

ABSTRACT

Investigating Teachers' Perceptions of an Educational Innovation: Single-Sex Classes in a Co-Educational School

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This study investigated six teachers' perceptions of the single-sex innovation at a co-educational secondary school in Trinidad and Tobago. Data were collected through interviews. The findings revealed that although most of the teachers believed that the innovation was a good idea, they felt that it was poorly implemented. Analysis of the data also showed that there were minimal benefits and grave behavioural challenges, particularly in the boys' classes. However, most of the participants stated that there were increased opportunities for building teacher competencies. The teachers all endorsed the continuation of the innovation, but on the condition of the correct implementation procedures.

Keywords: Educational innovations; Adoption of innovations; Perceptions; Teacher attitudes; Secondary school teachers; Case studies; Single-sex classrooms; Coeducational schools, Trinidad and Tobago