

ABSTRACT

Teachers' and the Administrator's Experiences of the Implementation of the Innovation of Single-Sex Classrooms in a Co-educational Private Primary School

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This study investigated two teachers' and one administrator's experiences of the implementation single-sex classrooms in a co-educational private primary school in Trinidad and Tobago, which sought to address boys' under-achievement. Data were collected through interviews and document analysis. The results showed that: 1) there was a positive attitude towards the innovation, 2) both groups (boys and girls) exhibited increased confidence and greater cohesion as a result of having their own learning space, and 3) the boys had a significant number of disciplinary issues in comparison to the girls. It was also found that, paradoxically, the achievement gap between the sexes remained unchanged. Additionally, there was an adjustment in the teaching styles of both teachers in the single-sex class, but they expressed a need for training for successful implementation.

Keywords: Primary school teachers; Teacher attitudes; Administrator attitudes; Coeducational schools; Private schools; Educational innovations; Male underachievement; Trinidad and Tobago