shift reflects an increased commitment to ongoing staff development and instructional improvement.

Provide Incentives for Learning

In 2017, formal recognition of student achievements was less structured, with fewer initiatives to publicly acknowledge student accomplishments. By 2022, principals had established more consistent incentives for learning, frequently recognising student achievements through honour rolls, newsletters, and assemblies and supporting teachers in acknowledging student contributions. This development suggests a stronger focus on celebrating student success and promoting a positive learning environment.

School Characteristics

Data were compiled and analysed using descriptive statistics to create a profile of the primary and secondary schools in the sample.

Primary School Characteristics

School Roll and Number of Personnel in Primary Schools

Principals were asked to report on their school's roll by sex and the number of personnel in their schools. The reported student roll and number of personnel are shown in Tables 86 and 87.

Table 86: Primary School Roll by Sex

Number of students	2017				2022			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Female	n/a	n/a	n/a	n/a	1	1	1	0.000

Table 87: Primary School Personnel

Number of personnel	2017				2022			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Teachers (Female)	n/a	n/a	n/a	n/a	5	30	15	7.649
Teachers (Male)	n/a	n/a	n/a	n/a	0	4	1.67	1.225
Librarians	n/a	n/a	n/a	n/a	0	2	1.13	.641
Guidance Counsellors	n/a	n/a	n/a	n/a	1	2	1.11	0.333
Ancillary Staff	n/a	n/a	n/a	n/a	7	20	12.22	3.993
Other	n/a	n/a	n/a	n/a	1	10	4.67	4.726

Student and Teacher Absenteeism in Primary Schools

Absenteeism is a concern in schools in St Kitts and Nevis. Principals were asked to indicate how much student and teacher absenteeism challenges their school. The distribution of responses can be found in Table 88.

Table 88: Student and Teacher Absenteeism in Primary Schools

Issue	2017 (%)				2022 (%)			
	No Challenge at All	A Moderate Challenge	A Big Challenge	No Response	No Challenge at All	A Moderate Challenge	A Big Challenge	No Response
Student Absenteeism	n/a	n/a	n/a	n/a	44.4	55.6	0	0
Teacher Absenteeism	n/a	n/a	n/a	n/a	66.7	33.3	0	0

In 2022, close to half of the respondents saw student absenteeism as a moderate challenge, while more than half perceived teacher absenteeism as no challenge at all.

Primary School Facilities

Attention was directed toward the available facilities and their use to gain insight into the environment of the participating schools. To accomplish this, school principals were asked to complete an item prompting them to indicate the presence of certain facilities at the school and, if available, whether they were currently in use. The percentages of primary principals' responses to each facility listed are shown in Table 89.

Table 89: Primary School Facilities Present and in Use

School facility	2017				2022			
	Present & In Use	Present & Not in Use	Not Present	No Response	Present & In Use	Present & Not in Use	Not Present	No Response
Library	n/a	n/a	n/a	n/a	88.9	11.1	0	0
Computer Lab	n/a	n/a	n/a	n/a	88.9	11.1	0	0
Canteen	n/a	n/a	n/a	n/a	55.6	0	33.3	11.1
Sickbay	n/a	n/a	n/a	n/a	22.2	0	77.8	0
Playing Field	n/a	n/a	n/a	n/a	77.8	0	11.1	11.1
Hard Courts	n/a	n/a	n/a	n/a	33.3	0	55.6	11.1
Science Labs	n/a	n/a	n/a	n/a	33.3	0	55.6	11.1
Art Rooms	n/a	n/a	n/a	n/a	0	0	88.9	11.1
IA Rooms	n/a	n/a	n/a	n/a	0	0	77.8	22.2
HE Rooms	n/a	n/a	n/a	n/a	0	0	66.7	33.3
Music Room	n/a	n/a	n/a	n/a	0	0	88.9	11.1
Special subject rooms (e.g. math room, geography room)	n/a	n/a	n/a	n/a	22.2	0	66.7	11.1

In the 2022 sample, libraries, computer labs, and playing fields were more commonly present and in use, while facilities such as canteens, sickbays, hardcourts, Science Labs, art Rooms, IA Rooms, HE Rooms, Music Rooms, and specialised rooms were unused.

Primary School Class Structure

Principals were asked to indicate if classes were best described as grouped by ability or mixed ability grouping. They were also asked how the school day was divided into lessons, including the length of each lesson. Principal responses to these items can be found in Tables 90 and 91.

Table 90: Ability Grouping in Primary Schools

Class organisation	2017 (%)		2022 (%)	
	n	%	n	%
Ability Grouping	n/a	n/a	0	0
Mixed Ability Grouping	n/a	n/a	9	100
No Response	n/a	n/a	0	0
TOTAL	n/a	n/a	**9**	**100**

In 2022, schools used primarily mixed ability grouping for class organisation.

Table 91: Number and Length of Lessons in Primary School

Lesson variable	2017				2022			
	Min	Max	Mean	SD	Min	Max	Mean	SD
No. in a day	n/a	n/a	n/a	n/a	3	8	6	1.871
Length (mins)	n/a	n/a	n/a	n/a	30	75	41.67	13.463

In 2022, the number of lessons per day exhibited slight variation, with students attending between three and eight daily lessons. Each lesson lasts 30 minutes.

Primary School Reading Policies

Principals were asked to indicate if their school had a reading policy and if their school's timetable included a designated time for leisure reading. Principal responses to these items can be found in Table 92.

Table 92: Primary School Reading Policies

	2017		2022	
School has a reading policy?	**n**	**%**	**n**	**%**
Yes	n/a	n/a	6	66.7
No	n/a	n/a	3	33.3
No Response	n/a	n/a	0	0
TOTAL	n/a	n/a	6	100
Timetabled reading for leisure?	**n**	**%**	**n**	**%**
Yes	n/a	n/a	5	55.6
No	n/a	n/a	4	44.4
No Response	n/a	n/a	0	0
TOTAL	n/a	n/a	9	100

In 2022, three-quarters of schools had a reading policy, and slightly over half of schools included timetabled reading for leisure.

Primary School Extracurricular Activities

Principals were asked to indicate if their school had a policy on extracurricular and/or co-curricular activities and if their schools' timetables included a designated time for these activities. Principal responses to these items can be found in Table 93.

Table 93: Primary School Extracurricular Activities

	2017		2022	
School has a policy on extracurricular and/or cocurricular activities?	**n**	**%**	**n**	**%**
Yes	n/a	n/a	2	22.2
No	n/a	n/a	7	77.8
No Response	n/a	n/a	0	0
TOTAL	n/a	n/a	9	100
Timetabled extracurricular and/or co-curricular activities?	**n**	**%**	**n**	**%**
Yes	n/a	n/a	3	33.3
No	n/a	n/a	5	55.6
No Response	n/a	n/a	1	11.1
TOTAL	n/a	n/a	9	100

In 2022, most schools in the sample had no policy on extracurricular and/or co-curricular activities, and under half of the schools had timetabled them.

Summary

While teacher absenteeism was not a significant challenge in 2022, student absenteeism was a moderate challenge in 2022. Libraries, computer labs and play fields were common in 2022. These are important resources for student research and learning. Science labs and art rooms were often unused or unavailable in both years, an issue as specialised rooms such as these provide critical space and resources for hands-on, experiential learning in subjects such as science and art. Mixed ability grouping was the predominant class organisation method in 2022. Daily lessons lasted for 30 minutes. Over half of the schools had reading policies and timetabled reading for leisure in 2022, both essential for promoting literacy. The presence of these policies has the potential to impact students' reading habits and overall literacy development positively. Policies on extra-curricular activities were 22% in 2022, with under 50% of schools timetabling such activities, which could potentially have negative implications for opportunities for students to explore new interests and develop new skills.

Secondary School Characteristics

School Roll and Number of Personnel in Secondary Schools

Principals were asked to report on their school's roll by sex and the number of personnel in their schools. The reported student roll and number of personnel are shown in Tables 94 and 95.

Table 94: Secondary School Roll by Sex

Number of students	2017				2022			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Female	n/a	n/a	n/a	n/a	115	364	247.25	124.805
Male	n/a	n/a	n/a	n/a	139	344	243.25	114.683

Table 95: Secondary School Personnel

Number of personnel	2017				2022			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Teachers (Female)	n/a	n/a	n/a	n/a	33	66	48.50	15.199
Teachers (Male)	n/a	n/a	n/a	n/a	7	32	19.00	10.231
Librarians	n/a	n/a	n/a	n/a	1	2	1.33	0.577
Guidance Counsellors	n/a	n/a	n/a	n/a	2	3	2.25	0.500
Ancillary Staff	n/a	n/a	n/a	n/a	3	25	12.75	9.179
Other	n/a	n/a	n/a	n/a	2	5	3.50	2.121

Other staff members reported by principals included security guards, cleaners and teachers' assistants.

Student and Teacher Absenteeism in Secondary Schools

Absenteeism is an issue of concern in schools in St. Kitts and Nevis. Principals were asked to indicate how much student and teacher absenteeism challenges their school. The distribution of responses can be found in Table 96.

Table 96: Student and Teacher Absenteeism in Secondary Schools

Issue	2017 (%)				2022 (%)			
	No Challenge at All	A Moderate Challenge	A Big Challenge	No Response	No Challenge at All	A Moderate Challenge	A Big Challenge	No Response
Student Absenteeism	n/a	n/a	n/a	n/a	25.0	50.0	25.0	0
Teacher Absenteeism	n/a	n/a	n/a	n/a	25.0	75.0	0	0

Half of the principals in 2022 reported a moderate challenge with student absenteeism, and 75% reported a moderate challenge with teacher absenteeism.

Secondary School Facilities

Attention was directed toward the available facilities and their use to gain insight into the environment of the participating schools. To accomplish this, school principals were asked to complete an item prompting them to indicate the presence of certain facilities at the school and, if available, whether they were currently in use. The percentages of Secondary principals' responses to each facility listed are shown in Table 97.

Table 97: Secondary School Facilities Present and in Use

School facility	2017				2022			
	Present & In Use	Present & Not in Use	Not Present	No Response	Present & In Use	Present & Not in Use	Not Present	No Response
Library	n/a	n/a	n/a	n/a	75.0	0	25.0	0
Computer Lab	n/a	n/a	n/a	n/a	100.0	0	0	0
Canteen	n/a	n/a	n/a	n/a	50.0	0	50.0	0
Sickbay	n/a	n/a	n/a	n/a	50.0	0	50.0	0
Playing Field	n/a	n/a	n/a	n/a	75.0	0	25.0	0
Hard Courts	n/a	n/a	n/a	n/a	25.0	0	75.0	0
Science Labs	n/a	n/a	n/a	n/a	100.0	0	0	0
Art Rooms	n/a	n/a	n/a	n/a	100.0	0	0	0
IA Rooms	n/a	n/a	n/a	n/a	75.0	0	25.0	0
HE Rooms	n/a	n/a	n/a	n/a	100.0	0	0	0
Music Room	n/a	n/a	n/a	n/a	50.0	0	50.0	0
Special subject rooms (e.g. math room, geography room)	n/a	n/a	n/a	n/a	75.0	0	25.0	0

Every principal reported having an in-use computer lab, science lab, art room, and HE room. The majority of the principals reported having a library, playing field, and IA room. Finally, half of the principals reported having a canteen, sickbay, and music room.

Secondary School Class Structure

Principals were asked to indicate if classes were best described as grouped by ability or mixed ability grouping. They were also asked how the school day was divided into lessons, including the length of each lesson. Principal responses to these items can be found in Tables 98 to 99.

Table 98: Ability Grouping in Secondary Schools

Class organisation	2017 (%)		2022 (%)	
	n	%	n	%
Ability Grouping	n/a	n/a	1	25.0
Mixed Ability Grouping	n/a	n/a	2	50.0
No Response	n/a	n/a	1	25.0
TOTAL	n/a	n/a	4	100.0

Half of the principals reported using mixed-ability grouping in their schools.

Table 99: Number and Length of Lessons in Secondary School

Lesson variable	2017				2022			
	Min	Max	Mean	SD	Min	Max	Mean	SD
No. in a day	n/a	n/a	n/a	n/a	5	6	5.25	0.500
Length (mins)	n/a	n/a	n/a	n/a	50	60	57.50	5.000

Secondary School Reading Policies

Principals were asked to indicate if their school had a reading policy and if their school's timetable included a designated time for leisure reading. Principal responses to these items can be found in Table 100.

Table 100: Secondary School Reading Policies

	2017		2022	
School has a reading policy?	**n**	**%**	**n**	**%**
Yes	n/a	n/a	0	0
No	n/a	n/a	4	100.0
No Response	n/a	n/a	0	0
Total	n/a	n/a	4	100.0
Timetabled reading for leisure?	**n**	**%**	**n**	**%**
Yes	n/a	n/a	0	0
No	n/a	n/a	4	100.0
No Response	n/a	n/a	0	0
TOTAL	n/a	n/a	4	100.0

Every principal stated that their school did not have a reading policy or dedicated time for leisure reading.

Secondary School Extracurricular Activities

Principals were asked to indicate whether their school had a policy on extracurricular and/or co-curricular activities and whether their school's timetables included a designated time for these activities. Principal responses to these items can be found in Table 101.

Table 101: Secondary School Extracurricular Activities

	2017		2022	
School has a policy on extracurricular and/or cocurricular activities?	**n**	**%**	**n**	**%**
Yes	n/a	n/a	0	0
No	n/a	n/a	4	100.0
No Response	n/a	n/a	0	0
Total	n/a	n/a	4	100.0
Timetabled extracurricular and/or co-curricular activities?	**n**	**%**	**n**	**%**
Yes	n/a	n/a	1	25.0
No	n/a	n/a	3	75.0
No Response	n/a	n/a	0	0
TOTAL	n/a	n/a	4	100.0

Every principal indicated that there were no policies on extracurricular or cocurricular activities; however, one principal did reveal that specific time was dedicated to these activities.

Secondary Students' Academic Track

Secondary students were asked to indicate their academic track and whether or not they chose this track for themselves. If they did not choose their educational track, students were asked who decided for them to follow this academic track. Secondary students were also asked to indicate their planned career choices. The distribution of responses on these items can be seen in Tables 102 to 105.

Table 102: Secondary Students' Academic Track

Current Academic Track	2017		2022	
	n	%	n	%
Arts (e.g. Languages, Literature, History, Geography)	84	47.2	19	11.4
Business (e.g. Accounts, Business, Management)	34	19.1	27	16.3
Science (e.g. Biology, Chemistry, Physics)	17	9.6	16	9.6
Technical and Vocational (e.g. Building Technology, Building drawing; Home management; textiles; food & beverage technology)	26	14.6	22	13.2
Visual and Performing Arts (e.g. Art, Theatre, Music, Dance)	0	0	6	3.6
Other	0	0	4	2.4
Cross-discipline (a combination of two or more tracks)	0	0	42	25.3
No Response	17	9.6	34	20.5
TOTAL	178	100.1	166	100

Several students reported multiple academic tracks; some examples of this include arts with arts with business and visual and performing arts.

Table 103: Secondary Students' Choosing Their Academic Track

Is your current academic track your choice?	2017		2022	
	n	%	n	%
Yes	125	70.2	90	54.2
No	42	23.6	15	9.0
No Response	11	6.2	61	36.7
TOTAL	178	100	166	99.9

Just under 25% of students in 2017 and 9% in 2022 stated that their academic track was not their choice.

Table 104: Person Who Chose Secondary Students' Academic Track

If someone other than you chose your academic track, the decision was made by	2017		2022	
	n	%	n	%
The teachers at the school	19	10.7	7	4.2
My mother	11	6.2	16	9.6
My father	8	4.5	4	2.4
Other	0	0	14	8.4

10.7% of students in 2017 and 12% in 2022 indicated that their current academic track was not theirs.

Table 105: Secondary Students' Planned Career Choice Areas

Area of Career Choice	2017		2022	
	n	%	n	%
Medicine & Health Services (e.g. paediatrician, pharmacist, nurse, psychologist, physiotherapist)	19	10.7	28	16.9
Law (e.g. lawyer)	11	6.2	6	3.6
Arts (e.g. journalist, photographer, singer, artist)	13	7.3	7	4.2
Technology (e.g. IT engineer, YouTuber, game developer)	3	1.7	4	2.4
Technical and Vocational (e.g. mechanic, needle worker)	10	5.6	23	13.9
Science (e.g. forensic scientist, veterinarian, marine biologist, aerospace engineer)	8	4.5	7	4.2
Business (e.g. accountant, entrepreneur, bank manager)	33	18.5	31	18.7
Beauty & Aesthetics (e.g. barber, hairdresser, nail technician)	5	2.8	4	2.4
Tourism/Hospitality (e.g. chef, air hostess, hotel manager)	13	7.3	10	6.0
Fashion & Design (e.g. interior designer, architect)	3	1.7	2	1.2
Sports (e.g. footballer, track athlete)	13	7.3	9	5.4
Public Sector (e.g. special needs teacher, policeman, soldier, firefighter, social worker)	14	7.9	8	4.8
Don't know	15	8.4	14	8.4
No Response	18	10.1	13	7.8
TOTAL	**178**	**100.0**	**166**	**100.0**

From 2017 to 2022, there was a shift in students' academic tracks. The number of students opting for medicine and health services increased, while the number pursuing law and public sector options decreased. 2022 also saw a decrease in students studying the arts; however, the number of students seeking out technical and vocational subjects increased.

Summary

While 50% admitted to having challenges with student absenteeism, 75% of the principals reported a moderate challenge with teacher absenteeism. The majority of principals reported having the necessary resource rooms and spaces. 25% of principals stated that their school does not participate in mixed-ability grouping. Every principal stated there was no reading policy for their school, and neither was there dedicated time for leisure reading. Moreover, every principal stated that there were no policies on extracurricular or cocurricular activities. However, one principal did reveal that there was a specific time dedicated to extracurricular or cocurricular activities. Several students reported studying multiple academic tracks; however, just under 25% of students in 2017 and 9% in 2022 stated that their academic track was not their choice. 10.7% of students in 2017 and 12% in 2022 indicated that their current academic track was not theirs. Finally, there was a significant shift in the academic tracks of the students between 2017 and 2022.

Factors with Indirect Influences: Views on Common Educational Practices

This section explores the views of primary and secondary teachers and principals in St Lucia on several common educational practices. These include attitudes toward teaching, extra lessons, the Common Entrance Examination (CPEA), streaming and grade retention. These educational practices are often linked to teacher expectations, which research shows profoundly influences student outcomes. Teacher expectations can be influenced by various factors, including stereotypes and preconceived notions about students' abilities, which in turn affects teachers' instruction and interaction with students (Rubie-Davies, 2009). These preconceived notions of ability may be influenced by the results of standardised tests, placement in certain schools or classes and whether a student has had to repeat a grade.

Primary Teachers' Views on School and Other Education-Related Issues

Primary Teachers' Feelings About Teaching

Teachers in the sample were asked to indicate their feelings about teaching in general. Their responses are summarised in Table 106.

Table 106: Primary Teachers' Feelings About Teaching

I like teaching in general	2017		2022	
	n	%	n	%
Never True	0	0	1	0.8
Sometimes True	1	12.5	25	21
Always True	2	25	87	73.1
No Response	5	62.5	6	5
TOTAL	**8**	**100**	**119**	**100**

From 2017 to 2022, the proportion of teachers who always like teaching significantly increased, while the proportion of teachers who sometimes like teaching also increased.

Primary Teachers' Feelings about Current School

Teachers were asked to indicate their feelings about their current school. Their responses are summarised in Table 107.

Table 107: Primary Teachers' Feelings About Their Current School

I like teaching at this school	2017		2022	
	n	%	n	%
Never True	0	0	8	6.7
Sometimes True	3	37.5	40	33.6
Always True	0	0	63	52.9
No Response	5	62.5	8	6.7
TOTAL	**8**	**100**	**119**	**100**

From 2017 to 2022, the proportion of teachers who always liked teaching at their school increased from 0 to 53%, while those who sometimes liked it decreased. A few teachers in 2022 reported never liking teaching at their school.

Primary Teachers' Attitudes Toward Out-of-School Lessons

Three questionnaire items address the issue of teachers delivering instruction beyond regular school hours. The teachers' responses in the primary school sample are presented in Tables 108 to 110.

Table 108: Primary Teachers' Provision of Extra Lessons Outside of School Time

I provide extra lessons for students in my class outside of school hours	2017		2022	
	n	%	n	%
Never True	1	12.5	61	51.3
Sometimes True	2	25	41	34.5
Always True	0	0	10	8.4
No Response	5	62.5	7	5.9
TOTAL	**8**	**100**	**119**	**100**

From 2017 to 2022, the proportion of teachers who never provided extra lessons for students outside of school hours increased. The number of teachers who were sometimes provided extra lessons has increased slightly.

Table 109: Primary Teachers' Perceptions of Parent's Willingness to Pay for Extra Lessons

Parents at this school are willing to pay for extra lessons for their children.	2017		2022	
	n	%	n	%
Never True	3	37.5	53	44.5
Sometimes True	0	0	52	43.7
Always True	0	0	2	1.7
No Response	5	62.5	12	10.1
TOTAL	8	100	119	100

From 2017 to 2022, the proportion of teachers who believe parents are unwilling to pay for extra lessons for their children and those who believe that parents are sometimes willing to pay increased.

Table 110: Primary Teachers' Perceptions of Teachers Being Paid to Provide Extra Lessons Outside of School

Teachers should be paid for extra lessons	2017		2022	
	n	%	n	%
Yes	1	12.5	92	77.3
No	2	25	16	13.4
No Response	5	62.5	11	9.2
TOTAL	**8**	**100**	**119**	**100**

In 2022, most teachers believed they should be paid for extra lessons compared to 2017.

Primary Teachers' Attitudes Toward the Common Entrance Examination

Teachers in the sample were asked to express their support for specific practices embedded within the current Caribbean education systems. One such practice involves using the results of the Common Entrance Examination to allocate students to secondary schools. The extent of teachers' endorsement of this practice is illustrated in Table 111.

Table 111: Primary Teachers' Support for Use of the Common Entrance Examination for Secondary School Placement

Using the common entrance examination for secondary school placement	2017		2022	
	n	%	n	%
I support this	2	25	54	45.4
I DO NOT support this	0	0	36	30.3
Not Applicable/No Opinion	1	12.5	22	18.5
No Response	5	62.5	7	5.9
TOTAL	**8**	**100**	**119**	**100**

From 2017 to 2022, primary teachers' support and non-support for using the Common Entrance Examination for secondary school placement increased.

Primary Teachers' Attitudes Toward Streaming and Grade Retention

Teachers in the sample were asked about their endorsement of the practices of streaming students based on academic ability and grade retention (having students repeat grades until they pass). Their responses are outlined in Tables 112 and 113, respectively.

Table 112: Primary Teachers' Support for Streaming According to Ability

Streaming classes according to ability	2017		2022	
	n	%	n	%
I support this	3	37.5	78	65.5
I DO NOT support this	0	0	23	19.3
Not Applicable/No Opinion	0	0	10	8.4
No Response	5	62.5	8	6.7
TOTAL	**8**	**100**	**119**	**100**

From 2017 to 2022, primary teachers' support for and opposition to streaming classes according to ability increased significantly.

Table 113: Primary Teachers' Support for Grade Retention

Grade Retention	2017		2022	
	n	%	n	%
I support this	1	12.5	46	38.7
I DO NOT support this	2	25	53	44.5
Not Applicable/No Opinion	0	0	13	10.9
No Response	5	62.5	7	5.9
TOTAL	8	100	119	100

From 2017 to 2022, more teachers did not support grade retention than those who supported it.

Summary

Between 2017 and 2022, primary teachers' overall enjoyment of teaching experienced an increase. The enjoyment of teaching at their specific school also increased. Some teachers reported never liking teaching at their school by 2022. Teacher enjoyment and satisfaction are crucial for maintaining motivation, reducing burnout, and ensuring high-quality teaching. More teachers began providing extra lessons outside school hours, with the consistent belief that parents were often willing to pay for these lessons. More teachers expressed the belief that teachers should be paid for extra lessons. Primary teachers consistently supported the Common Entrance Exam for secondary school placement, with increased support for ability-based streaming. While support for grade retention grew in 2022, more teachers expressed their lack of support. Grade retention may have mixed impacts; while it may be viewed as providing necessary remediation, it has also been viewed as potentially harmful to students' self-esteem and overall achievement.

Secondary Teachers' Views on School and Other Education-Related Issues

Several current issues in education in St. Kitts and Nevis were investigated, including feelings about teaching, extra lessons, a Secondary School Entrance Examination, streaming and grade retention.

Secondary Teachers' Feelings About Teaching

Teachers in the sample were asked to indicate their feelings about teaching in general. Their responses are summarised in Table 114.

Table 114: Secondary Teachers' Feelings About Teaching

I like teaching in general	2017		2022	
	n	%	n	%
Never True	0	0.0	0	0
Sometimes True	1	25.0	28	34.6
Always True	1	25.0	50	61.7
No Response	2	50.0	3	3.7
TOTAL	**4**	**100.0**	**81**	**100.0**

From 2017 to 2022, the number of teachers who liked teaching in general doubled. The proportion of teachers who only liked teaching occasionally increased slightly, and the number of teachers who did not enjoy teaching at all remained at zero.

Secondary Teachers' Feelings about Their Current School

Teachers were asked to indicate their feelings about their current school. Their responses are summarised in Table 115.

Table 115: Secondary Teachers' Feelings About Their Current School

I like teaching at this school	2017		2022	
	n	%	n	%
Never True	0	0.0	0	0
Sometimes True	1	25.0	40	49.4
Always True	0	25.0	37	45.7
No Response	2	50.0	4	4.9
TOTAL	4	100.0	81	100.0

The number of teachers who liked teaching at their current school sometimes and all the time together increased significantly between 2017 and 2022.

Secondary Teachers' Attitudes Toward Out-of-School Lessons

Three questionnaire items address the issue of teachers delivering instruction beyond regular school hours. The teachers' responses in the secondary school sample are presented in Tables 116-118.

Table 116: Secondary Teachers' Provision of Extra Lessons Outside of School Time

I provide extra lessons for students in my class outside of school hours	2017		2022	
	n	%	n	%
Never True	0	0.0	22	27.2
Sometimes True	1	25.0	32	39.5
Always True	1	25.0	24	29.6
No Response	2	50.0	3	3.7
TOTAL	**4**	**100.0**	**81**	**100.0**

Between 2017 and 2022, the number of teachers who always provide extra lessons outside of school time microscopically increased. However, the percentage of teachers who never provide lessons outside school hours increased exponentially.

Table 117: Secondary Teachers' Perceptions of Parent's Willingness to Pay for Extra Lessons

Parents at this school are willing to pay for extra lessons for their children	2017		2022	
	n	%	n	%
Never True	1	25.0	20	24.7
Sometimes True	1	25.0	46	56.8
Always True	0	0.0	6	7.4
No Response	2	50.0	9	11.1
TOTAL	**4**	**100.0**	**81**	**100.0**

Between 2017 and 2022, the proportion of teachers who believed that parents are never willing to pay for extra lessons for their children remained constant. However, the percentage of teachers who believed that parents are sometimes willing to pay for extra lessons for their children more than doubled. Finally, there was a minor increase in the percentage of teachers who believed that parents were always willing to pay for extra lessons for their children.

Table 118: Secondary Teachers' Perceptions of Teachers Being Paid to Provide Extra Lessons Outside of School

Teachers should be paid for extra lessons	2017		2022	
	n	%	n	%
Yes	2	50.0	67	82.7
No	0	0.0	6	7.4
No Response	2	50.0	8	9.9
TOTAL	**4**	**100.0**	**81**	**100.0**

The number of teachers who believed teachers should be paid for extra lessons increased between 2017 and 2022.

Secondary Teachers' Attitudes Toward the Common Entrance Examination

Teachers in the sample were asked to express their support for specific practices embedded within the current St. Kitts and Nevis education system. One such practice involves using the results of the Common Entrance Examination to allocate students to secondary schools. The extent of teachers' endorsement of this practice is illustrated in Table 119.

Table 119: Secondary Teachers' Support for Use of an Entrance Examination for Secondary School Placement

Using a common entrance examination for secondary school placement	2017		2022	
	n	%	n	%
I support this	1	25.0	49	60.5
I DO NOT support this	0	0.0	11	13.6
Not Applicable/No Opinion	1	25.0	18	22.2
No Response	2	50.0	3	3.7
TOTAL	**4**	**100.0**	**81**	**100.0**

The number of teachers who support using a common entrance examination for secondary school placement increased significantly between 2017 and 2022. However, the number of teachers with no opinion remained consistent during the same period.

Secondary Teachers' Attitudes Toward Streaming and Grade Retention

Teachers in the sample were asked about their endorsement of the practices of streaming students based on academic ability and grade retention (having students repeat grades until they pass). Their responses are outlined in Tables 120 and 121, respectively.

Table 120: Secondary Teachers' Support for Streaming According to Ability

Streaming classes according to ability	2017		2022	
	n	%	n	%
I support this	2	50.0	67	82.7
I DO NOT support this	0	0.0	7	8.6
Not Applicable/No Opinion	0	0.0	4	4.9
No Response	2	50.0	3	3.7
TOTAL	**4**	**100.0**	**81**	**100.0**

Half of the teachers in 2017 and the majority of the teachers in 2022 support streaming classes according to the students' abilities.

Table 121: Secondary Teachers' Support for Grade Retention

Grade Retention	2017		2022	
	n	%	n	%
I support this	1	25.0	26	32.1
I DO NOT support this	0	0.0	35	43.2
Not Applicable/No Opinion	1	25.0	16	19.8
No Response	2	50.0	4	4.9
TOTAL	4	100.0	81	100.0

The number of teachers who support grade retention increased very slightly between 2017 and 2022, but the majority of teachers stated that they did not support grade retention.

Summary

Overall, the number of teachers who generally enjoyed teaching increased between 2017 and 2022. Additionally, the number of teachers who liked teaching at their current school increased significantly between 2017 and 2022. While many teachers provide lessons outside of school, the percentage of teachers who never provide lessons outside of school hours is rapidly increasing. A significant portion of teachers believe that parents are willing to pay for extra lessons for their children; however, a consistent percentage of teachers believe that parents are never willing to pay for extra lessons for their children. Moreover, a growing number of teachers believe that they should be financially compensated for the extra lessons that they provide. On the other hand, between 2017 and 2022, teachers' support for a common entrance examination for secondary school placement increased significantly. Half of the teachers in 2017 and the majority of the teachers in 2022 support the streaming classes according to the students' ability. Finally, less than

25% of teachers in 2017-2022 had an opinion of grade retention; however, most teachers in 2022 stated that they did not support it.

Primary Principals' Views on Other Education-Related Issues

Several current issues in education in St Kitts and Nevis were investigated from primary principals' perspectives, including feelings about extra lessons, the Common Entrance Examination, streaming and grade retention.

Primary Principals' Attitudes Toward Out-of-School Lessons

The questionnaire addressed the concern of teachers delivering instruction beyond regular school hours. The principals' responses in the primary school sample are presented in Table 122.

Table 122: Primary Principals' Perceptions of Teachers Being Paid to Provide Extra Lessons Outside of Regular School Hours

Teachers should be paid for extra lessons	2017		2022	
	n	%	n	%
Yes	n/a	n/a	5	55.6
No	n/a	n/a	4	44.4
No Response	n/a	n/a	0	0
TOTAL	n/a	n/a	9	100

About half of the respondents believed teachers should be paid for extra lessons.

Primary Principals' Attitudes Toward the Common Entrance Examination

Principals in the sample were asked to express their support for specific practices embedded within the current Caribbean education systems. One such practice involves using the results of the Common Entrance Examination to allocate students to secondary schools. The extent of Principals' endorsement of this practice is illustrated in Table 123.

Table 123: Primary Principals' Support for Use of Common Entrance Examination for Secondary School Placement

Using the common entrance examination for secondary school placement	2017		2022	
	n	%	n	%
I support this	n/a	n/a	5	55.6
I DO NOT support this	n/a	n/a	3	33.3
Not Applicable/No Opinion	n/a	n/a	1	11.1
No Response	n/a	n/a	0	0
TOTAL	n/a	n/a	9	100

In 2022, support for using the Common Entrance Examination for secondary school placement was present among the majority.

Primary Principals' Attitudes Toward Streaming and Grade Retention

Principals in the sample were asked about their endorsement of the practices of streaming students based on academic ability and grade retention (having students repeat grades until they pass). Their responses are outlined in Tables 124 and 125, respectively.

Table 124: Primary Principals' Support for Streaming According to Ability

Streaming classes according to ability	2017		2022	
	n	%	n	%
I support this	n/a	n/a	6	66.7
I DO NOT support this	n/a	n/a	2	22.2
Not Applicable/No Opinion	n/a	n/a	1	11.1
No Response	n/a	n/a	0	0
TOTAL	n/a	n/a	9	100

In 2022, most primary principals supported streaming classes according to ability.

Table 125: Primary Principals' Support for Grade Retention

Grade Retention	2017		2022	
	n	%	n	%
I support this	n/a	n/a	3	33.3
I DO NOT support this	n/a	n/a	4	44.4
Not Applicable/No Opinion	n/a	n/a	1	11.1
No Response	n/a	n/a	1	11.1
TOTAL	n/a	n/a	9	100

In 2022, one-third of primary principals supported grade retention.

Summary

In 2022, some primary school principals agreed that teachers should be paid for extra lessons. While providing extra lessons for an additional cost may benefit those students whose families can afford them, they create inequity in the system for students who may need extra assistance but cannot afford to pay for them. Support for using the Common Entrance Examination for secondary school placement increased from rose. Support for streaming classes, according to ability, was high in 2022. Most respondents did not support grade retention.

Secondary Principals' Views on Other Education-Related Issues

Several current issues in education in St. Kitts and Nevis were investigated from Secondary principals' perspectives, including feelings about extra lessons, a secondary school entrance examination, streaming and grade retention.

Secondary Principals' Attitudes Toward Out-of-School Lessons

The questionnaire addressed the concern of teachers delivering instruction beyond regular school hours. The principals' responses in the Secondary school sample are presented in Table 126.

Table 126: Secondary Principals' Perceptions of Teachers Being Paid to Provide Extra Lessons Outside of Regular School Hours

Teachers should be paid for extra lessons	2017		2022	
	n	%	n	%
Yes	n/a	n/a	2	50.0
No	n/a	n/a	1	25.0
No Response	n/a	n/a	1	25.0
TOTAL	n/a	n/a	4	100.0

Half of the principals in 2022 believe that teachers should be paid for any extra lessons they provide.

Secondary Principals' Attitudes Toward an Entrance Examination

Principals in the sample were asked to express their support for specific practices embedded within the current Caribbean education systems. One such practice involves using the results of a secondary school entrance examination to allocate students to secondary schools. The extent of the Principals' endorsement of this practice is illustrated in Table 127.

Table 127: Secondary Principals' Support for Use of an Entrance Examination for Secondary School Placement

Using a common entrance examination for secondary school placement.	2017		2022	
	n	%	n	%
I support this	n/a	n/a	3	75.0
I DO NOT support this	n/a	n/a	0	0
Not Applicable/No Opinion	n/a	n/a	0	0
No Response	n/a	n/a	1	25.0
TOTAL	n/a	n/a	4	100.0

The majority of the principals in 2022 support the use of an entrance examination for secondary school placement.

Secondary Principals' Attitudes Toward Streaming and Grade Retention

Principals in the sample were asked about their endorsement of the practices of streaming students based on academic ability and grade retention (having students repeat grades until they pass). Their responses are outlined in tables 128 and 129, respectively.

Table 128: Secondary Principals' Support for Streaming According to Ability

Streaming classes according to ability	2017		2022	
	n	%	n	%
I support this	n/a	n/a	0	0
I DO NOT support this	n/a	n/a	2	50.0
Not Applicable/No Opinion	n/a	n/a	1	25.0
No Response	n/a	n/a	1	25.0
TOTAL	n/a	n/a	4	100.0

Half of the principals did not support streaming according to ability in 2022.

Table 129: Secondary Principals' Support for Grade Retention

Grade Retention	2017		2022	
	n	%	n	%
I support this	n/a	n/a	0	0
I DO NOT support this	n/a	n/a	3	75.0
Not Applicable/No Opinion	n/a	n/a	0	0
No Response	n/a	n/a	1	25.0
TOTAL	n/a	n/a	4	100.0

The majority of principals do not support grade retention.

Summary

Half of the principals in 2022 believe that teachers should be paid for any extra lessons they provide, and they do not support streaming according to ability. Moreover, the majority of the principals in 2022 support the use of an entrance examination for secondary school placement; however, they do not support grade retention.

The Impact of COVID-19 on Teaching and Learning

This section focuses on the factors associated with COVID-19 that affect student achievement. Primary and secondary students were asked various questions about their experiences during

online schooling, including the challenges and positive aspects of learning online, how they accessed lessons, the support they received from the school and at home and their feelings about the impact of online schooling on their attitude toward learning. Primary and secondary teachers were asked questions about teaching during the COVID-19 pandemic, including the challenges they experienced, the technology they used, the support they provided to their students and the impact of teaching online on their overall attitudes toward teaching.

Primary Students' Experiences of Schooling During the COVID-19 Pandemic

Student School Attendance During Lockdown in Primary Schools

Two questionnaire items asked students how they attended school during the island-wide lockdown during the COVID-19 pandemic. Primary student responses can be found in Tables 130 and 131.

Table 130: Primary Students' Attendance During Lockdown

How did you attend classes during the COVID-19 lockdown?	n	%
I did not attend classes during the lockdown	27	19.4
I accessed classes online during the lockdown	107	77
No Response	5	3.6
TOTAL	**139**	**100**

During the COVID-19 lockdown, most primary students attended classes online, with a minority not attending.

Table 131: Primary Students' Method of Accessing Lessons During Lockdown

Methods of access to lessons	n	%
I had no access to lessons	14	10.1
I had access to lessons on the radio	4	2.2
I had access to lessons on television	8	5.8
My teachers sent me worksheets to do	103	74.1
Other	13	9.4

During the COVID-19 lockdown, primary students primarily accessed lessons through worksheets sent by teachers. Less than one-quarter had no access to lessons, while others used television, radio, or other methods.

Challenges Faced During Online Schooling by Primary Students

Primary students were asked to indicate whether or not they experienced any challenges during online schooling and, if so, to indicate what kinds of technological challenges they experienced. They were also asked to indicate more general challenges when adjusting to online schooling. The proportion of primary students facing challenges and the kinds of challenges are reported in Tables 132 to 134.

Table 132: Primary Students' Experiencing Challenges in Online Schooling

Did you experience challenges doing schooling online?	n	%
Yes	93	66.9
No	35	25.2
No Response	11	7.9
TOTAL	**139**	**100**

Over half of the primary students experienced challenges with online schooling during the lockdown, while a notable portion did not face any issues.

Table 133: Primary Students' Technology Challenges in Online Schooling

Challenges in online schooling	n	%
Didn't own a device	18	12.9
Device did not always work	36	25.9
No access to internet	12	8.6
Internet always dropping out	36	25.9
Had to share a device	26	18.7
Did not know how to use the learning platform (Google Classroom, Teams)	25	18
Trouble logging in to meeting spaces (e.g., Zoom)	54	38.8
Other	7	5

Primary students faced various technology challenges in online schooling, with trouble logging into meeting spaces being the most common issue, followed by intermittent internet, device malfunctions, having to share a device and difficulties using learning platforms.

Primary students encountered several challenges adjusting to online schooling, primarily struggling to keep up with schoolwork, difficulty organising their time and finding a quiet workplace, lack of motivation to do schoolwork and being unable to get extra help from teachers.

Table 134: Primary Students' Challenges Adjusting to Online Schooling

Challenges shifting to online schooling	n	%
Difficulty keeping up with my schoolwork	61	43.9
Difficulty organizing my time (e.g., getting to classes on time)	47	33.8
Not able to get extra help with schoolwork from teachers	31	22.3
Not feeling like doing schoolwork	37	26.6
Difficulty finding a quiet place to work	54	38.8
Other	5	3.6
Other	3	2.1

Positive Experiences During Online Schooling by Primary Students

Primary students were asked to indicate whether or not they had any positive experiences during online schooling and, if so, to indicate what kinds of experiences they perceived as positive. The proportion of primary students reporting positive experiences associated with online learning and the kinds of positive experiences are reported in Tables 135 and 136, respectively.

Table 135: Primary Students' Positive Experiences during Online Schooling

Did you have any positive experiences attending school online?	n	%
Yes	94	67.6
No	37	26.6
No Response	8	5.8
TOTAL	139	100

Most primary students reported having positive experiences during online schooling.

Table 136: Primary Students' Technology Challenges in Online Schooling

Positive experiences in online schooling	n	%
More time with family	78	56.1
More time for other activities	61	43.9
Not having to travel to school	50	36
More rest time	59	42.4
Staying in bed longer in the morning before having to get up for school	65	46.8
Others (Please state below):	10	7.2
Other	8	5.6
No Response	47	33.8

Primary students' positive experiences during online schooling included spending more time with family, staying in bed longer before starting school, having more time for other activities, more rest time and avoiding travel to school.

Primary Students' Preferred Learning Environment

Students were asked about their preferences for face-to-face, online, or hybrid learning, and their responses can be found in Table 137.

Table 137: Primary Students' Preferred Teaching Modality

In which one of the following modalities do you prefer to attend school?	n	%
Face-to-face only	39	28.1
Online only	41	29.5
Some face-to-face and some online	47	33.8
Other modality	4	2.9
No Response	8	5.8
TOTAL	139	100

Primary students' preferred learning environments varied, with the majority favouring a hybrid model of some face-to-face and some online learning, followed by a preference for online only and face-to-face only.

Support Received by Primary Students

Primary students were asked what support they received during online schooling from the school and at home and their level of satisfaction with the support they received. Student responses to these items on the survey are shown in Tables 138 to 141.

Table 138: School Support Provided to Primary Students During Online Schooling

What additional support did you receive from the school/teachers?	n	%
I did not receive any additional support from my school/teachers.	39	28.1
Home visits from teachers	8	5.8
One-on-one sessions with teachers when necessary	29	20.9
Additional time for completing classwork and assignments	34	24.5
Direction to online learning resources to support my learning	35	25.2
Other	3	2.2

During online schooling, most students reported not receiving any additional support from their school/teacher. Other students received support such as directions to online learning resources to support their learning, more time to complete work, and one-on-one sessions with teachers when necessary. Few students received home visits from teachers.

Table 139: Primary Students' Satisfaction with Support from School

How satisfied are you with the support you received from the SCHOOL for schooling online?	n	%
Very satisfied	67	48.2
Moderately satisfied	27	19.4
Barely satisfied	18	12.9
Not satisfied at all	16	11.5
No Response	11	7.9
TOTAL	139	100

Primary students' satisfaction with school support varied, with the majority being very satisfied. Others were moderately satisfied, and small proportions were barely or not satisfied.

Table 140: Home Support Provided to Primary Students During Online Schooling

What additional support did you receive at home?	n	%
I did not receive any additional support at home.	22	15.8
I got an appropriate device of my own	64	46
One-on-one sessions with teachers when necessary	18	12.9
Additional time for completing classwork and assignments	23	16.5
Direction to online learning resources to support my learning	23	16.5
Other	2	1.4
No Response	3	2.2
TOTAL	139	100

During online schooling, primary students received several types of support at home. The most commonly reported home support was receiving devices, followed by additional time for completing classwork and assignments and directions to online learning resources to support their learning.

Table 141: Primary Students' Satisfaction with Home Support

How satisfied are you with the support you received at HOME for schooling online?	n	%
Very satisfied	67	48.2
Moderately satisfied	35	25.2
Barely satisfied	14	10.1
Not satisfied at all	11	7.9
No Response	12	8.6
TOTAL	139	100

Under half of primary students were very satisfied with the support they received at home for online schooling.

Primary Students' Access to Technology During Online Schooling

Primary students were asked to indicate how often they had the technology they needed during online schooling, and their responses can be found in Table 142.

Table 142: Primary Students' Access to Technology During Online Schooling

When you had online schoolwork, how often did you have the technology you needed?	n	%
Always	75	54
Often	17	12.2
Sometimes	31	22.3
Seldom	1	.7
Never	5	3.6
No Response	10	7.2
TOTAL	139	100

Primary students' overall access to technology during online schooling was high, with the majority always having the technology they needed, some who often or sometimes had it, and small proportions who seldom or never had the necessary technology.

Primary Students' Perceptions and Experiences During the Pandemic

The COVID-19 pandemic profoundly impacted the lives of primary students, and they were asked about their perspectives, views and experiences during this time. Students were asked to rate the difficulty they experienced transitioning to online schooling and following safety protocols. They were also asked about the overall effect of the pandemic on their attitude toward learning. The results can be found in Tables 143 to 145.

Table 143: Ease of Following Safety Protocols for Primary Students during COVID-19

Statements that BEST applies to following rules when attending face-to-face school during COVID-19	n	%
It was **always hard** for me to follow the safety rules.	44	31.7
It was **sometimes hard** for me to follow the safety rules.	47	33.8
It was **seldom hard** for me to follow the safety rules.	9	6.5
It was **never hard** for me to follow the safety rules.	31	22.3
No Response	8	5.8
TOTAL	139	100

Primary students' experience with changing from face-to-face to online schooling varied, with the highest proportion finding it sometimes hard and always challenging.

Table 144: Ease of Changing from Face-to-Face to Online for Primary Students

Statements that BEST applies	n	%
Changing from face-to-face school to online school was **very hard** for me.	40	28.8
Changing from face-to-face school to online school was **somewhat hard** for me.	16	11.5
Changing from face-to-face school to online school was **a little hard** for me.	32	23
Changing from face-to-face school to online school was **not hard at all** for me.	41	29.5
No Response	10	7.2
TOTAL	139	100

Primary students' ease of following safety protocols during face-to-face school during the COVID-19 pandemic varied, with a sizeable portion finding it not challenging, very challenging, and some finding it challenging.

Table 145: Impact of COVID-19 on Primary Students' Attitude to School

Statements that BEST applies	n	%
The COVID-19 pandemic has had a **very good effect** on how I feel about school.	28	20.1
The COVID-19 pandemic has had a **fairly good effect** on how I feel about school.	24	17.3
The COVID-19 pandemic has had **no effect** on how I feel about school.	40	28.8
The COVID-19 pandemic has had **a fairly bad effect** on how I feel about school.	12	8.6
The COVID-19 pandemic has had **a very bad effect** on how I feel about school.	27	19.4
No Response	8	5.8
TOTAL	139	100

There was significant variation in the impact of COVID-19 on primary students' attitudes towards school, with a notable portion experiencing effect and a very good effect. In contrast, some students felt the pandemic had a good or bad effect.

Summary

During the COVID-19 lockdown, most primary students accessed lessons through worksheets and attended classes online, while some used television, radio, or other methods. Over half faced challenges with online schooling, including login issues, internet challenges, device malfunctions, and difficulties with learning platforms. Some positive reports include students spending more time with family, staying in bed longer before starting school, having more time for other activities, more rest time and avoiding travel to school. Preferences for learning environments varied, with the majority favouring a hybrid model of some face-to-face and some online learning, followed by a preference for online only and face-to-face only. Students reported not receiving support, while some received support primarily from directions to online learning resources to support their

learning, more time to complete work, and one-on-one sessions with teachers when necessary. Few students received home visits from teachers. Most students had access to technology. Most students found it challenging to adhere to safety protocols during in-person schooling. Most students found it challenging to transition to online schooling. The impact of COVID-19 on attitudes towards school also varied, with some students not experiencing any impact and others experiencing positive and negative impacts.

Secondary Students' Experiences of Schooling During the COVID-19 Pandemic

Student School Attendance During Lockdown in Secondary Schools

Two questionnaire items asked students how they attended school during the island-wide lockdown during the COVID-19 pandemic. Secondary student responses can be found in Tables 146 and 147.

Table 146: Secondary Students' Attendance During Lockdown

How did you attend classes during the COVID-19 lockdown?	n	%
I did not attend classes during the lockdown	26	15.7
I accessed classes online during the lockdown	139	83.7
No Response	1	0.6
TOTAL	166	100

Table 147: Secondary Students' Method of Accessing Lessons During Lockdown

Methods of access to lessons	n	%
I had no access to lessons	12	7.2
I had access to lessons on the radio	3	1.8
I had access to lessons on television	12	7.2
My teachers sent me worksheets to do	107	64.5
Other	50	30.1

Other methods reported by Secondary students include Microsoft Teams.

Challenges Faced During Online Schooling by Secondary Students

Secondary students were asked to indicate whether or not they experienced any challenges during online schooling and, if so, to indicate what kinds of technological challenges they experienced. They were also asked to indicate more general challenges when adjusting to online schooling. The

proportion of Secondary students facing challenges and the kinds of challenges are reported in Tables 148 to 150.

Table 148: Secondary Students' Experiencing Challenges in Online Schooling

Did you experience challenges doing schooling online?	n	%
Yes	107	64.5
No	53	31.9
No Response	6	3.6
TOTAL	166	100

Table 149: Secondary Students' Technology Challenges in Online Schooling

Challenges in online schooling	n	%
Didn't own a device	5	3.0
Device did not always work	40	24.1
No access to internet	8	4.8
Internet always dropping out	58	34.9
Had to share a device	12	7.2
Did not know how to use the learning platform (Google Classroom, Teams)	27	16.3
Trouble logging in to meeting spaces (e.g., Zoom)	66	39.8
Other	20	12.0

Table 150: Secondary Students' Challenges Adjusting to Online Schooling

Challenges shifting to online schooling	n	%
Difficulty keeping up with my schoolwork	93	56.0
Difficulty organizing my time (e.g., getting to classes on time)	90	54.2
Not able to get extra help with schoolwork from teachers	58	34.9
Not feeling like doing schoolwork	101	60.8
Difficulty finding a quiet place to work	52	31.3
Other	7	4.2

Other challenges reported by students include not being able to concentrate.

Positive Experiences During Online Schooling by Secondary Students

Secondary students were asked to indicate whether or not they had any positive experiences during online schooling and, if so, to indicate what kinds of experiences they perceived as positive. The proportion of Secondary students reporting positive experiences associated with online learning and the kinds of positive experiences are reported in Tables 151 and 152, respectively.

Table 151: Secondary Students' Positive Experiences during Online Schooling

Did you have any positive experiences attending school online?	n	%
Yes	120	72.3
No	41	24.7
No Response	5	3.0
TOTAL	166	100

Table 152: Secondary Students' Positive Experiences During Online Schooling

Positive experiences in online schooling	n	%
More time with family	67	40.4
More time for other activities	84	50.6
Not having to travel to school	79	47.6
More rest time	101	60.8
Staying in bed longer in the morning before having to get up for school	97	58.4
Others (Please state below):	10	6.0

Other positive experiences reported by students include eating and less stress.

Secondary Students' Preferred Learning Environment

Students were asked about their preferences for face-to-face, online, or hybrid learning, and their responses can be found in Table 153.

Table 153: Secondary Students' Preferred Teaching Modality

In which one of the following modalities do you prefer to attend school?	n	%
Face-to-face only	76	45.8
Online only	7	4.2
Some face-to-face and some online	80	48.2
Other modality	1	0.6
No Response	2	1.2
TOTAL	166	100

Support Received by Secondary Students

Secondary students were asked what support they received during online schooling from the school and at home and their level of satisfaction with the support they received. Student responses to these items on the survey are shown in Tables 154 to 157.

Table 154: School Support Provided to Secondary Students During Online Schooling

What additional support did you receive from the school/teachers?	n	%
I did not receive any additional support from my school/teachers.	63	38.0
Home visits from teachers	8	4.8
One-on-one sessions with teachers when necessary	29	17.5
Additional time for completing classwork and assignments	61	36.7
Direction to online learning resources to support my learning	30	18.1
Other	7	4.2

Table 155: Secondary Students' Satisfaction with Support from School

How satisfied are you with the support you received from the SCHOOL for schooling online?	n	%
Very satisfied	26	15.7
Moderately satisfied	77	46.4
Barely satisfied	45	27.1
Not satisfied at all	14	8.4
No Response	4	2.4
TOTAL	166	100

The highest percentage of students were moderately satisfied with the support they received from their school for schooling online.

Table 156: Home Support Provided to Secondary Students During Online Schooling

What additional support did you receive at home?	n	%
I did not receive any additional support at home.	31	18.7
I got an appropriate device of my own	81	48.8
One-on-one sessions with teachers when necessary	16	9.6
Additional time for completing classwork and assignments	56	33.7
Direction to online learning resources to support my learning	29	17.5
Other	8	4.8

Table 157: Secondary Students' Satisfaction with Home Support

How satisfied are you with the support you received at HOME for schooling online?	n	%
Very satisfied	57	34.3
Moderately satisfied	67	40.4
Barely satisfied	26	15.7
Not satisfied at all	12	7.2
No Response	4	2.4
TOTAL	166	100

The highest percentage of students were moderately satisfied with the support they received at home for online schooling.

Secondary Students' Access to Technology During Online Schooling

Secondary students were asked to indicate how often they had the technology they needed during online schooling, and their responses can be found in Table 158.

Table 158: Secondary Students' Access to Technology During Online Schooling

When you had online schoolwork, how often did you have the technology you needed?	n	%
Always	109	65.7
Often	26	15.7
Sometimes	22	13.3
Never	7	4.2
No Response	2	1.2
TOTAL	166	100.1

The majority of students reported having access to technology when they needed it.

Secondary Students' Perceptions and Experiences During the Pandemic

The COVID-19 pandemic profoundly impacted Secondary students' lives, and they were asked about their perspectives, views and experiences during this time. Students were asked to rate the difficulty they experienced transitioning to online schooling and following safety protocols. They were also asked about the overall effect of the pandemic on their attitude toward learning. The results can be found in Tables 159 to 161.

Table 159: Ease of Following Safety Protocols for Secondary Students during COVID-19

Statements that BEST applies to following rules when attending face-to-face school during COVID-19	n	%
It was **always hard** for me to follow the safety rules.	36	21.7
It was **sometimes hard** for me to follow the safety rules.	50	30.1
It was **seldom hard** for me to follow the safety rules.	26	15.7
It was **never hard** for me to follow the safety rules.	51	30.7
No Response	3	1.8
TOTAL	166	100

Most students reported difficulty following the safety rules during the COVID-19 pandemic.

Table 160: Ease of Changing from Face-to-Face to Online for Secondary Students

Statements that BEST applies	n	%
Changing from face-to-face school to online school was **very hard** for me.	31	18.7
Changing from face-to-face school to online school was **somewhat hard** for me.	38	22.9
Changing from face-to-face school to online school was **a little hard** for me.	45	27.1
Changing from face-to-face school to online school was **not hard at all** for me.	51	30.7
No Response	1	0.6
TOTAL	166	100

The highest percentage of students stated that changing from face-to-face school was not hard for them at all.

Table 161: Impact of COVID-19 on Secondary Students' Attitude to School

Statements that BEST applies	n	%
The COVID-19 pandemic has had a **very good effect** on how I feel about school.	23	13.9
The COVID-19 pandemic has had a **fairly good effect** on how I feel about school.	35	21.1
The COVID-19 pandemic has had **no effect** on how I feel about school.	48	28.9
The COVID-19 pandemic has had **a fairly bad effect** on how I feel about school.	30	18.1
The COVID-19 pandemic has had **a very bad effect** on how I feel about school.	27	16.3
No Response	3	1.8
TOTAL	166	100

The highest percentage of students reported that the COVID-19 pandemic did not affect their feelings about school.

Summary

The majority of the students attended classes online during the COVID-19 lockdown period. These students accessed lessons via the worksheets that their teachers sent to them. However, two-thirds of the students reported facing challenges in online schooling. Two challenges were the lack of a stable internet connection and difficulty keeping up with their schoolwork. However, the students also reported having positive experiences with online schooling, such as feeling less stressed and having more time for alternative activities. These students also explained that they had extra time to complete their assignments during this period. Following this experience, most of the students stated that going forward, they would prefer having some face-to-face and some online classes. The highest percentage of students stated they were moderately satisfied with the support they received from the school and their home for online schooling. Most students reported difficulty following the safety rules during the COVID-19 pandemic. While the students reported having

challenges changing from face-to-face school to online school, the majority of the students stated that the COVID-19 pandemic did not affect how they felt about school.

Primary Teachers' Experiences of Schooling During the COVID-19 Pandemic

Engagement and Teaching Methods During Lockdown in Primary Schools

Two items on the questionnaire asked teachers how they engaged students during the island-wide lockdown during the COVID-19 pandemic. Teachers were asked to indicate whether or not they engaged students and to report on the methods used for engagement. Primary teacher responses can be found in Tables 162 and 163.

Table 162: Primary Teachers' Engagement/Teaching During Lockdown

How did you engage/teach your students during the COVID-19 lockdown?	n	%
I did not engage/teach my students during the lockdown	14	11.8
I engaged/taught my students online during the lockdown	99	83.2
No Response	6	5.0
TOTAL	119	100.0

The majority of teachers engaged/taught their students during lockdown.

Table 163: Primary Teachers' Method of Engagement/Teaching During Lockdown

Did you at any time use any of the following means to engage your students? If so, please indicate which methods you used	n	%
I used (or directed my students to) lessons on the radio	119	100
I used (or directed my students to) lessons on television	5	4.2
I sent my students worksheets to do	81	68.1
I used other means to engage my students	17	14.3

During the COVID-19 lockdown, primary teachers engaged their students by radio, directing students to lessons on television, sending worksheets and other means.

Challenges Faced During Online Schooling by Primary Teachers

Teachers were asked to indicate whether or not they experienced any challenges during online schooling and, if so, what kinds of challenges they experienced. Tables 164 and 165 show the proportion of teachers facing challenges and the types of challenges.

Table 164: Primary Teachers' Experiencing Challenges in Online Schooling

Did you experience challenges doing schooling online?	n	%
Yes	92	77.3
No	15	12.6
No Response	12	10.1
TOTAL	119	100

Most primary teachers experienced challenges with online schooling during the COVID-19 lockdown, while a small portion did not report any challenges.

Table 165: Primary Teachers' Challenges in Online Schooling

Challenges in online schooling:	n	%
Preparing lessons for online teaching	24	20.2
Creating appropriate assessment activities to gauge learning in the online setting	32	26.9
Didn't own a device	27	22.7
Device did not always work	41	34.5
No access to internet	19	16
Internet always dropping out (unstable)	68	57.1
Had to share a device	23	19.3
Did not know how to use the learning platform (Google Classroom, Teams)	20	16.8
Trouble logging in to meeting spaces (e.g., Zoom)	23	19.3
Dealing with parents in the online setting	38	31.9
Other challenge	14	11.8

Primary teachers faced various challenges in online schooling, the most common being unstable internet, device malfunctions, communicating with parents in the online setting, creating appropriate assessments, and preparing online lessons. Other challenges included trouble logging into meeting spaces, learning to use online platforms, sharing a device, and lacking internet access.

Primary Teachers' Preferred Teaching Modalities

Teachers were asked about their preferences for face-to-face, online, or hybrid teaching, and their responses can be found in Table 166.

Table 166: Primary Teachers' Preferred Teaching Modality

In which one of the following modalities do you prefer to engage your students?	n	%
Face-to-face only	61	51.3
Online only	1	.8
Some face-to-face and some online	48	40.3
Other modality	0	0
No Response	9	7.6
TOTAL	119	100

Primary teachers' preferred teaching modalities varied. Most teachers preferred face-to-face only, while others preferred a hybrid form with some online and some face-to-face.

Platforms, Devices and Internet Access for Primary Teachers During COVID-19

Teachers were asked about communication applications, learning platforms, and electronic devices, the source of those devices, and their internet access during online schooling. Tables 167 to 171 show primary teachers' responses to these items.

Table 167: Learning Platforms Used by Primary Teachers

Which of the following learning platforms have you used to engage your students?	n	%
Google Suite/Google Classroom	22	18.5
Moodle	1	.8
Edmodo	3	2.5
Other	62	52.1
No Response	10	8.4
TOTAL	119	100

Along with other platforms, primary teachers also used Google Suite or Google Classroom, Edmodo, and Moodle to engage their students. Other learning platforms used by teachers include Zoom, Teams, and WhatsApp.

Table 168: Communication Applications Used by Primary Teachers

Which of the following communication applications have you used to engage your students?	n	%
Zoom Conferencing	31	26.1
Google Meet	11	9.2
Microsoft Teams	72	60.5
WhatsApp Messaging	71	59.7
Other	2	1.7

Primary teachers primarily engaged students using Microsoft Teams and WhatsApp messaging. Zoom Conferencing and Google Meet were used to a lesser extent, and very few used other communication applications.

Table 169: Devices Used by Primary Teachers for Online Schooling

Which of the following devices have you used for online schooling?	n	%
A desktop computer	10	8.4
A laptop computer	86	72.3
A tablet	25	21
A smartphone	59	49.6
Other	2	1.7
No Response	36	30.3

Most primary teachers used laptop computers for online schooling, with almost half using smartphones and a smaller number using tablet and desktop computers.

Table 170: Sources of Devices Used by Primary Teachers for Online Schooling

Who provided the device(s) that you used for online schooling?	n	%
I used my own throughout the entire period of online schooling	60	50.4
I used my own at first, but then the school assigned me a device	1	.8
I used my own at first, but then the Ministry of Education assigned me a device	10	8.4
I used my own at first, but then I got one from elsewhere	2	1.7
No Response	44	37
TOTAL	119	100

Most teachers used their own devices initially before receiving one from their school or the Ministry of Education, and some continued using their own devices throughout the period.

Table 171: Source of Internet Access for Primary Teachers during Online Schooling

How have you accessed Internet services for online schooling?	n	%
At home	103	86.6
At the school	20	16.8
From a neighbour	4	3.4
From a community hotspot	3	2.5
Other	4	3.4

During online schooling, most primary teachers accessed internet services from home, with some using the school's internet and a small proportion utilising community hotspots, a neighbour's internet, or other sources.

Additional Support Provided by Primary Teachers

Teachers were asked what additional support they were able to provide for their students during online schooling. Primary teacher responses are shown in Table 172.

Table 172: Additional Student Support Provided by Primary Teachers During Online Schooling

What additional support did you provide for your students during online schooling?	n	%
I did not provide any additional support for my students.	10	8.4
I paid home visits to some students	9	7.6
I offered one-on-one sessions with students when necessary	27	22.7
I gave additional time for completing classwork and assignments	73	61.3
I directed students to online resources to support their learning	66	55.5
Other	11	9.2
No Response	41	22.7

During online schooling, primary teachers provided various forms of additional support to their students. Most gave extra time for completing class work and assignments, directed students to online resources, and offered one-on-one sessions. Some teachers also made home visits, while a small proportion did not provide additional support.

Primary Teachers' Perceptions and Experiences During the Pandemic

The COVID-19 pandemic impacted primary teachers' professional and personal lives, and they were asked about their perspectives, views and experiences during this time. Teachers were asked to rate various aspects of the online teaching experience and the difficulty they experienced transitioning to online schooling and following safety protocols. They were also asked about the overall effect of the pandemic on their attitude toward teaching. The results can be found in Tables 173 to 176.

Most primary teachers found their school or Ministry of Education supportive when teaching online. Similarly, many teachers felt supported by students' parents during online school. Some teachers found teaching online very stressful, and about half of the teachers balanced work and personal life well. Most primary teachers found their home environment conducive to teaching online. Similarly, the majority of primary school teachers felt comfortable using technology for online teaching. About half of the teachers rated their students' learning in the online environment as moderate to very good and students' attendance for online classes as moderate to good. Teachers

rated students' participation as moderately to good. Most teachers felt motivated to teach online and were moderately to very satisfied with their online teaching activities during the pandemic.

Table 173: Primary Teachers' Perspectives on Various Aspects of Online Schooling

Features	Ratings (% of sample)					
	0 Not at All Supportive	**1**	**2**	**3**	**4**	**5 Very Supportive**
How supportive was your school or Ministry of Education with respect to teaching online?	5.9	3.4	14.3	26.9	21	17.6
How supportive were your students' parents during online learning?	2.5	7.6	16	26.9	21.8	12.6
	0 Not at All Stressful	**1**	**2**	**3**	**4**	**5 Very Stressful**
How stressful did you find teaching online?	4.2	1.7	8.4	25.2	19.3	30.3
	0 Not at All Well	**1**	**2**	**3**	**4**	**5 Very Well**
How well were you able to balance work and personal life while teaching online?	5	6.7	12.6	34.5	16	15.1
	0 Not at All Conducive	**1**	**2**	**3**	**4**	**5 Very Conducive**
How conducive was your home environment for teaching online?	2.5	6.7	7.6	28.6	21	22.7
	0 Not at All Comfortable	**1**	**2**	**3**	**4**	**5 Very Comfortable**
How comfortable were you with using technology in online teaching?	4.2	3.4	7.6	31.9	20.2	19.3
	0 Extremely Poor	**1**	**2**	**3**	**4**	**5 Very Good**
How would you rate your students' learning in the online environment?	3.4	5.9	19.3	38.7	16.8	3.4
How would you rate your students' attendance for online classes?	3.4	5	19.3	31.9	21.8	5.9
How would you rate your students' participation?	3.4	1.7	13.4	34.5	29.4	5
	0 Not at All Motivated	**1**	**2**	**3**	**4**	**5 Very Motivated**
How motivated were you to teach online?	3.4	6.7	10.1	35.3	24.4	7.6
	0 Not at All Satisfied	**1**	**2**	**3**	**4**	**5 Very Satisfied**
How satisfied were you with your online teaching activities during the pandemic?	4.2	5.9	12.6	32.8	23.5	8.4

Table 174: Ease of Following Safety Protocols for Primary Teachers during COVID-19

Statements that BEST applies	n	%
It was **always hard** for me to follow the safety rules.	8	6.7
It was **sometimes hard** for me to follow the safety rules.	48	40.3
It was **seldom hard** for me to follow the safety rules.	24	20.2
It was **never hard** for me to follow the safety rules.	29	24.4
No Response	10	8.4
TOTAL	119	100

Primary teachers' experiences with following safety protocols during COVID-19 varied. Most found it sometimes challenging, seldom challenging, and always challenging. On the other hand, some found it never hard to follow the safety rules.

Table 175: Ease of Changing from Face-to-Face to Online for Primary Teachers

Statements that BEST applies	n	%
Changing from face-to-face school to online school was **very hard** for me.	27	22.7
Changing from face-to-face school to online school was **somewhat hard** for me.	40	33.6
Changing from face-to-face school to online school was **a little hard** for me.	28	23.5
Changing from face-to-face school to online school was **not hard at all** for me.	11	9.2
No Response	13	10.9
TOTAL	119	100

Primary teachers' ease of transitioning from face-to-face to online schooling also varied, with most teachers finding it somewhat hard, a little hard and very hard. In contrast, some found it not hard at all.

Table 176: Impact of COVID-19 on Primary Teachers' Attitude to Teaching

Statements that BEST applies	n	%
The COVID-19 pandemic has had a **very good effect** on how I feel about teaching.	7	5.9
The COVID-19 pandemic has had a **fairly good effect** on how I feel about teaching.	36	30.3
The COVID-19 pandemic has had **no effect** on how I feel about teaching.	37	31.1
The COVID-19 pandemic has had **a fairly bad effect** on how I feel about teaching.	19	16.0
The COVID-19 pandemic has had **a very bad effect** on how I feel about teaching.	9	7.6
No Response	11	9.2
TOTAL	119	100

Primary teachers' attitudes towards teaching following the COVID-19 pandemic varied. Most participants said COVID-19 had no effect and a reasonably good effect. In contrast, others felt that COVID-19 had a fairly bad effect and a very bad effect on their attitudes about teaching.

Summary

During the COVID-19 lockdown, most primary teachers engaged their students online, primarily by radio, directing students to lessons on television, sending worksheets and other means. Most primary teachers experienced challenges with online schooling during the COVID-19 lockdown. Most challenges were unstable internet, malfunction of devices, communicating with parents online, creating appropriate assessments, and preparing online lessons. Other challenges included trouble logging into meeting spaces, learning to use online platforms, sharing a device, and lacking internet access. The ability to design adaptable assessments and lessons that work across digital and face-to-face formats is becoming increasingly important. If unaddressed, teachers may continue to struggle to provide diverse lesson plans and assessments that align with new educational goals. Preferences for teaching modalities varied, with most preferring face-to-face, hybrid and some online only. Primary teachers mainly used Google Suite or Google Classroom and Google Meet, as well as WhatsApp, Edmodo, Zoom, and Microsoft Teams to connect with students. Teachers mostly used laptops, with smartphones, tablets, and desktops also in use. Most teachers used their own devices initially before receiving one from their school or the Ministry of Education. Some teachers continued using their own devices throughout the period. They accessed the internet from home, school, or community sources. Some teachers also made home visits, while some provided additional support. Teachers provided extra support to students through additional time for assignments, directing students to online resources, and one-on-one sessions. Most primary teachers found their school or Ministry of Education supportive when teaching online. Some teachers found teaching online very stressful, and about half of the teachers balanced work and personal life well. Teachers may still be experiencing stress due to the pandemic, which could continue to impact their effectiveness in the classroom. Most teachers found their home environment conducive to online teaching and felt comfortable using technology. Teachers rated student learning, attendance, and participation as moderate to good and felt moderately motivated and satisfied with their online teaching. Experiences with safety protocols and transitioning to online schooling vary; some found it challenging, and others did not. Primary teachers' attitudes towards teaching following the COVID-19 pandemic varied. Most participants said COVID-19 had no effect and a pretty good effect. In contrast, others felt that Covid-19 had a fairly bad effect and a very bad effect on how they felt about teaching.

Secondary Teachers' Experiences of Schooling During the COVID-19 Pandemic

Engagement and Teaching Methods During Lockdown in Secondary Schools

Two items on the questionnaire asked teachers how they engaged students during the island-wide lockdown during the COVID-19 pandemic. Teachers were asked to indicate whether or not they engaged students and to report on the methods used for engagement. Secondary teacher responses can be found in Tables 177 and 178.

Table 177: Secondary Teachers' Engagement/Teaching During Lockdown

How did you engage/teach your students during the COVID-19 lockdown?	n	%
I did not engage/teach my students during the lockdown	7	8.6
I engaged/taught my students online during the lockdown	68	84.0
No Response	6	7.4
TOTAL	81	100.0

Table 178: Secondary Teachers' Method of Engagement/Teaching During Lockdown

Did you at any time use any of the following means to engage your students? If so, please indicate which methods you used	n	%
I used (or directed my students to) lessons on the radio	1	1.2
I used (or directed my students to) lessons on television	1	1.2
I sent my students worksheets to do	53	65.4
I used other means to engage my students	20	24.7

Challenges Faced During Online Schooling by Secondary Teachers

Teachers were asked to indicate whether or not they experienced any challenges during online schooling and, if so, what kinds of challenges they experienced. Tables 179 and 180 show the proportion of teachers facing challenges and the types of challenges.

Table 179: Secondary Teachers' Experiencing Challenges in Online Schooling

Did you experience challenges doing schooling online?	n	%
Yes	74	91.4
No	1	1.2
No Response	6	7.4
TOTAL	81	100.0

Table 180: Secondary Teachers' Challenges in Online Schooling

Challenges in online schooling:	n	%
Preparing lessons for online teaching	31	38.3
Creating appropriate assessment activities to gauge learning in the online setting	45	55.6
Didn't own a device	10	12.3
Device did not always work	21	25.9
No access to internet	15	18.5
Internet always dropping out (unstable)	46	56.8
Had to share a device	9	11.1
Did not know how to use the learning platform (Google Classroom, Teams)	12	14.8
Trouble logging in to meeting spaces (e.g., Zoom)	18	22.2
Dealing with parents in the online setting	20	24.7
Other challenge	12	14.8

Secondary Teachers' Preferred Teaching Modalities

Teachers were asked about their preferences for face-to-face, online, or hybrid teaching; their responses are shown in Table 181.

Table 181: Secondary Teachers' Preferred Teaching Modality

In which one of the following modalities do you prefer to engage your students?	n	%
Face-to-face only	40	49.4
Online only	0	0
Some face-to-face and some online	37	45.7
Other modality	0	0
No Response	4	4.9
TOTAL	81	100.0

Platforms, Devices and Internet Access for Secondary Teachers During COVID-19

Teachers were asked about communication applications, learning platforms, and electronic devices, the source of those devices, and their internet access during online schooling. Secondary teachers' responses to these items can be found in Tables 182 to 186.

Table 182: Learning Platforms Used by Secondary Teachers

Which of the following learning platforms have you used to engage your students?	n	%
Google Suite/Google Classroom	29.	35.8
Moodle	0	0
Edmodo	2	2.5
Other	31	38.5

Table 183: Communication Applications Used by Secondary Teachers

Which of the following communication applications have you used to engage your students?	n	%
Zoom Conferencing	29	35.8
Google Meet	15	18.5
Microsoft Teams	73	90.1
WhatsApp Messaging	49	60.5
Other	2	2.5

Table 184: Devices Used by Secondary Teachers for Online Schooling

Which of the following devices have you used for online schooling?	n	%
A desktop computer	13	16.0
A laptop computer	75	92.6
A tablet	22	27.2
A smartphone	47	58.0

Table 185: Sources of Devices Used by Secondary Teachers' for Online Schooling

Who provided the device(s) that you used for online schooling?	n	%
I used my own throughout the entire period of online schooling	46	56.8
I used my own at first, but then the school assigned me a device	3	3.7
I used my own at first, but then the Ministry of Education assigned me a device	12	14.8
I used my own at first, but then I got one from elsewhere	1	1.2
No Response	16	19.8
TOTAL	**78**	**96.3**

Table 186: Source of Internet Access for Secondary Teachers' during Online Schooling

How have you accessed Internet services for online schooling?	n	%
At home	76	93.8
At the school	22	27.2
From a neighbour	0	0
From a community hotspot	2	2.5
Other	3	3.7

Additional Support Provided by Secondary Teachers

Teachers were asked what additional support they were able to provide for their students during online schooling. Secondary teacher responses are shown in Table 187.

Table 187: Additional Student Support Provided by Secondary Teachers' During Online Schooling

What additional support did you provide for your students during online schooling?	n	%
I did not provide any additional support for my students.	9	11.1
I paid home visits to some students	2	2.5
I offered one-on-one sessions with students when necessary	17	21.0
I gave additional time for completing classwork and assignments	55	67.9
I directed students to online resources to support their learning	55	67.9
Other	0	0

Secondary Teachers' Perceptions and Experiences During the Pandemic

The COVID-19 pandemic impacted secondary teachers' professional and personal lives, and they were asked about their perspectives, views and experiences during this time. Teachers were asked to rate various aspects of the online teaching experience and the difficulty they experienced transitioning to online schooling and following safety protocols. They were also asked about the overall effect of the pandemic on their attitude toward teaching. The results can be found in Tables 188 to 191.

When asked how supportive their school or the Ministry of Education was during this period, many teachers gave a neutral answer indicating that their school or Ministry of Education support had little impact on their performance. In contrast, the highest percentage of teachers noted that this period was very stressful, but their students' parents were very supportive. Most teachers indicated that their student's learning was very neutral during this period, which suggests that the students did not gain much new knowledge. However, they also did not lose what they had already acquired. They also stated that the students' environments were not ideal but not too horrible. Additionally, their students' participation was neutral during this period, suggesting that some participated while others did not.

Table 188: Secondary Teachers' Perspectives on Various Aspects of Online Schooling

Features	Ratings (% of sample)					
	0 Not at All Supportive	**1**	**2**	**3**	**4**	**5 Very Supportive**
How supportive was your school or Ministry of Education with respect to teaching online?	3.7	11.1	12.3	24.7	18.5	23.5
How supportive were your students' parents during online learning?	0	8.6	16.0	22.2	25.9	30.9
	0 Not at All Stressful	**1**	**2**	**3**	**4**	**5 Very Stressful**
How stressful did you find teaching online?	0	1.2	8.6	16.0	25.9	43.2
	0 Not at All Well	**1**	**2**	**3**	**4**	**5 Very Well**
How well were you able to balance work and personal life while teaching online?	2.5	7.4	19.8	27.2	28.4	7.4
	0 Not at All Conducive	**1**	**2**	**3**	**4**	**5 Very Conducive**
How conducive was your home environment for teaching online?	2.5	14.8	13.6	22.2	18.5	22.2
	0 Not at All Comfortable	**1**	**2**	**3**	**4**	**5 Very Comfortable**
How comfortable were you with using technology in online teaching?	2.5	6.2	7.4	22.2	25.9	30.9
	0 Extremely Poor	**1**	**2**	**3**	**4**	**5 Very Good**
How would you rate your students' learning in the online environment?	6.2	16.0	28.4	33.3	8.6	2.5
How would you rate your students' attendance for online classes?	9.9	24.7	33.3	23.5	2.5	0
How would you rate your students' participation?	4.9	23.5	25.9	26.9	7.4	2.5
	0 Not at All Motivated	**1**	**2**	**3**	**4**	**5 Very Motivated**
How motivated were you to teach online?	11.1	9.9	17.3	37.0	11.1	8.6
	0 Not at All Satisfied	**1**	**2**	**3**	**4**	**5 Very Satisfied**
How satisfied were you with your online teaching activities during the pandemic?	7.4	12.3	17.3	39.5	14.8	2.5

Table 189: Ease of Following Safety Protocols for Secondary Teachers during COVID-19

Statements that BEST applies	n	%
It was **always hard** for me to follow the safety rules.	7	8.6
It was **sometimes hard** for me to follow the safety rules.	26	32.1
It was **seldom hard** for me to follow the safety rules.	20	24.7
It was **never hard** for me to follow the safety rules.	24	29.6
No Response	4	4.9
TOTAL	**81**	**100.0**

Table 190: Ease of Changing from Face-to-Face to Online for Secondary Teachers

Statements that BEST applies	n	%
Changing from face-to-face school to online school was **very hard** for me.	17	21.0
Changing from face-to-face school to online school was **somewhat hard** for me.	26	32.1
Changing from face-to-face school to online school was **a little hard** for me.	24	29.6
Changing from face-to-face school to online school was **not hard at all** for me.	10	12.3
No Response	4	4.9
TOTAL	**81**	**100.0**

Table 191: Impact of COVID-19 on Secondary Teachers' Attitude to Teaching

Statements that BEST applies	n	%
The COVID-19 pandemic has had a **very good effect** on how I feel about teaching.	7	8.6
The COVID-19 pandemic has had a **fairly good effect** on how I feel about teaching.	15	18.5
The COVID-19 pandemic has had **no effect** on how I feel about teaching.	25	30.9
The COVID-19 pandemic has had **a fairly bad effect** on how I feel about teaching.	23	28.4
The COVID-19 pandemic has had **a very bad effect** on how I feel about teaching.	7	8.6
No Response	4	4.9
TOTAL	**81**	**99.9**

Summary

Most of the teachers engaged with their students during the COVID-19 lockdown period. Many teachers reported sending worksheets to their students during the COVID-19 lockdown period. Almost every teacher stated that they experienced challenges during online schooling. Some of these challenges were creating appropriate assessment activities to gauge learning in the online setting and unstable internet connections. The teachers reported using various devices and platforms to engage with their students during this period. However, over half of these teachers noted using their personal devices in their homes to engage with their students. The highest percentage of teachers reported that they gave their students additional time to complete their assignments during this period. The teachers note that their schools/ministry's involvement did not

substantially impact their online performance. While this teaching experience was stressful for the teachers, they noted that their students' parents were very supportive. Most concerning, the teachers stated that their students' performance was not positive or negative during this period. Most teachers indicated that it was not very hard for them to follow the safety protocols. However, they did have a few challenges changing from face-to-face to online school.

Conclusion

The findings underscore advancements and ongoing challenges in education in St. Kitts and Nevis from 2017 to 2022. While there have been positive shifts toward modernising school leadership practices, increasing technology integration, and aligning professional development with school goals, some outdated colonial-era practices remain, suggesting that additional reforms are needed to adapt education to the contemporary Caribbean context fully.

The persistence of older practices implies that systemic changes are still required to align educational goals with the current needs and cultural contexts of students and teachers. Transitioning to evidence-based policymaking is essential for resource-limited settings like St. Kitts and Nevis. However, there is a need for stronger connections between school leadership, classroom practices, and curriculum coordination to sustain meaningful academic improvement. The impact of COVID-19 on student engagement and teacher practices also underscores the importance of flexible, adaptable learning environments and policies to support students and educators in the face of future disruptions.

What's Next…

In the pre-COVID (2017) and post-COVID (2022/2024) periods, data were collected from primary and secondary students, teachers and school principals from Barbados and the Eastern Caribbean to investigate certain home and school factors that known to influence academic achievement, both at the individual level and school level. This report focused on the data collected in St Kitts and Nevis. It provides a descriptive summary of the responses from the various participant groups in this country that shed light on the home and school factors investigated and, in some cases, discusses implications.

A follow-up to this report is imminent. The follow-up report will examine the relationship between home and school factors summarised in this current report and academic achievement at the school level. Using primarily correlational analysis, we will explore, for example, the link between:

- school leadership and students' attitudes to school and learning
- school leadership and teachers' instructional practices
- students' home literacy behaviour and school achievement
- students' attitudes to school and learning and school achievement

- students' perceptions of their school and school achievement

Such issues will be explored for the pre- and post-COVID periods.

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