

ABSTRACT

An Exploration of the Degree of Congruence, of the Perspectives Held by Teachers and Their Adolescent Students, Regarding Their Roles and Relationships

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This study provides a narrative of the perspectives and beliefs of a group of teachers and adolescent students regarding their roles and relationships, with specific reference to the classroom. Data were collected through interviews and self-inventories from four teachers and four students of a secondary school in Trinidad and Tobago. Among the findings were that: 1) both students and teachers felt that the curriculum was too extensive, resulting in duplication of effort; 2) one student wanted more collaboration among teachers with a view to recognizing and reducing the workload placed upon the students by teachers of the various subject areas; 3) one teacher expressed the view that the magnitude of the curriculum had negated the possibility of a pleasant classroom experience for the students; and 4) issues relating to class control, teacher-centredness, or student-centredness seemed to be related to the age of the students, who seemed to share the teachers' perspective on what their role was.

Keywords: Teacher attitudes; Student attitudes; Student teacher relationship; Secondary school teachers; Secondary school teachers; Classroom environment; Trinidad and Tobago