

ABSTRACT

An Investigation Into the Curriculum Implementation From Co-Ed to Single-Sex Classes: Teachers' Voices

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This study investigated the concerns of 10 teachers, encompassing the seven developmental levels of concern, regarding the implementation of the initiative “From coeducational to single-sex education” at one all-boys’ and one all-girls’ secondary school in the St. George East Educational District in Trinidad and Tobago. Data were collected through focus group interviews. The analysis indicated that the teachers reported concerns at only four of the seven stages of the concerns model—personal, management, consequence, and collaboration. The concerns expressed by the teachers suggest that they were eager to grasp new ideas and concepts about single-sex classroom instruction. Additionally, most expressed concerns with regard to the effect of their possible emotional responses to the disciplining of boys. The female teachers at the all-boys’ school cited deep concerns about their personal safety, given the physical characteristics of their male charges, while the male teachers at the all-girls’ school were concerned about the possible legal implications in their efforts to foster positive student-teacher relationships as males in a female educational environment. The general finding of the study was that the teachers’ primary concerns were about informational and personal aspects of the initiative.

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