

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



COUNTRY REPORT **Grenada**

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Caribbean Educational Research Centre

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Academic Performance: Home and School Factors

GRENADA COUNTRY REPORT

Caribbean Educational Research Centre

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This research was planned and executed by:

The Caribbean Educational Research Centre

The University of the West Indies

Cave Hill Campus, Barbados

- ❖ Professor S. Joel Warrican, Director
- ❖ Dr Coreen J. Leacock, Research Coordinator
- ❖ Dr Erin Mahon, Research Fellow
- ❖ Dr Laurette Bristol, Project Officer
- ❖ Ms Desiré Collins, Research Assistant
- ❖ Ms Rachel Frame, Research Assistant
- ❖ Ms Judy Ann Auld, Research Assistant
- ❖ Ms Talyjah Hyatt, Research Assistant
- ❖ Ms Jimelle Roberts, Research Assistant
- ❖ Ms Crescentiana Alfred, Research Assistant
- ❖ Ms Jonielle Alleyne, Research Assistant
- ❖ Mrs Paula Alleyne, Research Assistant
- ❖ Ms Bethlene Ferdinand, Research Assistant
- ❖ Mr Don Howell, Research Assistant
- ❖ Mrs Nitha Mauricette-Philip, Research Assistant
- ❖ Dr Allison DaSantos, Research Fellow
- ❖ Dr Chloe Walker, Research Fellow

Global Campus, Barbados

- ❖ Ms Melissa Alleyne, Planning Officer

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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 Recently, there has been a movement towards evidence-informed policymaking to address these outdated practices.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 Grenada. 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 Grenada. 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 Grenada in 2017 and 2022 on:

1. Primary and secondary school students' home environment.
2. Primary and secondary school students' attitudes towards 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 Caribbean Primary Exit Assessment (CPEA) for secondary school placement, grade retention and ability-based streaming.
7. The impact of COVID-19 on primary and secondary school students' attitudes towards learning and teachers' attitudes towards 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 Grenada. The study targeted key factors affecting academic achievement, including school, personal, and home influences. Given the number of schools in Grenada 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):

- ❖ 148 primary students, 89 teachers, and one principal were surveyed.
- ❖ 291 secondary students, 43 teachers, and four principals were surveyed.

Phase Two (2022):

- ❖ 153 primary students, 62 teachers, and five principals from seven schools across seven school districts were surveyed.
- ❖ 331 secondary students, 76 teachers, and seven principals from eight schools across seven school districts 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

- ❖ Over 90% of primary school students attended nursery prior to primary school in both 2017 and 2022. Early childhood education is critical for foundational cognitive, social and

emotional development. Thus, this enrolment augurs well for key developmental areas and affects long-term academic success among students.

- ❖ The proportion of female primary students increased by 2022, while the proportion of males decreased slightly. On the other hand, at the secondary level, the proportion of females decreased in 2022, while there was a significant increase in the number of males surveyed that year. Such an increase in male students at the secondary level in 2022 can be likely attributed to the inclusion of Grenada's largest all-boys secondary school, although also of note was the inclusion of an all-girls secondary school in the sample.

Teachers

- ❖ In 2017 and 2022, primary school teachers were predominantly female, with a slight decrease in female representation by 2022. Notably, however, the teachers at the secondary level were also predominantly females. This trend highlights a potential gender imbalance, which could limit diverse teaching perspectives and male role models for students. Conversely, the proportion of male secondary school teachers rose slightly, enhancing gender diversity and offering more role models for male students. Addressing gender imbalance at the primary level through targeted recruitment and support initiatives for male teachers is essential.
- ❖ From 2017 to 2022, there was a significant increase in the proportion of primary teachers who held bachelor's degrees and also an increase in those with education-related qualifications. There was also a significant increase in the percentage of trained graduates at the primary level. At the secondary level, there was a notable increase in the percentage of teachers holding advanced degrees and a slight increase in the percentage holding education-related degrees. Notably, the percentage of trained graduates generally remained the same over both years, but there was an increase in the percentage of untrained graduates. On one hand, this trend holds positive implications for instruction, as it implies that several teachers possess pedagogical content knowledge and skills which augur well for their instructional practices. There is also concern regarding those graduate and non-graduate teachers who remain untrained, especially at the secondary level. Therefore, there is a need to expand teacher training programmes and continuing professional development programmes to support teachers' instruction and assessment practices.

- ❖ Subject-specific teaching trends showed a rise in General Studies, Business, Math and Science for secondary school teachers but a slight decline in those teaching Industrial Arts. This situation could limit educational breadth and career opportunities, especially for those in non-traditional areas. Supporting subjects with declining teacher numbers is vital for providing comprehensive education.

Principals

- ❖ In 2017 and 2022, most primary and secondary school principals were females, reflecting strong female leadership but also indicating a gender imbalance in primary school administration. This imbalance mirrors the predominantly female teaching workforce and may limit diverse perspectives in leadership and decision-making, potentially discouraging male educators from aspiring to leadership roles. Promoting initiatives encouraging more male candidates to pursue leadership roles in primary education is crucial for enhancing gender diversity in school administration.
- ❖ In 2017 and 2022, nearly all primary principals in the sample had education-related qualifications and leadership or management training. In 2022, the percentage of secondary principals who held bachelor's degrees increased from 2017; however, there was a slight decrease in those holding master's degrees in 2022. About half of the secondary principals held education-related qualifications in 2022, and most did so in 2017. This suggests a decline over time in the proportion of principals with formal training in education, which may have implications for school leadership and instructional quality. The majority of the principals in 2017 possessed leadership or management training and this increased to 100% in 2022.

Key Findings: Home and School Factors Affecting Academic Achievement

Students' Home Environment

The home environment is critical in shaping students' educational experiences and overall development. This section presents findings on parental employment, access to resources at home, leisure activities, and participation in extra-curricular activities, which affect the well-being and academic success of both primary and secondary school students.

Primary School Students

- ❖ Most primary students reported having parents who worked full-time; for both parents, especially fathers, there was an increase in full-time work from 2017 to 2022. Many working parents may be limited in their ability to engage with their children's education, potentially impacting students' academic performance and well-being. Support programmes that provide resources for working parents and promote family involvement in education are essential.
- ❖ In 2022, there was a slight increase in the percentage of students with regular internet access at home, a desk to study at and technical reference books. Smartphones and electronic tablets were the two main devices that primary students used. Access to a computer for completing schoolwork decreased in 2022. However, the percentage of students accessing an electronic tablet at home increased in 2022. Such an increase could result from the government's initiative to provide students with tablets for online schooling during the COVID-19 pandemic. This created some measure of equality in technology. Notably, unequal access to technology and educational resources may create disparities in students' ability to complete schoolwork, conduct research online and participate in digital learning.
- ❖ There was a decrease in the proportion of students living in homes with large book collections and those who were read to at home, which may threaten literacy development. Initiatives that promote library use, book donation programmes, and encouraging reading in both traditional and digital formats may help address these challenges.
- ❖ Although the majority of students participated in extracurricular activities, there was a marked decline in student participation in 2022. Expanding extracurricular offerings and addressing barriers to participation through financial support, safe environments, and scheduling activities during school hours may enhance student involvement.

Secondary School Students

- ❖ There was a decline in the number of students who reported that their mothers worked for full pay and a slight decrease in the number of fathers working for full pay, which has implications for the financial support provided to students by their parents.

- ❖ Between 2017 and 2022, there was a slight increase in the percentage of students having regular access to the internet at home. There was also an increase in the percentage of students having regular access to smartphones, electronic tablets, and desktop computers. Much like the primary students, there was an increase in the percentage of students with a desk to study and educational software. This access to essential educational resources such as computers and schoolbooks is vital for effective learning. Ensuring that all students have access to these resources is critical.
- ❖ The leisure activities secondary students engaged in most were listening to music, watching movies/videos on a device, using social media, and watching television. The percentage of students who played video games increased, and fewer students reported reading across the two years. Promoting a balanced approach to leisure activities that includes creative pursuits such as writing alongside sports and digital activities is essential for secondary school students.
- ❖ Reading preferences shifted from paper to electronic formats and the combined use of paper and electronic formats was a less commonly selected option for students. Of the reported reading materials, Manga, a style of Japanese comic books and graphic novels, was noted. These results reflect technological advancements. Supporting access to diverse reading materials in both formats may enhance literacy skills.
- ❖ In 2022, there was a notable increase in the percentage of students who did not participate in extracurricular activities. Students cited reasons such as not being interested in what was offered, having to reach home early, and heavy workloads as deterrents to their participation in extracurricular activities. Participation in extracurricular activities is vital for social skills development and personal growth. Offering a wide range of activities aligned with students' interests, assisting students in achieving workload balance, and engaging parents in supporting their children's involvement may increase participation.

Students' Perception of School and Learning

Students' perceptions of their school environment and of learning significantly influence their academic motivation and overall school experience. This section explores how students viewed

school and learning between 2017 and 2022, highlighting shifts in engagement, discipline, school climate, and community involvement.

Primary School Students

- ❖ Between 2017 and 2022, primary students consistently believed that school would help them get a good job in the future, that learning new things at school is fun, that school would help them know many things and help them think better, and that school is essential for everyone. There were increases in the proportion of students who agreed that they liked all the different things they did at school and those who agreed that what they learned at school was good for their brains. These positive perceptions of the importance of education and schooling will likely influence students' attitudes towards learning.
- ❖ A very small proportion of students in 2017 reported that they found school boring; however, by 2022, this percentage had doubled. Increases were also seen in the percentage of students who likened school to a prison and who would rather be at home alone than at school. This shift in students' feelings of enjoyment at school suggests a possible decline in student engagement. To address this, schools should emphasise interactive and diverse teaching methods to maintain interest and deepen learning.
- ❖ While there were some consistencies in primary students' perceptions of school climate, there were notable shifts. Some of these include the fact that in 2017, students reported that many students did not get along at their school; however, in 2022, students stated that they all got along no matter what they looked like or where they were from. Additionally, in 2017, students stated that the popular students at their school thought they were better and were often mean to others; however, in 2022, students stated that the popular students at their school were nice to other students. These improvements in students' perceptions of their school environment hold implications for feeling emotionally safe and secure, positively impacting their learning and educational outcomes.
- ❖ When it came to classroom rules, students believed that they were clear and kept the kids from misbehaving in 2017, and in 2022, they believed that the rules were clear and helped the kids get along.

Secondary School Students

- ❖ Generally, there were consistent trends in the responses of secondary students regarding how they felt about school and learning in 2017 and 2022. Much like primary students, secondary students also recognise the long-term benefits of education. However, many reported a lack of enjoyment, which may affect their engagement, motivation, and overall well-being. In spite of this feeling, the majority of them preferred to be at school. The attachment to friends and peers is a significant highlight in the adolescent period, and this could have accounted for why, despite the lack of enjoyment at school, students still opted to be at school rather than home. The lack of enjoyment emphasises the need for strategies to make school more enjoyable, such as integrating interactive learning activities, creative use of technology, and balancing workloads to prevent burnout.
- ❖ Generally, there was a measure of consistency in aspects of school climate for which the highest percentage of students was selected in 2017 and 2022. For instance, in response to their experience at their school, most students claimed that while a few things are broken, mostly things at their school work, that students work together on projects in their class, that most of the time they understand what is expected, that what is important in their classes is how much they try and the effort that they put into their work, that the classwork made them think and challenged them, that when they used mean language they got in trouble from an adult and that there are one or two adults that they can trust.
- ❖ While perceptions of school climate remained relatively positive between 2017 and 2022, in response to the popular students at school, in both years, students claimed that the popular students think that they are better, and they are often mean to others. In addition, in both years, students reported feeling safe on some days and not on other days. These issues raise concerns about students' psychological and emotional well-being and warrant that measures be put in place to deter 'mean' behaviours by popular students to create a community of learners where everyone feels valued and safe.
- ❖ In 2017, most students described the work in class as interesting but primarily taken out of a book; however, in 2022, most students described their classwork as active, hands-on and interesting. This change in perception suggests a shift in pedagogical practices that emphasise teaching methods that promote critical thinking, problem-solving, and

creativity, using project-based learning and other engaging approaches, which help to stimulate intellectual growth among students.

Teachers' Classroom Practices

Effective classroom practices are essential for enhancing student learning and engagement. This section explores the key trends and developments in primary teachers' technology use, student engagement and democratic teaching practices.

Primary Teachers

- ❖ Compared to 2017, primary teachers' use of various technologies increased in frequency in 2022. In 2022, teachers' reports of engaging students in online discussions, sending lesson information, assignments and other communication to students by email and posting homework assignments online increased. Across both years, however, most teachers reported that they did not use digital cameras, scanners and LCD projectors in their lessons.
- ❖ By 2022, factors that had previously affected teachers' use of technology in 2017, such as insufficient computers and the inability to easily access the Internet, had improved.
- ❖ There were numerous consistencies with the activities students engaged in 2017 and 2022, such as that they often worked individually answering questions in textbooks or worksheets, often worked on their own assignments at their own desks, and often engaged in whole-class activities. This collaborative and individual learning balance supports active engagement and personalised skill development. Encouraging a blend of whole class and individual activities, supported by diverse instructional strategies, is essential for addressing different learning preferences.
- ❖ Teachers used a variety of democratic instructional practices over both years. These practices included didactic questions, demonstrations, and guided methods, each of which increased in frequency in 2022. Compared to 2017, shared methods, journals, and learning centres were used less frequently in 2022.
- ❖ Teachers continued to send home notes to parents about students' good behaviour and there were increased reports of teachers calling parents about students' misbehaviour. Parental involvement is beneficial for reinforcing positive behaviours and addressing issues

collaboratively. Promoting regular, constructive communication between teachers and parents, as part of a partnership approach to education, should be a priority.

- ❖ In both years, teachers often rewarded students' positive behaviours with stickers. However, the proportion of teachers who reported working with students to establish a code of classroom behaviour and consequences for infractions declined from often to sometimes in 2017.

Secondary Teachers

- ❖ In both 2017 and 2022, teachers' use of technology remained consistent in traditional areas related to preparation for instruction, producing homework assignments, preparing handouts, and getting information for use in lesson plans.
- ❖ In 2022, there was an increase in teachers' use of technology, mainly as it related to incorporating technology in the instructional process, using multimedia presentations, communicating with students via email, engaging students in online discussions, and using online games to reinforce concepts taught. Such increase in the use of technology in 2022 may be credited to the shift to online learning during the COVID-19 pandemic. This may have led to improved skills in the use of technology and a greater appreciation for the incorporation of technology in the teaching and learning process. This shift augurs well for meeting the needs of contemporary learners who are described as 'digital natives', who prefer to work and learn through the use of technology.
- ❖ Notably, several factors influencing teachers' use of technology, such as the internet not being readily accessible, the lack of administrative support, and the lack of support regarding ways to integrate technology, decreased in 2022. These shifts can be attributed to the widespread integration of technology in teaching spurred on by the COVID-19 pandemic. Such inclusion also resulted in increased training for teachers, increased administrative and technical support and accommodation for technology use within the existing curriculum.
- ❖ Teachers' responses to the extent to which students engaged in various activities and using democratic classroom practices remained consistent between 2017 and 2022 in most areas.

Classroom practices that they utilised often include demonstrations, guided methods, and differentiated instruction.

- ❖ While there was increased use of shared methods in 2022, there was a decreased use in other practices, such as allowing students to grade their own work before grading it, use of research projects, and use of debates and journals. The decline in these methods may affect students' development of higher order thinking skills and engagement and self-regulation. Emphasising these activities is essential for fostering active student participation in learning. A balanced approach that includes traditional and innovative methods, such as reflective learning practices, is essential for a comprehensive educational experience.
- ❖ Across both years, teachers reported that they seldom used physical restraint for misbehaving students, and they never used learning contracts, threatened to send students outside of the classroom if they do not behave, or send home notes to parents about students' good behaviour.

School Leadership

Effective school leadership is a cornerstone of successful educational environments, directly influencing teacher performance, student outcomes, and overall school culture. This section examines the perspectives of primary and secondary principals and teachers on leadership practices in 2017 and 2022.

Primary Teacher and Principal Perspectives

- ❖ There were increased reports from teachers from 2017 to 2022 of the frequency with which principals engaged in practices related to communicating goals. In fact, primary principals' responses showed that they were consistently focused on developing and communicating school goals.
- ❖ Teachers reported that when it came to coordinating the curriculum, primary principals did this with varying levels of frequency and there were increased reports of the number of principals who almost always made clear who was responsible for coordinating the curriculum across grade levels and those who drew upon the results of school-wide testing when making curricular decisions. Similarly, primary principals consistently reported

focusing on these areas, with an increase in goal setting and communication consistency by 2022. This alignment underscores the importance of ensuring that all staff members work towards common objectives, with continued support and training in practical goal setting and communication being essential.

- ❖ Teachers reported that principals continued to monitor students' progress and almost always protected instructional time in 2017 and 2022. Principals' responses varied over both years. Compared to 2017, reports of limiting interruptions to instruction time by public address announcements increased in 2022.
- ❖ Primary principals maintained high visibility in both years, although reports of almost always taking the time to talk informally with students and teachers during recess and breaks decreased in frequency in 2022.
- ❖ When compared to 2017, the proportion of teachers who reported that primary principals frequently complimented teachers privately for their efforts or performance increased, while there were decreased reports of principals acknowledging teachers' exceptional performance by writing memos for their personnel files. According to the principals, they continued to provide incentives for teachers. In 2022, there were improvements in how frequently teachers' superior performances were reinforced and how frequently teachers were complimented privately for their efforts or performance.
- ❖ In 2017 and 2022, teachers reported that primary principals frequently promoted professional development through leading or attending teacher in-service activities. Similarly, in 2017, the principal reported that they frequently ensured that in-service activities attended by staff were consistent with the school's goals, actively supported the use in the classroom of skills acquired during in-service training, obtained the participation of the whole staff in important in-service activities and set aside time at faculty meetings for teachers to share ideas or information from in-service activities.
- ❖ From 2017 to 2022, there were shifts in primary teachers' reports of principals providing incentives for learning. From the principal's end, the incentives for learning also varied across the two years, with a decreased frequency of recognising students who did superior work with formal rewards such as honour roll or mentioned in the principal's newsletter.

Secondary Teacher and Principal Perspectives

- ❖ By 2022, an increased percentage of teachers reported that principals frequently set annual goals and used students' performance data when developing easily understood and used goals. Teachers also reported improved communication of the school's mission by principals. The principals also confirmed that they consistently engaged in these practices. These practices are essential for driving school improvement and creating a unified vision.
- ❖ Practices related to coordinating the curriculum also reportedly improved in 2022, as a large percentage of teachers indicated that their principals frequently made clear who was responsible for coordinating the curriculum, drew upon results when making curriculum decisions, and actively participated in the review of curriculum materials. Principals also confirmed that they consistently engaged in practices related to coordinating the curriculum.
- ❖ Regarding practices promoting professional development, teachers and principals reported that these practices improved in 2022 or remained consistently positive. The importance of professional development in schools cannot be underestimated, and every effort should be continued to ensure that teachers are exposed to quality professional development to ensure favourable outcomes for students and the educational system.
- ❖ Across both years, teachers were consistent in their reports that principals frequently ensured that classroom practices of teachers were consistent with school goals and monitored students' progress by frequently meeting with teachers to discuss this process. Similarly, in 2017, one-quarter of the principals reported that they sometimes or always ensured that the classroom priorities of teachers were consistent with the goals and directions of the school. In 2022, many principals reported that this was frequently done.
- ❖ Teachers' views about principals' actions to protect instructional time and maintain visibility were positive in both years. Principals confirmed the sentiments expressed by teachers. In both 2017 and 2022, most principals reported that they frequently and almost always limited interruptions of instructional time by public address announcements and almost always encouraged teachers to use instructional time for teaching and practising

new skills. In addition, in 2022, many principals reported that they frequently or almost always took the time to talk informally with students and teachers during breaks.

- ❖ In 2022, from the teachers' end, there was reportedly a decreased frequency in which principals met individually with teachers to discuss students' performance. Conversely, according to reports from the principals, in 2017, they sometimes met individually with teachers to discuss progress, and this increased in 2022.
- ❖ In 2017, the principal reported that they frequently ensured that the school's academic goals were reflected in highly visible displays in the school; however, in 2022, the largest proportion of primary principals reported that this was seldom or sometimes done.

School Characteristics

- ❖ In 2017, all secondary principals reported that student and teacher absenteeism was a moderate challenge. This, however, varied in 2022 as student absenteeism was viewed as a moderate challenge. However, teacher absenteeism increased to a major challenge. Similar challenges were reported at the primary level, where although teacher absenteeism was described as no challenge at all in 2017, by 2022, it was reported as a moderate challenge, and student absenteeism continued to be described as a moderate challenge in 2022. Absenteeism potentially disrupt learning and teaching continuity, affecting overall school performance and student outcomes. Comprehensive strategies to reduce student and teacher absenteeism should be implemented, such as early intervention programmes, regular monitoring, and fostering a positive school culture that encourages attendance.
- ❖ Principals' report of facilities that were present and in use at the secondary level remained consistent over both years for facilities such as a library, computer lab, science laboratories and art room, while sickbays, which were not present in 2017, were now present and in use in 2022. On the other hand, hardcourts, mainly present and in use in 2017, had decreased in prevalence by 2022. This situation calls for some review, as hardcourts are necessary spaces for students to engage in activities that promote physical health and general well-being. All primary schools had a playing field that was used; however, across both years, most schools did not have facilities such as canteens, science laboratories and music rooms. Notably, in 2022, most primary schools had a library. Such an addition is necessary and

commendable as it can aid in developing the passion and skills for independent and peer reading among students at an early age.

- ❖ Mixed ability grouping was the predominant class organization method in both years at the primary and secondary schools. The number of lessons/periods (8 to 9) and duration of these lessons (35 to 40 minutes) at the secondary schools remained the same across both years. At the primary schools, the duration of lessons ranged from 30 to 40 minutes per lesson, and between 2017 and 2022, there were four to nine lessons daily.
- ❖ While the number of secondary schools with a policy on extracurricular activities increased, the number of schools with timetabled extracurricular activities decreased. However, most schools did not have a policy on extracurricular and/or co-curricular activities at the primary level. However, by 2022, the number of schools with a timetabled period for these activities increased.
- ❖ At the primary level, by 2022, the number of schools with a reading policy increased, and across both years, most schools had a timetabled period for leisure reading.
- ❖ In 2022, there was a shift in students' choice of academic track. There was a decrease in those pursuing the arts, business, science, technical and vocational studies and an increase in those pursuing the visual and performing arts and cross-discipline tracks. More students in 2022 than in 2017 indicated that their current academic track was their choice. In the instances where someone influenced their academic track, there was a slight increase in the influence of fathers and a decrease in the influence of teachers and mothers in 2022. In both years, medicine, business and science were among the popular planned career choices, while careers in technology, technical and vocational areas and beauty and aesthetics were among the less popular.

Teacher and Principal Views on Common Educational Practices

- ❖ The percentage of secondary teachers who claimed that they always felt that they liked teaching, in general, increased in 2022, and more teachers in 2022 also indicated that it was always true that they liked their current school.

- ❖ More secondary teachers in 2022 stated that they sometimes provided lessons for students in their class outside of school hours, and a decreased number always did so. Teachers' willingness to provide extra lessons after school could result from parents' unwillingness to pay for these lessons. While the same number of teachers in 2017 indicated that parents were either never or sometimes willing to pay for lessons, these numbers increased in 2022 as more teachers felt that parents were only sometimes willing to pay for extra lessons. Just over half of the teachers in the 2022 primary sample provided extra lessons outside of school time to students, an increase from 2017. In 2017 and 2022, most teachers believed they should be paid for extra lessons. Much like the secondary teachers, in both years, teachers indicated that it was sometimes true that parents at their school were willing to pay for extra lessons for their children.
- ❖ In 2017, both the primary and secondary principals did not believe that teachers should be paid to provide extra lessons outside of regular school hours; however, in 2022, most principals at both levels believed that teachers should be paid for providing this service.
- ❖ As it relates to school placement over both years, the majority of secondary and primary teachers supported using the Caribbean Primary Exit Assessment (CPEA). In both years, with increased percentages in 2022, secondary teachers reported that they supported streaming classes according to ability, and this was also the case for grade retention. Primary teachers also supported streaming and grade retention across both years.
- ❖ In both years, most primary principals supported using the Caribbean Primary Exit Assessment (CPEA) for secondary school placement. In 2022, a greater percentage of secondary principals supported the use of the CPEA as a means of secondary school placement. In 2017, the primary principal supported streaming according to ability; however, in 2022, most principals did not. The principal in the 2017 sample supported grade retention; however, in 2022, principals who supported this were in the minority. On the other hand, there was also a notable increase in the number of secondary principals in 2022 who did not support streaming according to mixed ability, while an increased number supported grade retention.

The Impact of COVID-19 on Teaching and Learning

Students

- ❖ During the COVID-19 lockdown, most primary and secondary students accessed lessons online through worksheets sent by teachers.
- ❖ Most students reported that they had experienced some challenges during online schooling, with the most reported challenge being trouble logging in to meeting spaces. At the secondary level, these challenges were different, as most students stated that they experienced challenges such as devices that did not always work, internet service that often dropped out, and, like the primary students, trouble logging on to the meeting space.
- ❖ The shift to online schooling resulted in primary students having several challenges, chief among which were difficulty keeping up with their schoolwork, finding a quiet place to work, and organising their time. Secondary school students expressed some of the same challenges, but in addition, a large percentage indicated that they did not feel like doing schoolwork during that period.
- ❖ Despite these challenges, most primary and secondary students admitted that they had some positive experiences during online schooling, which included having more time to rest, staying in bed longer in the mornings, more time with family and more time for other activities.
- ❖ Although the students at both primary and secondary levels had some positive experiences attending school online, most secondary students preferred to attend school face-to-face. In contrast, the primary students indicated that their preferred teaching modality was a hybrid model.
- ❖ Although some students at both levels reported that they did not receive any additional support from their school or teacher during online schooling, others stated that they got additional time for completing classwork and assignments and were directed to online learning resources to support learning.
- ❖ In assessing the support they received from their teachers, most of the secondary students stated that they were moderately satisfied to very satisfied with the support they received

from home. Just over half of the primary students in the sample stated that they were very satisfied with the support they received from both school and home during online schooling.

- ❖ Almost half of the primary students always had access to technology during online schooling, and the majority of secondary students indicated that they got a device of their own and always had the technology they needed for online school. This could have been a result of the government's initiative to provide students and teachers with technological gadgets during the pandemic.
- ❖ The largest proportion of primary students found that the change from face-to-face to online schooling was hard for them, while the secondary students reported it was a little hard.
- ❖ Regarding following the COVID-19 protocols when returning to face-to-face schooling, the majority of secondary and primary students admitted that it was sometimes hard for them to follow the safety rules.
- ❖ Overall, students gave mixed reviews of the pandemic's effect on their feelings about school. These feelings ranged from no effect to a fairly good effect, to a fairly bad effect, and to a bad effect.

Teachers

- ❖ During the COVID-19 lockdown, most primary and secondary teachers engaged their students online and primarily gave their students worksheets to complete.
- ❖ The largest proportion of teachers at the primary level faced challenges mainly with dealing with parents in the online setting, unstable internet connections and preparing lessons for online teaching. At the secondary level, unstable internet was also an issue. However, secondary teachers had challenges creating appropriate assessment activities to gauge students' learning in the online setting and preparing lessons for online teaching.
- ❖ The largest proportion of primary and secondary teachers indicated a preference for a hybrid model of teaching.

- ❖ Google Suite/Google Classroom was the most reported learning platform, and Zoom conferencing and WhatsApp were the two most used communication applications by primary and secondary teachers.
- ❖ For online schooling, most primary and secondary teachers accessed the internet at home, initially using their personal laptops but later transitioning to one assigned by the Ministry of Education.
- ❖ Teachers provided extra support to students mainly by directing them to online resources to support their learning and giving them additional time to complete their classwork and assignments.
- ❖ Most secondary teachers found their school or Ministry of Education supportive when teaching online; however, they found teaching online very stressful. About half of the teachers balanced work and personal life well. Most of them found their home environment conducive to teaching online and felt comfortable using technology for online teaching.
- ❖ Secondary teachers rated their students' learning in the online environment moderately. They generally felt motivated to teach online and were satisfied with their online teaching activities during the pandemic. Moreover, while most teachers found the transition from face-to-face to online schooling somewhat hard, they reported that it was difficult to follow the safety rules when returning to school following the lockdown period. Notably, most teachers affirmed that the pandemic did not affect how they felt about teaching.

Conclusion

Grenada continues to grapple with challenges stemming from colonial-era practices, unequal resource distribution, and insufficient inclusivity. In response, the Ministry of Education, Youth, Sports and Culture continues to be guided by the mantra of the Organisation of Eastern Caribbean States, “Every Learner Succeeds,” which provides the framework for educational deliverables, as the Ministry of Education seeks to mobilise a transformative shift towards a more equitable and future-ready education system. The current study emphasises the need for targeted intervention to address issues related to school infrastructure, teacher training, principal leadership training, continuous professional development, and the general pedagogical practices of teachers. It also calls for a more inclusive approach that fosters gender balance among educators and ensures that

all students, regardless of background, can engage fully in academic and extra-curricular activities. By addressing these challenges, Grenada has the potential to elevate student achievement and create a sustainable foundation for ongoing development.

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 certain 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 Grenada. 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). 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, this study aligns with the current focus on seeking evidence to inform practice. It aims to contribute to our understanding of the factors that either promote or hinder students’ academic progress in Grenada and the Caribbean region. The research presented here is part of a more extensive study investigating the home and school factors influencing student academic achievement in the Caribbean. Based on data from 2017 and 2022, this report seeks to achieve the following objectives:

1. Develop demographic profiles of primary and secondary students, teachers and principals in Grenada.
2. Provide descriptions of several factors that influence Grenadian students’ academic achievement, 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 & Rosenberg, 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; Hoglebe & 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, Hoglebe 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, Asodeh 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. Although St Lucia was not one of the countries sampled in 2017, it was included in a second phase of data collection, which 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 Grenada 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 girl's and one boys' school, where feasible	3. The sample should include single-sex schools, including at least one girl's 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.

A list of schools categorised by districts 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 district included in the sample.

Table 2: Grenadian School Sample

DISTRICT	2017		2022	
	Number of Primary Schools	Number of Secondary Schools	Number of Primary Schools	Number of Secondary Schools
1	n/a	n/a	0	2
2	n/a	n/a	3	2
3	n/a	n/a	0	1
4	n/a	n/a	1	1
5	n/a	n/a	1	2
6	n/a	n/a	0	0
7	n/a	n/a	2	0
TOTAL	n/a	n/a	7	8

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).

FINDINGS

COUNTRY PROFILE: STUDENTS

Primary School Students

Data were collected from 148 primary school students in 2017 and 153 in 2022 from seven primary schools. 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 Tables 3 to 5 show the distribution of sex, age, and nursery enrolment before primary school.

Primary Students' Sex

Table 3: Distribution of Primary Students by Sex

Sex of Student	2017		2022	
	n	%	n	%
Female	64	43.2	79	51.6
Male	82	55.4	72	47.1
No Response	2	1.4	2	1.3
TOTAL	148	100.0	153	100.0

In 2017, the population of male students in the sample (55.4%) was greater than that of female students (43.2%), while in 2022, the population of female students (51.6%) was greater than that of male students (47.1%).

Primary Students' Age

Table 4: Distribution of Primary Students by Age

Age of Student	2017		2022	
	n	%	n	%
9	10	6.8	0	0.0
10	58	39.2	79	51.6
11	67	45.3	60	39.2
12	9	6.1	11	7.2
13	2	1.4	2	1.3
No Response	2	1.4	1	0.7
TOTAL	148	100.0	153	100.0

In both 2017 and 2022, students' ages ranged between 9 and 13. In 2017, the highest proportion of students fell in the age ten category (39.2%) and the age 11 category (45.3%). This was also noted in 2022 when 51.6% of students fell in the age 10 category, and 36.6% fell in the age 11 category.

Enrolment in Nursery Before Primary School

Table 5: Distribution of Primary Students by Prior Nursery Enrolment

Prior Nursery Enrolment	2017		2022	
	n	%	n	%
Yes	137	92.6	138	90.2
No	9	6.1	14	9.2
No Response	2	1.4	1	0.7
TOTAL	148	100.0	153	100.0

In 2017, 92.6% of primary students in the sample were enrolled in nursery before attending primary school. There was a slight decrease in 2022, with 90.2% of primary students attending nursery before primary school. Students who did not attend nursery before primary school were in the minority for both years; in 2017, 6.1% of the sample did not attend nursery, and in 2022, 9.2% reported the same.

Summary

The proportion of female students increased in the 2017 sample compared to 2022, while the proportion of male students decreased across the two years. Students' ages ranged between nine and thirteen in 2017 and between ten and thirteen in 2022. Across 2017 and 2022, most students reported that they were enrolled in nursery school prior to attending primary school, with a slight decrease in nursery enrolment in 2022 compared to 2017.

Secondary School Students

Data were collected from 291 secondary school students in 2017 and 331 secondary students in 2022 across eight schools involved in the research. 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. Tables 6 to 8 show the distribution of students by sex, form level, and age.

Secondary Students' Sex

Table 6: Distribution of Secondary Students by Sex

Sex of Student	2017		2022	
	n	%	n	%
Female	184	63.2	180	54.4
Male	107	36.8	151	45.6
No Response	0	0.0	0	0.0
TOTAL	291	100.0	331	100.0

Across both 2017 and 2022, the percentage of female students in the sample exceeded that of male students. In 2017, the sample comprised 63.2% females and 36.8% males. In 2022, the sample comprised 54.4% females and 45.6% males.

Secondary Students' Form Level

Table 7: Distribution of Secondary Students by Form Level

Form Level of Student	2017		2022	
	n	%	n	%
Form 2	155	53.3	175	52.9
Form 4	136	46.7	156	47.1
TOTAL	291	100.0	331	100.0

Students were evenly distributed across the second and fourth forms in both years. Second-form students accounted for 53.3% of the sample in 2017, and fourth-form students, 46.7% of the sample. In 2022, second-form students accounted for 52.9% of the sample and fourth-form students accounted for 46.7%.

Secondary Students' Age

Table 8: Distribution of Secondary Students by Age

Age of Student	2017		2022	
	n	%	n	%
11	0	0.0	1	0.3
12	1	0.3	1	0.3
13	93	32.0	97	29.3
14	46	15.8	65	19.6
15	74	25.4	100	30.2
16	56	19.2	50	15.1
17	18	6.2	13	3.9
18	1	0.3	1	0.3
No Response	2	0.7	3	0.9
TOTAL	291	100.0	331	100.0

The sample's secondary students ranged in age from 11 to 18. In 2017 and 2022, most students fell in the 13 to 16 age range. A small percentage of students (0.3%) fell in the age 18 category in 2017 and 2022.

Summary

In both 2017 and 2022, the number of female students in the sample exceeded that of male students. Additionally, there were more second-form than fourth-form students in both samples. In both years, students aged 13 to 16 formed the majority of the sample, while those aged 11 to 12 and 17 to 18 made up the minority.

COUNTRY PROFILE: TEACHERS

Primary School Teachers

Data were collected from 89 primary school teachers in 2017 and 62 teachers across the seven primary schools involved in the research 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. Tables 9 to 15 show the distribution of sex, the number of years teaching overall and at the current school, qualifications, professional status, and subjects taught.

Primary Teachers' Sex

Table 9: Distribution of Primary Teachers by Sex

Sex of Teacher	2017		2022	
	n	%	n	%
Female	68	76.4	46	74.2
Male	21	23.6	16	25.8
No Response	0	0	0	0.0
TOTAL	89	100	62	100.0

In 2017 and 2022, the number of female teachers in the sample exceeded the number of male teachers. In 2017, female teachers accounted for 76.4%, while male teachers accounted for 23.6%. Similarly, in 2022, females in the sample accounted for 74.2%, while males accounted for 25.8%.

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 Teaching Profession	88	1	40	14.85	10.42	62	1	39	20.92	11.84

The minimum number of years teachers spent teaching in the 2017 sample was one year, while the maximum number was 40 years, with a mean of 14.85. The average number of years spent teaching in 2022 was 20.92. The minimum number of years spent teaching in 2022 was one year, while the maximum number was 39.

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	85	1	40	14.01	10.53	62	1	39	17.33	12.37

The mean number of years spent teaching at the current primary school in 2017 was 14.01; the minimum number of years spent teaching at the current school was one year, while the maximum number of years spent teaching at that institution was forty years. In 2022, the mean was 17.33; the minimum number of years spent teaching at the current school was one year, while the maximum was thirty-nine years.

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	44	49.4	30	48.38
Bachelor's Degree	8	8.9	21	33.87
Master's Degree	3	3.3	3	4.8
Doctorate (EdD)	0	0.0	0	0.0
Doctorate (PhD)	0	0.0	0	0.0
Other Qual (e.g. CSEC)	23	25.8	0	0.0

In 2017, 49.4% of primary teachers in the sample held associate degrees, while a smaller percentage held bachelor's degrees (8.9%) and master's degrees (3.3%). In 2022, 48.38% of teachers in the sample held associate degrees. The percentage of teachers who held bachelor's degrees increased (33.87%) compared to 2017. Master's degrees were held by 4.8% of teachers in the sample.

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	23	25.8	19	30.6
Bachelor's Degree	7	7.8	13	20.9
Master's Degree	2	2.2	2	3.2
Doctorate (EdD)	0	0.0	0	0.0
Doctorate (PhD)	0	0.0	0	0.0
Other Qual	18	20.2	0	0.0

Regarding education-related areas, 25.8% of teachers held associate degrees in 2017, 7.8% held bachelor's degrees, and 2.2% held master's degrees. The percentage of teachers with degrees in education-related areas increased in the 2022 sample. Associate degrees were held by 30.6% of teachers, bachelor's were held by 20.6% (a notable increase), and master's degrees in education-related areas were held by 3.2% of teachers in the sample.

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	11	12.4	19	30.6
Trained Non-Graduate	35	39.3	22	35.5
Untrained Graduate	1	1.1	2	3.2
Untrained Non-Graduate	25	28.1	9	14.5
Other Professional Status	7	7.9	2	3.2
No Response	10	11.2	8	12.9
TOTAL	89	100.0	62	100.0

In 2017, teachers who were trained graduates accounted for 12.4% of the sample. This proportion increased in 2022 to 30.6%. In both years, trained non-graduated teachers comprised the largest percentage of the samples, 39.3% in 2017 and 35.5% in 2022. The percentage of untrained non-graduate teachers was 28.1% in 2017 and 14.5% in 2022, while the percentage of untrained non-graduate teachers was 7.9% in 2017 and 3.2% in 2022.

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	76	85.4	53	85.5
Mathematics	77	86.5	49	79.0
Science	76	85.4	52	83.9
Social Studies	72	80.9	48	77.4
Other Subject	30	33.7	14	22.6

Language Arts was taught by 85.4% of primary teachers in 2017 and 85.5% in 2022. Mathematics was taught by 86.5% of teachers in 2017 and 79.0% in 2022. Science was taught by 85.4% of teachers in 2017 and 83.9% in 2022, while 80.9% of teachers taught Social Studies in 2017 and 77.4% taught that subject in 2022.

Summary

In 2017 and 2022, most primary teachers in the sample were female. Teachers reported having a wide range of teaching experience, averaging nearly fifteen years in 2017 and increasing to two decades in 2022. Similarly, teachers' years of experience teaching at their current school were extensive across both years—a notable increase in teachers who held bachelor's degrees from 2017 to 2022. The proportion of teachers who held degrees in education-related areas also increased across the two years. Most primary teachers were trained non-graduates, with the proportion decreasing slightly in 2022. Additionally, most primary teachers taught Language Arts, Mathematics, Science and Social Studies in 2017 and 2022.

Secondary School Teachers

Data were collected from 43 secondary school teachers in 2017 and from 76 teachers across the eight schools involved in the research 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. Tables 16 to 23 show the distribution of sex, the number of years teaching overall and at the current school, qualifications, professional status, and the subjects and levels taught.

Secondary Teachers' Sex

Table 16: Distribution of Secondary Teachers by Sex

Sex of Teacher	2017		2022	
	n	%	n	%
Female	27	62.8	52	68.4
Male	15	34.9	23	30.3
No Response	1	2.3	1	1.3
TOTAL	43	100.0	76	100.0

The percentage of female teachers in the sample exceeded that of male teachers in both years. Female teachers accounted for 62.8% of the sample in 2017 and 68.4% in 2022, while male teachers accounted for 34.9% in 2017 and 30.3% in 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 Teaching Profession	42	1	30	13.79	6.93	75	1	40	14.76	8.89

The average number of years spent teaching was 13.79 in 2017. The maximum number of years of teaching was 30, while the minimum was one. In 2022, the average number of years teachers in the sample spent in the teaching profession slightly increased to 14.76. The maximum number of years spent teaching was 40, and the minimum was one year.

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	42	1	24	11.55	5.92	75	1	33	12.79	8.32

The average number of years spent teaching at the current school was 11.55 in 2017 and 12.79 in 2022. In 2017, the maximum number of years spent teaching at the current school was 24, while the minimum was one. In 2022, the maximum number of years spent teaching at the current school was 33, while the minimum was one year.

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	4.6	-	-
Bachelor's Degree	16	37.2	42	55.2
Master's Degree	4	9.3	13	17.1
Doctorate (EdD)	0	0.0	0	0.0
Doctorate (PhD)	0	0.0	1	1.3
Other	16	37.2	29	38.15

There was a notable increase in the percentage of teachers holding bachelor's and master's degrees in 2022 compared to 2017. In 2017, 37.2% of teachers in the sample indicated they held a bachelor's degree; in 2022, the percentage increased to 55.2%. Master's degrees were held by 9.3% of teachers in 2017, while in 2022, 17.1% of teachers held that degree. No teacher in the 2017 sample held a doctorate; however, in 2022, 1.3% of the teachers sampled indicated holding a Doctorate.

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	2.3	-	-
Bachelor's Degree	10	23.2	20	26.3
Master's Degree	3	6.9	4	5.2
Doctorate (EdD)	0	0.0	0	0.0
Doctorate (PhD)	0	0.0	0	0.0
Other Qual	4	9.3	5	6.5

In 2017, 23.2% of teachers in the sample held bachelor's degrees in education-related areas, while in 2022, 26.3% held bachelor's degrees in education-related areas. A smaller percentage of teachers held master's degrees in education-related areas, 6.5% in 2017 and 5.2% in 2022.

Teachers with qualifications in non-education-related areas held degrees in 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	13	30.2	23	30.3
Trained Non-Graduate	10	23.3	12	15.8
Untrained Graduate	8	18.6	23	30.3
Untrained Non-Graduate	9	20.9	16	21.1
Other Professional Status	1	2.3	1	1.3
No Response	2	4.6	1	1.3
TOTAL	43	100.0	76	100.0

The proportion of trained graduate teachers remained constant between 2017 and 2022. In 2017, 30.2% of teachers were trained graduates and in 2022, the percentage was 30.3%. The percentage of trained non-graduate teachers was 23.3% in 2017 and 15.8% in 2022. There was a notable increase in untrained graduate teachers: 18.6% in 2017 and 30.3% in 2022, while the percentage of untrained non-graduate teachers remained constant, 20.9% in 2017 and 21.1% in 2022.

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	9	20.9	15	19.7
Mathematics	5	11.6	10	13.2
General Studies	0	0.0	17	22.4
Science	3	6.9	18	23.7
Business	4	9.3	10	13.2
Industrial Arts	3	6.9	3	3.9
Art & Craft	1	2.3	1	1.3
Physical Education	2	4.6	5	6.6
Other Subject	16	37.2	4	5.3

Between 2017 and 2022, the proportion of teachers who taught English Language and Mathematics remained constant, while the proportion of teachers who taught General Studies, Science, and Business markedly increased.

Level Taught by Secondary Teachers

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

Table 23: Level Taught by Secondary Teachers

Subject Area	2017		2022	
	n	%	n	%
Lower Secondary (Forms 1-3)	8	18.6	29	38.2
Upper Secondary (Forms 4-5)	18	41.9	42	55.3
Post-Secondary (Lower 6-U6)	1	2.3	0	0.0
Other Level (Across Levels)	16	37.2	15	19.7

In 2017, 41.1% of secondary teachers in the sample taught upper secondary, 18.6% taught lower secondary, 2.3% taught post-secondary, and 37.2% taught across the various levels. In 2022, just under 40% were taught at the lower secondary level, just over half at the upper secondary level, and one-fifth at other levels (equally across Forms 1 to 5).

Summary

In 2017 and 2022, most secondary teachers in the sample were female. Compared to 2017, male teachers in the sample decreased slightly in 2022. The number of years spent teaching, as well as the number of years spent teaching at the current school, averaged just over a decade in both years. There were notable increases in the proportions of teachers who held bachelor's and master's degrees from 2017 to 2022, while teachers with qualifications in education-related areas remained constant. There was a marked increase in the proportion of untrained graduates; however, there was a notable decrease in the percentage of trained non-graduates from 2017 to 2022. On the other hand, trained graduates and untrained non-graduates remained constant across both years. Marked increases were seen in science and general studies teachers, while declines were seen in industrial arts teachers. Teachers of Mathematics and English remained constant across 2017 and 2022.

COUNTRY PROFILE: PRINCIPALS

Primary School Principals

Data were collected from one primary school principal in 2017 and from five principals across the seven primary schools involved in the research 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. Table 24 shows the distribution of principals by sex.

Primary Principals' Sex

Overall, one respondent (100%) was female in the 2017 sample. In 2022, 60% of the principals in the sample were female, while 40% were male.

Table 24: Distribution of Primary Principals by Sex

Sex of Principal	2017		2022	
	n	%	n	%
Female	1	100.0	3	60.0
Male	0	0	2	40.0
No Response	0	0	0	0.0
TOTAL	1	100.0	5	100.0

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 Teaching Profession	1	25	25	25.00	-	5	29	35	32.40	3.13

In 2017, the principal in the sample had 25 years of teaching experience. In 2022, primary principals had a range of teaching experience, ranging from a minimum of 29 years to a maximum of 35 years.

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	1	2	2	2.00	-	5	2	11	7.73	3.70

The principal in the 2017 sample had a maximum of two years of experience being a principal. In 2022, principals' years of experience ranged from two to eleven years.

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	1	2	2	2.00	-	5	2	11	7.73	3.70

The principal in the 2017 sample had two years of experience as a principal at their current school. Principals in the 2022 sample had more experience, with two years being the minimum number of years spent as a principal at their current school and eleven years being the maximum number.

Highest Qualification Held by Primary Principals

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

Table 28: Qualifications of Primary Principals

Qualification	2017		2022	
	n	%	n	%
Bachelor's Degree	1	100.0	3	60.0
Master's Degree	0	0.0	2	40.0
TOTAL	1	100.0	5	100.0

The highest qualification held by the principal in the 2017 sample was a bachelor's degree. In 2017, 60% of principals indicated that their highest degree was a bachelor's degree, while 40.0% indicated that a master's degree was their highest qualification.

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	1	100.0	3	60.0

The principals in the 2017 sample indicated that they held a bachelor's degree in an education-related area. In 2022, 60% of principals reported that they held a bachelor's degree in an education-related area, and 40% held a master's degree in that area.

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	1	100.0	4	80.0
No Response	0	0	1	20.0
TOTAL	1	100.0	5	100.0

The principal in the 2017 sample reported being qualified or trained in school/leadership management, and in 2022, 80.0% of principals reported this to be the case.

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

Education-Related Qualification	2017		2022	
	n	%	n	%
Bachelor's Degree	1	100.0	2	40.0
Other Qual	0	0.0	1	20.0

The highest level of school leadership/ management training indicated by the principal in the 2017 sample was a bachelor's degree. In 2022, 40.0% of principals held a bachelor's degree in school leadership/management and 20.0% indicated they held some other qualification.

Summary

There was one primary principal in the 2017 sample and five in the 2022 sample, with a greater proportion of females than males. Principals had extensive teaching experience in both years, ranging from over two decades in 2017 to over three decades in 2022. Compared to 2017, principals in the 2022 sample had more experience in the principal role; this was also true of their years of experience at their current school. The highest qualification held by the principal was a bachelor's degree, while in 2022, two principals held master's degrees. Across both years, all principals' degrees were in an education-related area. In 2017 and 2022, the majority of principals indicated they were trained in leadership management, with the highest level of qualification in that area being a bachelor's degree.

Secondary School Principals

Data were collected from four secondary school principals in 2017 and from seven principals in the eight 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. Table 32 shows the distribution of principals by sex.

Secondary Principals' Sex

Table 32: Distribution of Secondary Principals by Sex

Sex of Principal	2017		2022	
	n	%	n	%
Female	2	50.00	6	85.7
Male	2	50.00	1	14.3
No Response	0	0.0	0	0.0
TOTAL	4	100.0	7	100.0

The percentage of female principals was 50% in the 2017 sample and increased to 85.7% in 2022. In 2017, male principals accounted for 50% of the sample and decreased to 14.3% in 2022.

Secondary Principals' Years of Teaching Experience

Principals reported their years in the teaching service. Table 33 shows the distribution of principal responses.

Table 33: Number of Years Teaching for Secondary Principals

	2017					2022				
	n	Min	Max	Mean	SD	n	Min	Max	Mean	SD
No. Years in Teaching Profession	4	12	28	19.75	6.85	7	15	39	29.21	10.09

The average number of years principals spent in the teaching profession was 19.75 in 2017 and increased to 29.21 in 2022. In 2017, the maximum number of years spent teaching was 28, while in 2022, the maximum number of years of teaching was 39. The minimum number of years spent teaching was 12 in 2017 and 15 in 2022.

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	4	1	12	6.25	5.56	6	1	7	4.33	2.16

The average years as a principal were 6.25 in 2017 and 4.33 in 2022, indicating a slight decrease between the two years. In 2017, the maximum number of years as a principal was 12 years, while in 2022, it was seven years. The minimum years as a principal was reported as one year in 2017 and 2022.

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. Table 35 shows the distribution of principal responses. The average number of years spent as a principal was 3.25 in 2017 and 4.33 in 2022. The maximum number of years as principal at the current school was ten in 2017 and seven in 2022.

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	4	0	10	3.25	4.57	6	1	7	4.33	2.16

Highest Qualification Held by Secondary Principals

Principals were asked to indicate the highest qualification held at the time of data collection. Their responses are shown in Table 36.

Table 36: Qualifications of Secondary Principals

Qualification	2017		2022	
	n	%	n	%
Bachelor's Degree	1	25.0	3	42.9
Master's Degree	3	75.0	4	57.1
TOTAL	4	100.0	7	100.0

The percentage of principals in the sample who held bachelor's degrees increased from 25% in 2017 to 42.9% in 2022. In 2017, 75% of principals held master's degrees, and 57.1% held that in 2022.

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	%
Bachelor's Degree	n/a	n/a	3	42.9
Master's Degree	n/a	n/a	4	57.1
Other Qual	n/a	n/a	7	100.0

Data for principals' qualifications in education-related areas were not available for 2017. In 2022, 42.9% of principals held bachelor's degrees in education-related areas and 57.1% held master's degrees in education-related areas.

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	3	75.0	7	100.0
No	1	25.0	0	0.0
TOTAL	4	100.0	7	100.0

In 2017, 75% of principals in the sample indicated they were qualified or trained in school leadership or management. In 2022, all principals (100%) in the sample indicated they were qualified in that area.

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

Education-Related Qualification	2017		2022	
	n	%	n	%
Bachelor's Degree	1	25.0	1	14.3
Master's Degree	0	0.0	2	28.6
Doctorate (PhD)	0	0.0	1	14.3
Other Qual	2	50.0	3	42.9
No Response	1	25.0	0	0.0
TOTAL	4	100.0	7	100.0

In 2017, 25.0% of principals reported that their highest level of school leadership/management training was a bachelor's degree, and 50% reported having qualifications such as a professional certificate. In 2022, 14.3% of principals indicated that their highest level of qualification in school leadership/management was a bachelor's degree, 28.6% indicated theirs to be a master's degree, 14.3% held a doctorate and 42.9% reported that they had other qualifications in school leadership/management.

Summary

From 2017 to 2022, the percentage of secondary principals in the sample increased while the percentage of male principals decreased. Principals indicated extensive teaching experience in both years; however, in 2022, the average years of experience teaching were greater than in 2017. Compared to 2017, there was a slight decrease in the average years of experience as a principal and a slight increase in the average number of years of experience as a principal at the current school. In 2022, the percentage of principals with bachelor's degrees increased while the percentage of principals who held master's degrees decreased. In 2022, all principals held a degree in an education-related area. From 2017 to 2022, there was a decrease in the number of principals who held bachelor's degrees in school leadership/management, and there was an increase in the number of principals who held master's degrees in that area.

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 accurately capture Grenadian students' voices.

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 serve as indicators of 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)	126	85.1	128	83.7
Father (including stepfather or foster father)	83	56.1	75	49.0
Brother(s) (including stepbrothers)	68	45.9	67	43.8
Sister(s) (including stepsisters)	71	48.0	67	43.8
Grandparent(s)	40	27.0	47	30.7
Others (e.g. cousin)	30	20.3	36	23.5

In 2017, 85.1% of students indicated that they lived with their mother, similar to 2022, where 85.7% reported this to be the case. The percentage of students who lived with their fathers decreased from 56.1% in 2017 to 49.0% in 2022. The proportion of students who lived with their brothers, sisters, and grandparents was constant between both years.

Table 41: Primary Students' Mothers' Employment Status

Mother employment status	2017		2022	
	n	%	n	%
She is working full time for pay	84	56.7	89	58.2
She is working part time for pay	27	18.2	23	15.0
She is not working, but looking for a job	12	8.1	20	13.1
Other (e.g. home duties; retired)	18	12.2	11	7.2
No Response	7	1.4	10	6.5
TOTAL	148	100.0	153	100.0

The percentage of primary students whose mothers worked full-time for pay was 56.7% in 2017 and 58.2% in 2022. The percentage of students' mothers who worked part-time for pay was 18.2% in 2017 and 15.0% in 2022. The number of students whose mothers were not working increased from 8.1% in 2017 to 13.0% in 2022.

Table 42: Primary Students' Fathers' Employment Status

Father employment status	2017		2022	
	n	%	n	%
He is working full time for pay	98	56.8	119	77.8
He is working part time for pay	24	18.2	19	12.4
He is not working, but looking for a job	7	8.1	3	2.0
Other (e.g. home duties; retired)	11	7.4	1	0.7
No Response	19	12.8	11	7.2
TOTAL	148	100.0	153	100.0

The number of primary students whose fathers worked full-time for pay increased from 56.8% to 77.8% between 2017 and 2022. In 2017, 18.2% of primary students' fathers worked part-time for pay, while in 2022, the percentage decreased to 12.4%. The percentage of students whose fathers were not working decreased from 8.1% in 2017 to 2.0% in 2022.

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	118	79.7	124	81.0
No	27	18.2	25	16.3
No Response	3	2.1	4	2.6
TOTAL	148	100.0	153	100.0

In 2017, 79.7% of students had regular access to the internet at home, and in 2022, this percentage slightly increased to 81.0%. Students who had no regular access to the internet at home were in the minority in both years: 18.2% in 2017 and 16.3% in 2022.

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

Regular access to a device at home	2017		2022	
	n	%	n	%
Smartphone	82	55.4	80	52.3
Electronic tablet	86	58.1	109	71.2
Laptop computer	68	45.9	44	28.8
Desktop computer	27	18.2	14	9.2
Smart TV	68	45.9	83	54.2
Other	12	8.10	8	5.2

Smartphones and electronic tablets were the main two devices primary students regularly used at home. In 2017, 55.4% of students had access to a smartphone, and 52.3% had access to that device in 2022. The percentage of students accessing an electronic tablet at home increased from 58.1% in 2017 to 71.2% in 2022.

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

Regular access to	2017		2022	
	n	%	n	%
A computer you can use for schoolwork	94	64.4	68	44.4
A desk to study at	55	37.2	63	41.2
A dictionary	113	76.4	105	68.6
A dishwasher (or washing machine)	97	65.5	84	54.9
A DVD player	82	55.4	45	29.4
A guest room	31	20.9	37	24.2
Internet access	99	66.9	105	68.6
Microwave oven	83	56.1	74	48.4
A musical instrument	61	41.2	46	30.1
A quiet place to study	85	57.4	80	52.3
A room of your own	75	50.7	83	54.2
Books of poetry	61	41.2	55	35.9
Books to help with your schoolwork	112	75.7	115	75.2
Classic literature (e.g. Roald Dahl; Dr Seuss)	32	21.6	34	22.2
Educational software	59	39.9	55	35.9
Puzzles and Educational toys	99	66.9	86	56.2
Technical reference books or manuals	41	27.7	44	28.8
Works of art (e.g., paintings)	74	50.0	78	51.0

Between 2017 and 2022, there was an increase in the percentage of primary students who reported having regular access to a desk to study at, a guestroom, internet access, a room of their own, technical reference books and works of art. Reports of having regular access to a computer that can be used for schoolwork, a dictionary, a dishwasher, a DVD player, a microwave oven, a musical instrument, books of poetry, puzzles and educational toys decreased between 2017 and 2022.

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	57	38.5	69	45.1
By public transport (e.g. bus, minibus, route taxi)	57	38.5	43	28.1
By private vehicle (e.g. parent's car; with a friend)	20	13.5	21	13.7
Cycling (e.g. bicycle)	0	0.0	1	0.7
Other	0	0	17	11.1
No Response	14	0.0	2	1.3
TOTAL	148	100.0	153	100.0

The percentage of primary students who walked to school was 38.5% in 2017 and 45.1% in 2022. Regarding the use of public transport to get to school, 38.5% of students used this mode of travel in 2017 and 28.1% in 2022. Private vehicles were used by 15.5% of primary students in 2017 and 13.7% in 2022 to travel to school.

Primary Students' Leisure Activities

Primary students were asked to report on the leisure activities they engage in at home. Table 47 shows the distribution of students engaged in each leisure activity.

In 2017, 70.9% of primary students reported watching TV in their leisure time, and 66.0% reported doing so in 2022. Other commonly engaged in activities included listening to music, playing video games, reading and hanging out with friends. In 2017, 44.4% of primary students reported using social media in their leisure time; in 2022, this figure was 42.5%. In 2017, a small percentage

(29.1%) of students reported that they surfed the internet in their leisure time, which decreased to 26.1% in 2022.

Table 47: Primary Students' Leisure Activities at Home

Leisure activity	2017		2022	
	n	%	n	%
Watching TV	105	70.9	101	66.0
Creative writing (e.g. stories, poetry, cartoons)	32	21.6	50	32.7
Watching movies/videos on a device	85	57.4	83	54.2
Listening to music	89	60.1	91	59.5
Playing sports	75	50.7	80	52.3
Reading	86	58.1	83	54.2
Hanging out with friends	87	58.8	89	58.2
Using social media (e.g. Snapchat; Facebook; Twitter; Instagram)	66	44.4	65	42.5
Playing video games	90	60.8	97	63.4
Surfing the Internet	43	29.1	40	26.1
Other	18	12.2	7	4.6

Primary Students' Home Literacy Environment

The 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	22	14.9	54	35.3
Novels (Fiction): Electronic format ONLY	17	11.5	15	9.8
Novels (Fiction): BOTH Paper & Electronic	9	6.1	14	9.2
Other books (e.g. Non-fiction): Paper format ONLY	48	32.4	53	34.6
Other books (e.g. Non-fiction): Electronic format ONLY	19	12.8	18	11.8
Other books (e.g. Non-fiction): BOTH Paper & Electronic	8	5.4	11	7.2
Magazines: Paper format ONLY	36	24.3	23	15.0
Magazines: Electronic format ONLY	7	4.7	13	8.5
Magazines: BOTH Paper & Electronic	5	3.4	6	3.9
Comics: Paper format ONLY	28	18.9	26	17.0
Comics: Electronic format ONLY	14	9.5	18	11.8
Comics: BOTH Paper & Electronic	5	3.4	6	3.9

Newspapers: Paper format ONLY	35	23.6	17	11.1
Newspapers: Electronic format ONLY	3	2.0	7	4.6
Newspapers: BOTH Paper & Electronic	3	2.0	3	2.0
Other	14	9.5	9	5.8

Reading non-fiction books in paper format was the option primary students selected most in 2017 and 2022. In 2017, 32.4% of students indicated that they read non-fiction books in paper format, and this percentage increased to 34.6% in 2022. There was a notable increase in the percentage of students who read fiction in paper format only, from 14.9% in 2017 to 35.3% in 2022. The percentage of students who read newspapers in paper format only decreased from 23.6% in 2017 to 11.1% in 2022. Reading materials in paper and electronic formats remained consistent between 2017 and 2022.

Table 49: Number of Books in Primary Students' Homes

No. of books	2017		2022	
	n	%	n	%
0 – 10	26	17.6	29	19.0
11 – 25	40	27.0	54	35.3
26 – 100	53	35.8	31	20.3
101 – 200	9	6.1	14	9.2
201 – 500	10	6.8	11	7.2
More than 500	6	4.1	13	8.5
No Response	4	2.8	1	0.7
TOTAL	148	100	153	100.0

Most students reported having between 0 and 100 books in 2017 and 2022. The number of students who had 11-25 books at home increased from 27.0% in 2017 to 35.3% in 2022. The number of students who had 26-100 books at home decreased from 35.8% in 2017 to 20.3% in 2022.

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

Does someone read to you at home?	2017		2022	
	n	%	n	%
Yes	95	64.2	91	59.5
No	50	33.8	57	37.3
No Response	3	2.0	5	3.3
TOTAL	148	100	153	100.0

The number of primary students who were read to at home decreased from 2017 to 2022. In 2017, 64.2% of students were read to at home, while in 2022, that figure was 59.5%.

Mothers read to primary students most in 2017 and 2022. In 2017, 45.9% of students were read to by their mothers, and in 2022, that figure was 45.8%. The percentage of fathers who read to students at home remained consistent, 22.3% in 2017 and 24.2% in 2022. Other individuals who read to primary students include friends and neighbours.

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)	33	22.3	37	24.2
Mother (including stepmother or foster mother)	68	45.9	70	45.8
Brother(s) (including stepbrother)	17	11.5	25	16.3
Sister(s) (including stepsister)	36	24.3	31	20.3
Other relatives (e.g. grandparents; cousins; aunts, uncles)	33	22.3	40	26.1
Other(s) (e.g. friends)	12	8.1	10	6.5

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	6	4.1	10	6.5
Boys only	5	3.4	6	3.9
Both girls and boys	129	87.2	136	88.9
No Response	8	5.4	1	0.7
TOTAL	148	100.0	153	100.0

In 2017, 87.2% of primary students in the sample perceived reading as an activity for both boys and girls; in 2022, the percentage was 88.9%.

Primary Students' Participation in Extra-Curricular Activities

Students were asked if they participated in extracurricular activities. The primary student responses to this question 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	136	91.9	114	74.5
No	9	6.1	31	20.3
No Response	3	2.0	8	5.2
TOTAL	148	100	153	100.0

The number of students who participated in extracurricular activities decreased from 91.9% in 2017 to 74.5% in 2022.

Summary

From 2017 to 2022, most primary students continued to live with their mothers, while decreases were seen in those who lived with fathers, sisters and brothers. There was a slight increase in the proportion of mothers working full-time for pay and those who were not working but looking for a job. In 2022, there was a notable increase in the percentage of fathers working full-time for pay and a decrease in those not working but looking for a job. Most students had access to the internet at home, and the percentage of those who had access increased in 2022. Increases were also seen in the number of students who had regular access to electronic tablets and smart TVs, while access to resources such as computers for schoolwork, desks to study at, dictionaries, and DVD players decreased. From 2017 to 2022, the percentage of students who walked to school increased while those who used public transportation decreased. In 2022, there was decreased engagement in leisure activities such as creative writing and a slight increase in playing video games. Reading materials in paper format instead of electronic format or combined use of both formats was the option most frequently selected in both years. In 2017, there was a notable decrease in the percentage of students who lived in homes with 26-100 books, while other ranges remained consistent. There was a slight decrease in the number of students who were read to at home in 2022, and mothers most frequently read to students. Most students considered reading to be an activity for both boys and girls. Although most students participated in extra-curricular activities, there was a marked decline in students' participation in these activities 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 are in Tables 54 to 56. Across 2017 and 2022, mothers were the most frequently reported parent secondary students lived with. In 2017, 80.8% of students lived with their mothers, with a slight decrease to 78.2% in 2022. The percentage of students who reported living with their fathers was 49.8% in 2017 and 47.4% in 2022.

Table 54: Family Members Living with Secondary Students

Family Member	2017		2022	
	n	%	n	%
Mother (including stepmother or foster mother)	235	80.8	259	78.2
Father (including stepfather or foster father)	145	49.8	157	47.4
Brother(s) (including stepbrothers)	129	44.3	139	42.0
Sister(s) (including stepsisters)	123	42.3	131	39.6
Grandparent(s)	42	14.4	68	20.5
Others (e.g. cousin)	52	17.9	71	21.5

Table 55: Secondary Students' Mothers' Employment Status

Mother employment status	2017		2022	
	n	%	n	%
She is working full-time for pay	219	75.3	217	65.6
She is working part-time for pay	13	4.5	29	8.8
She is not working, but looking for a job	23	7.9	30	9.1
Other (e.g. home duties; retired)	15	5.2	27	8.2
No Response	0	0.0	28	8.5
TOTAL	270	100.0	331	100.0

Most secondary students reported that their mothers were working full-time for pay. The percentage of students who reported that their mothers worked full-time for pay declined from 75.3% in 2017 to 65.6% in 2022. In 2017, 7.9% of students reported that their mother was not working but looking for a job; this figure increased slightly to 9.1% in 2022.

Table 56: Secondary Students' Fathers' Employment Status

Father employment status	2017		2022	
	n	%	n	%
He is working full-time for pay	212	72.9	234	70.7
He is working part-time for pay	26	8.9	33	10.0
He is not working, but looking for a job	7	2.4	10	3.0
Other (e.g. home duties; retired)	15	5.2	17	5.1
No Response	45	15.5	37	11.2
TOTAL	305	100.0	331	100.0

In 2017, most students (72.9%) reported that their fathers were working full-time for pay, and 70.7% reported this as the case in 2022. There were slight increases in the number of students who reported that their fathers were working part-time for pay and in those who were not working but looking for a job.

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	264	90.7	311	94.0
No	23	7.9	11	3.3
No Response	4	1.4	1	0.3
TOTAL	291	100.0	331	100.0

Most secondary students reported having access to the internet at home, 90.7% in 2017 and 94.0% in 2022, which indicated a slight increase.

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

Regular access to a device at home	2017		2022	
	n	%	n	%
Smartphone	238	81.8	265	80.1
Electronic tablet	152	52.2	173	52.3
Laptop computer	186	63.9	194	58.6
Desktop computer	65	22.3	39	11.8
Smart TV	161	55.3	205	61.9
Other	21	7.2	23	6.9

From 2017 to 2022, the percentage of students who reported having regular access to smartphones, electronic tablets, desktop computers, and smart TVs increased. Access to smartphones was common in both years: 81.8% of students had access to this device in 2017 and 80.1% in 2022. Desktop computers were less common: 22.3% of students had access to this device in 2017, and this figure decreased to 11.8% in 2022. Secondary students reported having increased access to the internet, a desk to study at, and educational software between 2017 and 2022. However, all other resources listed declined, with notable declines in access to classic literature, DVD players, a guest room, and books of poetry.

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

Regular access to	2017		2022	
	n	%	n	%
A computer you can use for schoolwork	222	76.3	241	72.8
A desk to study at	137	47.1	168	50.8
A dictionary	258	88.7	282	85.2
A dishwasher (or washing machine)	181	62.2	209	63.1
A DVD player	161	55.3	93	28.1
A guest room	71	24.4	56	16.9
Internet access	253	86.9	296	89.4
Microwave oven	165	56.7	188	56.8
A musical instrument	122	41.9	130	39.3
A quiet place to study	134	46.0	148	44.7
A room of your own	199	68.4	208	62.8
Books of poetry	153	52.6	144	43.5
Books to help with your schoolwork	246	84.5	276	83.4
Classic literature (e.g. Roald Dahl; Dr Seuss)	150	51.5	122	36.9
Educational software	125	43.0	159	48.0
Technical reference books or manuals	106	36.4	104	31.4
Works of art (e.g., paintings)	154	52.9	153	46.2

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	39	13.4	64	19.3
By public transport (e.g. bus, minibus, route taxi)	158	54.3	193	58.3
By private vehicle (e.g. parent's car; with a friend)	67	23.0	57	17.2
Cycling (e.g. bicycle)	0	0	2	0.6
Other	4	1.1	12	3.6
No Response	23	7.9	3	0.9
TOTAL	291	100.0	331	100.0

Public transport was the mode of travel to school for most secondary students. In 2017, 54.3% travelled to school by public transport, and this figure increased slightly to 58.3% in 2022. Private vehicles were used by 23.0% of students in 2017 and 17.2% of students in 2022. The number of students who walked to school increased from 13.4% in 2017 to 19.3% in 2022.

Secondary Students' Leisure Activities

Secondary students were asked to report on the leisure activities they engage in at home. Table 61 shows the distribution of students engaged in each leisure activity.

Table 61: Secondary Students' Leisure Activities at Home

Leisure activity	2017		2022	
	n	%	n	%
Watching TV	227	78.0	240	72.5
Creative writing (e.g. stories, poetry, cartoons)	69	23.7	72	21.8
Watching movies/videos on a device	233	80.1	266	80.4
Listening to music	253	86.9	286	86.4
Playing sports	124	42.6	136	41.1
Reading	186	63.9	177	53.5
Hanging out with friends	151	51.9	157	47.4
Using social media (e.g. Snapchat; Facebook; Twitter; Instagram)	228	78.4	253	76.4
Playing video games	138	47.4	200	60.4
Surfing the Internet	171	58.8	172	52.0
Other	46	15.81	38	11.5

In both 2017 and 2022, the leisure activities secondary students engaged in most were listening to music, watching movies/videos on a device, using social media, and watching TV. The percentage of students who played video games increased from 47.4% in 2017 to 60.4% in 2022. Fewer students reported reading across the two years, 63.9% in 2017 and 53.5% in 2022.

Secondary Students' Home Literacy Environment

The 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. Between 2017 and 2022, there were notable decreases in the percentage of students who read fiction, non-fiction, magazines and newspapers in paper format, while there were increases in the percentage of students who read fiction, non-fiction, magazines, comics and newspapers in electronic format only. The combined use of paper and electronic formats was a less commonly selected option for students. Other reported reading materials include manga, an online Japanese series.

Table 62: Secondary Students' Reading Material and Format

Reading material and format	2017		2022	
	n	%	n	%
Novels (Fiction): Paper format ONLY	94	32.3	47	14.2
Novels (Fiction): Electronic format ONLY	30	10.3	71	21.5
Novels (Fiction): BOTH Paper & Electronic	29	10.0	41	12.4
Other books (e.g. Non-fiction): Paper format ONLY	87	29.9	60	18.1
Other books (e.g. Non-fiction): Electronic format ONLY	27	9.3	46	13.9
Other books (e.g. Non-fiction): BOTH Paper & Electronic	26	8.9	23	6.9
Magazines: Paper format ONLY	53	18.2	27	8.2
Magazines: Electronic format ONLY	14	4.8	22	6.6
Magazines: BOTH Paper & Electronic	8	2.7	4	1.2
Comics: Paper format ONLY	48	16.5	23	6.9
Comics: Electronic format ONLY	26	8.9	61	18.4
Comics: BOTH Paper & Electronic	10	3.4	21	6.3
Newspapers: Paper format ONLY	66	22.7	21	6.3
Newspapers: Electronic format ONLY	6	2.1	13	3.9
Newspapers: BOTH Paper & Electronic	6	2.1	3	0.9
Other	15	5.15	27	8.2

Table 63: Number of Books in Secondary Students' Homes

No. of books	2017		2022	
	n	%	n	%
0 – 10	38	13.1	63	19.0
11 – 25	60	20.6	79	23.9
26 – 100	93	32.0	109	32.9
101 – 200	43	14.8	37	11.2
201 – 500	30	10.3	19	5.7
More than 500	19	6.5	12	3.6
No Response	8	2.7	12	3.6
TOTAL	291	100.0	331	100.0

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	218	74.9	217	65.6
No	63	21.6	97	29.3
No Response	10	3.4	17	5.1
TOTAL	291	100.0	331	100.0

In 2017 and 2022, most students reported having between 11 and 100 books at home. There were notable decreases in the percentages of students owning between 201 and 500 books and those who owned over 500 books.

In 2017, 74.9% of secondary students reported being read to at home when in primary school, this figure decreased to 65.6% in 2022. The percentage of secondary students who were not read to at home increased from 21.6% in 2017 to 29.3% in 2022.

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)	79	27.1	66	19.9
Mother (including stepmother or foster mother)	187	64.3	190	57.4
Brother(s) (including stepbrother)	30	10.3	35	10.6
Sister(s) (including stepsister)	63	21.6	61	18.4
Other relatives (e.g. grandparents; cousins; aunts, uncles)	89	30.6	98	29.6
Other(s) (e.g. friends)	13	4.5	0	0.0

Mothers read most frequently at home to secondary students when they were in primary school. In 2017, 64.3% of students reported being read to by their mothers in primary school, while in 2022, the percentage decreased to 57.4%. The percentage of fathers who read to students when they were in primary school decreased from 27.1% in 2017 to 19.9% in 2022. Other individuals who read to secondary students include friends, aunts, cousins, and uncles.

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	9	3.1	10	3.0
Boys only	1	0.3	1	0.3
Both girls and boys	270	92.8	312	97.6
No Response	11	3.8	8	2.4
TOTAL	291	100.0	331	100.0

Most secondary students perceived reading as an activity for both girls and boys. In 2017, 92.8% believed this to be the case; in 2022, the percentage increased to 97.6% of students.

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	211	72.5	178	53.8
No	77	26.5	143	43.2
No Response	3	1.0	10	3.0
TOTAL	291	100.0	331	100.0

The percentage of students who participated in extracurricular activities decreased from 72.5% in 2017 to 53.8% in 2022. However, the percentage of secondary students who did not participate in extracurricular activities increased significantly, from 26.5% in 2017 to 43.2% in 2022.

In 2017, students reported engaging in various activities, including track and field, swimming, football, cricket, and school clubs.

Students who reported not participating in extracurricular activities in 2017 gave various reasons, including not being interested in any offered, having to reach home early, and having a heavy workload.

Summary

In 2017 and 2022, most secondary students lived with their mothers. There was a marked decrease in the percentage of mothers working full-time for pay and a slight decrease in the percentage of fathers working full-time. Most students had regular access to the internet across both years, with the percentage increasing in 2022. Access to smart TVs at home increased, but access to laptops and desktop computers decreased. Most students had access to other resources, such as dictionaries and books, to help with schoolwork. Compared to 2017, there was a decrease in the number of students who had access to resources such as DVD players, books of poetry, guest rooms and classic literature. In both years, secondary students' primary mode of travel to school was by public transportation. Students' main leisure activities were listening to music, watching movies or videos

on a device, using social media and watching TV. Print was the most selected format for all reading material except comics, for which a greater proportion of students preferred reading in electronic format only. There was a decrease in the percentage of students with larger numbers of books in the home in 2022. The percentage of secondary students who were read to at home in primary school decreased from 2017 to 2022. Mothers most frequently read to students in both years. Most students perceived reading as an activity for both girls and boys. Compared to 2017, there was a notable decrease in the number of students who participated in extra-curricular activities in 2022.

Students' Perception of School and Learning

Primary and secondary students were asked about their feelings about learning and school in general, as well as 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

Between 2017 and 2022, several consistent trends were noted in primary students' responses to statements about school and learning. In both years, most students agreed that going to school would help them get a good job when they are older, that learning new things at school is fun, that school would help them know many things, that school would help them think better and that school is important for everyone. In both 2017 and 2022, just over half of students agreed that they like to do schoolwork, that they would rather be at school than playing video games and that they would rather be at school than at home watching TV.

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.	87.8	1.4	2.0	8.8	100.0	88.9	0.7	5.2	5.2	100.0
School is fun.	69.6	9.5	12.2	8.8	100.0	68.0	11.8	14.4	5.9	100.0
I wish we didn't have to go to school at all.	6.8	75.0	8.1	10.1	100.0	11.1	63.4	16.3	9.2	100.0
I would rather stay at home than go to school.	8.1	71.6	10.1	10.1	100.0	13.7	47.7	26.8	11.8	100.0
I would rather go to the doctor or dentist than go to school.	15.5	62.2	12.8	9.5	100.0	11.8	59.5	22.2	6.5	100.0
Learning new things at school is fun.	81.8	6.8	2.7	8.7	100.0	82.4	5.2	5.9	6.5	100.0
In school, all we ever do is work, work, work.	45.3	42.6	3.4	8.7	100.0	44.4	37.3	11.1	7.2	100.0
School will help me know many things.	84.5	4.1	2.0	9.4	100.0	83.0	5.2	3.3	8.5	100.0
School will help me think better.	82.4	5.4	2.0	10.2	100.0	81.7	3.9	11.1	3.3	100.0
School will get me prepared for the future.	71.6	8.8	8.1	11.5	100.0	72.5	6.5	13.1	7.8	100.0
School is boring.	11.5	69.6	8.8	10.1	100.0	22.2	60.1	13.1	4.6	100.0
I don't like school.	12.8	68.2	8.1	10.8	100.0	11.1	66.7	15.0	7.2	100.0
I like to do schoolwork.	56.8	24.3	4.1	14.8	100.0	58.8	17.0	19.0	5.2	100.0
I will never use what I learn at school.	13.5	69.9	5.4	12.2	100.0	9.2	69.9	11.1	9.8	100.0
School is like a prison.	16.2	61.5	10.8	11.5	100.0	21.6	50.3	19.6	8.5	100.0
I would rather be at school than playing video games	56.1	25.7	6.1	12.1	100.0	52.3	24.8	13.1	9.8	100.0
I hate to do schoolwork.	14.9	68.2	4.1	12.8	100.0	11.8	62.1	19.0	7.2	100.0
I would rather be at school than at home watching TV.	50.0	31.8	7.4	10.8	100.0	51.6	24.8	15.0	8.5	100.0
I don't need school to get a job.	12.2	71.6	3.4	12.8	100.0	12.4	72.5	9.8	5.2	100.0
I like all the different things we do at school.	73.6	10.1	4.1	12.2	100.0	80.4	5.9	7.2	6.5	100.0
What I learn at school is good for my brain.	79.7	2.0	6.1	12.2	100.0	83.7	3.3	7.2	5.9	100.0
School is important for everyone.	80.4	2.0	7.4	10.1	100.0	81.7	2.0	9.8	6.5	100.0
I will never use what I learn at school	10.1	75.7	3.4	10.8	100.0	9.2	69.9	11.1	9.8	100.0
I would rather be at home alone than at school.	6.1	70.9	10.8	13.2	100.0	14.4	63.4	14.4	7.8	100.0

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 69: Primary Students' Responses on School Climate Survey

Statement	2017	2022
	Responses (%)	Responses (%)
1) From what I can tell, this school is		
a) A great place for people to visit.	68.2	64.1
b) An okay place for people to visit.	20.3	30.7
c) Not a place people want to visit.	6.8	3.3
d) No response	4.7	2.0
2) In my experience, at this school		
a) Everything works, or gets fixed quickly.	39.2	40.5
b) A few things are broken, but mostly things here work.	47.2	48.4
c) A lot of things are broken.	8.1	8.5
d) Ambivalent (multiple responses chosen)	0	0.7
e) No response	5.4	2.0
3) When I look around at this school I see		
a) Lots of colour and kids' work is up everywhere.	56.8	53.6
b) Some colour and kids' work is up in some places.	26.4	28.8
c) Mostly blank walls.	12.2	13.1
d) Ambivalent (multiple responses chosen)	0	1.3
e) No response	4.7	3.3
4) Most of the students at this school		
a) Help the teachers and other kids make the school clean and nice to look at.	50.0	45.8
b) Keep the school clean because we would get in trouble if we did not.	25.0	26.1
c) Don't keep the school pretty and clean even when teachers tell us to.	18.2	24.2
d) Ambivalent (multiple responses chosen)	0	1.3
e) No response	6.8	2.6
5) My teacher spends time with other teachers		
a) Planning, talking and teaching together often.	52.0	49.0

b) Talking mostly at recess or school events.	26.4	27.5
c) Only at lunch or not at all.	14.2	18.3
d) Ambivalent (multiple responses chosen)	0	1.3
e) No response	7.5	2.6
6) When I am at school, I feel like		
a) The teachers, classmates, and I are like a family.	54.1	48.4
b) I am part of a good school, but not really a family.	31.8	41.8
c) No one cares about me at this school.	8.1	6.5
d) Ambivalent (multiple responses chosen)	0	0.7
e) No response	6.0	2.6
7) At this school		
a) Students all get along no matter what they look like or where they are from.	35.8	35.3
b) Students who are alike or friends get along.	22.3	34.0
c) A lot of students don't get along.	36.5	28.1
d) Ambivalent (multiple responses chosen)	0	0.7
e) No response	5.4	2.0
8) The popular students at this school		
a) Are nice to the other students.	32.4	37.9
b) Are nice to the other popular students.	15.5	17.6
c) Think they are better and are often mean to others.	46.6	32.0
d) Ambivalent (multiple responses chosen)	0	0.7
e) No response	5.4	11.8
9) In my class		
a) We make a lot of the decisions along with the teacher.	27.0	35.9
b) The teacher lets us choose sometimes.	44.6	36.6
c) The teacher makes all the decisions.	22.3	22.2
d) No response	6.1	5.2
10) In my class		
a) There are lots of classroom jobs and we all take turns doing them.	47.3	32.7
b) There are a few jobs for students in the class.	26.4	39.2
c) Students only do classroom jobs because they have to, or have gotten in trouble.	19.6	19.0
d) Ambivalent (multiple responses chosen)	0	0.7
e) No response	6.7	8.5
11) School events such as games, plays, performances, meetings, or conferences are attended by		
a) Lots of people.	54.1	54.9
b) Some people who care about that event.	25.7	26.8
c) Not many people.	12.2	11.8
d) Ambivalent (multiple responses chosen)	0.0	1.3
e) No response	8.1	5.2
12) At this school, I feel safe		
a) Everywhere in the school.	49.3	47.7
b) Only in my classroom.	16.9	22.2
c) Some days and not other days.	26.4	24.8
d) No response	7.5	5.2

13) At this school		
a) Many students are in leadership roles in and out of class.	33.1	32.7
b) A few students are picked by the teachers to be leaders.	39.9	47.7
c) There are few or no students in leadership roles.	20.9	13.1
d) No response	6.1	6.5
14) At this school		
a) The students and teachers from different classrooms work together on many projects.	33.8	41.2
b) The students work together on projects in their class.	45.3	39.9
c) Students do not work together on projects.	14.2	12.4
d) Ambivalent (multiple responses chosen)	0.0	2.0
e) No response	6.7	4.6
15) In my class, the rules		
a) Are clear and help the kids get along.	43.9	45.1
b) Are clear and keep the kids from misbehaving.	28.4	29.4
c) Are not clear and the kids are afraid of doing something to make the teacher angry.	20.9	19.0
d) Ambivalent (multiple responses chosen)	0.0	0.7
e) No response	6.7	5.9
16) When students break rules		
a) The teacher gives them a fair consequence and helps them understand why.	40.5	45.1
b) The teacher gives consequences sometimes.	33.8	29.4
c) The teacher gets upset at the students publicly.	19.6	19.0
d) Ambivalent (multiple responses chosen)	0.0	0.7
e) No response	6.1	5.9
17) In my judgment, I would say that		
a) I am learning to be more responsible every day because of my teacher.	55.4	60.8
b) I am learning to do what the teacher wants.	21.6	20.3
c) I feel like if I did what I wanted to do, I would get in trouble.	14.9	13.7
d) Ambivalent (multiple responses chosen)	0.0	0.0
e) No response	8.1	5.2
18) I would say that		
a) I can see clear evidence that my teacher respects and cares about me.	42.6	60.8
b) When I show my teacher respect, he/she shows me respect.	34.5	20.3
c) I try to respect my teacher, but sometimes I feel like I am not respected.	16.2	13.7
d) Ambivalent (multiple responses chosen)	0.0	0.0
e) No response	6.7	5.2
19) In my class		
a) Things run smoothly because the teacher makes things very clear.	43.2	49.0
b) Things run pretty well because the teacher has a lot of control.	21.6	26.8
c) A lot of the time things do not run smoothly.	27.7	18.3
d) Ambivalent (multiple responses chosen)	0.0	1.3
e) No response	7.4	4.6
20) When it comes to grades and assignments		
a) What it takes to get a good grade is very clear to me.	50.7	54.9

b) Most of the time I understand what is expected.	27.0	28.1
c) Often, I am confused as to why I get the grades I do.	13.5	13.1
d) Ambivalent (multiple responses chosen)	0.0	0.0
e) No response	8.8	3.9
21) What is important in my class is		
a) How much we try and the effort we put into our work.	48.6	51.6
b) Getting right answers and good grades.	32.4	30.7
c) Doing what makes the teacher happy.	12.2	13.7
d) Ambivalent (multiple responses chosen)	0.0	0.0
e) No response	6.7	3.9
22) I would describe the work in my class as		
a) Active, hands-on and interesting.	49.3	43.1
b) Interesting but mostly out of the book.	24.3	33.3
c) Mostly worksheets and the teacher talking.	19.6	17.0
d) Ambivalent (multiple responses chosen)	0.0	2.6
e) No response	6.7	3.9
23) The work in my class		
a) Makes me think and challenges me.	56.8	49.0
b) Is mostly about remembering what the teacher or textbook says	27.7	37.3
c) Is mostly about keeping us all busy	7.4	8.5
d) Ambivalent (multiple responses chosen)	0.0	2.0
e) No response	8.1	3.3
24) At this school when a student uses mean language		
a) Other students point out to them that it is not right.	47.3	42.5
b) Sometimes they get in trouble from an adult.	31.1	34.0
c) Usually nothing happens to them, so they keep doing it.	14.9	16.3
d) Ambivalent (multiple responses chosen)	0.0	3.3
e) No response	6.7	3.9
25) At this school		
a) I trust and can talk to most of the adults.	53.4	42.5
b) There are one or two adults that I can trust to talk to, but not many.	28.4	31.4
c) I do not feel like I can be honest with the adults at the school.	11.5	20.3
d) Ambivalent (multiple responses chosen)	0.0	0.0
e) No response	6.7	5.9
26) On the playground		
a) We have peer mediators and/or "Peacemakers" that help the students solve their own problems.	35.8	39.9
b) We have peer mediators and/or "Peacemakers," but they mostly just get kids in trouble.	22.3	19.6
c) There are only adults to supervise.	34.5	31.4
d) Ambivalent (multiple responses chosen)	0.0	0.7
e) No response	7.4	8.5
27) The best way to describe how I feel about this school is		
a) I am very proud to be a student here.	45.9	44.4
b) I like this school.	29.1	35.9
c) This school is okay, but I would rather be at another school.	17.6	15.0

d) Ambivalent (multiple responses chosen)	0.0	1.3
e) No response	7.4	3.3
28) My parents		
a) Feel welcome to come to the school.	49.3	51.6
b) Mostly just come to school for events that are expected such as parent-teacher conferences.	33.8	25.5
c) Don't come to the school very often.	8.8	17.6
d) Ambivalent (multiple responses chosen)	0.0	2.0
e) No response	8.1	3.3
29) At this school		
a) We have lots of guests, visitors, and volunteers.	48.0	45.8
b) We have a few guests, visitors and volunteers.	26.4	33.3
c) There are not many guests, visitors or volunteers.	18.2	16.3
d) Ambivalent (multiple responses chosen)	0.0	0.7
e) No response	7.4	3.9

Noteworthy is that between 2017 and 2022, students' responses regarding several aspects of school climate remained consistent. For instance, the highest proportion of students reported that from what they could tell, their school is a great place to visit, that in their experience, at their school, a few things are broken, but mostly things there work and that when they look around at their school they see lots of colour and kids' work up everywhere. Additionally, the highest proportion of students indicated that school events such as games, plays, performances, meetings, or conferences are attended by lots of people, that they feel safe everywhere in the school and that when students

break rules, the teacher gives them a fair consequence and helps them understand why. From 2017 to 2022, there were notable increases in the percentage of students who reported that in their judgement, they would say that they are learning to be more responsible every day because of their teacher and that when it comes to grades and assignments, what it takes to get a good grade is very clear to them. Although the highest proportion of students reported that at their school, when a student uses mean language, other students point out to them that it is not right and that on the playground, there are peer mediators and/or "peacemakers" that help the students solve their own problems, there were notable decreases in the percentages of students who selected these responses from 2017 to 2022. There were a few statements with notable changes in students' responses across the two years being compared. In 2017, the highest proportion of students reported that at their school, many students don't get along; however, in 2022, the highest proportion said students all get along no matter what they look like or where they are from. In 2017, the highest proportion of students reported that the popular students at their school think they are better and are often mean to others. In contrast, in 2022, the highest proportion of students said the popular students are nice

to other students. In 2017, the highest proportion of students stated that there are many classroom jobs in their class, and they all take turns doing them; however, in 2022, the highest proportion of students reported that there are a few jobs for students in the class. Finally, in 2017, the highest proportion of students reported that in their class, the rules are clear and keep the kids from misbehaving, while in 2022, the highest proportion of students reported that the rules are clear and help the kids get along.

Summary

Between 2017 and 2022, primary students consistently believed that school would help them get good in the future, that learning new things at school is fun, that school would help them know many things and help them think better, and that school is important for everyone. A very small proportion of students reported that they found school boring; however, by 2022, this percentage of students had doubled. Increases were also seen in the percentage of students who likened school to a prison and would rather be at home alone than at school. Other increases were in the proportion of students who agreed that they liked all the different things they did at school and those who agreed that what they learned was good for their brains. While there were some consistencies in primary students' perceptions of school climate, there were notable shifts. Some of these include the fact that in 2017, students reported that many students did not get along at their school; however, in 2022, students stated that students all got along no matter what they looked or where they were from. Additionally, in 2017, students stated that the popular students at their school thought they were better and were often mean to others; however, in 2022, students stated that the popular students at their school were nice to other students. When it came to classroom rules, in 2017, students believed that these were clear and kept the kids from misbehaving and in 2022, they believed that the rules were clear and helped the kids to get along. Of their classroom jobs, students in 2017 believed that there were many of these they all took turns doing. In 2022, students' perceptions shifted, and they believed that there were few jobs for students in the class.

Secondary Students' Attitudes Towards School and Learning

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

Summary

Generally, there were consistent trends in the responses of secondary students regarding how they felt about school and learning in 2017 and 2022. Although overall percentages were lower in 2022, in both years, students agreed that going to school will help them get a good job when they are older, learning new things is fun, that school will help them learn many new things, school will help them think better, school will help them get prepared for the future, what they learn in school is good for their brain, school is important for everyone and that they liked the different things they did at school. While most students agreed that attending school resulted in positive outcomes, they were not as positive in their responses to “school is fun” in both years. In 2017, just over half of the students agreed that school is fun, and in 2022, less than half agreed. This perspective of school can account for why most students, just below half of them, agreed that school felt like a prison in both years – 2017 and 2022. Despite this feeling, the majority of the students in both years disagreed with the following statements about school: ‘I wish I didn’t have to go to school at all’, ‘I would rather go to the doctor or dentist than go to school’, I would never use what I learn at school, ‘I would rather be at home alone than be at school.’

There were a few instances where there was some inconsistency in students’ responses in both years, where although students generally agreed or disagreed with the statement, there was a slight decrease in percentage. For instance, in 2017, more than half of the students agreed that they would rather be at school than at home playing video games; however, in 2022, less than half of the students agreed with this statement. In addition, in 2017, more than sixty per cent of students disagreed that they hated schoolwork, and in 2022, less than half disagreed.

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.	93.1	1.4	3.8	1.7	100.0	86.4	5.1	5.7	2.7	100.0
School is fun.	55.7	17.5	23.0	3.8	100.0	45.6	30.8	20.5	3.0	100.0
I wish we didn't have to go to school at all.	12.4	68.7	15.1	3.8	100.0	26.6	53.5	16.0	3.9	100.0
I would rather stay at home than go to school.	15.1	60.1	19.9	4.8	100.0	33.5	48.0	15.4	3.0	100.0
I would rather go to the doctor or dentist than go to school.	7.6	73.2	14.4	4.8	100.0	17.8	68.6	10.0	3.6	100.0
Learning new things at school is fun.	81.4	4.1	11.7	2.7	100.0	76.1	10.3	11.2	2.4	100.0
In school all we ever do is work, work, work.	43.0	46.7	6.2	4.1	100.0	54.4	34.7	6.9	3.9	100.0
School will help me know many things.	91.1	1.4	4.1	3.4	100.0	83.1	7.3	8.2	1.5	100.0
School will help me think better.	79.0	6.5	10.3	4.1	100.0	66.2	13.9	16.3	3.6	100.0
School will get me prepared for the future.	89.7	2.7	5.2	2.4	100.0	79.8	8.2	8.8	3.3	100.0
School is boring.	26.8	44.7	24.1	4.5	100.0	41.4	31.7	24.8	2.1	100.0
I don't like school.	15.1	61.9	17.5	5.5	100.0	26.6	46.5	23.0	3.9	100.0
I like to do schoolwork.	44.7	24.4	25.8	5.2	100.0	32.6	36.6	27.2	3.6	100.0
I will never use what I learn at school.	4.5	78.7	12.4	4.5	100.0	10.0	72.5	14.2	3.3	100.0
School is like a prison.	45.0	31.3	18.6	5.2	100.0	47.1	29.9	19.3	3.6	100.0
I would rather be at school than playing video games	51.9	27.1	17.5	3.4	100.0	34.7	40.8	22.4	2.1	100.0
I hate to do schoolwork.	15.5	64.3	16.5	3.8	100.0	28.4	47.4	20.5	3.6	100.0
I would rather be at school than at home watching T.V.	50.2	26.5	20.3	3.1	100.0	40.8	36.3	19.9	3.0	100.0
I don't need school to get a job.	15.8	69.1	11.7	3.4	100.0	21.5	64.4	12.1	2.1	100.0
I like all the different things we do at school.	63.2	17.5	16.2	3.1	100.0	61.3	18.7	16.9	3.0	100.0
What I learn at school is good for my brain.	86.3	2.1	8.2	3.4	100.0	75.8	6.9	15.4	1.8	100.0
School is important for everyone.	86.9	5.8	4.5	2.7	100.0	75.8	9.7	13.0	1.5	100.0
I would rather be at home alone than at school.	16.8	66.3	12.7	4.1	100.0	36.0	43.2	17.8	3.0	100.0

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		
a) A great place for people to visit.	40.9	21.1
b) An okay place for people to visit.	46.0	63.7
c) Not a place people want to visit.	9.3	12.1
d) No response	0.0	3.0
2) In my experience, at this school		
a) Everything works, or gets fixed quickly.	19.6	14.8
b) A few things are broken, but mostly things here work.	60.5	65.6
c) A lot of things are broken.	15.1	16.0
d) No response	0.0	3.6
3) When I look around at this school I see		
a) Lots of colour and kids' work is up everywhere.	20.3	16.0
b) Some colour and kids' work is up in some places.	45.7	48.9
c) Mostly blank walls.	29.2	30.8
d) No response	0.0	4.2
4) Most of the students at this school		
a) Help the teachers and other kids make the school clean and nice to look at.	24.4	14.8
b) Keep the school clean because we would get in trouble if we did not.	30.2	32.0
c) Don't keep the school pretty and clean even when teachers tell us to.	40.5	48.0
d) Ambivalent (multiple responses chosen)	0.0	0.6
e) No response	0.0	4.5
5) My teacher spends time with other teachers		
a) Planning, talking and teaching together often.	49.5	52.6
b) Talking mostly at recess or school events.	29.6	32.0
c) Only at lunch or not at all.	11.7	9.4

d) No response	9.3	6.0
6) When I am at school, I feel like		
a) The teachers, classmates, and I are like a family.	30.6	23.3
b) I am part of a good school, but not really a family.	48.8	57.4
c) No one cares about me at this school.	14.4	15.1
d) No response	6.2	4.2
7) At this school		
a) Students all get along no matter what they look like or where they are from.	21.6	15.4
b) Students who are alike or friends get along.	36.4	43.8
c) A lot of students don't get along.	37.1	36.9
d) No response	4.8	3.9
8) The popular students at this school		
a) Are nice to the other students.	23.4	23.9
b) Are nice to the other popular students.	20.3	21.1
c) Think they are better and are often mean to others.	49.1	48.3
d) No response	7.2	6.6
9) In my class		
a) We make a lot of the decisions along with the teacher.	33.3	21.5
b) The teacher lets us choose sometimes.	48.8	58.6
c) The teacher makes all the decisions.	12.0	15.4
d) No response	5.8	4.5
10) In my class		
a) There are lots of classroom jobs and we all take turns doing them.	37.8	24.2
b) There are a few jobs for students in the class.	15.5	24.2
c) Students only do classroom jobs because they have to, or have gotten in trouble.	40.9	45.6
d) No response	5.8	4.5
11) School events such as games, plays, performances, meetings, or conferences are attended by		
a) Lots of people.	36.8	48.9
b) Some people who care about that event.	48.8	37.8
c) Not many people.	8.9	8.5
d) No response	5.5	4.8
12) At this school, I feel safe		
a) Everywhere in the school.	35.4	35.0
b) Only in my classroom.	15.5	19.3
c) Some days and not other days.	43.3	40.5
d) No response	5.8	5.1
13) At this school		
a) Many students are in leadership roles in and out of class.	24.7	21.5
b) A few students are picked by the teachers to be leaders.	54.0	48.0
c) There are few or no students in leadership roles.	16.2	25.1
d) No response	5.2	5.4
14) At this school		
a) The students and teachers from different classrooms work together on many projects.	22.3	19.9
b) The students work together on projects in their class.	63.6	60.1

c) Students do not work together on projects.	7.2	14.5
d) No response	6.9	5.4
15) In my class, the rules		
a) Are clear and help the kids get along.	28.5	20.8
b) Are clear and keep the kids from misbehaving.	45.0	53.2
c) Are not clear and the kids are afraid of doing something to make the teacher angry.	17.2	16.9
d) No response	9.3	9.1
16) When students break rules		
a) The teacher gives them a fair consequence and helps them understand why.	40.2	37.8
b) The teacher gives consequences sometimes.	35.4	33.2
c) The teacher gets upset at the students publicly.	16.8	22.1
d) No response	7.6	6.9
17) In my judgment, I would say that		
a) I am learning to be more responsible every day because of my teacher.	53.6	43.5
b) I am learning to do what the teacher wants.	15.5	16.9
c) I feel like if I did what I wanted to do, I would get in trouble.	20.3	31.1
d) No response	10.7	8.5
18) I would say that		
a) I can see clear evidence that my teacher respects and cares about me.	30.2	29.3
b) When I show my teacher respect, he/she shows me respect.	36.1	40.2
c) I try to respect my teacher, but sometimes I feel like I am not respected.	25.4	23.9
d) No response	8.2	6.6
19) In my class		
a) Things run smoothly because the teacher makes things very clear.	22.0	25.1
b) Things run pretty well because the teacher has a lot of control.	31.6	35.6
c) A lot of the time things do not run smoothly.	37.8	32.9
d) No response	8.6	6.3
20) When it comes to grades and assignments		
a) What it takes to get a good grade is very clear to me.	36.8	38.7
b) Most of the time I understand what is expected.	40.2	41.4
c) Often, I am confused as to why I get the grades I do.	14.1	13.3
d) No response	8.9	6.6
21) What is important in my class is		
a) How much we try and the effort we put into our work.	43.0	44.4
b) Getting right answers and good grades.	39.5	42.6
c) Doing what makes the teacher happy.	9.3	5.1
d) No response	8.2	7.9
22) I would describe the work in my class as		
a) Active, hands-on and interesting.	34.4	32.6
b) Interesting but mostly out of the book.	33.0	33.2
c) Mostly worksheets and the teacher talking.	24.1	27.5
d) No response	8.6	6.6
23) The work in my class		
a) Makes me think and challenges me.	49.1	42.6

b) Is mostly about remembering what the teacher or textbook says	30.2	39.0
c) Is mostly about keeping us all busy	11.3	10.9
d) No response	9.3	7.6
24) At this school when a student uses mean language		
a) Other students point out to them that it is not right.	19.6	11.8
b) Sometimes they get in trouble from an adult.	46.0	47.4
c) Usually nothing happens to them, so they keep doing it.	22.7	32.9
d) No response	11.7	7.9
25) At this school		
a) I trust and can talk to most of the adults.	18.6	19.3
b) There are one or two adults that I can trust to talk to, but not many.	46.7	44.7
c) I do not feel like I can be honest with the adults at the school.	23.0	27.2
d) No response	11.7	8.8
26) On the playground		
a) We have peer mediators and/or "Peacemakers" that help the students solve their own problems.	28.9	24.8
b) We have peer mediators and/or "Peacemakers," but they mostly just get kids in trouble.	24.1	21.5
c) There are only adults to supervise.	25.4	34.1
d) No response	21.6	19.6
27) The best way to describe how I feel about this school is		
a) I am very proud to be a student here.	40.2	26.9
b) I like this school.	22.3	36.9
c) This school is okay, but I would rather be at another school.	25.8	28.4
d) No response	11.7	7.9
28) My parents		
a) Feel welcome to come to the school.	36.4	23.0
b) Mostly just come to school for events that are expected such as parent-teacher conferences.	39.9	52.9
c) Don't come to the school very often.	13.1	15.7
d) No response	10.7	8.5
29) At this school		
a) We have lots of guests, visitors, and volunteers.	34.0	29.6
b) We have a few guests, visitors and volunteers.	37.8	40.5
c) There are not many guests, visitors or volunteers.	17.2	21.1
d) No response	11.0	8.8

Generally, there was a measure of consistency in aspects of school climate for which the highest percentage of students was selected in 2017 and 2022. For instance, in response to their experience at their school, most students claimed that while a few things are broken, mostly things at their school work. In response to the popular students at school, in both years, students claimed that the popular students think that they are better and they are often mean to others. In addition, in both years, students thought that classroom jobs were done because they have to, or have gotten in trouble, that they feel safe some days and not other days, that students work together on projects

in their class, that most of the time they understand what is expected, that what is important in their classes is how much they try and the effort that they put into their work, that the class work made them think and challenged them, that when they used mean language they got in trouble from an adult and that there are one or two adults that they can trust.

There were some areas of inconsistency between students' responses in 2017 and 2022. For example, while most students described the work in class as interesting but mostly out of the book, in 2022, most students described their class work as active, hands-on and interesting. Another inconsistency was about students' experience on the playground. In 2017, the category with the highest percentage (just over twenty-eight percent) was "We have peer mediators or peacemakers that help the students to solve their own problems". In 2022, however, the category with the highest percentage (just over thirty-four per cent) was "There are only adults to supervise". In addition, as it relates to the best way in which students would describe their school, most students (just over forty percent) selected "I am very proud to be a student here; that percentage, however, declined to twenty-seven percent in 2022 and instead, the statement "I like this school" was selected by most students (thirty-four percent) in 2022.

Summary

Between 2017 and 2022, secondary students consistently acknowledged the long-term and overall benefits of attending school. Most students in both years agreed that going to school will help them get a good job when they are older, that learning new things is fun, that school will help them learn many new things, school will help them think better, school will help them get prepared for the future, what they learn in school is good for their brain, school is important for everyone and that they liked the different things they did at school. Although secondary students appeared to recognise the long-term benefits of school, they were not as unanimous in their agreement that school was fun. Some students even agreed that school felt like a prison. The lack of enjoyment and feeling of imprisonment may affect students' engagement, motivation and overall well-being at school. Notably, however, despite how some students feel about school, they agreed that they preferred to be at school rather than at home alone, playing video games, or visiting the doctor or dentist. School climate perceptions remained constant between 2017 and 2022 in several areas related to students' views of their school. In a few instances, there was a slight difference in the perceptions of students about areas of school climate in both years. For example, in 2022, students

reported that they were supervised by only adults in the playground as opposed to ‘peer mediators’ or ‘peacemakers’ as reported in 2017. Additionally, while most students in 2017 claimed they were very proud to be at that school, in 2022, most selected “I like this school”. Thus, although students had positive perceptions about school in both years, they moved from feeling proud to just ‘liking’ their school. Notably also, in 2022, more students indicated that their parents mostly come to school for events that are expected, such as parent-teacher conferences.

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 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 72 presents the percentages of the teachers in the sample reporting the frequency of use of technology for each activity.

There were several consistencies in teachers’ responses regarding how frequently they used technology in their practice. In 2017 and 2022, the largest proportion of teachers indicated that they used technology “often” to access lessons from the internet, formulate tests for students, get information from the internet for use in lessons, prepare homework assignments, produce handouts for students and record students’ grades. Across both years, most teachers reported that they “never” sent lesson information, assignments and other communication to students by email, never used digital cameras to enhance lessons and never used LCD projectors to present lessons. From 2017 to 2022, there was a shift from the largest proportion of teachers reporting that they never used software for remediation of basic skills and those who used software to teach concepts to teachers in 2022 reporting that they seldom used these resources. In 2017, most teachers reported never having students use the internet to research subject content. In 2022, most teachers selected “sometimes” in response to this statement. Similarly, in 2017, the highest proportion of teachers

reported that they never posted homework assignments online; however, in 2022, the largest proportion reported that they did this sometimes.

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 73 presents the percentages of teachers in the sample who reported various levels of influence for each factor.

There were some notable shifts in teachers' reports of the factors that affected their use of technology. In 2017, the largest proportion of teachers reported that, to a great extent, there were not enough computers available and that the computers were unreliable; however, in 2022, the largest proportion of teachers indicated that this was not an issue. Whereas in 2017, the highest proportion of teachers reported that to a great extent the internet was not easily accessible and that there was a lack of good instructional software, in 2022, teachers reported these issues were faced 'a little bit'.

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, those 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.

There were several commonalities in teachers' responses regarding the proportion of students participating in specific classroom activities. In both 2017 and 2022, the largest proportion of teachers reported that students often worked individually answering questions in textbooks or worksheets, that students often worked on their own assignments at their own desks, often participated in interactive/ hands-on classroom activities, often engaged in whole-class activities and often demonstrated their work to others (teachers/students). Other commonalities include that in both years, teachers reported that students sometimes worked on projects that took a week or longer, engaged in a writing activity in which they were expected to explain their thinking or

reasoning at some length, led discussions, gave presentations and worked in small groups to complete an assignment.

Notable differences included that in 2017, the highest proportion of teachers reported that students never conducted research for projects via the internet; however, in 2022, the highest proportion reported that students did this sometimes. Additionally, in 2017, teachers' responses to how frequently students wrote in a journal were evenly split between sometimes and seldom. In 2022, most teachers reported that students never wrote in a journal. While in 2017, the highest proportion of teachers selected sometimes in response to how frequently students worked on individual tasks for portfolios, in 2022, the highest proportion of teachers selected often and never in response to this.

In 2017 and 2022, most teachers reported using didactic questions, demonstrations, guided methods, shared methods, differentiated instruction, problem-solving approaches, peer partner learning, and cooperative and collaborative learning. They told students the objectives of an assessment activity. Students were also taught strategies for reading in the teachers' subject area, given time to read books of their choice, allowed their choice of reading material, encouraged to read for pleasure and information, and provided support for struggling readers in their classroom. Additionally, in both years, teachers indicated that they assigned grade-ability-appropriate open-ended mathematics problems for students to solve, encouraged students to talk about the mathematics they were learning in the classroom and led them in grade and ability-appropriate investigations of mathematics concepts often. In both 2017 and 2022, teachers also reported that they often rewarded positive behaviours with incentives.

In 2017 and 2022, the highest proportion of teachers reported that they never used learning contracts, never threatened to send students out of the classroom if they did not behave, nor sent home notes to parents about students' good behaviour. Other notable differences were that in 2022, the largest proportion of teachers reported that they never used debates and never allowed the students to rate their own work before they graded it. In contrast, in 2017, most teachers reported using these instructional practices.

Summary

Compared to 2017, primary teachers' use of various technologies increased in frequency in 2022. In 2022, teachers' reports of engaging students in online discussions, sending lesson information

and assignments, communicating with students by email and posting homework assignments online increased. Across both years, most teachers reported not using digital cameras, scanners and LCD projectors in their lessons. By 2022, factors that had previously affected teachers' use of technology in 2017, such as insufficient computers and inability to easily access the internet, were improved. There were numerous consistencies with the activities students engaged in 2017 and 2022, such as that they often worked individually answering questions in textbooks or worksheets, often worked on their own assignments at their own desks, and often engaged in whole-class activities. Teachers used a variety of democratic instructional practices over both years and did so often. These practices included didactic questions, demonstrations and guided methods, each of which increased in frequency of use in 2022. Compared to 2017, shared methods, journals, and learning centres will be used less frequently in 2022. Teachers continued to send home notes to parents about students' good behaviour, and there were increased reports of teachers calling parents about students' misbehaviour. In both years, teachers often rewarded students' positive behaviours with stickers; however, there was a decline in the proportion of teachers who reported working with students to establish a code of classroom behaviour and consequences for infractions from often to sometimes in 2017.

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	22.5	27.0	21.3	28.1	1.1	100.0	17.7	29.0	35.5	9.7	8.1	100.0
Create instructional materials	44.9	32.6	12.4	6.7	3.4	100.0	46.8	33.9	9.7	3.2	6.5	100.0
Design multimedia presentations (e.g. PowerPoint)	18.0	25.8	24.7	29.2	2.2	100.0	12.9	40.3	19.4	25.8	1.6	100.0
Engage students in online discussion (e.g., blogs, chat rooms, social networking sites)	1.1	4.5	12.4	80.9	1.1	100.0	6.5	21.0	21.0	37.1	14.5	100.0
Formulate tests for students.	56.2	15.7	16.9	11.2	0.0	100.0	56.5	25.8	4.8	8.1	4.8	100.0
Get information from the Internet for use in lessons	73.0	21.3	2.2	2.2	1.1	100.0	72.6	22.6	0.0	1.6	3.2	100.0
Have students use the internet for researching subject content	19.1	24.7	20.2	34.8	1.1	100.0	32.3	33.9	14.5	17.7	1.6	100.0
Post homework assignments online	1.1	3.4	2.2	91.0	2.2	100.0	25.8	30.6	29.0	11.3	3.2	100.0
Prepare homework assignments	44.9	21.3	12.4	19.1	2.2	100.0	41.9	32.3	14.5	6.5	4.8	100.0
Produce handouts for students	37.1	31.5	13.5	15.7	2.2	100.0	29.0	32.3	25.8	6.5	6.5	100.0
Record student grades	56.2	13.5	4.5	22.5	3.4	100.0	51.6	16.1	8.1	21.0	3.2	100.0
Send lesson information, assignments and other communication to students by email	1.1	3.4	9.0	84.3	2.2	100.0	9.7	9.7	24.2	53.2	3.2	100.0
Share material, ideas and/or information with other teachers	32.6	36.0	16.9	14.6	0.0	100.0	29.0	40.3	17.7	6.5	6.5	100.0
Use digital cameras to enhance lessons	4.5	15.7	22.5	56.2	1.1	100.0	8.1	6.5	24.2	51.6	9.7	100.0
Use LCD projectors to present lessons	19.1	23.6	18.0	38.2	1.1	100.0	11.3	19.4	24.2	41.9	3.2	100.0
Use scanners to prepare for lessons	12.4	23.6	23.6	39.3	1.1	100.0	12.9	11.3	19.4	48.4	8.1	100.0
Use skill games to reinforce concepts taught	32.6	38.2	15.7	13.5	0.0	100.0	19.4	37.1	29.0	11.3	3.2	100.0
Use software for remediation of basic skills	12.4	24.7	19.1	42.7	1.1	100.0	14.5	33.9	25.8	19.4	6.5	100.0
Use software to teach concepts	11.2	33.7	18.0	36.0	1.1	100.0	24.2	38.7	19.4	12.9	4.8	100.0
Use videos or DVS to teach concepts	19.1	43.8	20.2	15.7	1.1	100.0	46.8	33.9	11.3	3.2	4.8	100.0

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	58.4	19.1	9.0	11.2	2.2	100.0	8.1	11.3	17.7	59.7	3.2	100.0
Unreliable computers	42.7	16.9	20.2	14.6	5.6	100.0	4.8	8.1	30.6	51.6	4.8	100.0
Internet not easily accessible	33.7	25.8	19.1	20.2	1.1	100.0	14.5	25.8	30.6	22.6	6.5	100.0
Lack of good instructional software	32.6	30.3	15.7	15.7	5.6	100.0	9.7	16.1	35.5	30.6	8.1	100.0
Inadequate training opportunities	20.2	30.3	20.2	27.0	2.2	100.0	11.3	27.4	27.4	25.8	8.1	100.0
Lack of administrative support	16.9	19.1	32.6	30.3	1.1	100.0	8.1	14.5	30.6	38.7	8.1	100.0
Lack of support regarding ways to integrate technology into the curriculum	18.0	32.6	24.7	22.5	2.2	100.0	8.1	24.2	32.3	29.0	6.5	100.0
Lack of technical support or advice	20.2	29.2	28.1	21.3	1.1	100.0	3.2	16.1	41.9	33.9	4.8	100.0
Lack of relevant computer skills	11.2	21.3	31.5	33.7	2.2	100.0	8.1	8.1	43.5	35.5	4.8	100.0
Inadequate amount of computer peripherals	31.5	29.2	22.5	13.5	3.4	100.0	3.2	9.7	41.9	35.5	9.7	100.0
Lack of knowledge in ways to integrate technology to enhance the curriculum	11.2	29.2	24.7	33.7	1.1	100.0	3.2	22.6	38.7	30.6	4.8	100.0
Use of technology not integrated into curriculum documents	22.2	21.3	29.2	22.5	4.5	100.0	4.8	22.6	45.2	19.4	8.1	100.0

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	10.1	40.4	31.5	11.2	6.7	100.0	8.1	37.1	29.0	21.0	4.8	100.0
Worked in small groups to come up with solutions or approaches to problems.	28.1	42.7	24.7	1.1	3.4	100.0	14.5	33.9	38.7	9.7	3.2	100.0
Engaged in a writing activity in which they were expected to explain their thinking or reasoning at some length	20.2	34.8	30.3	10.1	4.5	100.0	22.6	30.6	27.4	14.5	4.8	100.0
Suggested or helped plan classroom activities	18.0	42.7	25.8	9.0	4.5	100.0	9.7	25.8	35.5	17.7	11.3	100.0
Worked individually answering questions in textbooks or worksheets	64.0	23.6	4.5	4.5	3.4	100.0	74.2	16.1	1.6	1.6	6.5	100.0
Led discussions	27.0	36.0	23.6	10.1	3.4	100.0	22.6	37.1	27.4	8.1	4.8	100.0
Gave presentations	20.2	34.8	30.3	10.1	4.5	100.0	11.3	33.9	27.4	22.6	4.8	100.0
Worked in small groups to complete an assignment	34.8	43.8	9.0	6.7	5.6	100.0	21.0	40.3	19.4	14.5	4.8	100.0
Worked on their own assignment at their own desks.	76.4	15.7	3.4	1.1	3.4	100.0	69.4	14.5	4.8	4.8	6.5	100.0
Wrote in a journal	21.3	27.0	27.0	21.3	3.4	100.0	11.3	19.4	19.4	41.9	8.1	100.0
Participated in interactive/hands-on classroom activities	61.8	24.7	5.6	3.4	4.5	100.0	62.9	27.4	1.6	4.8	3.2	100.0
Conducted research for projects via the Internet	15.7	25.8	20.2	31.5	6.7	100.0	16.1	29.0	27.4	24.2	3.2	100.0
Worked on individual tasks for portfolios	31.5	40.4	16.9	7.9	3.4	100.0	27.4	17.7	17.7	27.4	9.7	100.0
Engaged in whole-class activities	78.7	12.4	3.4	1.1	4.5	100.0	80.6	12.9	0.0	4.8	1.6	100.0
Demonstrated their work to others (teachers/students)	49.4	38.2	7.9	1.1	3.4	100.0	50.0	25.8	12.9	8.1	3.2	100.0

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

Practice	2017							2022						
	Frequency of Engagement (%)							Frequency of Engagement (%)						
	Never Uses	Seldom	Sometimes	Often	Unsure / Not Applicable	No Response	TOTAL	Never Uses	Seldom	Sometimes	Often	Unsure / Not Applicable	No Response	TOTAL
Used didactic questions (Who? What? Where? When? How?)	1.1	4.5	22.5	69.7	0.0	2.2	100.0	0.0	0.0	16.1	77.4	0.0	6.5	100.0
Used demonstrations	1.1	10.1	30.3	58.4	0.0	0.0	100.0	0.0	3.2	12.9	77.4	0.0	6.5	100.0
Used guided methods (e.g. Guided reading)	1.1	4.5	22.5	69.7	0.0	2.2	100.0	1.6	6.5	9.7	75.8	0.0	6.5	100.0
Used shared methods (e.g. Shared writing)	1.1	10.1	30.3	58.4	0.0	0.0	100.0	6.5	11.3	25.8	48.4	0.0	8.1	100.0
Used journals	21.3	20.2	25.8	30.3	0.0	0.0	100.0	24.2	30.6	22.6	14.5	1.6	6.5	100.0
Used learning logs	24.7	24.7	23.6	13.5	9.0	0.0	100.0	25.8	29.0	25.8	6.5	1.6	11.3	100.0
Used research projects	11.2	25.8	36.0	25.8	1.1	0.0	100.0	14.5	35.5	27.4	14.5	0.0	8.1	100.0
Used learning centres	10.1	19.1	31.5	34.8	1.1	0.0	100.0	22.6	33.9	22.6	9.7	0.0	11.3	100.0
Used learning contracts	34.8	20.2	13.5	12.4	12.4	6.7	100.0	45.2	12.9	19.4	1.6	3.2	17.7	100.0
Used differentiated instruction	1.1	10.1	24.7	60.7	1.1	2.2	100.0	1.6	6.5	30.6	51.6	0.0	9.7	100.0
Used problem-solving approaches	1.1	2.2	28.1	62.9	2.2	3.4	100.0	0.0	11.3	40.3	40.3	1.6	6.5	100.0
Used case-based method	21.3	23.6	18.0	16.9	12.4	7.9	100.0	24.2	16.1	27.4	8.1	9.7	14.5	100.0
Used reflective discussions	2.2	14.6	44.9	28.1	4.5	5.6	100.0	4.8	14.5	37.1	29.0	3.2	11.3	100.0
Used simulations	3.4	11.2	44.9	33.7	4.5	2.2	100.0	12.9	17.7	33.9	17.7	3.2	14.5	100.0
Used field observation	2.2	14.6	42.7	34.8	1.1	4.5	100.0	6.5	19.4	46.8	22.6	0.0	4.8	100.0
Used role play	2.2	10.1	38.2	46.1	2.2	1.1	100.0	6.5	21.0	37.1	32.3	0.0	3.2	100.0
Used service learning	13.5	23.6	20.2	11.2	21.3	10.1	100.0	25.8	24.2	14.5	4.8	12.9	17.7	100.0
Used cooperative and collaborative learning	1.1	6.7	28.1	59.6	1.1	3.4	100.0	1.6	17.7	24.2	48.4	0.0	8.1	100.0

Used controversial discussions	15.7	23.6	33.7	18.0	2.2	6.7	100.0	14.5	35.5	22.6	11.3	6.5	9.7	100.0
Used debates	33.7	36.0	10.1	12.4	3.4	4.5	100.0	50.0	22.6	8.1	8.1	6.5	4.8	100.0
Used peer partner learning	3.4	13.5	29.2	46.1	4.5	3.4	100.0	6.5	16.1	33.9	33.9	1.6	8.1	100.0
Told the students the objectives of an assessment activity	2.2	7.9	7.9	73.0	5.6	3.4	100.0	4.8	1.6	19.4	66.1	1.6	6.5	100.0
Allowed the students to rate their own work before you graded it	21.3	31.5	29.2	13.5	2.2	2.2	100.0	32.3	21.0	21.0	16.1	3.2	6.5	100.0
Allowed the students to engage in peer assessment activities	7.9	24.9	33.7	31.5	1.1	1.1	100.0	17.7	14.5	32.3	27.4	1.6	6.5	100.0
Taught students strategies for reading in your subject area	10.1	13.5	29.2	43.8	2.2	1.1	100.0	1.6	12.9	27.4	51.6	4.8	1.6	100.0
Gave time for reading books of own choice	3.4	6.7	18.0	69.7	1.1	1.1	100.0	3.2	12.9	25.8	51.6	0.0	6.5	100.0
Allowed choice of reading material	2.2	9.0	28.1	52.8	0.0	7.9	100.0	4.8	6.5	29.0	53.2	6.5	0.0	100.0
Provided support for struggling readers in your classroom	1.1	7.9	21.3	66.3	1.1	2.2	100.0	1.6	4.8	25.8	59.7	8.1	0.0	100.0
Encouraged students to read for pleasure	1.1	3.4	13.5	77.5	1.1	3.4	100.0	1.6	1.6	16.1	71.0	1.6	8.1	100.0
Encouraged students to read for information	0.0	3.4	18.0	73.0	2.2	3.4	100.0	1.6	3.2	19.4	67.7	1.6	6.5	100.0
(Re)Wrote instructional materials to facilitate diverse reading ability in the classroom	5.6	13.5	30.3	37.1	6.7	6.7	100.0	9.7	19.4	35.5	22.6	0.0	12.9	100.0
Assigned grade- and ability-appropriate open-ended mathematics problems for students to solve	5.6	6.7	32.6	38.2	11.2	5.6	100.0	1.6	9.7	32.3	37.1	9.7	9.7	100.0
Encouraged students to talk about the mathematics that they are learning in the classroom	3.4	13.5	24.7	47.2	5.6	5.6	100.0	1.6	8.1	27.4	46.8	4.8	11.3	100.0

Led the students in grade and ability-appropriate investigations of mathematics concepts	5.6	9.0	31.5	38.2	9.0	6.7	100.0	8.1	6.5	29.0	37.1	12.9	6.5	100.0
Allowed students to submit mathematics projects and investigations using different modes	14.6	27.0	21.3	18.0	14.6	4.5	100.0	16.1	17.7	35.5	8.1	11.3	11.3	100.0
Allowed students to explain phenomena scientifically	18.0	21.3	22.5	16.9	15.7	5.6	100.0	17.7	25.8	27.4	4.8	8.1	16.1	100.0
Allowed students to evaluate and design scientific enquiry	19.1	36.0	19.1	6.7	13.5	5.6	100.0	21.0	30.6	19.4	3.2	4.8	21.0	100.0
Allowed students to interpret data and evidence scientifically	7.9	23.6	34.8	20.2	7.9	5.6	100.0	6.5	17.7	40.3	22.6	0.0	12.9	100.0
Rewarded positive behaviours with incentives (e.g. stars, stickers)	0.0	3.4	19.1	71.9	2.2	3.4	100.0	1.6	12.9	14.5	62.9	0.0	8.1	100.0
Used physical restraint for misbehaving students	25.8	30.3	18.0	20.2	1.1	4.5	100.0	33.9	35.5	14.5	6.5	0.0	9.7	100.0
Threatened to send students out of the classroom if they do not behave	38.2	29.2	22.5	6.7	0.0	3.4	100.0	48.4	27.4	11.3	3.2	1.6	8.1	100.0
Sent home notes to parents about students' good behaviour	33.7	30.3	13.5	16.9	1.1	4.5	100.0	39.9	27.4	17.7	11.3	0.0	9.7	100.0
Called parents about students' misbehaviour	15.7	30.3	24.7	24.7	1.1	3.4	100.0	6.5	33.9	45.2	6.5	0.0	8.1	100.0
Worked with students to establish a code of classroom behaviour and consequences for infractions	6.7	14.6	19.1	51.7	3.4	4.5	100.0	6.5	12.9	37.1	35.5	0.0	8.1	100.0

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.

There were several areas of consistency in teachers' responses regarding how frequently they used technology in their practice. In 2017 and 2022, the largest proportion of teachers indicated that they used technology "often" to access lessons from the internet, formulate tests for students, get information from the internet for use in lessons, prepare homework assignments, produce handouts for students and record students' grades. Similarly, regarding using videos and DVDs to teach concepts, most teachers across both years indicated that they 'sometimes' engaged in this practice. A measure of consistency was also recorded across both years, as teachers indicated that they 'seldom' use digital cameras to enhance lessons, use LCD projectors to present lessons and use scanners to prepare lessons.

There were inconsistencies, however, in some areas across both years. For instance, while in 2017, most teachers claimed that they sometimes accessed lessons from the internet, in 2022, the majority indicated that they never accessed them. Similarly, while most teachers claimed that they seldom used the technology to design multimedia presentations, this frequency increased slightly in 2022, as most teachers indicated that they often used the technology for this purpose. In addition, in 2017, the highest proportion of teachers claimed that they never engaged students in online discussions; however, in 2022, a higher percentage of teachers reported that they seldom or often engage students in online discussions. Similarly, in 2017, a larger proportion of teachers indicated that they never post homework online, communicate with students via email, use online games to reinforce concepts taught, or use software to teach concepts and for remediation of basic skills; in 2022, the highest proportion of teachers indicated that they seldom or sometimes engage in these practices.

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

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	20.9	27.9	25.6	14.0	11.6	100.0	18.4	22.4	21.1	31.6	6.6	100.0
Create instructional materials	46.5	34.9	9.3	7.0	2.3	100.0	43.4	42.1	6.6	1.3	6.6	100.0
Design multimedia presentations (e.g. PowerPoint)	14.0	27.9	32.6	23.3	2.3	100.0	35.5	31.6	19.7	7.9	5.3	100.0
Engage students in online discussion (e.g., blogs, chat rooms, social networking sites)	9.3	16.3	20.9	48.8	4.7	100.0	23.7	19.7	27.6	25.0	3.9	100.0
Formulate tests for students.	53.5	30.2	11.6	4.7	0.0	100.0	65.8	21.1	6.6	2.6	3.9	100.0
Get information from the Internet for use in lessons	55.8	37.2	4.7	0.0	0.0	100.0	69.7	22.4	3.9	0.0	3.9	100.0
Have students use the internet for researching subject content	46.5	37.2	9.3	4.7	2.3	100.0	35.5	51.3	5.3	3.9	3.9	100.0
Post homework assignments online	9.3	14.0	23.3	48.8	4.7	100.0	21.1	42.1	21.1	11.8	3.9	100.0
Prepare homework assignments	30.2	37.2	25.6	7.0	0.0	100.0	43.4	34.2	13.2	3.9	5.3	100.0
Produce handouts for students	34.9	39.5	18.6	7.0	0.0	100.0	35.5	40.8	18.4	1.3	3.9	100.0
Record student grades	51.2	23.3	9.3	16.3	0.0	100.0	60.5	23.7	5.3	6.6	3.9	100.0
Send lesson information, assignments and other communication to students by email	9.3	20.9	20.9	48.8	0.0	100.0	22.4	25.0	26.3	22.4	3.9	100.0
Share material, ideas and/or information with other teachers	20.9	44.2	16.3	18.6	0.0	100.0	31.6	44.7	15.8	3.9	3.9	100.0
Use digital cameras to enhance lessons	4.7	27.9	16.3	48.8	0.0	100.0	3.9	5.3	27.6	59.2	3.9	100.0
Use LCD projectors to present lessons	2.3	30.2	27.9	34.9	0.0	100.0	13.2	27.6	18.4	34.2	6.6	100.0
Use scanners to prepare for lessons	9.3	25.6	23.3	39.5	0.0	100.0	3.9	13.2	36.8	40.8	5.3	100.0
Use skill games to reinforce concepts taught	23.3	18.6	25.6	27.9	0.0	100.0	11.8	26.3	34.2	22.4	5.3	100.0
Use software for remediation of basic skills	9.3	18.6	23.3	41.9	0.0	100.0	6.6	21.1	36.8	27.6	7.9	100.0
Use software to teach concepts	4.7	27.9	25.6	37.2	0.0	100.0	10.5	26.3	32.9	23.7	6.6	100.0
Use videos or DVDs to teach concepts	9.3	34.9	25.6	27.9	0.0	100.0	22.4	38.2	19.7	14.5	5.3	100.0

their practice. Table 77 presents the percentages of teachers in the sample who reported various levels of influence for each factor.

For some factors that impacted teachers' use of technology in teaching and learning, there was a measure of consistency in teachers' responses in 2017 and 2022 in a few areas. For example, as it relates to the insufficient availability of computers, although the overall percentage decreased slightly, a larger proportion of teachers in both years admitted that this impacted them to a great extent. Similarly, teachers believed that the lack of good instructional software moderately impacted them, and they were affected 'a little bit' by the lack of relevant computer skills.

On the other hand, however, in 2022, there was a change in opinion relating to the impact of several factors on teachers' use of technology in the teaching and learning environment. For instance, in response to unreliable computers, in 2017, most teachers believed that this factor influenced them to a moderate extent, while in 2022, most teachers believed that this factor did not influence their use of technology in any. In 2017, most teachers believed that they were impacted to a great extent because the internet was not easily accessible; however, in 2022, the majority of teachers believed that they were moderately affected by this factor. Inadequate training opportunities were another influencing factor, and while the majority of teachers in 2017 claimed that this influenced their use of technology to a moderate extent, in 2022, the majority of teachers wavered between 'to a moderate extent' and 'a little bit'. Regarding the lack of administrative support, in 2017, most teachers believed they were impacted moderately; in 2022, however, they believed they were impacted "a little bit" by this factor. Similarly, about the lack of support regarding ways to integrate technology into the curriculum, most teachers in 2017 admitted that this affected them to a great extent, this was however not the case in 2022, as most teachers believed that their use of technology was impacted 'a little bit' by this factor. Factors related to the lack of technical support or advice and inadequate computer peripherals impacted most teachers to a moderate extent in 2017. In 2022, most teachers opined that these factors impacted their use of technology 'a little bit'.

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 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 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.

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

	2017						2022					
Influence:	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	46.5	20.9	16.3	14.0	2.3	100.0	30.3	22.4	19.7	22.4	5.3	100.0
Unreliable computers	25.6	32.6	20.9	16.3	4.7	100.0	21.1	22.4	23.7	26.3	6.6	100.0
Internet not easily accessible	39.5	30.2	14.0	14.0	2.3	100.0	9.2	36.8	31.6	17.1	5.3	100.0
Lack of good instructional software	23.3	32.6	27.9	9.3	7.0	100.0	18.4	31.6	25.0	19.7	5.3	100.0
Inadequate training opportunities	16.3	39.5	32.6	11.6	0.0	100.0	13.2	32.9	32.9	15.8	5.3	100.0
Lack of administrative support	16.3	37.2	27.9	18.6	0.0	100.0	6.6	22.4	39.5	25.0	6.6	100.0
Lack of support regarding ways to integrate technology into the curriculum	30.2	32.6	23.3	14.0	0.0	100.0	9.2	31.6	35.5	18.4	5.3	100.0
Lack of technical support or advice	9.3	51.2	23.3	16.3	0.0	100.0	5.3	27.6	43.4	19.7	3.9	100.0
Lack of relevant computer skills	9.3	27.9	34.9	25.6	2.3	100.0	5.3	25.0	36.8	28.9	3.9	100.0
Inadequate amount of computer peripherals	27.9	37.2	23.3	9.3	2.3	100.0	22.4	27.6	27.6	13.2	9.2	100.0
Lack of knowledge in ways to integrate technology to enhance the curriculum	11.6	34.9	32.6	18.6	2.3	100.0	5.3	25.0	38.2	26.3	5.3	100.0
Use of technology not integrated into curriculum documents	30.2	27.9	27.9	11.6	2.3	100.0	7.9	36.8	31.6	19.7	3.9	100.0

Table 78: Secondary Teachers' Reported Student Engagement in Activities

	2017						2022					
Activity:	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	18.6	27.9	34.9	11.6	7.0	100.0	9.2	51.3	26.3	6.6	6.6	100.0
Worked in small groups to come up with solutions or approaches to problems.	32.6	44.2	20.9	2.3	0.0	100.0	14.5	39.5	30.3	7.9	7.9	100.0
Engaged in a writing activity in which they were expected to explain their thinking or reasoning at some length	23.3	51.2	23.3	0.0	2.3	100.0	21.1	46.1	21.1	7.9	3.9	100.0
Suggested or helped plan classroom activities	14.0	34.9	37.2	14.0	0.0	100.0	11.8	28.9	42.1	11.8	5.3	100.0
Worked individually answering questions in textbooks or worksheets	69.8	25.6	2.3	2.3	0.0	100.0	43.4	35.5	11.8	1.3	7.9	100.0
Led discussions	27.9	39.5	30.2	2.3	0.0	100.0	9.2	51.3	27.6	6.6	5.3	100.0
Gave presentations	18.6	55.8	20.9	4.7	0.0	100.0	10.5	48.7	34.2	1.3	5.3	100.0
Worked in small groups to complete an assignment	34.9	48.8	11.6	0.0	4.7	100.0	19.7	50.0	19.7	5.3	5.3	100.0
Worked on their own assignment at their own desks.	72.1	18.6	4.7	4.7	0.0	100.0	51.3	31.6	9.2	2.6	5.3	100.0
Wrote in a journal	9.3	20.9	18.6	46.5	4.7	100.0	2.6	11.8	32.9	46.1	6.6	100.0
Participated in interactive/hands-on classroom activities	25.6	48.8	20.9	2.3	2.3	100.0	27.6	38.2	26.3	2.6	5.3	100.0
Conducted research for projects via the Internet	25.6	46.5	18.6	9.3	0.0	100.0	30.3	46.1	13.2	5.3	5.3	100.0
Worked on individual tasks for portfolios	25.6	16.3	25.6	30.2	2.3	100.0	15.8	25.0	25.0	27.6	6.6	100.0
Engaged in whole-class activities	69.8	18.6	11.6	0.0	0.0	100.0	50.0	34.2	9.2	0.0	6.6	100.0
Demonstrated their work to others (teachers/students)	39.5	39.5	18.6	2.3	0.0	100.0	23.7	56.6	11.8	2.6	5.3	100.0

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

Activity	2017							2022						
	Extent of Use of Democratic Teaching Practices (% of sample)							Extent of Use of Democratic Teaching Practices (% of sample)						
	Never Uses	Seldom	Sometimes	Often	Unsure / Not Applicable	No Response	TOTAL	Never Uses	Seldom	Sometimes	Often	Unsure / Not Applicable	No Response	TOTAL
Used didactic questions (Who? What? Where? When? How?)	0	2.3	16.3	81.4	0.0	0	100.0	0.0	2.6	15.8	71.1	0.0	10.5	100.0
Used demonstrations	0	2.3	25.6	69.8	0.0	2.3	100.0	1.3	1.3	18.4	67.1	0.0	11.8	100.0
Used guided methods (e.g. Guided reading)	0	9.3	20.9	62.8	0.0	7.0	100.0	0.0	10.5	23.7	53.9	0.0	11.8	100.0
Used shared methods (e.g. Shared writing)	2.3	14.0	46.5	34.9	0.0	2.3	100.0	11.8	14.5	21.1	38.2	0.0	14.5	100.0
Used journals	25.6	37.2	16.3	18.6	0.0	2.3	100.0	39.5	31.6	10.5	2.6	2.6	13.2	100.0
Used learning logs	34.9	18.6	32.6	9.3	0.0	4.7	100.0	31.6	32.9	10.5	3.9	5.3	15.8	100.0
Used research projects	2.3	25.6	34.9	30.2	2.3	4.7	100.0	2.6	14.5	38.2	29.9	2.6	13.2	100.0
Used learning centres	23.3	27.9	27.9	14.0	4.7	2.3	100.0	38.2	26.3	13.2	1.3	5.3	15.8	100.0
Used learning contracts	37.2	23.3	18.6	18.6	0.0	2.3	100.0	39.5	21.1	11.8	5.3	6.6	15.8	100.0
Used differentiated instruction	4.7	16.3	30.2	41.9	4.7	2.3	100.0	3.9	13.2	31.6	35.5	0.0	15.8	100.0
Used problem-solving approaches	2.3	23.3	25.6	41.9	4.7	2.3	100.0	1.3	7.9	35.5	39.5	3.9	11.8	100.0
Used case-based method	9.3	32.6	25.6	25.6	4.7	2.3	100.0	6.6	21.1	28.9	17.1	10.5	15.8	100.0
Used reflective discussions	2.3	20.9	41.9	27.9	2.3	4.7	100.0	1.3	22.4	31.6	28.9	3.9	11.8	100.0
Used simulations	7.0	34.9	27.9	25.6	0.0	4.7	100.0	11.8	26.3	27.6	10.5	5.3	18.4	100.0
Used field observation	9.3	20.9	23.3	25.6	9.3	11.6	100.0	19.7	34.2	18.4	9.2	3.9	14.5	100.0
Used role play	14.0	37.2	11.6	27.9	4.7	4.7	100.0	10.5	19.7	23.7	31.6	2.6	11.8	100.0
Used service learning	18.6	32.6	14.0	14.0	9.3	11.6	100.0	25.0	19.7	18.4	6.6	14.5	15.8	100.0
Used cooperative and collaborative learning	2.3	11.6	39.5	44.2	0.0	2.3	100.0	1.3	5.3	42.1	38.2	0.0	13.2	100.0
Used controversial discussions	7.0	20.9	34.9	27.9	7.0	2.3	100.0	13.2	22.4	23.7	22.4	5.3	13.2	100.0
Used debates	7.0	32.6	32.6	20.9	0.0	7.0	100.0	23.7	28.9	17.1	13.2	3.9	13.2	100.0
Used peer partner learning	0	11.6	32.6	51.2	4.7	0.0	100.0	5.3	21.1	31.6	28.9	0.0	13.2	100.0
Told the students the objectives of an assessment activity	2.3	7.0	20.9	60.5	9.3	0.0	100.0	0.0	7.9	15.8	63.2	0.0	10.5	100.0

Allowed the students to rate their own work before you graded it	11.6	23.3	30.2	27.9	4.7	2.3	100.0	14.5	34.2	30.3	6.6	3.9	10.5	100.0
Allowed the students to engage in peer assessment activities	2.3	20.9	30.2	41.9	4.7	0.0	100.0	5.3	31.6	28.9	21.1	1.3	11.8	100.0
Taught students strategies for reading in your subject area	7.0	23.3	34.9	32.6	2.3	0.0	100.0	9.2	18.4	30.3	30.3	1.3	10.5	100.0
Provided support for struggling readers in your classroom	4.7	20.9	41.9	30.2	2.3	0.0	100.0	7.9	26.3	27.6	22.4	2.6	13.2	100.0
Encouraged students to read for pleasure	7.0	11.6	23.3	58.1	0.0	0.0	100.0	6.6	15.8	27.6	32.9	3.9	13.2	100.0
Encouraged students to read for information	0	4.7	25.6	67.4	2.3	0.0	100.0	0.0	2.6	25.0	57.9	0.0	14.5	100.0
(Re)Wrote instructional materials to facilitate diverse reading ability in the classroom	7.0	27.9	23.3	32.6	7.0	2.3	100.0	10.5	15.8	32.9	19.7	5.3	15.8	100.0
Rewarded positive behaviours with incentives (e.g. stars, stickers)	7.0	18.6	23.3	46.5	2.3	2.3	100.0	6.6	11.8	34.2	34.2	0.0	13.2	100.0
Used physical restraint for misbehaving students	39.5	18.6	20.9	14.0	2.3	4.7	100.0	50.0	17.1	13.2	3.9	2.6	13.2	100.0
Threatened to send students out of the classroom if they do not behave	7.0	30.2	37.2	23.3	0.0	2.3	100.0	6.6	35.5	32.9	10.5	0.0	14.5	100.0
Sent home notes to parents about students' good behaviour	34.9	30.2	11.6	20.9	0.0	2.3	100.0	38.2	23.7	17.1	5.3	0.0	15.8	100.0
Called parents about students' misbehaviour	11.6	34.9	30.2	20.9	2.3	0.0	100.0	18.4	30.3	23.7	14.5	0.0	13.2	100.0
Worked with students to establish a code of classroom behaviour and consequences for infractions	11.6	20.9	41.9	23.3	2.3	0.0	100.0	5.3	19.7	25.0	36.8	0.0	13.2	100.0

There were several commonalities in teachers' responses regarding the proportion of students who participated in specific classroom activities in 2017 and 2022. In both years, most teachers indicated that students often worked individually, answering questions in textbooks or worksheets, working on their own assignments on their desks, and engaging in whole-class activities. Similarly, the majority of the teachers in both years indicated that students sometimes engaged in classroom activities such as working in small groups to come up with solutions or approaches to problems and engaged in writing activities for which they were expected to explain their thinking or reasoning, led discussions, gave presentations, and worked in small groups to complete an assignment. This trend continued for other classroom activities, such as suggested or helped planned classroom activities for which most teachers claimed students seldom engaged. Outside of these general commonalities, there was some dissonance in opinions as it relates to students working on projects that took longer than a week. In 2017, most teachers indicated that this seldom happened; however, in 2022, most teachers indicated that this happened sometimes.

Teachers' use of democratic teaching practices was consistent in several areas between 2017 and 2022. In both years, a larger percentage of teachers indicated that they often incorporated democratic practices such as the use of didactic questions, demonstrations, guided methods, shared methods, role play, differentiated instruction, providing support for struggling readers, encouraging students to read for pleasure and information and reward positive behaviours with incentives in their teaching. Similarly, teachers indicated some teaching practices they sometimes incorporated in both years. For instance, a larger percentage of teachers in 2017 and 2022 indicated that they sometimes informed students of the objectives of a learning activity, allowed students to engage in peer assessment activities, interpreted data and evidence scientifically, taught students strategies for reading in the subject areas that they taught; and incorporated practices such as reflective discussions, simulations, and field observations. At the same time, some practices were either seldom incorporated or never incorporated in both years. A larger proportion of teachers reported that they seldom utilise service learning as a teaching strategy and seldom use physical restraint for misbehaving students. Across both years, most teachers indicated that they never used learning contracts, threatened to send students outside the classroom if they did not behave, or sent home notes to parents about their good behaviour.

Notably, there were inconsistencies in teachers' responses to using some practices in both years. On the one hand, there was an increase in 2022 in the use of some democratic practices, and on

the other hand, there was a decrease in teachers' utilisation of some strategies. For instance, calling parents about students' misbehaviour – most teachers in 2017 seldom engaged in this practice; however, in 2022, they did so sometimes. In 2017, most teachers indicated that they sometimes used shared methods; however, in 2022, most teachers indicated that they often incorporated this method. Similarly, in 2017, most teachers seldom allowed students to submit Mathematics projects and investigations using different modes and case-based methods in their teaching; however, in 2022, a larger percentage of teachers sometimes utilised these practices. There was also an increase in the use of this practice in peer partner learning in 2022. In 2017, a larger proportion of teachers indicated that they sometimes incorporated this strategy; in 2022, however, there was a split between sometimes and often, as indicated by most teachers.

The decreased use of some strategies, debates, and allowing students to grade their own work before grading decreased from being seldom incorporated in 2017 to never being utilised in 2022. The same was true for using projects and working with students to establish a code of classroom behaviours and consequences for infractions; these practices moved from being incorporated sometimes in 2017 to seldom used by most teachers in 2022. In addition, practices such as using journals decreased from being seldom used in 2017 to never being used by the majority in 2022.

Summary

In both 2017 and 2022, teachers' use of technology remained consistent in preparation for instruction, such as producing homework assignments, preparing handouts, and getting information for lesson plans. Notably, however, in 2022, there was an increase in teachers' use of technology, mainly because of the incorporation of technology into the instructional process. For instance, most teachers admitted that they use technology to communicate with students via email, engage students in online discussions, and use online games to reinforce concepts taught. Responses to some of these factors affecting the use of technology among secondary teachers remained consistent across both years. For example, most teachers in both years believed that their use of technology was affected because there were not enough computers available. Similarly, in both years, most teachers claimed that, to a moderate extent, they were affected by the lack of good instructional software. Notably, several factors influencing teachers' use of technology shifted from a 'great extent' in 2017 to a 'moderate extent' or a 'little bit' in 2022. This was the case for factors such as the internet not being readily accessible, the lack of

administrative support, and the lack of support regarding ways to integrate technology. These shifts can be attributed to the widespread integration of technology in teaching spurred on by the COVID-19 pandemic. Such inclusion also resulted in increased teacher training, administrative and technical support, and accommodation for technology use within the existing curriculum. Teachers' responses to the extent to which students engaged in various activities remained consistent between 2017 and 2022 in most areas, except for one or two cases. Furthermore, in both 2017 and 2022, teachers responded consistently to democratic classroom practices that they often utilised, such as demonstrations, guided methods, and differentiated instruction. This was also the case for practices such as reflective discussions, simulations, field observations and informing students about a learning activity's objectives, which teachers sometimes incorporated and behaviour practices such as learning contracts and sending notes to parents about students' good behaviour, which were never utilised. While there was an increased use of shared methods in 2022, there was a decreased use in other practices, such as allowing students to grade their own work before grading it, use of research projects, and use of debates and journals.

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 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.

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	3.4	5.6	28.1	31.5	27.0	4.5	100.0
Use data on student performance when developing the school's academic goals	7.9	12.4	25.8	32.6	16.9	4.5	100.0
Develop goals that are easily understood and used by teachers in the school	6.7	3.4	27.0	36.0	21.3	5.6	100.0
Communicate the school's mission effectively to members of the school community	4.5	19.1	16.9	36.0	19.1	4.5	100.0
Refer to the school's academic goals when making curricular decisions with teachers	7.9	11.2	18.0	36.0	20.2	6.7	100.0
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	2.2	7.9	28.1	38.2	16.9	6.7	100.0
Review student work products when evaluating classroom instruction	5.6	11.2	31.5	32.6	13.5	5.6	100.0
Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	2.2	7.9	22.5	30.3	32.6	4.5	100.0
Draw upon the results of school-wide testing when making curricular decisions	5.6	10.1	28.1	37.1	14.6	4.5	100.0
Participate actively in the review of curricular materials	5.6	9.0	31.5	31.5	14.6	7.9	
Meet individually with teachers to discuss student progress	4.5	18.0	30.3	30.3	10.1	6.7	100.0
Use tests and other performance measure to assess progress toward school goals	3.4	12.4	27.0	31.5	20.2	5.6	100.0
Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1.1	3.4	23.6	27.0	40.4	4.5	100.0
Take time to talk informally with students and teachers during recess and breaks	7.9	7.9	20.2	37.1	21.3	5.6	100.0
Attend/participate in extra- and co-curricular activities	6.7	5.6	22.5	31.5	29.2	4.5	100.0
Compliment teachers privately for their efforts or performance	6.7	3.4	29.2	32.6	23.6	4.5	100.0
Acknowledge teachers' exceptional performance by writing memos for their personnel files	19.1	15.7	28.1	16.9	10.1	10.1	100.0
Create professional growth opportunities for teachers as a reward for special contributions to the school	12.4	19.1	29.2	24.7	5.6	9.0	100.0
Lead or attend teacher in-service activities concerned with instruction	5.6	16.9	30.3	32.6	7.9	6.7	100.0
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	5.6	10.1	24.7	32.6	19.1	7.9	100.0
Recognise superior student achievement or improvement by seeing in the office the students with their work	12.4	19.1	27.0	23.6	10.1	7.9	100.0
Contact parents to communicate improved or exemplary student performance or contributions	9.0	14.6	30.3	21.3	15.7	9.0	100.0

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	Total
Develop a focused set of annual school-wide goals	0.0	3.2	21.0	35.5	33.9	6.5	100.0
Use data on student performance when developing the school's academic goals	0.0	9.7	17.7	38.7	25.8	8.1	100.0
Develop goals that are easily understood and used by teachers in the school	1.6	6.5	16.1	37.1	30.6	8.1	100.0
Communicate the school's mission effectively to members of the school community	3.2	6.5	17.7	37.1	27.4	8.1	100.0
Refer to the school's academic goals when making curricular decisions with teachers	0.0	9.7	16.1	40.3	22.6	11.3	100.0
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	3.2	3.2	21.0	32.3	30.6	9.7	100.0
Review student work products when evaluating classroom instruction	3.2	8.1	33.9	29.0	12.9	12.9	100.0
Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	3.2	4.8	9.7	32.3	37.1	12.9	100.0
Draw upon the results of school-wide testing when making curricular decisions	3.2	3.2	12.9	45.2	25.8	9.7	100.0
Participate actively in the review of curricular materials	1.6	11.3	22.6	35.5	19.4	9.7	100.0
Meet individually with teachers to discuss student progress	9.7	9.7	29.0	29.0	16.1	6.5	100.0
Use tests and other performance measure to assess progress toward school goals	3.2	3.2	16.1	46.8	16.1	14.5	100.0
Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1.6	3.2	9.7	32.3	45.2	8.1	100.0
Take time to talk informally with students and teachers during recess and breaks	8.1	0.0	21.0	33.9	29.0	8.1	100.0
Attend/participate in extra- and co-curricular activities	1.6	11.3	14.5	37.1	25.8	9.7	100.0
Compliment teachers privately for their efforts or performance	8.1	9.7	6.5	40.3	27.4	8.1	100.0
Acknowledge teachers' exceptional performance by writing memos for their personnel files	17.7	19.4	12.9	24.2	6.5	19.4	100.0
Create professional growth opportunities for teachers as a reward for special contributions to the school	12.9	21.0	22.6	16.1	11.3	16.1	100.0
Lead or attend teacher in-service activities concerned with instruction	9.7	11.3	24.2	27.4	6.5	21.0	100.0
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	6.5	3.2	25.8	27.4	25.8	11.3	100.0
Recognise superior student achievement or improvement by seeing in the office the students with their work	19.4	8.1	19.4	17.7	16.1	19.4	100.0
Contact parents to communicate improved or exemplary student performance or contributions	11.3	11.3	17.7	25.8	16.1	17.7	100.0

Framing School Goals

In both 2017 and 2022, the largest proportion of primary teachers reported that their principal frequently 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 quickly understood and used.

Communicating School Goals

In 2017 and 2022, most teachers reported that their principal frequently communicated the school's mission effectively to members of the school community and referred to the school's academic goals when making curricular decisions with them.

Supervising and Evaluating Instruction

In 2017 and 2022, the largest proportion of teachers reported that their principals frequently ensured that their classroom priorities were consistent with the school's goals and direction. The largest proportion of teachers reported that in 2017, principals frequently reviewed students' work products when evaluating classroom instruction, but by 2022, the highest proportion of teachers reported that this was sometimes done.

Coordinating the Curriculum

The largest proportion of teachers in 2017 and 2022 reported that their principals clearly stated who was responsible for coordinating the curriculum and drew upon the results of school-wide testing when making curricular decisions.

Monitoring student progress

In 2017 and 2022, the largest proportion of teachers' responses to the extent to which their principal met individually with teachers to discuss students' progress was evenly split between sometimes and frequently. The percentage of teachers who stated that their principals frequently used tests and other performance measures to assess progress toward school goals increased from 2017 to 2022.

Protecting Instructional time

In both 2017 and 2022, the largest proportion of teachers reported that principals almost always encouraged them to use instructional time to teach and practice new skills and concepts.

Maintaining High Visibility

The largest proportion of primary teachers in 2017 and 2022 reported that their principal frequently took time to talk informally with students and teachers during recess and that they frequently took time to attend extra-curricular activities.

Providing incentives for teachers

Across 2017 and 2022, the largest proportion of teachers reported that their principals frequently complimented teachers privately for their efforts or performance and sometimes created professional growth opportunities for teachers as a reward for exceptional contributions to the school. In 2017, the largest proportion of teachers stated that their principals sometimes acknowledged teachers' exceptional performance by writing memos for their personal files, while in 2022, there was a shift to the largest proportion of teachers reporting that this occurred frequently.

Promoting professional development

The largest proportion of primary teachers reported that in 2017 and 2022, their principals frequently led or attended teacher in-service activities concerned with instruction. They frequently set aside time at faculty meetings for teachers to share ideas or information from in-service activities.

Providing incentives for learning

In 2017, most primary teachers reported that their principals sometimes recognised superior student achievement or improvement by seeing them in their office. In 2022, teachers' responses were evenly split between almost never and sometimes. Additionally, in 2017, the largest proportion of teachers reported that their principals sometimes contacted parents to communicate improved or exemplary student performance or contributions, while in 2022, this was frequently done.

Summary

Between 2017 and 2022, most primary teachers reported that primary principals either frequently or almost always framed and communicated the school's goals. There were increased reports from 2017 to 2022 of the frequency with which principals engaged in practices related to communicating goals. Teachers reported that when it came to coordinating the curriculum, primary principals did this with varying levels of frequency, and there were increased reports of the number of principals who almost always made clear who was responsible for coordinating the curriculum across grade levels and those who drew upon the results of school-wide testing when making curricular decisions. Teachers also reported that principals continued monitoring students' progress and almost always protected instructional time in 2017 and 2022. Compared to 2017, the proportion of teachers who reported that primary principals frequently complimented teachers privately for their efforts or performance increased, while there were decreased reports of principals acknowledging teachers' exceptional performance by writing memos for their personnel files. In 2017 and 2022, teachers reported that primary principals frequently promoted professional development through leading or attending teacher in-service activities. From 2017 to 2022, there were shifts in primary teachers' reports of principals providing incentives for learning.

Secondary Teachers' Perspectives on School Leadership

The tool same tool utilised to gain information on primary teachers' perspectives of their school's leadership was used for secondary 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.

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	2.3	7.0	32.6	32.6	18.6	7.0	100.0
Use data on student performance when developing the school's academic goals	4.7	9.3	30.2	37.2	9.3	9.3	100.0
Develop goals that are easily understood and used by teachers in the school	4.7	4.7	25.6	30.2	25.6	9.3	100.0
Communicate the school's mission effectively to members of the school community	4.7	11.6	32.6	14.0	30.2	7.0	100.0
Refer to the school's academic goals when making curricular decisions with teachers	7.0	11.6	34.9	23.3	16.3	7.0	100.0
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	0	11.6	27.9	32.6	20.9	7.0	100.0
Review student work products when evaluating classroom instruction	0	30.2	25.6	25.6	9.3	9.3	100.0
Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	2.3	9.3	27.9	23.3	27.9	9.3	100.0
Draw upon the results of school-wide testing when making curricular decisions	7.0	20.9	32.6	20.9	11.6	7.0	100.0
Participate actively in the review of curricular materials	2.3	18.6	30.2	25.6	14.0	9.3	100.0
Meet individually with teachers to discuss student progress	7.0	23.3	27.9	34.9	7.0	7.0	100.0
Use tests and other performance measure to assess progress toward school goals	9.3	7.0	32.6	34.9	11.6	4.7	100.0
Encourage teachers to use instructional time for teaching and practicing new skills and concepts	0.0	4.7	16.3	27.9	44.2	7.0	100.0
Take time to talk informally with students and teachers during recess and breaks	4.7	7.0	14.0	27.9	39.5	7.0	100.0
Attend/participate in extra- and co-curricular activities	4.7	9.3	20.9	25.6	34.9	4.7	100.0
Compliment teachers privately for their efforts or performance	9.3	7.0	16.3	39.5	20.9	7.0	100.0
Acknowledge teachers' exceptional performance by writing memos for their personnel files	25.6	11.6	27.9	23.3	0.0	11.6	100.0
Create professional growth opportunities for teachers as a reward for special contributions to the school	20.9	9.3	25.6	25.6	4.7	14.0	100.0
Lead or attend teacher in-service activities concerned with instruction	4.7	16.3	32.6	23.3	9.3	14.0	100.0
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	4.7	9.3	20.9	25.6	25.6	14.0	100.0
Recognise superior student achievement or improvement by seeing in the office the students with their work	16.3	7.0	20.9	20.9	18.6	16.3	100.0
Contact parents to communicate improved or exemplary student performance or contributions	9.3	9.3	32.6	18.6	16.3	14.0	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	1.3	5.3	30.3	39.5	11.8	11.8	100.0
Use data on student performance when developing the school's academic goals	2.6	5.3	31.6	35.5	14.5	10.5	100.0
Develop goals that are easily understood and used by teachers in the school	0.0	5.3	30.3	46.1	6.6	11.8	100.0
Communicate the school's mission effectively to members of the school community	0.0	6.6	28.9	38.2	15.8	10.5	100.0
Refer to the school's academic goals when making curricular decisions with teachers	1.3	6.6	26.3	42.1	13.2	10.5	100.0
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	0.0	2.6	35.5	35.5	14.5	11.8	100.0
Review student work products when evaluating classroom instruction	3.9	13.2	35.5	25.0	7.9	14.5	100.0
Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	0.0	7.9	15.8	42.1	22.4	11.8	100.0
Draw upon the results of school-wide testing when making curricular decisions	1.3	7.9	31.6	40.8	5.3	13.2	100.0
Participate actively in the review of curricular materials	1.3	14.5	27.6	34.2	6.6	15.8	100.0
Meet individually with teachers to discuss student progress	2.6	15.8	31.6	23.7	11.8	14.5	100.0
Use tests and other performance measure to assess progress toward school goals	2.6	9.2	25.0	32.9	17.1	13.2	100.0
Encourage teachers to use instructional time for teaching and practicing new skills and concepts	0.0	1.3	14.5	32.9	39.5	11.8	100.0
Take time to talk informally with students and teachers during recess and breaks	1.3	2.6	25.0	27.6	30.3	13.2	100.0
Attend/participate in extra- and co-curricular activities	0.0	2.6	22.4	30.3	32.9	11.8	100.0
Compliment teachers privately for their efforts or performance	2.6	9.2	21.1	27.6	27.6	11.8	100.0
Acknowledge teachers' exceptional performance by writing memos for their personnel files	17.1	17.7	13.2	21.1	9.2	22.4	100.0
Create professional growth opportunities for teachers as a reward for special contributions to the school	5.3	15.8	34.2	19.7	9.2	15.8	100.0
Lead or attend teacher in-service activities concerned with instruction	3.9	11.8	25.0	30.3	13.2	15.8	100.0
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	1.3	5.3	22.4	28.9	26.3	15.8	100.0
Recognise superior student achievement or improvement by seeing in the office the students with their work	3.9	9.2	31.6	21.1	15.8	18.4	100.0
Contact parents to communicate improved or exemplary student performance or contributions	0.0	7.9	30.3	25.0	14.5	22.4	100.0

Framing School Goals

In 2017, a larger proportion (one-third) of the teachers reported that principals sometimes and frequently developed a focused set of annual school-wide goals. The highest percentage, just over one-third, believed that their principals frequently used data on students when developing these academic goals and that these goals were easily understood and used by teachers in the school. In 2022, teachers appeared more unanimous in their views on the frequency of leadership practices engaged in by their principals. For one, there was no split in teachers' responses to the extent to which principals developed a focused set of annual school-wide goals, as a higher percentage reported that teachers frequently engaged in this practice. Like 2017, albeit with increased percentages, teachers also reported that their principals used students' data when developing school-wide goals and that these goals were easily understood and used.

Communicating School Goals

In 2017, a larger proportion of teachers indicated that their principals sometimes effectively communicated the school's mission to members of the school community. In 2022, however, a larger percentage of teachers reported that their principals frequently engaged in this practice.

Supervising and Evaluating Instruction

In both 2017 and 2022, a larger percentage of teachers indicated that their principal frequently ensured that their classroom priorities were consistent with the school's goals. In 2017, many teachers reported that principals seldom reviewed students' work when evaluating classroom instruction. In 2022, however, many teachers reported that their principals sometimes engaged in this practice.

Coordinating the Curriculum

In 2017, perspectives were split regarding some practices related to coordinating the curriculum. The larger percentage of teachers, just over a quarter respectively, reported that their principals sometimes and almost always made clear who is responsible for coordinating the curriculum across grade levels. In addition, one-third of teachers believed that their principals sometimes drew upon the results of school-wide testing when making curriculum decisions and actively reviewed

curriculum materials. In 2022, teachers' reports on these practices increased as a larger proportion of teachers reported that their principals frequently engaged in all three practices.

Monitoring Student Progress

In 2017, a greater percentage of teachers indicated that their principals frequently met with them to discuss students' progress and used tests and other performance measures to assess progress toward school goals. In 2022, teachers also believed that their principals frequently met with them to discuss students' progress. However, there was also some deviation in 2022, as a larger proportion of teachers reported that their principals sometimes met individually to discuss students' progress.

Protecting Instructional Time

In 2017, most teachers (just under half) reported that their principals almost always encouraged them to use instructional time to practice new skills and concepts with students. Although the percentage of teachers decreased slightly in 2022, the sentiments of most teachers remained the same regarding this practice.

Maintaining High Visibility

Across both years (2017; 2022), a larger percentage of teachers indicated that their principals almost always talked informally with students and teachers during recess and breaks and participated in extra and co-curricular activities.

Providing Incentives for Teachers

In 2017 and 2022, most teachers reported that their principals frequently and almost always complimented teachers privately for their efforts and performance. In 2017, just under one-third of teachers reported that their principals sometimes acknowledged teachers' exceptional performance by writing memos for their personal files. Notably, in 2022, a larger percentage of teachers, less than a quarter, did not offer any responses for this practice. Around the same percentage reported that their principals frequently engaged in this practice. In 2017, a quarter of teachers indicated that their principals sometimes and frequently created professional growth opportunities for teachers as a reward. In 2022, more teachers believed that principals sometimes created professional growth opportunities for teachers as a reward.

Promoting Professional Development

In 2017, most teachers reported that their principals sometimes led or attended teacher in-service activities concerned with instruction; however, this increased in 2022 as most teachers reported that their principals engaged in this practice frequently. In 2017, there was a split in teachers who reported the frequency of professional growth opportunities created by principals; the same percentage of teachers (just about a quarter) indicated that their principals engaged in this practice sometimes and frequently, respectively. In 2022, teachers were more unanimous in their belief that principals sometimes engaged in these practices, as indicated by the majority (one-third). In 2017, the same number of teachers (just about a quarter) reported that their principals frequently and almost always set aside time at faculty meetings for teachers to share ideas from these in-service activities. This practice reportedly continued with the same measure of frequency in 2022.

Providing Incentives for Learning

In 2017, teachers somewhat wavered in their responses to this aspect of principal engagement, as the same proportion of teachers, just below a quarter, reported that principals sometimes and frequently recognised superior student achievement or improvement privately. Regarding principals contacting parents to communicate improved or exemplary student performance, a greater proportion of teachers indicated this was sometimes the case. In 2022, most teachers reported that their principals sometimes engaged in both practices.

Summary

Between 2017 and 2022, secondary teachers reported that the frequency of secondary principals' engagement in critical areas remained consistent, increased or decreased slightly in some areas. By 2022, an increased percentage of teachers reported that principals frequently set annual goals and used students' performance data when developing easily understood and used goals. Reports of communication of the school's mission also improved by 2022, as most teachers reported that this occurred frequently, as opposed to sometimes in 2017. There was also a reportedly increase in the frequency with which principals reviewed students' work when evaluating classroom instruction in 2022. Most teachers reported that principals sometimes engaged in this practice as opposed to seldom, which was the case in 2017. Practices related to coordinating the curriculum also reportedly improved in 2022, as a large percentage of teachers indicated that their principals

frequently made clear who is responsible for coordinating the curriculum, drew upon results when making curriculum decisions and actively participated in the review of curriculum materials. In regard to practices promoting professional development, teachers reported that these practices improved in 2022 or remained consistently positive. Across both years, teachers were consistent in their reports that principals frequently ensured that classroom practices of teachers were consistent with school goals and monitored students' progress by frequently meeting with teachers to discuss this process. Teachers' views about principals' actions to protect instructional time and maintain visibility were positive in both years, as teachers reported that their principals almost always engaged in practices related to these aspects of engagement. In 2022, however, there was a reportedly decreased frequency in which principals met individually with teachers to discuss students' 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.

Framing School Goals

In 2017, the primary principal in the sample reported that they frequently developed a focused set of annual school-wide goals, framed the school's goals in terms of staff responsibilities for meeting them and used needs assessment or other formal and informal methods to secure staff input on goal development. Additionally, the principal reported that they frequently used data on student performance when developing the school's academic goals and that they frequently developed goals that were easily understood. Some similarities were noted in the principals' responses in 2022. The largest proportion of principals in this sample reported that they frequently developed a focused set of annual school-wide goals. When it came to how frequently they used needs assessment or other formal and informal methods to secure staff input on goal development and

Table 84: Primary Principals' Leadership Practices

Behavioral statement	2017 (n=1)						2022 (n=5)					
	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	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	60.0	20.0	0.0
Frame the school's goals in terms of staff responsibilities for meeting them	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	40.0	20.0	20.0
Use needs assessment or other formal and informal methods to secure staff input on goal development	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	40.0	40.0	0.0
Use data on student performance when developing the school's academic goals	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	20.0	60.0	0.0
Develop goals that are easily understood and used by teachers in the school	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	40.0	40.0	0.0
COMMUNICATE THE SCHOOL GOALS												
Communicate the school's mission effectively to members of the school community	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	20.0	40.0	40.0	0.0
Discuss the school's academic goals with teachers at faculty meetings	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	20.0	60.0	0.0
Refer to the school's academic goals when making curricular decisions with teachers	0.0	0.0	0.0	100.0	0.0	0.0	0.0	20.0	20.0	40.0	20.0	0.0
Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	0.0	0.0	0.0	100.0	0.0	0.0	0.0	40.0	40.0	0.0	20.0	0.0
Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0
SUPERVISE & EVALUATE INSTRUCTION												
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	80.0	20.0	0.0

Review student work products when evaluating classroom instruction	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	80.0	0.0	0.0
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)	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	80.0	0.0
Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	20.0	40.0	40.0	0.0
Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	40.0	60.0	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)	0.0	0.0	0.0	0.0	100.0	0.0	0.0	20.0	20.0	20.0	40.0	0.0
Draw upon the results of school-wide testing when making curricular decisions the school's curricular objectives	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	20.0	60.0	0.0
Monitor the classroom curriculum to see that it covers the school's curricular objectives	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	40.0	40.0	20.0	0.0
Assess the overlap between the school's curricular objectives and the school's achievement tests	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	60.0	40.0	0.0	0.0
Participate actively in the review of curricular materials	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	40.0	60.0	0.0	0.0
MONITOR STUDENT PROGRESS												
Meet individually with teachers to discuss student progress	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0
Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	40.0	60.0	0.0
Use tests and other performance measure to assess progress toward school goals	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	20.0	40.0	40.0	0.0
Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	20.0	40.0	40.0	0.0

Inform students of school's academic progress	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0	40.0	20.0	20.0
PROTECT INSTRUCTIONAL TIME												
Limit interruptions of instructional time by public address announcements	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	40.0	60.0	0.0
Ensure that students are not called to the office during instructional time	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	40.0	40.0	0.0	0.0
Ensure that tardy and truant students suffer specific consequences for missing instructional time	0.0	0.0	0.0	100.0	0.0	0.0	20.0	0.0	40.0	40.0	0.0	0.0
Encourage teachers to use instructional time for teaching and practicing new skills and concepts	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	40.0	60.0	0.0
Limit the intrusion of extra- and co-curricular activities on instructional time	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	80.0	20.0	0.0
MAINTAIN HIGH VISIBILITY												
Take time to talk informally with students and teachers during recess and breaks	0.0	0.0	0.0	0.0	100.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0
Visit classrooms to discuss school issues with teachers and students	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	60.0	40.0	0.0
Attend/participate in extra- and co-curricular activities	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	80.0	0.0
Cover classes for teachers until a late or substitute teacher arrives	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	40.0	60.0	0.0
Tutor students or provide direct instruction to classes	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	40.0	20.0	40.0	0.0
PROVIDE INCENTIVES FOR TEACHERS												
Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	0.0	0.0	60.0	20.0
Compliment teachers privately for their efforts or performance	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	40.0	60.0	0.0
Acknowledge teachers' exceptional performance by writing memos for their personnel files	0.0	0.0	100.0	0.0	0.0	0.0	0.0	80.0	0.0	20.0	0.0	0.0
Reward special efforts by teachers with opportunities for professional recognition	0.0	0.0	0.0	100.0	0.0	0.0	0.0	40.0	20.0	40.0	0.0	0.0
Create professional growth opportunities for teachers as a reward for special contributions to the school	0	0	0	100.0	0	0	0.0	40.0	20.0	20.0	20.0	0.0

PROMOTE PROFESSIONAL DEVELOPMENT												
Ensure that in-service activities attended by staff are consistent with the school's goals	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	40.0	0.0	40.0	20.0
Actively support the use in the classroom of skills acquired during in-service training	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	40.0	40.0	0.0
Obtain the participation of the whole staff in important in-service activities	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	20.0	60.0	0.0
Lead or attend teacher in-service activities concerned with instruction	0.0	0.0	0.0	0.0	100.0	0.0	0.0	40.0	0.0	20.0	40.0	0.0
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	40.0	40.0	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	0.0	0.0	0.0	0.0	100.0	0.0	20.0	20.0	20.0	40.0	0.0	0.0
Use assemblies to honor students for academic accomplishments or for behavior or citizenship	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	40.0	40.0	20.0	0.0
Recognize superior student achievement or improvement by seeing in the office the students with their work	0.0	0.0	100.0	0.0	0.0	0.0	0.0	20.0	80.0	0.0	0.0	0.0
Contact parents to communicate improved or exemplary student performance or contributions	0.0	0.0	0.0	100.0	0.0	0.0	0.0	40.0	60.0	0.0	0.0	0.0
Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	40.0	20.0	40.0	0.0

how frequently they developed goals that were easily understood and used by teachers, the largest proportion of responses were evenly split between frequently and almost always. In 2022, the highest proportion of primary principals reported that they almost always used data on student performance when developing the school's academic goals.

Communicating School Goals

In 2017, the primary principal reported that they almost always communicated the school's mission effectively to members of the school community. In 2022, the largest proportion of principals' responses were evenly split between frequently and almost always. In 2017, the principal reported that the school's academic goals were frequently discussed at faculty meetings and in 2022, three-fifths of the principals reported that this was almost always done. In both years, principals reported that they frequently referred to the school's academic goals when making curricular decisions with teachers. In 2017, the principal reported that they frequently ensured that the school's academic goals were reflected in highly visible displays in the school; however, in 2022, the largest proportion of primary principals reported that this was seldom and sometimes done. In both years, all principals reported that they frequently referred to the school's goals or mission in forums with students.

Supervising and Evaluating Instruction

In 2017 and 2022, most principals reported that they frequently ensured that the classroom priorities of teachers were consistent with the goals and direction of the school and that they frequently reviewed student work products when evaluating classroom instruction. The principal in 2017 stated that they frequently conducted informal observations in classrooms on a regular basis, while in 2022, most principals stated that they almost always did this. Specific strengths in teachers' instruction practices in post-observation feedback were frequently pointed out by the primary principal in 2017, while in 2022, the largest proportion of principals' responses was evenly split between doing this frequently and almost always. As it relates to pointing out specific weaknesses in teacher instructional practices in post-observation feedback, in 2017, the primary principal reported that this was frequently done, while in 2022, the largest proportion of primary principals reported that this was almost always done.

Coordinating the Curriculum

In 2017, the primary principal reported that they almost always made clear who was responsible for coordinating the curriculum across grade levels. In 2022, principals' responses to this question were more varied, with the largest proportion of principals reporting that this was almost always done. In 2017, the principal stated that they frequently drew upon the results of school-wide testing when making curricular decisions, and in 2022, the largest proportion of principals reported that they frequently did this as well. With regard to monitoring the classroom curriculum to see that it covers the school's curricular objectives, in 2017, the primary principal stated that this was frequently done, while in 2022, the largest proportion of principals' responses were split between sometimes and frequently. In 2017, most principals reported that they sometimes assessed the overlap between the school's curricular objectives and the school's achievement tests. The principals in the 2017 sample stated that they sometimes participated actively in the review of curricular materials, while in 2022, three-fifths of the principals indicated that they did this frequently.

Monitoring Student Progress

In 2017, the primary principal indicated that they almost always met individually with teachers to discuss students' progress, while in 2022, all principals in the sample reported that they did this frequently. In 2017, the primary principal reported that they almost always discussed academic performance results with the faculty to identify curricular strengths and weaknesses, and similarly, in 2022, the largest proportion of principals stated that this was almost always done. In 2022, the principal reported that they almost always used tests and other performance measures to assess progress towards school goals and almost always informed teachers of the school's performance results in written form. In 2022, principals' reports of these two practices were split evenly between frequently and almost always. In 2017, the principal in the sample reported that they never informed students of the school's academic progress, while in 2022, reports of this being done increased too frequently.

Protecting Instructional Time

The primary principal in the 2017 sample stated that they never limited interruption of instructional time by public address announcements; however, in 2022, the largest proportion of principals

reported that this was almost always done. In 2017, the principal indicated that they sometimes ensured that students were not called to the office during instructional time and in 2022, responses were split evenly between sometimes and frequently. In 2017, the principal reported that they frequently ensured that tardy and truant students suffered specific consequences for missing instructional time, which was sometimes and frequently done by the largest proportion of principals in 2022. In 2017 and 2022, most principals reported that they almost always encouraged teachers to use the instructional time for teaching and practising new skills and concepts. Additionally, most principals in 2017 and 2022 frequently limited the intrusion of extra and/or co-curricular activities.

Maintaining High Visibility

In 2017, the principal in the sample reported that they almost always took time to talk informally with students and teachers during recess and breaks; however, in 2022, all principals stated that this was never done. Across both years, most principals indicated that they frequently visited classrooms to discuss school issues with teachers and students. Additionally, most principals reported that they almost always attended or participated in extra and/or co-curricular activities. The principals in the 2017 sample indicated that they frequently covered classes for teachers until a late or substitute teacher arrived, while in 2022, the largest proportion of principals reported that they almost always did this. While the principal in 2017 stated that they frequently tutored students or provided direct instruction to classes, in 2022, responses were split evenly between sometimes and frequently.

Providing Incentives for Teachers

In 2017, the primary principal in the sample reported that they sometimes reinforced superior performance by teachers in staff meetings, newsletters and memos; reports of principals doing this increased too frequently in 2022. Reports of principals complimenting teachers privately for their efforts increased from 2017 to 2022, while reports of principals acknowledging teachers' exceptional performance by writing memos for their personnel files decreased. In 2017, the principals in the sample reported that they frequently rewarded special efforts by teachers with opportunities for professional recognition, and in 2022, principals' responses were split between seldom and frequently. Reports of principals creating professional growth opportunities for

teachers as a reward for special contributions to the school decreased from frequently in 2017 to seldom in 2022.

Promoting Professional Development

In 2017, the principal in the sample reported that they frequently ensured that in-service activities attended by staff were consistent with the school's goals, actively supported the use in the classroom of skills acquired during in-service training, obtained the participation of the whole staff in important in-service activities and set aside time at faculty meetings for teachers to share ideas or information from in-service activities. Further, the principal reported that they almost always led or attended teacher in-service activities concerned with instruction. In 2022, principals' responses varied. When asked about the frequency with which they ensured that in-service activities attended by staff were consistent with the school's goals, responses were evenly split between sometimes and almost always. With regard to how actively they supported the use of skills acquired during in-service training in the classroom, responses were evenly split between frequently and almost always. Most principals indicated that they almost always obtained the participation of the whole staff in important in-service activities. Two-fifths of the primary principals indicated that they seldom led or attended teacher in-service activities concerned with instruction, and another two-fifths indicated that they almost always did this. In 2022, the largest proportion of principals' responses to the frequency with which they set aside time at faculty meetings for teachers to share ideas or information from in-service activities were evenly split between frequently and almost always.

Providing Incentives for Learning

The principal in the 2017 sample reported that they frequently recognised students who did superior work with formal rewards, used assemblies to honour students for academic accomplishments and contacted parents to communicate improved or exemplary student performance or contributions. Additionally, the principal reported that they sometimes recognised superior student achievement or improvement by seeing the student in their office with their work and that they almost always supported teachers actively in their recognition of students' contributions. In 2022, the largest proportion of principals also reported that they frequently recognised students who did superior work with formal rewards. Most principals stated that they sometimes recognised superior student achievement or improvement by seeing the student in their

office with their work as well and they sometimes contacted parents to communicate improved or exemplary student performance or contributions. Regarding the use of assemblies to honour students for academic accomplishments, the same proportion of principals are selected sometimes and frequently. The largest proportion of principals selected sometimes and almost always in response to how frequently they supported teachers actively in their recognition of students' contributions.

Summary

The PIMRS evaluated primary principal leadership practices in 2017 and 2022. In both years, primary principals' responses showed that they were consistently focused on developing and communicating school goals, supervising and evaluating instruction, coordinating the curriculum and monitoring student progress. Principals' responses as to how they protected instructional time varied over both years. When compared to 2017, reports of limiting interruptions of instructional time by public address announcements increased in 2022. Primary principals maintained high visibility in both years although reports of almost always taking the time to talk informally with students and teachers during recess and breaks decreased in frequency in 2022. Principals continued to provide incentives for teachers and in 2022, there were improvements in how frequently teachers' superior performances were reinforced and how frequently teachers were complimented privately for their efforts or performance. Professional development practices remained consistent in both years. The provision of incentives for learning varied across the two years with decreased frequency of recognizing students for who did superior work with formal rewards such as honour roll or mention in the principal's newsletter.

Principals' Perspectives on Secondary School Leadership

The Principal Instructional Management Rating Scale (PIMRS; Hallinger & Wang, 2015) was also administered to secondary school principals. The distribution of principal responses to each statement can be found in Table 85.

Framing School Goals

In 2017, half of the principals reported that they almost always developed a focused set of annual school-wide goals, this decreased slightly in 2002 however, as all of the principals unanimously reported that they frequently engaged in this practice. In 2017, a quarter of the principals reported

Table 85: Secondary Principals' Leadership Practices

Behavioral Statement	2017 (n=4)						2022 (n=X)					
	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	0.0	0.0	0.0	0.0	50.0	50.0	0.0	0.0	0.0	100.0	0.0	0.0
Frame the school's goals in terms of staff responsibilities for meeting them	0.0	0.0	0.0	25.0	25.0	50.0	14.3	14.3	28.6	28.6	0.0	14.3
Use needs assessment or other formal and informal methods to secure staff input on goal development	0.0	0.0	25.0	0.0	25.0	50.0	0.0	0.0	14.3	71.4	14.3	0.0
Use data on student performance when developing the school's academic goals	0.0	0.0	25.0	25.0	0.0	50.0	0.0	0.0	14.3	42.9	42.9	0.0
Develop goals that are easily understood and used by teachers in the school	0.0	0.0	0.0	50.0	0.0	50.0	0.0	0.0	0.0	71.4	28.6	0.0
COMMUNICATE THE SCHOOL GOALS												
Communicate the school's mission effectively to members of the school community	0.0	0.0	0.0	0.0	50.0	50.0	0.0	0.0	0.0	85.7	14.3	0.0
Discuss the school's academic goals with teachers at faculty meetings	0.0	0.0	0.0	25.0	25.0	50.0	0.0	0.0	0.0	71.4	28.6	0.0
Refer to the school's academic goals when making curricular decisions with teachers	0.0	0.0	0.0	25.0	25.0	50.0	0.0	0.0	14.3	71.4	14.3	0.0
Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	0.0	25.0	25.0	0.0	0.0	50.0	14.3	28.6	28.6	14.3	14.3	0.0
Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	0.0	0.0	0.0	25.0	25.0	50.0	0.0	0.0	28.6	42.9	28.6	0.0
SUPERVISE & EVALUATE INSTRUCTION												
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	0.0	0.0	25.0	0.0	25.0	50.0	0.0	0.0	0.0	85.7	0.0	14.3
Review student work products when evaluating classroom instruction	0.0	0.0	50.0	0.0	0.0	50.0	0.0	28.6	28.6	42.9	0.0	0.0
Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least	0.0	0.0	0.0	0.0	50.0	50.0	0.0	0.0	0.0	71.4	28.6	0.0

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)	0.0	0.0	0.0	0.0	50.0	50.0	0.0	0.0	28.6	42.9	28.6	0.0
Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	0.0	0.0	0.0	0.0	50.0	50.0	0.0	0.0	14.3	71.4	14.3	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)	0.0	0.0	0.0	25.0	25.0	50.0	0.0	14.3	14.3	42.9	28.6	0.0
Draw upon the results of school-wide testing when making curricular decisions the school's curricular objectives	0.0	0.0	25.0	25.0	50.0	50.0	0.0	0.0	14.3	57.1	14.3	14.3
Monitor the classroom curriculum to see that it covers the school's curricular objectives	0.0	0.0	0.0	50.0	0.0	50.0	0.0	0.0	14.3	85.7	0.0	0.0
Assess the overlap between the school's curricular objectives and the school's achievement tests	0.0	0.0	25.0	0.0	25.0	50.0	0.0	14.3	0.0	57.1	0.0	28.6
Participate actively in the review of curricular materials	0.0	0.0	25.0	0.0	25.0	50.0	0.0	0.0	28.6	57.1	0.0	14.3
MONITOR STUDENT PROGRESS												
Meet individually with teachers to discuss student progress	0.0	0.0	50.0	0.0	0.0	50.0	0.0	0.0	42.9	57.1	0.0	0.0
Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	0.0	0.0	25.0	0.0	25.0	50.0	0.0	0.0	0.0	71.4	28.6	0.0
Use tests and other performance measure to assess progress toward school goals	0.0	0.0	0.0	50.0	0.0	50.0	0.0	0.0	0.0	100.0	0.0	0.0
Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	0.0	25.0	25.0	0.0	0.0	50.0	14.3	0.0	28.6	42.9	14.3	0.0
Inform students of school's academic progress	0.0	0.0	25.0	25.0	0.0	50.0	0.0	0.0	28.6	42.9	28.6	0.0
PROTECT INSTRUCTIONAL TIME												
Limit interruptions of instructional time by public address announcements	0.0	0.0	0.0	25.0	25.0	50.0	14.3	14.3	0.0	42.9	28.6	0.0
Ensure that students are not called to the office during instructional time	0.0	25.0	25.0	0.0	0.0	50.0	0.0	42.9	42.9	0.0	14.3	0.0

Ensure that tardy and truant students suffer specific consequences for missing instructional time	0.0	0.0	25.0	0.0	25.0	50.0	0.0	14.3	14.3	57.1	14.3	0.0
Encourage teachers to use instructional time for teaching and practicing new skills and concepts	0.0	0.0	0.0	0.0	50.0	50.0	0.0	0.0	14.3	0.0	85.7	0.0
Limit the intrusion of extra- and co-curricular activities on instructional time	0.0	0.0	25.0	0.0	25.0	50.0	0.0	14.3	14.3	57.1	14.3	0.0
MAINTAIN HIGH VISIBILITY												
Take time to talk informally with students and teachers during recess and breaks	0.0	0.0	0.0	25.0	25.0	50.0	0.0	0.0	0.0	28.6	71.4	0.0
Visit classrooms to discuss school issues with teachers and students	0.0	0.0	25.0	0.0	25.0	50.0	0.0	0.0	42.9	28.6	28.6	0.0
Attend/participate in extra- and co-curricular activities	0.0	0.0	25.0	0.0	25.0	50.0	0.0	0.0	14.3	71.4	14.3	0.0
Cover classes for teachers until a late or substitute teacher arrives	0.0	25.0	25.0	0.0	0.0	50.0	0.0	28.6	28.6	28.6	14.3	0.0
Tutor students or provide direct instruction to classes	0.0	25.0	25.0	0.0	0.0	50.0	0.0	14.3	28.6	14.3	42.9	0.0
PROVIDE INCENTIVES FOR TEACHERS												
Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	0.0	0.0	0.0	25.0	25.0	50.0	0.0	0.0	28.6	42.9	28.6	0.0
Compliment teachers privately for their efforts or performance	0.0	0.0	0.0	0.0	50.0	50.0	0.0	0.0	0.0	57.1	42.9	0.0
Acknowledge teachers' exceptional performance by writing memos for their personnel files	25.0	25.0	0.0	0.0	0.0	50.0	42.9	28.6	14.3	0.0	0.0	14.3
Reward special efforts by teachers with opportunities for professional recognition	0.0	0.0	50.0	0.0	0.0	50.0	0.0	42.9	0.0	42.9	14.3	0.0
Create professional growth opportunities for teachers as a reward for special contributions to the school	0.0	25.0	25.0	0.0	0.0	50.0	0.0	42.9	14.3	28.6	0.0	14.3
PROMOTE PROFESSIONAL DEVELOPMENT												
Ensure that in-service activities attended by staff are consistent with the school's goals	0.0	25.0	0.0	0.0	25.0	50.0	0.0	14.3	0.0	42.9	14.9	0.0
Actively support the use in the classroom of skills acquired during in-service training	0.0	0.0	25.0	0.0	25.0	50.0	0.0	0.0	0.0	71.4	28.6	0.0
Obtain the participation of the whole staff in important in-service activities	0.0	0.0	25.0	0.0	25.0	50.0	0.0	0.0	28.6	71.4	0.0	0.0
Lead or attend teacher in-service activities concerned with instruction	0.0	0.0	25.0	0.0	25.0	50.0	0.0	28.6	14.3	42.9	14.3	0.0

Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	0.0	25.0	0.0	0.0	25.0	50.0	0.0	0.0	14.3	28.6	57.1	0.0
PROVIDE INCENTIVES FOR LEARNING												
Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	0.0	25.0	25.0	0.0	0.0	50.0	14.3	14.3	0.0	57.1	14.3	0.0
Use assemblies to honor students for academic accomplishments or for behavior or citizenship	0.0	0.0	25.0	25.0	0.0	50.0+	0.0	14.3	14.3	28.6	42.9	0.0
Recognize superior student achievement or improvement by seeing in the office the students with their work	0.0	25.0	25.0	0.0	0.0	50.0	0.0	0.0	85.7	14.3	0.0	0.0
Contact parents to communicate improved or exemplary student performance or contributions	0.0	25.0	0.0	25.0	0.0	50.0	0.0	0.0	14.3	42.9	28.6	0.0
Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	0.0	0.0	0.0	50.0	0.0	50.0	0.0	14.3	42.9	42.9	0.0	0.0

that they frequently and almost always frame the school goals in terms of staff responsibilities for meeting them, while in 2022, the principals indicated that they sometimes and frequently engaged in doing so. Similarly, in 2017, a quarter of the principals reported that they sometimes and almost always use needs assessment to secure staff input on goal development; in 2022 however just under three-quarters of the principals indicated that they frequently engaged in this practice. In 2017, principals again wavered between sometimes and frequently using data on students' performance when developing the school's academic goals, while in 2022, the majority of principals reported that they did so frequently and almost always. In both years, most principals indicated that they frequently developed goals that were easily understood and used by teachers.

Communicating School Goals

In 2017, half of the principals reported that they almost always communicated the school's mission effectively to members of the school community and in 2022, over three-quarters of principals reported that they did so frequently. In 2017, reports of discussing school's academic goals with teachers at faculty meetings, was split equally between frequently and almost always with a quarter of the principals indicating so respectively; in 2022 however, the majority, just under three-quarters, reported that they did so frequently. This same pattern was reflected in both years in principals' reports about referring to the schools' academic goals when making decisions and referring to the schools' goals and mission in forums with students. In relation to the frequency at which principals ensured that the school's academic goals were reflected in highly visible displays in the school, principals in 2017 reported that this was seldom and sometimes done. In 2022 however, most principals reported that this was frequently done.

Supervising and Evaluating Instruction

In 2017, one quarter of the principals reported that they sometimes and always ensured that classroom priorities of teachers were consistent with the goals and directions of the school. In 2022, a larger proportion of principals reported that this was frequently done. Reported frequency at which students work products were reviewed when evaluating classroom instruction moved from frequently as indicated by the majority of principals in 2017 to frequently in 2022. Half of the principals in 2017 indicated that they almost always conducted informal observations in classrooms on a regular basis, however, the majority, just under three-quarters reported that they did so frequently in 2022. Reports of pointing out specific strengths and weaknesses in teachers'

instructional practices in post-observation feedback decreased from almost always in 2017 to frequently in 2022.

Coordinating the Curriculum

In 2017, one-quarter of the principals reported that they frequently and almost always made clear who is responsible for coordinating curriculum across grade level. In 2022, the majority, just under half of the principals, reported that this was frequently done. In 2017, the majority of principals reported that they almost always drew upon school-wide testing when making curriculum decisions; in 2022 however, this frequency decreased, to frequently. Most principals in both years reported that they frequently monitored the classroom curriculum to see that it covered the school's curricular objectives. Additionally, in 2017, principals' reports on monitoring classroom curriculum and assessing the overlap between the school's curricular objectives and the school's achievement test was split between sometimes and almost always in 2017. In 2022 however, the majority of principals, just over half, indicated that they frequently did so.

Monitoring Students' Progress

In 2017, half of the principals reported that they sometimes met individually with teachers to discuss progress; this increased to frequently as reported by just over half of the principals in 2022. The frequency at which principals discussed academic performance results with faculty to identify strengths and weaknesses was split between sometimes and almost always as reported by one-quarter of principals. In 2022, a large percentage of principals, just under three-quarters, indicated that this was frequently done. Half of the principals in 2017 indicated that they frequently used test and other performance measure to assess progress toward school goals, and all of the principals in 2022, indicated that they also engaged in the practice frequently. In 2017, principals admitted that their either seldom or sometimes informed teachers of the school's performance results, in a written form, however in 2022, the larger proportion indicated that this was done frequently. Reports of informing students about school's academic progress was split between sometimes and frequently in 2017, while in 2022, the larger percentage of principals reported that this was done frequently.

Protecting Instructional Time

In both 2017 and 2022, the majority of principals reported that they frequently and almost always limited interruptions of instructional time by public address announcement and almost always encouraged teachers to use instructional time for teaching and practices new skills. In addition, for both years, in reporting on the frequency at which they ensured that students are not called to the office during instructional time, principals' responses were split equally between seldom and sometimes. In regard to the frequency at which tardy and truant students suffer specific consequences for missing instructional time, principals in 2017 ensured that this happened sometimes and almost always. The majority of principals (just over half) in 2022 reported that they frequently engaged in this practice. Principals in 2017 claimed that they sometimes and almost always limit the intrusion of extra- and co-curricular activities on instructional time; in 2022, the larger proportion of principals reported that this was frequently done.

Maintaining High Visibility

In 2017, the same proportion of principals (one-quarter) indicated that they frequently and almost always took the time to talk informally with students and teachers during recess and break. In 2022 however, a larger proportion (just under three-quarters) of principals reported that they engaged in this practice almost always. Reported frequency at which principals visit classrooms to discuss school issues with teachers and students equally spanned across sometimes and almost always in 2017. In 2022, there was no split in responses and the majority of principals reported that they sometimes engaged in this practice. There was a similar split in responses in regard to the frequency at which attended/participated in extra curriculum activities. In 2017, equal proportions of principals indicated that they did so sometimes and almost always; in 2022 however, the majority, just under three-quarters indicated that they did so frequently. Principals in 2017 indicated that they seldom and sometimes covered classes for teachers until a late or substitute teacher arrived; notably in 2022, there was an equal split across frequencies – sometimes, frequently and almost always for this practice. In relation to tutoring students or providing direct instructions to classes, principals in 2017 reported that this was seldom and sometimes done. This frequency increased in 2022 as a large proportion of principals reported that this was almost always done.

Providing Incentives for Teachers

In 2017, equal numbers of principals reported that they frequently and almost always reinforced superior performance by teachers in various forms, while in 2022, most principals maintained that this was frequently done. In 2017, half of the principals reported that they almost always complimented teachers privately for their efforts or performance, this decreased to frequently in 2022 as indicated by just over half of the principals. In regard to rewarding special efforts by teachers with opportunities for professional recognition, most principals in 2017 reported that this was sometimes done. In 2022, the frequency at which this was done spread equally between seldom and frequently. Principals in 2017 reported that they seldom and sometimes created opportunities for teachers as a reward for special contribution to school. In 2022, the majority maintained that they seldom engaged in this activity.

Promoting Professional Development

In 2017, one-quarter of the principals reported that they seldom and almost always ensured that in-service activities attended by staff was consistent with the school's goals; in 2022, the majority of the principals reported that this was done frequently. In reporting on the frequency at which principals actively supported the use of skills acquired during in-service training, obtained the participation of the whole staff in important in-service activities, and led or attended teacher in-service activities concerned with instruction, principals in 2017 indicated that this was sometimes and almost always done. In 2022 however, the larger percentage of principals reported that they engaged in all three of these practices frequently. In addition, in 2017, one-quarter of the principals reported that they seldom and almost always set aside time for faculty meetings for teachers to share ideas or information from in-service training. In 2022, the larger proportion of principals indicated that they did so almost always.

Providing Incentives for Learning

Principals in 2017 indicated that they seldom and sometimes recognized students who do superior work with formal rewards, his frequency increased in 2022, as the majority of principals indicated that they did so frequently. In regard to the medium used to recognize outstanding students, the principals in 2017 reported that they sometimes and frequently used assemblies and seldom and sometimes saw students in their office. In 2022, a large proportion of the principals reported that

they almost always used the assemblies to honour students and over three-quarters of them indicated that they sometimes recognized students' improvement by seeing them in their office. The principals in 2017 reported that they seldom and frequently contacted parents to communicate improved and exemplary students' performance; this practice continued frequently by most principals in 2022. Principals in 2017 indicated that they frequently supported teachers actively in their recognition and reward of students. In 2022, the majority indicated that this was done sometimes and frequently.

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	92	92	92.0	-	87	209	127.40	48.73
Male	115	115	115.0	-	104	224	150.60	45.00

Table 87: Primary School Personnel

Number of personnel	2017				2022			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Teachers (Female)	11	11	11.0	-	9	20	12.25	5.18
Teachers (Male)	3	3	3.0	-	3	7	4.60	1.51
Librarians	0	0	0	-	0	1	0.50	0.70
Guidance Counsellors	1	1	1.00	-	0	1	0.67	0.57
Ancillary Staff	3	3	3.00	-	3	6	4.20	1.09
Other	12	12	12.00	-	4	10	7.00	4.24

Student and Teacher Absenteeism in Primary Schools

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	0.0	100.0	0.0	0.0	20.0	60.0	0.0	20.0
Teacher Absenteeism	100.0	0.0	0.0	0.0	40.0	60.0	0.0	0.0

In 2017, the primary principal in the sample reported that student absenteeism posed a moderate challenge, while teacher absenteeism posed no challenge at all. In 2022, the majority of principals in the sample (60.0%) reported that both student and teacher absenteeism posed a moderate challenge, 20% of principals stated that student absenteeism was no challenge at all and 40% of principals stated that teacher absenteeism was also no challenge at all.

Primary School Facilities

To gain insight into the environment of the participating schools, attention was directed toward the available facilities and their utilisation. 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	0.0	100.0	0.0	0.0	80.0	20.0	0.0	0.0
Computer Lab	0.0	0.0	100.0	0.0	0.0	40.0	60.0	0.0
Canteen	0.0	0.0	100.0	0.0	0.0	0.0	80.0	20.0
Sickbay	0.0	0.0	100.0	0.0	0.0	0.0	60.0	40.0
Playing Field	100.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0
Hard Courts	0.0	0.0	100.0	0.0	20.0	0.0	60.0	20.0
Science Labs	0.0	0.0	100.0	0.0	0.0	0.0	80.0	20.0
Art Rooms	0.0	0.0	100.0	0.0	0.0	0.0	80.0	20.0

IA Rooms	0.0	0.0	100.0	0.0	0.0	0.0	80.0	20.0
HE Rooms	0.0	0.0	100.0	0.0	0.0	20.0	80.0	0.0
Music Room	0.0	0.0	100.0	0.0	0.0	0.0	80.0	20.0
Special subject rooms (e.g. math room, geography room)	0.0	0.0	100.0	0.0	0.0	0.0	80.0	20.0

In 2017, the primary principal reported that the only facility that was present and in use was a playing field and although there was a computer lab present at the school, it was not in use. In 2022, all principals in the sample (100%) indicated that there was a playing field present and in use at their school and 80% of principals indicated the presence and use of a library at their school. Most principals in 2022 indicated that other facilities listed were not present at their school.

Libraries and playing fields were among the facilities that were most present and in use in the primary schools in the sample.

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	0	0.0	0	0.0
Mixed Ability Grouping	1	100.0	5	100.0
No Response	0	0.0	0	0.0
TOTAL	1	100.0	5	100.0

In 2017 and 2022, all primary principals in the samples reported that the classes were organised using mixed-ability grouping.

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	6	6	6.00	-	4	9	6.00	2.64
Length (mins)	30	30	30.00	-	30	45	37.50	6.45

In 2017, the principal in the sample reported that there were six lessons per day which were 30 minutes in length. In 2022, principals indicated that there were between four to six lessons per day which ranged from 30 to 45 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	0	0	2	40.0
No	1	100.0	3	60.0
No Response	0	0	0	0.0
TOTAL	1	100.0	5	100.0
Timetabled reading for leisure?	n	%	n	%
Yes	1	100.0	4	80.0
No	0	0.0	1	20.0
No Response	0	0.0	0	0.0
TOTAL	1	100.0	5	100.0

The primary principal in the 2017 sample indicated that at their school there was no reading policy but there was a timetabled period for leisure reading. In 2017, 40% of principals indicated that there was a reading policy at their school and 80% of principals indicated that there was a timetabled period for leisure reading.

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 extracurricular and/or co-curricular activities. Principal responses to these items can be found in Table 93.

In 2017, the principal in the sample reported that there was no policy on extracurricular and/or cocurricular activities at their school nor were extracurricular and cocurricular activities timetabled. In 2022, 20% of principals reported that there was a policy on extracurricular and/or

cocurricular activities at their school and 60% of principals reported having timetabled extracurricular and/or cocurricular activities at their school.

Table 93: Primary School Extracurricular Activities

	2017		2022	
School has a policy on extracurricular and/or cocurricular activities?	n	%	n	%
Yes	0	0.0	1	20.0
No	1	100.0	3	60.0
No Response	0	0.0	1	20.0
TOTAL	1	100.0	5	100.0
Timetabled extracurricular and/or co-curricular activities?	n	%	n	%
Yes	0	0.0	3	60.0
No	1	100.0	1	20.0
No Response	0	0.0	1	20.0
TOTAL	1	100.0	5	100.0

Summary

In 2017 and 2022, female teachers were in the majority at the primary school level. Although teacher absenteeism was described as no challenge at all in 2017, by 2022, it was reported as a moderate challenge. Student absenteeism continued to be described as a moderate challenge in 2022. Primary schools in the sample all had a playing field that was used; however, across both years, most schools did not have facilities such as canteens, science labs and music rooms. In 2022, most primary schools had a library. Mixed ability grouping was the predominant class organisation method in both years. The duration of lessons ranged from 30 to 40 minutes per lesson, and across 2017 and 2022, there were four to nine lessons daily. By 2022, the number of schools that had a reading policy increased, and across both years, most schools had a timetabled period for leisure reading. Most schools did not have a policy on extracurricular and/or co-curricular activities; however, by 2022, the number of schools with a timetabled period for these activities increased.

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	198	290	244.5	40.95	120	557	232.43	147.96
Male	175	428	274.2	111.28	80	411	232.00	115.05

Table 95: Secondary School Personnel

Number of personnel	2017				2022			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Teachers (Female)	20	37	27.75	7.71	20	36	24.71	5.28
Teachers (Male)	11	22	16.50	4.65	5	23	11.86	6.59
Librarians	1	2	1.25	.50	0	2	1.00	0.81
Guidance Counsellors	0	1	.75	.50	1	1	1.00	0.00
Ancillary Staff	7	10	8.50	1.73	5	15	9.17	3.37
Other	10	10	10.00	-	2	9	5.33	3.51

Student and Teacher Absenteeism in Secondary Schools

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	0.0	100.0	0.0	0.0	14.3	71.4	14.3	0.0
Teacher Absenteeism	0.0	100.0	0.0	0.0	28.6	42.9	28.6	0.0

In 2017, all secondary principals (100%) reported that both student and teacher absenteeism were a moderate challenge. Responses were more varied in 2022. As it relates to student absenteeism, 14.3% of principals found this to be no challenge at all, 71.4% of principals found this to be a moderate challenge, and 14.3% found this to be a big challenge. As it relates to teacher absenteeism, 28.6% of principals found this to be no challenge at all, 42.9% of principals found this to be a moderate challenge, and 28.6% of principals found teacher absenteeism to be a big challenge.

Secondary School Facilities

To gain insight into the environment of the participating schools, attention was directed toward the available facilities and their utilisation. 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.

In 2017, all principals (100%) indicated that facilities such as a library, computer lab, playing field, science lab, art room, IA room, and HE room were present and in use. The majority of principals (75%) reported that their school had no sickbay and none of the schools had a music room. In 2022, the responses were more varied, and most principals indicated the presence and use of facilities such as a library, computer lab, canteen, science lab, and art room. Most principals reported that there was no music room at their school.

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	100.0	0.0	0.0	0.0	71.4	14.3	14.3	0.0
Computer Lab	100.0	0.0	0.0	0.0	85.7	0.0	14.3	0.0
Canteen	75.0	0.0	25.0	0.0	85.7	0.0	14.3	0.0
Sickbay	25.0	0.0	75.0	0.0	42.9	14.3	42.9	0.0
Playing Field	100.0	0.0	0.0	0.0	71.4	0.0	28.6	0.0
Hard Courts	75.0	25.0	0.0	0.0	42.9	28.6	28.6	0.0
Science Labs	100.0	0.0	0.0	0.0	85.7	0.0	14.3	0.0
Art Rooms	100.0	0.0	0.0	0.0	85.7	0.0	14.3	0.0
IA Rooms	100.0	0.0	0.0	0.0	57.1	0.0	14.3	28.6
HE Rooms	100.0	0.0	0.0	0.0	42.9	0.0	28.6	28.6
Music Room	0.0	0.0	100.0	0.0	28.6	0.0	71.4	0.0
Special subject rooms (e.g. math room, geography room)	50.0	0.0	50.0	0.0	57.1	0.0	28.6	14.3

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	0	0.0	0	0.0
Mixed Ability Grouping	4	100.0	7	100.0
No Response	0	0.0	0	0.0
TOTAL	4	100.0	7	100.0

Principals in the 2017 and 2022 samples indicated that all classes (100%) were organised according to mixed ability grouping.

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	8	9	8.25	.50	8	9	8.87	0.53
Length (mins)	35	40	38.75	2.50	35	40	37.14	2.67

The number of lessons per day remained the same between 2017 and 2022, ranging between eight to nine lessons. Similarly, the length of lessons remained consistent in both years, ranging between 35- 40 minutes per lesson.

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	2	50.0	1	14.3
No	2	50.0	6	85.7
Total	4	100.0	7	100.0
Timetabled reading for leisure?	n	%	n	%
Yes	1	25.0	0	0.0
No	3	75.0	7	100.0
TOTAL	4	100.0	7	100.0

The percentage of schools with a reading policy decreased from 50.0% in 2017 to 14.3% in 2022. In 2022, most schools (85.7%) did not have a reading policy. Only a small percentage (25.0%) had leisure reading timetabled in 2017. In 2022, there was no timetabled leisure reading.

Secondary 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 extracurricular and/or co-curricular activities. Principal responses to these items can be found in Table 101. There was an increase in the number of schools that had a policy on extracurricular/ cocurricular activities from 75.0% in 2017 to 85.7% in 2022. There was a slight decrease in the number of principals who indicated that their school had extracurricular/cocurricular activities from 50.0% in 2017 to 42.9% in 2022.

Table 101: Secondary School Extracurricular Activities

	2017		2022	
School has a policy on extracurricular and/or cocurricular activities?	n	%	n	%
Yes	3	75.0	6	85.7
No	1	25.0	1	14.3
Total	4	100.0	7	100.0
Timetabled extracurricular and/or co-curricular activities?	n	%	n	%
Yes	2	50.0	3	42.9
No	2	50.0	4	57.1
TOTAL	4	100.0	7	100.0

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.

From 2017 to 2022, there was a shift in students' academic tracks with a decrease in those pursuing the arts, business, science and technical and vocational studies. There was an increase in those students pursuing visual and performing arts as well as those pursuing cross-discipline tracks. Most students reported that their current academic track was their choice, in 2017, 75.3% of students

indicated this to be the case and this figure increased to 80.7% in 2022. In 2017 and 2022, there was a slight decrease in the influence of teachers and mothers choosing students' academic tracks while the influence of fathers and others increased slightly. Medicine, business and science were among the most frequently selected planned career choices for secondary students. Less frequently selected were careers in technology, technical and vocational areas and beauty and aesthetics.

Table 102: Secondary Students' Academic Track

Current Academic Track	2017		2022	
	n	%	n	%
Arts (e.g. Languages, Literature, History, Geography)	127	43.6	14	4.2
Business (e.g. Accounts, Business, Management)	69	23.7	33	10.0
Science (e.g. Biology, Chemistry, Physics)	37	12.7	23	6.9
Technical and Vocational (e.g. Building Technology, Building drawing; Home management; textiles; food & beverage technology)	40	13.7	35	10.6
Visual and Performing Arts (e.g. Art, Theatre, Music, Dance)	0	0.0	10	3.0
Cross-discipline (a combination of two or more tracks)	92	31.6	142	42.9
No Response	0	0.0	68	20.5

Table 103: Secondary Students' Choosing Their Academic Track

Is your current academic track your choice?	2017		2022	
	n	%	n	%
Yes	219	75.3	267	80.7
No	44	15.1	39	11.8
No Response	28	9.6	25	7.6
TOTAL	291	100.0	331	100.0

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	33	11.3	30	9.1
My mother	33	11.3	26	7.9
My father	15	5.2	18	5.4
Other	8	2.7	15	4.5

Summary

In 2017, all of the secondary principals reported that both student and teacher absenteeism was a moderate challenge. This, however, varied in 2022 among no challenge, a moderate challenge,

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)	52	17.8	41	12.4
Law (e.g. lawyer)	14	4.8	24	7.3
Arts (e.g. journalist, photographer, singer, artist)	9	3.0	11	3.3
Technology (e.g. IT engineer, YouTuber, game developer)	6	2.0	15	4.5
Technical and Vocational (e.g. mechanic, needleworker)	6	2.0	20	6.0
Science (e.g. forensic scientist, veterinarian, marine biologist, aerospace engineer)	36	12.3	19	5.7
Business (e.g. accountant, entrepreneur, bank manager)	46	15.8	50	15.1
Beauty & Aesthetics (e.g. barber, hairdresser, nail technician)	2	0.6	5	1.5
Tourism/Hospitality (e.g. chef, air hostess, hotel manager)	13	4.4	28	8.5
Fashion & Design (e.g. interior designer, architect)	15	5.1	21	6.3
Sports (e.g. footballer, track athlete)	10	3.4	21	6.3
Public Sector (e.g. special needs teacher, policeman, soldier, firefighter, social worker)	23	7.9	11	3.3
Don't know	11	3.7	23	6.9
No Response	48	16.4	42	12.6
TOTAL	291	100.0	331	100.0

and a big challenge, especially in relation to teacher absenteeism. Notably also, in 2022, although with a slight decrease in overall percentage, student absenteeism continued to be a moderate challenge. Principals' reports of facilities that were present and in use remained consistent over both years for facilities such as a library, computer lab, science labs and art room. In addition, mixed ability grouping was the predominant class organisation method in both years, and the number of lessons/periods and duration of these lessons also remained the same across both years. Sickbays, which were not present in 2017, were now present and in use in 2022. On the other hand, hardcourts, which were mainly present and in use in 2017, had decreased prevalence and responses that now varied between present and not in use and not present. While there was an increase in the number of schools that had a policy on extra-curricular activities, there was a slight decrease in the number of schools that timetabled extra-curricular activities. In 2022, there was a shift in students' choice of academic track. There was a decrease in those pursuing the arts, business, science, technical and vocational studies but an increase in those pursuing the visual and performing arts and cross-discipline tracks. More students in 2022, however, indicated that their current academic track was their choice. In the instances where someone influenced their academic track, there was a slight increase in the influence of fathers and a decrease in the

influence of teachers and mothers in 2022. In both years, medicine, business and science were among the popular planned career choices, while careers in technology, technical and vocational areas and beauty and aesthetics were among the less popular career choices.

Factors with Indirect Influences: Views on Common Educational Practices

In this section, the primary and secondary teachers' and principals' perspectives on several common educational practices in Grenada are explored. These issues include feelings about teaching, extra lessons, the Caribbean Primary Exit Assessment (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	0.0	0	0.0
Sometimes True	15	16.9	7	11.3
Always True	69	77.5	51	82.3
No Response	5	5.6	4	6.5
TOTAL	89	100.0	62	100.0

In response to whether or not they liked teaching in general, in 2017, 77.5% of teachers responded that this was always true, while in 2022, that figure increased to 82.3%.

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	4	4.5	1	1.6
Sometimes True	32	36.0	15	24.2
Always True	47	52.8	41	66.1
No Response	6	6.7	5	8.1
TOTAL	89	100.0	62	100.0

In 2017, 52.8% of teachers responded that they were always true to the question of whether they liked teaching at their current school. This percentage increased to 66.1% in 2022.

Primary Teachers' Attitudes Toward Out-of-School Lessons

The issue of teachers delivering instruction beyond regular school hours is addressed through three questionnaire items. 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	26	29.2	18	29.0
Sometimes True	39	43.8	32	51.6
Always True	20	22.5	8	12.9
No Response	4	4.5	4	6.5
TOTAL	89	100.0	62	100.0

In both 2017 and 2022, the largest proportion of teachers responded sometimes true to the question of whether they provided extra lessons outside of school hours for their students: 43.8% in 2017 and 51.6% in 2022.

Primary teachers' responses to the question, which asked whether parents at their school are willing to pay for extra lessons for their children, remained consistent between 2017 and 2022.

The largest proportion of teachers indicated that this was sometimes true, 46.1% in 2017 and 46.8% in 2022.

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	35	39.3	24	38.7
Sometimes True	41	46.1	29	46.8
Always True	6	6.7	4	6.5
No Response	7	7.9	5	8.1
TOTAL	89	100.0	62	100.0

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	69	77.5	43	69.4
No	14	15.7	10	16.1
No Response	6	6.7	9	14.5
TOTAL	89	100.0	62	100.0

In 2017, 77.5% of primary teachers agreed that teachers should be paid to provide extra lessons outside of school, while in 2022, this figure decreased to 69.4%.

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 Grenadian education system. One such practice involves using the results of the CPEA 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 CPEA for Secondary School Placement

Using the CPEA for secondary school placement	2017		2022	
	n	%	n	%
I support this	63	70.8	43	69.4
I DO NOT support this	9	10.1	10	16.1
Not Applicable/No Opinion	8	9.0	3	4.8
No Response	9	10.1	6	9.7
TOTAL	89	100.0	62	100.0

In 2017 and 2022, most teachers agreed with using the Caribbean Primary Exit Assessment (CPEA) for secondary school placement. In 2017, 70.8% supported the use of this exam and in 2022 69.4% supported this.

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	44	49.4	33	53.2
I DO NOT support this	32	36.0	23	37.1
Not Applicable/No Opinion	5	5.6	1	1.6
No Response	8	9.0	5	8.1
TOTAL	89	100.0	62	100.0

In 2017, 49.4% of primary teachers indicated that they support streaming classes according to students' ability and in 2022, the percentage of teachers who supported this increased to 53.2%.

Table 113: Primary Teachers' Support for Grade Retention

Grade Retention	2017		2022	
	n	%	n	%
I support this	50	56.2	31	50.0
I DO NOT support this	27	30.0	16	25.8
Not Applicable/No Opinion	6	6.7	10	16.1
No Response	6	6.7	5	8.1
TOTAL	89	100.0	62	100.0

In 2017, 56.2% of primary teachers reported that they support retention while 30.0% did not support this. In 2022, teachers who supported grade retention decreased to 50.0% while 25.8% of teachers indicated that they did not support this.

Summary

Just over half of the teachers in the 2022 primary sample provided extra lessons outside of school time to students, an increase from 2017. Across 2017 and 2022, most teachers believed that they

should be paid for extra lessons. In both years, teachers indicated that it was sometimes true that parents at their school were willing to pay for extra lessons for their children. In both 2017 and 2022, the largest proportion of primary teachers supported the use of the Caribbean Primary Exit Assessment (CPEA) for secondary placement, and they supported streaming according to ability. About half of the primary teachers in both years supported grade retention.

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

Several current issues in education in Grenada were investigated, including feelings about teaching, extra lessons, the Caribbean Primary Exit Assessment (CPEA), 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	1	1.3
Sometimes True	15	34.9	17	22.4
Always True	26	60.5	51	67.1
No Response	2	4.7	7	9.2
TOTAL	43	100.0	76	100.0

In response to the question of whether they liked teaching in general, 60.5% of teachers indicated that this was always true in 2017; this figure increased to 67.1% in 2022. Sometimes True was selected by 34.9% of teachers in 2017 and 22.4% in 2022. A small percentage of secondary teachers (1.3%) in 2022 indicated that this was never true.

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	1	2.3	1	1.3
Sometimes True	20	46.5	31	40.8
Always True	20	46.5	37	48.7
No Response	2	4.7	7	9.2
TOTAL	43	100.0	76	100.0

The percentage of teachers who responded sometimes true and always true to the question of whether they liked teaching at their current school was almost evenly split across both years. In 2017, 46.5% of teachers selected sometimes true in response to this question, while 40.8% selected this response in 2022. Always True was selected by 46.5% of teachers in 2017 and 48.7% of teachers in 2022.

Secondary Teachers' Attitudes Toward Out-of-School Lessons

The issue of teachers delivering instruction beyond regular school hours is addressed through three questionnaire items. 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	5	11.6	12	15.8
Sometimes True	22	51.2	49	64.5
Always True	14	32.6	8	10.5
No Response	2	4.7	7	9.2
TOTAL	43	100.0	76	100.0

In 2017, 51.2% of teachers indicated that it was sometimes true that they provided extra lessons outside of school time to students and in 2022, the percentage of teachers who gave this response increased to 64.5%. There was a notable decrease in the number of teachers who responded that they were always true to providing extra lessons, from 32.6% in 2017 to 10.5% in 2022.

In response to the question that asked whether parents at the school are willing to pay for extra lessons for their children, 46.5% of teachers selected never true in 2017 and 32.9% selected this response in 2022. Sometimes True was selected by 46.5% of teachers in 2017 and 50.0% of

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	20	46.5	25	32.9
Sometimes True	20	46.5	38	50.0
Always True	1	2.3	4	5.3
No Response	2	4.7	9	11.8
TOTAL	43	100.0	76	100.0

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	34	79.1	64	84.2
No	6	15.0	3	3.9
No Response	3	7.0	9	11.8
TOTAL	43	100.0	76	100.0

teachers in 2022. A small percentage of teachers selected always true in response to this question, 2.3% in 2017 and 5.3% in 2022. In 2017, 79.1% of secondary teachers believed that teachers should be paid to provide extra lessons outside of school and in 2022, this figure increased to 84.2%. In 2017, 15.0% of secondary teachers did not believe teachers should be paid to provide extra lessons outside of school and in 2022, this figure decreased to 3.9%.

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 Grenadian education system. One such practice involves using the results of the CPEA to allocate students to secondary schools. The extent of teachers' endorsement for this practice is illustrated in Table 119.

Table 119: Secondary Teachers' Support for Use of CPEA for Secondary School Placement

Using the CPEA examination for secondary school placement	2017		2022	
	n	%	n	%
I support this	34	79.1	52	68.4
I DO NOT support this	6	14.0	7	9.2
Not Applicable/No Opinion	1	2.3	8	10.5
No Response	2	4.7	9	11.8
TOTAL	43	100.0	76	100.0

The majority of teachers reported that they support the use of the Caribbean Primary Exit Assessment (CPEA) for secondary school placement. In 2017, 79.1% of teachers supported the use of this exam and in 2022, the percentage of teachers who supported the used of this exam decreased to 68.4%.

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. In 2017, 58.1% of secondary teachers reported that they support streaming classes according to students' ability, while in 2022, this figure increased to 68.4%. In 2017, 32.6% of teachers indicated they did not support streaming classes according to ability and this decreased to 9.2% in 2022.

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

Streaming classes according to ability	2017		2022	
	n	%	n	%
I support this	25	58.1	52	68.4
I DO NOT support this	14	32.6	7	9.2
Not Applicable/No Opinion	1	2.3	8	10.5
No Response	3	7.0	9	11.8
TOTAL	43	100.0	76	100.0

Table 121: Secondary Teachers' Support for Grade Retention

Grade Retention	2017		2022	
	n	%	n	%
I support this	22	51.2	43	56.6
I DO NOT support this	15	34.9	17	22.4
Not Applicable/No Opinion	0	0.0	8	10.5
No Response	6	14.0	8	10.5
TOTAL	43	100.0	76	100.0

In 2017, 51.2% of secondary teachers reported that they support grade retention, and in 2022, this percentage of teachers increased to 56.6%. The percentage of secondary teachers who did not support grade retention decreased from 34.9% in 2017 to 22.4% in 2022.

Summary

The percentage of teachers who claimed that they always felt that they liked teaching, in general, increased in 2022, and more teachers in 2022 also indicated that it was always true that they liked their current school. In addition, more teachers in 2022 stated that they sometimes provided lessons for students in their class outside of school hours, and a decreased number always did so. Teachers' willingness to provide extra lessons after school could be a result of parents' unwillingness to pay for these lessons. While the same number of teachers in 2017 indicated that parents were either never or sometimes willing to pay for lessons, these numbers increased in 2022 as more teachers felt that parents were only sometimes willing to pay for extra lessons. As it relates to school placement over both years, the majority of teachers reported that they supported the use of the Caribbean Primary Exit Assessment (CPEA). In both years, with increased percentages in 2022, secondary teachers reported that they supported streaming classes according to ability and this was also the case for grade retention.

Primary Principals' Views on Other Education-Related Issues

Several current issues in education in Grenada were investigated from primary principals' perspectives, including feelings about extra lessons, the Caribbean Primary Exit Assessment (CPEA), streaming and grade retention.

Primary Principals' Attitudes Toward Out-of-School Lessons

The issue of teachers delivering instruction beyond regular school hours is a concern that was addressed on the questionnaire. 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	0	0.0	3	60.0
No	1	100.0	2	40.0
No Response	0	0.0	0	0.0
TOTAL	1	0.0	5	100.0

The principal in the 2017 sample was opposed to teachers being paid to provide extra lessons outside of regular school hours. In 2022, 60% of principals agreed that teachers should be paid to provide extra lessons while 40% of principals did not agree to this.

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 Grenadian education system. One such practice involves using the results of the CPEA to allocate students to secondary schools. The extent of Principals' endorsement for this practice is illustrated in Table 123. The principals in the 2017 sample supported the use of the Caribbean Primary Exit Assessment (CPEA) for secondary school placement. In 2022, 80% of principals supported the use of CPEA for secondary school placement, however 20% did not support the use of this examination.

Table 123: Primary Principals' Support for Use of CPEA for Secondary School Placement

Using the common entrance examination for secondary school placement	2017		2022	
	n	%	n	%
I support this	1	100.0	4	80.0
I DO NOT support this	0	0.0	1	20.0
Not Applicable/No Opinion	0	0.0	0	0.0
No Response	0	0.0	0	0.0
TOTAL	1	100.0	5	100.0

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	1	100.0	2	40.0
I DO NOT support this	0	0.0	3	60.0
Not Applicable/No Opinion	0	0.0	0	0.0
No Response	0	0.0	0	0.0
TOTAL	1	100.0	5	100.0

The principal in the 2017 sample supported streaming classes according to ability. In 2022, 40% of principals were in support of streaming classes according to ability, however 60% of principals were not in support of this.

Table 125: Primary Principals' Support for Grade Retention

Grade Retention	2017		2022	
	n	%	n	%
I support this	1	100.0	1	20.0
I DO NOT support this	0	0.0	3	60.0
Not Applicable/No Opinion	0	0.0	0	0.0
No Response	0	0.0	1	20.0
TOTAL	1	100.0	5	100.0

In 2017, the principal in the sample supported grade retention. In 2022, 20% of principals supported grade retention but 60% of principals did not support this.

Summary

The primary principal in 2017 did not agree that teachers should be paid to provide extra lessons outside of regular school hours; however, in 2022, most principals believed that teachers should be paid for providing this service. Across both years, most principals supported the use of the Caribbean Primary Exit Assessment (CPEA) for secondary school placement. In 2017, the primary principal supported streaming according to ability; however, in 2022, most principals did not support this. The principal in the 2017 sample supported grade retention; however, in 2022, principals who supported this were in the minority.

Secondary Principals' Views on Other Education-Related Issues

Several current issues in education in Grenada were investigated from Secondary principals' perspectives, including feelings about extra lessons, the Caribbean Primary Exit Assessment (CPEA), streaming and grade retention.

Secondary Principals' Attitudes Toward Out-of-School Lessons

The issue of teachers delivering instruction beyond regular school hours is a concern that was addressed on the questionnaire. 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	0	0.0	6	85.7
No	2	50.0	1	14.3
No Response	2	50.0	0	0.0
TOTAL	4	100.0	7	100.0

In 2017, principals in the sample did not agree that teachers should be paid for extra lessons, however in 2022, 85.7% of principals agreed that teachers should be paid for extra lessons.

Secondary Principals' Attitudes Toward the Common Entrance Examination

Principals in the sample were asked to express their support for specific practices embedded within the current Grenadian education system. One such practice involves using the results of the CPEA to allocate students to secondary schools. The extent of the principals' endorsement for this practice is illustrated in Table 127.

Table 127: Secondary Principals' Support for Use of CPEA for Secondary School Placement

Using the CPEA for secondary school placement	2017		2022	
	n	%	n	%
I support this	1	25.0	5	71.4
I DO NOT support this	1	25.0	2	28.6
Not Applicable/No Opinion	0	0.0	0	0.0
No Response	2	50.0	0	0.0
TOTAL	4	100.0	7	100.0

There was a marked increase in the number of principals who supported the used of CPEA for secondary school placement from 25.0% in 2017 to 71.4% in 2022. There was a slight increase in the principals who did not support the use of this examination for secondary school placement from 25.0% in 2017 to 28.6% in 2022.

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	1	25.0	2	28.6
I DO NOT support this	1	25.0	5	71.4
Not Applicable/No Opinion	0	0.0	0	0.0
No Response	2	50.0	0	0.0
TOTAL	4	100.0	7	100.0

From 2017 to 2022, there was a slight increase in principals' support of grade retention from 25.0% in 2017 to 28.6% in 2022. There was a notable increase in the percentage of principals who did not support grade retention from 25.0% in 2017 to 71.4% in 2022. The percentage of principals who support grade retention increased from 50.0% in 2017 to 71.4% in 2022. Only 14.3% of principals indicated that they did not support grade retention in 2022, compared to none (0.0%) in 2017.

Table 129: Secondary Principals' Support for Grade Retention

Grade Retention	2017		2022	
	n	%	n	%
I support this	2	50.0	5	71.4
I DO NOT support this	0	0.0	1	14.3
Not Applicable/No Opinion	0	0.0	1	14.3
No Response	2	50.0	0	0.0
TOTAL	4	100.0	7	100.0

Summary

In 2017, secondary principals were not in agreement that teachers should be paid for extra lessons, this however changed in 2022 as the vast majority of principals felt that teachers should be paid. In 2022, a greater percentage of principals supported the use of the Caribbean Primary Exit Assessment (CPEA) as a means of secondary school placement. There was also a notable increase in the number of principals in 2022 who did not support streaming according to mixed ability, while an increased number supported grade retention.

The Impact of COVID-19 on Teaching and Learning

This section focuses on the factors that are 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, the ways in which 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	24	15.7
I accessed classes online during the lockdown	125	81.7
No Response	4	2.6
TOTAL	153	100

Students were asked to indicate how they attended classes during the COVID-19 lockdown. The majority (81.7%) accessed classes online during the lockdown, while a small percentage (15.9%) did not attend any classes during the COVID-19 lockdown.

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

Methods of access to lessons	n	%
I had no access to lessons	20	13.1
I had access to lessons on the radio	6	3.9
I had access to lessons on television	11	7.2
My teachers sent me worksheets to do	93	60.8
Other	18	11.9

Other methods of accessing lessons during the COVID-19 lockdown reported by primary students include, worksheets sent by teachers (60.8%), access to lessons on television (7.2%), access to

lessons on the radio (3.9%). Twenty percent (20%) of the students however reported that they had no access to lessons during the COVID-19 lockdown.

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	95	62.1
No	44	28.8
No Response	14	9.2
TOTAL	153	100

The majority of students (62.1%) reported that they experienced challenges in Online Schooling, while the minority (28.8%) reported that they did not experience any challenges in Online Schooling.

Table 133: Primary Students' Technology Challenges in Online Schooling

Challenges in online schooling	n	%
Didn't own a device	19	12.4
Device did not always work	36	23.5
No access to internet	13	8.5
Internet always dropping out	34	22.2
Had to share a device	16	10.5
Did not know how to use the learning platform (Google Classroom, Teams)	22	14.4
Trouble logging in to meeting spaces (e.g., Zoom)	60	39.2
Other	3	2.0

Students indicated the challenges they experienced with technology in Online Schooling. The majority (39.2%) had trouble logging into meeting spaces such as Zoom, 23.5% had devices that did not always work, 22.2 % reported that their internet kept dropping, 14.4% reported that they did not know how to use the learning platforms, 12.4% did not own a device, 10.5% had to share a device, and 8.5% had no internet access.

Table 134: Primary Students' Challenges Adjusting to Online Schooling

Challenges shifting to online schooling	n	%
Difficulty keeping up with my schoolwork	71	46.4
Difficulty organizing my time (e.g., getting to classes on time)	53	34.6
Not able to get extra help with schoolwork from teachers	32	20.9
Not feeling like doing schoolwork	29	19.5
Difficulty finding a quiet place to work	63	41.2
Other	8	5.2

Other challenges reported by students include issues adjusting to online school. Most students (46.4%) stated that they had difficulty keeping up with their schoolwork, 41.2% had difficulty finding a quiet place to work, 34.6% had difficulty organising their time, 20% were not able to get extra help with their schoolwork from their teachers and 19.2% experienced feelings of not wanting to do any schoolwork.

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	108	70.6
No	31	20.3
No Response	14	9.2
TOTAL	153	100

The majority (70.6) of the primary students stated that they had positive experiences attending school online, while 20.3% claimed that they did not have positive experiences attending school online.

The kinds of positive experiences reported by students during Online Schooling varied. The majority of students (50.3) indicated that they had more time to spend with their family, 36.6% spoke of having more time for other activities, 30.1% claimed that they had more time to rest and enjoyed staying in bed longer in the morning respectively, and 25% particularly enjoyed not having to travel to school.

Table 136: Primary Students' Positive Experiences with Online Schooling

Positive experiences in online schooling	n	%
More time with family	77	50.3
More time for other activities	56	36.6
Not having to travel to school	39	25.5
More rest time	46	30.1
Staying in bed longer in the morning before having to get up for school	46	30.1
Others (Please state below):	3	2.0
Other	1	0.7

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	51	33.3
Online only	32	20.9
Some face-to-face and some online	65	42.5
Other modality	1	0.7
No Response	4	2.6
TOTAL	153	100.0

Of the preferred learning environments reported by students, the majority (42.5%) preferred a hybrid modality, 33.3% preferred face-to-face only and 20.9% preferred online 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.	43	28.1
Home visits from teachers	20	13.1
One-on-one sessions with teachers when necessary	23	15.0
Additional time for completing classwork and assignments	45	29.4
Direction to online learning resources to support my learning	33	21.6

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	79	51.6
Moderately satisfied	24	15.7
Barely satisfied	19	12.4
Not satisfied at all	21	13.7
No Response	10	6.5
TOTAL	153	100

Students received support from their school and teachers in a variety of ways during Online Schooling. 29.4% got additional time for completing classwork and assignments, 21.6% were given direction to online learning resources to support their learning, 15.0% received one-on-one sessions with teachers when necessary, and 13.1% received home visits from their teacher. Contrastingly, 28.1% of students claimed that they did not receive any additional support from their school or teacher.

Of the students who reported that they received support from the school and teachers during Online Schooling, most of them (51.6%) stated that they were very satisfied with the level of support received, 15.7% felt moderately satisfied, 12.4% were barely satisfied and 13.7% were not satisfied at all.

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.	30	19.6
I got an appropriate device of my own	65	42.5
One-on-one sessions with teachers when necessary	27	17.6
Additional time for completing classwork and assignments	24	15.7
Direction to online learning resources to support my learning	21	13.7
Other	1	0.7

The level of support received at home during Online Schooling also varied among students. Most of the students (42.5%) stated that they got an appropriate device of their own. Other support from home during online school reported by students included one-on-one sessions with teachers when necessary (15.0%), additional time for completing classwork and assignments (29.4%), and direction to online learning resources to support learning (21.6%). A notable 28.1%, however, indicated that they did not receive any additional support from home during Online Schooling.

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	90	58.8
Moderately satisfied	24	15.7
Barely satisfied	14	9.2
Not satisfied at all	16	10.5
No Response	9	5.9
TOTAL	153	100

Of the students who reported that they received support from home during Online Schooling, most of them (58.8%) stated that they were very satisfied with the support received, 15.7% were moderately satisfied, and 9.2% were barely satisfied. There was a small percentage of 10.5% of students who reported however that they were not satisfied at all with the home support received.

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	76	49.7
Often	23	15.0
Sometimes	37	24.2
Seldom	3	2.0
Never	7	4.6
No Response	7	4.6
TOTAL	153	100

Most of the students (49.7%) reported that they always had access to the technology they needed during Online Schooling, 24.2% stated that they sometimes had access, 15.0% often had access, and a mere 2.0% indicated that they seldom had access or never had access, respectively.

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.	58	37.9
It was sometimes hard for me to follow the safety rules.	49	32.0
It was seldom hard for me to follow the safety rules.	16	10.5
+It was never hard for me to follow the safety rules.	22	14.4
No Response	8	5.2
TOTAL	153	100

Most of the students indicated that it was always hard (37.9%) and sometimes hard (32.0%) for them to follow the safety rules at school as they transitioned into face-to-face learning. The lowest number of students (14.4%) and (10.5%), respectively, stated that it was seldom hard or never hard for them to follow the safety rules.

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.	55	35.9
Changing from face-to-face school to online school was somewhat hard for me.	22	14.4
Changing from face-to-face school to online school was a little hard for me.	36	23.5
Changing from face-to-face school to online school was not hard at all for me.	31	20.3
No Response	9	5.9
TOTAL	153	100

The majority (35.9%) of students reported that it was very hard changing from face-to-face to online school, 23.5% reported that it was a little hard, 20.3% said it was not hard at all and 14.4% indicated that it was somewhat hard for them.

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.	35	22.9
The COVID-19 pandemic has had a fairly good effect on how I feel about school.	27	17.6
The COVID-19 pandemic has had no effect on how I feel about school.	33	21.6
The COVID-19 pandemic has had a fairly bad effect on how I feel about school.	15	9.8
The COVID-19 pandemic has had a very bad effect on how I feel about school.	34	22.2
No Response	9	5.9
TOTAL	153	100

22.9% of students indicated that the COVID-19 pandemic had a very good effect on how they felt about school. On the other hand, 22.2% reported that the pandemic had a very bad effect on how they felt about school, 21.6% stated that the pandemic had no effect on how they felt about school, 17.6% said it had a fairly good effect on how they felt about school, and 9.8% claimed that the pandemic had a fairly bad effect on how they felt about school.

Summary

During the COVID-19 lockdown, most primary students accessed lessons through worksheets sent by teachers. Most students reported that they had experienced some challenges during online schooling, with the most reported challenge being trouble logging in to meeting spaces. The shift to online schooling resulted in students having several challenges, chief among which were difficulty keeping up with their schoolwork, difficulty finding a quiet place to work and difficulty organising their time. Despite these challenges, most primary students reported that they had some positive experiences during online schooling, which included having more time with family and more time for other activities. Most students indicated that their preferred teaching modality was a hybrid model. Although some students reported that they did not receive any additional support from their school or teacher during online schooling, others stated that they got additional time to complete classwork and assignments as well and were directed to online learning resources to support learning. Just over half of the primary students in the sample stated that they were very satisfied with the support they received from both school and home during online schooling. Almost half of the students always had access to technology during online schooling. The largest proportion of primary students found that the change from face-to-face to online schooling was very hard for them, while students' reports of the effect of the pandemic on how they feel about school varied.

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	29	8.8
I accessed classes online during the lockdown	279	84.3
No Response	23	6.9
TOTAL	331	100.0

The vast majority of students (84.3%) at the secondary level accessed classes online during the lockdown while the minority (8.8%) did not attend classes during the lockdown. As it relates to the students' methods of accessing lessons during the lockdown, many of the students (52.3%) indicated that their teachers sent worksheets for them to complete, 7.9% had no access to lessons, 6.6% had access to lessons on television, and 1.2% had access through the radio. There were 26.9% of students who indicated that they had other means of accessing lessons during the lockdown other than those indicated above.

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

Methods of access to lessons	n	%
I had no access to lessons	26	7.9
I had access to lessons on the radio	4	1.2
I had access to lessons on television	22	6.6
My teachers sent me worksheets to do	173	52.3
Other	89	26.9
No Response	17	5.1
TOTAL	331	100.0

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	244	73.7
No	50	15.1
No Response	37	11.2
TOTAL	331	100.0

Most of the students (73.7%) reported that they experienced challenges with online schooling, while the least (15.1%) claimed that they did not experience any challenges.

Table 149: Secondary Students' Technology Challenges in Online Schooling

Challenges in online schooling	n	%
Didn't own a device	35	10.6
Device did not always work	118	35.6
No access to internet	28	8.5
Internet always dropping out	149	45.0
Had to share a device	37	11.2
Did not know how to use the learning platform (Google Classroom, Teams)	71	21.5
Trouble logging in to meeting spaces (e.g., Zoom)	176	53.2
Other	21	6.3

Of the technological challenges experienced in online schooling, trouble logging into meeting space was reported by the majority of students (53.2%). 45.0% of them indicated that they experienced issues with internet that was always dropping, 35.6% had issues with devices that did not work, 21.5% did not know how to use the learning platforms, 10.6% didn't own a device and 8.5% had no internet access. 6.3% of the students, however, indicated that they experienced other challenges with technology during the lockdown.

Table 150: Secondary Students' Challenges Adjusting to Online Schooling

Challenges shifting to online schooling	n	%
Difficulty keeping up with my schoolwork	209	63.1
Difficulty organizing my time (e.g., getting to classes on time)	170	51.4
Not able to get extra help with schoolwork from teachers	119	36.0
Not feeling like doing schoolwork	186	56.2
Difficulty finding a quiet place to work	109	32.9
Other	10	3.0

Most of the students (63.1%) had difficulty keeping up with schoolwork when adjusting to online schooling, 56.2% stated that they did not feel like doing schoolwork, 51.4% had difficulty organising their time, 36.0% were not able to get extra help with their schoolwork from their teachers, and 32.9% had difficulty finding a quiet place to work.

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.

Many of the students (71.3%) reported that they have had positive experiences attending school online, while 18.1% indicated that they did not have any positive experiences. Of the positive experiences reported by students during online school, many (58.6%) had more time to rest, 52.3% enjoyed staying in bed longer in the morning before having to get up for school, 43.3% had more time with family, 47.1% had more time for other activities, and 41.7% enjoyed the fact that they did not have to travel to school.

Table 151: Secondary Students' Positive Experiences during Online Schooling

Did you have any positive experiences attending school online?	n	%
Yes	236	71.3
No	60	18.1
No Response	35	10.6
TOTAL	331	100.0

Table 152: Secondary Students' Positive Experiences in Online Schooling

Positive experiences in online schooling:	n	%
More time with family	160	48.3
More time for other activities	156	47.1
Not having to travel to school	138	41.7
More rest time	194	58.6
Staying in bed longer in the morning before having to get up for school	173	52.3
Other	14	4.2

Secondary Students' Preferred Learning Environment

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	156	47.1
Online only	20	6.0
Some face-to-face and some online	128	38.7
Other modality	1	0.3
No Response	26	7.9
TOTAL	331	100.0

Students were asked about their preferences for face-to-face, online, or hybrid learning, and their responses can be found in Table 153. The preferred learning environments reported by students included face-to-face only (47.1%), some face-to-face and some online (38.7%) and online only (6.0%).

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.	92	27.8
Home visits from teachers	5	1.5
One-on-one sessions with teachers when necessary	54	16.3
Additional time for completing classwork and assignments	141	42.6
Direction to online learning resources to support my learning	91	27.5
Other	7	2.1

When asked about school support provided during online schooling, most students (42.6%) indicated that they were given additional time for completing assignments, 27.5% stated that they were directed to online learning resources to support their learning, 16.3% received one-on-one sessions with teachers when necessary and 1.5% received home visits from their teachers. 27.8% of students, however, reported that they did not receive any additional support from their school or teachers.

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	65	19.6
Moderately satisfied	141	42.6
Barely satisfied	66	19.6
Not satisfied at all	28	8.5
No Response	31	9.4
TOTAL	331	100.0

Most of the students (42.6%) stated that they were moderately satisfied with the support they received from their school for online schooling, 19.6% were either very satisfied or barely satisfied, respectively, and 8.5% reported that they were not satisfied at all.

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.	59	17.8
I got an appropriate device of my own	135	40.8
One-on-one sessions with teachers when necessary	27	8.2
Additional time for completing classwork and assignments	116	35.0
Direction to online learning resources to support my learning	64	19.3
Other	9	2.7

As it relates to the support students received from home during online schooling, most of the students (40.8%) reported that they got an appropriate device of their own, 35.0% received additional time for completing classwork and assignments, 19.3% got direction to online learning resources to support their learning and 8.2% received one-and-one sessions with teachers when necessary. 17.8% of the students, however, reported that they did not receive any additional support at home.

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	115	34.7
Moderately satisfied	96	29.0
Barely satisfied	59	17.8
Not satisfied at all	30	9.1
No Response	31	9.4
TOTAL	331	100.0

Students were asked to rate their level of satisfaction with the home support received during online schooling. 34.7% reported that they were very satisfied, 29.0% said they were moderately satisfied, 17.8% were barely satisfied, and 9.1% claimed that they were not satisfied at all with the home support received.

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	174	52.6
Often	70	21.1
Sometimes	42	12.7
Seldom	8	2.4
Never	9	2.7
No Response	28	8.5
TOTAL	331	100.0

The majority of students (52.6%) reported that they always had access to the technology that they needed during online schooling, 21.1% said that they often had the technology they needed, while 12.7% claimed that they sometimes had access and 2.4% seldom had access.

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.	77	23.3
It was sometimes hard for me to follow the safety rules.	123	37.2
It was seldom hard for me to follow the safety rules.	23	6.9
It was never hard for me to follow the safety rules.	72	21.8
No Response	36	10.9
TOTAL	331	100.0

Many of the students (37.2%) agreed that it was sometimes hard for them to follow the safety rules when attending face-to-face school during COVID-19, 23.3% said it was always hard for them, 21.8% claimed that it was never hard for them, and 6.9% claimed that it was seldom hard for them to follow the safety rules.

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.	80	24.2
Changing from face-to-face school to online school was somewhat hard for me.	65	19.6
Changing from face-to-face school to online school was a little hard for me.	88	26.6
Changing from face-to-face school to online school was not hard at all for me.	65	19.6
No Response	33	10.0
TOTAL	331	100.0

When asked about changing from face-to-face to online schooling, many students (26.6%) stated that it was a little hard for them to make the adjustment, 24.2% claimed that it was very hard, and 19.6% reported that it was somewhat hard and not hard at all, respectively.

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.	37	11.2
The COVID-19 pandemic has had a fairly good effect on how I feel about school.	67	20.2
The COVID-19 pandemic has had no effect on how I feel about school.	68	20.5
The COVID-19 pandemic has had a fairly bad effect on how I feel about school.	66	19.9
The COVID-19 pandemic has had a very bad effect on how I feel about school.	62	18.7
No Response	31	9.4
TOTAL	331	100.0

In regard to the overall impact of COVID-19 on the students' attitude to school, 20.5% claimed that the pandemic did not have any effect on their attitude toward school, 20.2% said that it had a fairly good effect on how they felt about school, 19.9% reported that the pandemic had a fairly bad effect on effect on their attitude toward school, 18.7% said it had a very bad effect on their attitude towards school, and 11.2% stated that the pandemic had a very good effect on how they felt about school.

Summary

During the COVID-19 lockdown, the vast majority of secondary students accessed classes online and most of these online classes were facilitated through worksheets that were sent by teachers. Most of them stated that they experienced challenges with online schooling, such as devices that did not always work, internet service that always dropped out, and trouble logging on to the meeting space. The change from face-to-face classes to online reportedly was 'a little hard' for the majority of students. Among the challenges faced by shifting to online school, a large percentage

of students indicated difficulty keeping up with schoolwork, difficulty organising time, and not feeling like doing schoolwork. Despite these challenges, most students admitted that they had positive experiences attending online school. These positive experiences included more time to rest, staying in bed longer in the mornings, more time with family and more time for other activities. Although students had some positive experiences attending school online, the majority of them preferred to attend school face-to-face. Notably, however, most students reported that they received additional support from their teachers for online schooling through the granting of additional time for completing class work and assignments. In assessing the support received from their teachers, most of the students stated that they were moderately satisfied. Students were also supported at home during online schooling and were very satisfied with the support received. The majority of students indicated that they got a device of their own, always had the technology they needed for online school and received additional time for completing classwork and assignments. In regard to following the COVID-19 protocols when returning to face-to-face schooling, the majority of students admitted that it was sometimes hard for them to follow the safety rules. Overall, students had mixed reviews of the effect that the pandemic had on their feelings about school. These feelings ranged from no effect to a fairly good effect, to a fairly bad effect and to a bad effect.

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	2	3.2
I engaged/taught my students online during the lockdown	52	83.9
No Response	8	12.9
TOTAL	62	100.0

The majority of primary teachers (83.9%) indicated that they engaged/taught their students online during the COVID-19 lockdown, while 12.9% of teachers indicated that they did not do so.

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	1	1.6
I used (or directed my students to) lessons on television	4	6.5
I sent my students worksheets to do	28	45.2
I used other means to engage my students	14	22.6

When asked which methods were used to engage students during the COVID-19 lockdown, 45.2% of primary teachers reported using worksheets (the most used method) 22.6% used other means, 6.5% used/directed their students to lessons on the television and 1.6% of teachers used/directed their students to lesson on the radio.

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, to indicate what kinds of challenges they experienced. The proportion of teachers facing challenges and the types of challenges can be seen in Tables 164 and 165.

Table 164: Primary Teachers' Experiencing Challenges in Online Schooling

Did you experience challenges doing schooling online?	n	%
Yes	35	56.5
No	1	1.6
No Response	26	41.9
TOTAL	62	100.0

When asked whether or not they experienced challenges doing online schooling, 56.5% of primary teachers reported that they had and 1.6% of teachers reported that they had not.

When asked about challenges faced during online schooling, dealing with parents in the online setting (58.1%) was the most reported challenge faced by primary teachers during online school. Many teachers (51.6%) reported having unstable internet connection and 45.2% of teachers indicated that preparing lessons for online teaching was a challenge. A smaller percentage of teachers (16.1%) reported not owning a device and having devices that did not always work as challenges faced during online schooling.

Table 165: Primary Teachers' Challenges in Online Schooling

Challenges in online schooling	n	%
Preparing lessons for online teaching	28	45.2
Creating appropriate assessment activities to gauge learning in the online setting	21	33.9
Didn't own a device	10	16.1
Device did not always work	10	16.1
No access to internet	14	22.6
Internet always dropping out (unstable)	32	51.6
Had to share a device	16	25.8
Did not know how to use the learning platform (Google Classroom, Teams)	13	21.0
Trouble logging in to meeting spaces (e.g., Zoom)	11	17.7
Dealing with parents in the online setting	36	58.1
Other challenge	14	22.6

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	18	29.0
Online only	0	0.0
Some face-to-face and some online	20	32.3
Other modality	8	12.9

The largest proportion of teachers indicated that their preferred mode of engagement with students was some face-to-face and some online (32.3%). Face-to-face only was preferred by 29.0 % of teachers while 12.9% of teachers preferred some other modality. No teacher indicated preferring the online only mode of engagement with students.

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. Primary teachers' responses to these items can be found in Tables 167 to 171.

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	11	17.7
Moodle	3	4.8
Edmodo	2	3.2
Other	10	16.1

With regard to the learning platform used by primary teachers to engage their students, 17.7% of teachers used Google Suite/Google Classroom, 4.8% of teachers used Moodle, 3.2% of teachers used Edmodo and 16.1 % of teachers used other learning platforms.

Table 168: Communication Applications Used by Primary Teachers

Which of the following communication applications have you used to engage your students?	n	%
Zoom Conferencing	37	59.7
Google Meet	18	29.0
Microsoft Teams	2	3.2
WhatsApp Messaging	28	45.2
Other	14	22.6

To engage students during the COVID-19 lockdown, 59.7% of primary teachers used Zoom Conferencing, 45.2% used WhatsApp Messaging, 29.0% used Google Meet, 22.6% used other communication applications and 3.2% of teachers used Microsoft Teams.

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	1	1.6
A laptop computer	35	56.5
A tablet	19	30.6
A smartphone	20	32.3
Other	8	12.9

When asked about the devices used for online schooling, a laptop computer (56.5%) was among the most commonly used device by primary teachers. Smartphones were used by 32.3% of teachers, 30.6% used a tablet, 12.9% used other means and 1.6% of primary teachers used a desktop computer for online schooling.

Many teachers (53.2%) indicated that at first, they used their own device but then used one that was assigned by the Ministry of Education. A smaller number of teachers (3.2%) reported that they

used their own device throughout the entire period of online schooling and that they had their own at first, but then were assigned a device by the school.

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	0	0.0
I used my own at first, but then the school assigned me a device	2	3.2
I used my own at first, but then the Ministry of Education assigned me a device	33	53.2
I used my own at first, but then I got one from elsewhere	2	3.2
Other	1	1.6
No Response	24	38.7
TOTAL	62	100.0

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

How have you accessed Internet services for online schooling?	n	%
At home	38	61.3
At the school	33	53.2
From a neighbour	7	11.3
From a community hotspot	0	0.0
Other	0	0.0

As it relates to how they accessed internet services for online schooling, 61.3% of teachers selected at home, 53.2% selected at school and 11.3% of teachers selected from a neighbour.

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.	1	1.6
I paid home visits to some students	9	14.5
I offered one-on-one sessions with students when necessary	16	25.8
I gave additional time for completing classwork and assignments	32	51.6
I directed students to online resources to support their learning	37	59.7
Other	15	24.2

When asked what additional support was provided to students during online schooling, 59.7% of primary teachers reported that they directed students to online resources to support their learning, 51.6% gave additional time for completing classwork and assignments, 25.8% of teachers reported

that they offered one-on-one sessions with students when necessary, 24.2% provided other forms of support, 14.5% paid home visits to some students and 1.6% of teachers reported that they did not provide any additional support for their students.

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.

Responses and the table were grouped into three categories: zero to one for negative perspectives, two to three for moderate perspectives, and four to five for positive perspectives. A substantial portion of primary teachers found their school or Ministry of Education to be very supportive. Teachers felt that students' parents were moderately supportive. Most teachers found teaching online to be stressful and were able to balance work and personal life while teaching online moderately well. Most primary teachers found their home environments were conducive to teaching online and rated their students' learning in the online environment as good. Students' attendance of online classes, as well as their participation, were rated as moderate to good. The largest proportion of teachers rated their motivation to teach online as moderate, and the largest proportion of teachers reported that they were moderately satisfied with their online teaching activities during the pandemic.

In response to how easy it was to follow safety protocols during COVID-19, 43.5% of primary teachers stated that this was sometimes hard to do, 25.8% stated that this was never hard to do, 17.7% indicated that this was seldom hard to do, 11.3% stated that this was never hard to do and 1.6% of teachers reported that it was always hard for them to follow the safety rules.

Regarding primary teachers' ease of transitioning from face-to-face to online schooling 38.7% of teachers reported the change to be somewhat hard, 24.2% stated the change was a little hard, 19.4% of teachers found that the change was not hard at all and 8.1% of teachers reported that the change was very hard.

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?	0.0	9.7	4.8	24.2	14.5	6.5
How supportive were your students' parents during online learning?	1.6	3.2	17.7	30.6	24.2	11.3
	0 Not at All Stressful	1	2	3	4	5 Very Stressful
How stressful did you find teaching online?	1.6	4.8	12.9	24.2	22.6	19.4
	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?	0.0	3.2	19.4	32.3	14.5	19.4
	0 Not at All Conductive	1	2	3	4	5 Very Conductive
How conducive was your home environment for teaching online?	0.0	8.1	14.5	27.4	22.6	16.1
	0 Not at All Comfortable	1	2	3	4	5 Very Comfortable
How comfortable were you with using technology in online teaching?	1.6	1.6	14.5	30.6	19.4	22.6
	0 Extremely Poor	1	2	3	4	5 Very Good
How would you rate your students' learning in the online environment?	0.0	14.5	24.2	32.3	16.1	1.6
How would you rate your students' attendance for online classes?	1.6	6.5	21.0	38.7	16.1	4.8
How would you rate your students' participation?	3.2	8.1	12.9	37.1	21.0	6.5
	0 Not at All Motivated	1	2	3	4	5 Very Motivated
How motivated were you to teach online?	0.0	9.7	17.7	35.5	22.6	4.8
	0 Not at All Satisfied	1	2	3	4	5 Very Satisfied
How satisfied were you with your online teaching activities during the pandemic?	1.6	3.2	12.9	37.1	21.0	6.5

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.	1	1.6
It was sometimes hard for me to follow the safety rules.	27	43.5
It was seldom hard for me to follow the safety rules.	11	17.7
It was never hard for me to follow the safety rules.	16	25.8
No Response	7	11.3
TOTAL	62	100.0

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.	5	8.1
Changing from face-to-face school to online school was somewhat hard for me.	24	38.7
Changing from face-to-face school to online school was a little hard for me.	15	24.2
Changing from face-to-face school to online school was not hard at all for me.	12	19.4
No Response	6	9.7
TOTAL	62	100.0

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.	4	6.5
The COVID-19 pandemic has had a fairly good effect on how I feel about teaching.	18	29.0
The COVID-19 pandemic has had no effect on how I feel about teaching.	21	33.9
The COVID-19 pandemic has had a fairly bad effect on how I feel about teaching.	12	19.4
The COVID-19 pandemic has had a very bad effect on how I feel about teaching.	1	1.6
No Response	6	9.7
TOTAL	62	100.0

When asked about the impact of COVID-19 on their attitudes to teaching, 33.9% of primary teachers stated that the pandemic had no effect on how they feel about teaching, 29.0% of teachers reported it had a fairly good effect on how they feel about teaching, 19.4% reported that it had a fairly bad effect on how they felt about teaching, 6.5% of teachers reported that it had a very good effect on how they feel about teaching and 1.6% stated that the pandemic had a very bad effect on how they feel about teaching.

Summary

During the COVID-19 lockdown, most primary teachers engaged their students online and primarily gave their students worksheets to complete. The largest proportion of teachers faced challenges mainly with dealing with parents in the online setting, unstable internet connections

and preparing lessons for online teaching. The largest proportion of teachers indicated a preference for a hybrid model of teaching. Google Suite/ Google Classroom was the most reported learning platform used by primary teachers, and Zoom conferencing and WhatsApp were the two most used communication applications. Laptops were the most frequently used device among primary teachers, and over half of the teachers in the sample indicated that at first, they used their own device but were later assigned one by the Ministry of Education. For online schooling, most teachers access the internet at home. Teachers provided extra support to students mainly by directing them to online resources to support their learning and giving them additional time to complete their classwork and assignments.

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	1	1.3
I engaged/taught my students online during the lockdown	67	88.2
No Response	8	10.5
TOTAL	76	100.0

When asked whether they engaged their students during the lockdown, 88.2% of secondary teachers reported that they engaged/taught their students online, while 1.3% of teachers reported that they did not engage/teach their students during that period.

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	2	2.6
I used (or directed my students to) lessons on television	5	6.6
I sent my students worksheets to do	38	50.0
I used other means to engage my students	27	35.5

When asked about the method used to engage students during the lockdown, 50.0% of teachers reported that they used worksheets (the most commonly used method), 35.5% of teachers reported that they used other means to engage their students, 6.6% used/directed their students to lessons on the television and 2.6% of teachers used/directed their students to lessons on their radio.

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, to indicate what kinds of challenges they experienced. The proportion of teachers facing challenges and the types of challenges can be seen in Tables 179 and 180.

Table 179: Secondary Teachers' Experiencing Challenges in Online Schooling

Did you experience challenges doing schooling online?	n	%
Yes	63	82.9
No	2	2.6
No Response	11	14.5
TOTAL	76	100.0

Most secondary teachers (82.9%) reported that they experienced challenges doing online schooling while 2.6% of teachers indicated that did not experience any challenges doing online schooling.

Table 180: Secondary Teachers' Challenges in Online Schooling

Challenges in online schooling	n	%
Preparing lessons for online teaching	34	44.7
Creating appropriate assessment activities to gauge learning in the online setting	36	47.4
Didn't own a device	7	9.2
Device did not always work	24	31.6
No access to internet	11	14.5
Internet always dropping out (unstable)	44	57.9
Had to share a device	11	14.5
Did not know how to use the learning platform (Google Classroom, Teams)	13	17.1
Trouble logging in to meeting spaces (e.g., Zoom)	20	26.3
Dealing with parents in the online setting	23	30.3
Other challenge	11	14.5

As it relates to challenges faced by secondary teachers during online schooling, 47.4% of teachers reported that creating appropriate assessment activities to gauge learning in the online setting was challenging, 44.7% reported that preparing lessons for online teaching was a challenge, 31.6%

stated that their devices did not always work and 30.3% of teachers reported that dealing with parents in the online setting was a challenge.

Secondary Teachers' Preferred Teaching Modalities

Teachers were asked about their preferences for face-to-face, online, or hybrid teaching; their responses can be seen in Table 181. When asked about their preferred teaching modality, most secondary teachers (61.8%) reported that they prefer some face-to-face and some online, 26.5% stated that they prefer face-to-face only, and 1.3% of teachers reported that they prefer online only.

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	20	26.3
Online only	1	1.3
Some face-to-face and some online	47	61.8
Other modality	0	0.0
No Response	8	10.5
TOTAL	76	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	40	52.6
Moodle	4	5.3
Edmodo	37	48.7
Other	21	27.6

52.6% of teachers used Google Suite/Google Classroom, 48.7% used Edmodo, 27.6% reported using other learning platforms, and 5.3% of secondary teachers used Moodle to engage their students.

Table 183: Communication Applications Used by Secondary Teachers

Which of the following communication applications have you used to engage your students?	n	%
Zoom Conferencing	62	81.6
Google Meet	17	22.4
Microsoft Teams	28	36.8
WhatsApp Messaging	53	69.7
Other	6	7.9

Secondary teachers used several communication applications to engage their students. 81.6% of teachers used Zoom conferencing, 69.7% used WhatsApp messaging, 33.8% used Microsoft Teams, and 22.4% used Google Meet. 7.9% of teachers used other communication platforms.

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	10	13.2
A laptop computer	64	84.2
A tablet	13	17.1
A smartphone	49	64.5
Other	0	0.0

When asked which devices were used for online schooling, 84.2% of secondary teachers reported that they used a laptop computer, 64.5% used a smartphone, 17.1% used a tablet and 13.2% of teachers used a desktop computer.

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	11	14.5
I used my own at first, but then the school assigned me a device	2	2.6
I used my own at first, but then the Ministry of Education assigned me a device	48	63.2
I used my own at first, but then I got one from elsewhere	1	1.3
No Response	14	18.4
TOTAL	76	100.0

Most teachers (63.2%) indicated that at first, they used their own device, but then used one assigned by the Ministry of Education while 14.5% used their own device throughout the entire period of online schooling, 2.6% used their own at first then used a device assigned by the school and 1.3% used their own at first but then got one from another source.

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

How have you accessed internet services for online schooling?	n	%
At home	65	85.5
At the school	35	46.1
From a neighbour	2	2.6
From a community hotspot	2	2.6
Other	0	0.0

When asked how they accessed internet services for online schooling, 85.5% of secondary teachers selected at home, 46.1% accessed the internet at school and 2.6% accessed the internet from a neighbour and a further 2.6% from a community hotspot.

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.	64	84.2
I paid home visits to some students	3	3.9
I offered one-on-one sessions with students when necessary	22	28.9
I gave additional time for completing classwork and assignments	54	71.1
I directed students to online resources to support their learning	54	71.1
Other	3	3.9

A notable 84.2% of secondary teachers reported that they did not provide any additional support for their students during online schooling, 71.1% gave additional time for completing classwork and assignments, and that same percentage of teachers directed their students to online resources to support their learning. A few teachers (28.9%) offered one-on-one sessions with students when necessary, and 3.9% paid home visits to some students.

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.

Most secondary teachers found their school or Ministry of Education supportive when teaching online. One-third of teachers found teaching online very stressful, and about half of the teachers balanced work and personal life well. Most teachers found their home environment conducive to teaching online, and over half felt comfortable using technology for online teaching. Most teachers rated their students' learning in the online environment moderately, and one-third of the teachers also rated their students' learning in the online environment moderately. About one-half of teachers felt motivated to teach online and were satisfied with their online teaching activities during the pandemic.

Regarding the ease of following safety protocols, 36.8% of secondary teachers found following the safety rules to be sometimes hard, 27.6% found that it was never hard, 19.7% stated that this was seldom hard to do and 3.9% found that it was always hard to follow the safety rules.

Secondary teachers' responses to how easy it was to change from face-to-face to online schooling varied. Some teachers (38.2%) found the change to be somewhat hard, others (23.7%) found it to be a little hard, 15.5% found that the change was not hard at all, and 10.5% of teachers found that the change was very hard.

When asked about the impact of COVID-19 on teachers' attitude to teaching, 31.6% of secondary teachers reported the pandemic did not affect how they feel about teaching, 23.7% reported that the pandemic had a fairly good effect on how they feel about teaching, 18.4% stated that the pandemic had a fairly bad effect on how they feel about teaching, 7.9% stated the pandemic had a very good effect on how they feel about teaching and 5.3% stated the pandemic had a very bad effect on how they feel about teaching.

Summary

The majority of secondary teachers engaged their students online during the COVID-19 lockdown; this engagement occurred primarily through worksheets that were sent to students utilising internet services from their homes. The majority admitted that they faced challenges during online schooling. The main challenge, as reported by the largest proportion of teachers, was issues with unstable internet, creating appropriate assessment activities to gauge students' learning in the

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?	3.9	3.9	13.2	34.2	21.1	10.5
How supportive were your students' parents during online learning?	2.6	7.9	19.7	35.5	17.1	3.9
	0 Not at All Stressful	1	2	3	4	5 Very Stressful
How stressful did you find teaching online?	0.0	3.9	9.2	25.0	26.3	23.7
	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?	5.3	5.3	14.5	32.9	22.4	7.9
	0 Not at All Conductive	1	2	3	4	5 Very Conductive
How conducive was your home environment for teaching online?	3.9	5.3	9.2	22.4	27.6	18.4
	0 Not at All Comfortable	1	2	3	4	5 Very Comfortable
How comfortable were you with using technology in online teaching?	0.0	0.0	5.3	26.3	28.9	23.7
	0 Extremely Poor	1	2	3	4	5 Very Good
How would you rate your students' learning in the online environment?	1.3	7.9	27.6	40.8	9.2	1.3
How would you rate your students' attendance for online classes?	3.9	19.7	32.9	19.7	10.5	1.3
How would you rate your students' participation?	5.3	10.5	32.9	28.9	7.9	2.6
	0 Not at All Motivated	1	2	3	4	5 Very Motivated
How motivated were you to teach online?	1.3	3.9	9.2	39.5	26.3	7.9
	0 Not at All Satisfied	1	2	3	4	5 Very Satisfied
How satisfied were you with your online teaching activities during the pandemic?	2.6	3.9	18.4	46.1	13.2	3.9

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.	3	3.9
It was sometimes hard for me to follow the safety rules.	28	36.8
It was seldom hard for me to follow the safety rules.	15	19.7
It was never hard for me to follow the safety rules.	21	27.6
No Response	9	11.8
TOTAL	76	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.	8	10.5
Changing from face-to-face school to online school was somewhat hard for me.	29	38.2
Changing from face-to-face school to online school was a little hard for me.	18	23.7
Changing from face-to-face school to online school was not hard at all for me.	12	15.8
No Response	9	11.8
TOTAL	76	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.	6	7.9
The COVID-19 pandemic has had a fairly good effect on how I feel about teaching.	18	23.7
The COVID-19 pandemic has had no effect on how I feel about teaching.	24	31.6
The COVID-19 pandemic has had a fairly bad effect on how I feel about teaching.	14	18.4
The COVID-19 pandemic has had a very bad effect on how I feel about teaching.	4	5.3
No Response	10	13.2
TOTAL	76	100.0

online setting and preparing lessons for online teaching. The largest proportion of teachers indicated a preference for a hybrid model of teaching. Google Classroom and Edmodo were reported as the learning platforms mostly used, and Zoom conferencing and WhatsApp messaging were the main communication applications used to engage students. In reporting on the devices used for online school, the vast majority of teachers used a laptop, and a large proportion of them used their cell phones. Most teachers used their device at first but then transitioned to the one assigned to them by the Ministry of Education. The majority of teachers indicated that they did not provide additional support for their students. A large percentage of them, however, indicated that they offered one-on-one sessions with students when necessary and directed students to online

resources to support their learning. Most teachers found their school or Ministry of Education supportive when teaching online; however, they found teaching online very stressful, and about half of the teachers balanced work and personal life well. Most of them found their home environment conducive to teaching online and felt comfortable using technology for online teaching. These teachers rated their students' learning in the online environment moderately, generally felt motivated to teach online and were satisfied with their online teaching activities during the pandemic. While most teachers found the transition from face-to-face to online schooling somewhat hard, they reported that with the transition back to school following the lockdown period, it was difficult to follow the safety rules. Notably, however, most teachers affirmed that the pandemic had no effect on how they felt about teaching.

Recommendations

Students

- Develop and implement more programs targeted at increasing student involvement in and enjoyment of school and learning.
- Inform students of the benefits and possible opportunities associated with their involvement in extracurricular and/or co-curricular activities.
- Design and implement programs geared toward increasing student interest and involvement in the arts and technical and vocational subject areas.

Teachers

- Continue to provide opportunities and incentives for teachers to engage in professional development to increase the number of trained graduates at both primary and secondary levels.
- Increase teacher training opportunities, especially for teachers holding a bachelor's degree.
- Initiate programs aimed at increasing the number of males in the teaching profession.
- Provide more support for teachers and other members of staff through recognising and rewarding their efforts.
- Acknowledge the efforts of teachers through the use of tangible and intangible incentives.

Principal

- Encourage continuous professional development in the areas of management and leadership in education to ensure principals are equipped with the requisite skills needed to effectively manage a school.
- Provide more support for principals through collaborative efforts between the community and the school.

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 are known to influence academic achievement, both at the individual level and school level. This report focused on the data collected in Grenada. 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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