

ABSTRACT

A Critical Analysis: Students' Perceptions of How the Unspecified Symbolic Aspects of the Implicit Curriculum Impact on Their Socialization Process

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This qualitative study sought to determine students' perceptions of how the unspecified symbolic aspects of the implicit curriculum impact on their socialization. Data were collected using questionnaires, interviews, and observational notes. Results of the data analysis showed, among other things, that: 1) the culture of the home and society have a direct impact on student behaviour in the school; 2) at school, students tended to display aggressive behaviours and were able to defend themselves very well in any situation; 3) students displayed a keen sense of what school was about and how they should conduct themselves at school; 4) classroom space contributed to the disruptive behaviour displayed; 5) students indicated that discrimination affected their progress in school and thus their chances in life; 6) students believed that teachers did not spend sufficient time explaining concepts and varying their approaches and topics; and 7) while some students had lost confidence and trust in their teachers, others received care and understanding from them.

Keywords: Curriculum evaluation; Secondary school students; Student attitudes; Perceptions; Socialization; Teacher role; Implicit curriculum; Trinidad and Tobago