

ABSTRACT

An Investigation Into the Educational, Emotional, and Social Impact of the Predominance of Female Teachers on Boys in Primary Schools

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This study investigated the educational, emotional, and social impact of their school experiences on boys who are being educated primarily by female teachers. It focused on boys who have reached the senior level of primary school and have never been taught by a male teacher. Data were collected, via purposeful sampling, through interviews, document analysis, and participant observation. Among the findings were that: 1) the boys perceived that their female classmates received more care and attention than they did from their female teachers, 2) the boys apparently wanted their female teachers to participate in outdoor activities with them, 3) the boys perceived that there was a lack of mutual understanding between them and their female teachers, and 4) the gender difference caused the boys to believe that they would feel embarrassed if they discussed personal matters with their female teachers.

Keywords: Primary school students; Primary school teachers; Sociology of education; Student teacher relationship; Male students; Female teachers; Educational experience; Trinidad and Tobago