

ABSTRACT

Teacher Perceptions of the Relationship Between Daily Classroom Practice and the Development of Students' Thinking Skills at a Denominational Secondary School

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This study sought to discover the correlation between poor thinking skills and classroom practice of three teachers at a denominational secondary school in Trinidad and Tobago. Data were collected through interviews. The results indicated that the classroom practices employed by the teachers should theoretically encourage the sustained development of thinking skills in the students. It was noted that despite the teachers' attempts to support a student-centred and active classroom, the reality was that the classroom continued to be mainly a teacher-centred environment due to the influence of various external examinations for which the students were being prepared.

Keywords: Perceptions; Secondary school teachers; Classroom methods; Denominational schools; Cognitive objectives; Student achievement; Trinidad and Tobago