

ABSTRACT

DE-SHIFTING AND CONVERSION: AN ANALYSIS OF STUDENT-TEACHER RELATIONSHIPS AT A FORMER JUNIOR SECONDARY SCHOOL (A CASE STUDY)

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Many studies in the field of education have often examined student-teacher relationships; however, these authors have generally done so in the context of the impact of these relationships on academic performance and holistic development. The purpose of this study is to investigate student-teacher relationships at a former Junior Secondary school, while further examining how student-teacher relationships form. In so doing, the effects of de-shifting and conversion are examined but, to a greater extent, the motives behind the type and quality of the student-teacher relationship are assessed using the Social Exchange theory. Students and teachers at the Form V level of the Chaconia South Secondary School are the target groups.

The study, which is a case study research design, is qualitative in nature. A socio-historical analysis of the Junior Secondary schools is also given in order to understand these schools' positioning in the hierarchical structuring of secondary schools in Trinidad and Tobago's educational system. Another significant finding is that student-teacher relationships are of great importance but there seems to be

a dearth of information of this phenomenon in the local literature. The themes that emerged during this investigation include power, equality of educational opportunity and social inclusion.

Keywords: Student-teacher Relationships; De-shifting and Conversion; Junior Secondary School System; Social Exchange Theory; Power; Equality of Educational Opportunity; Social Inclusion