

ABSTRACT

An Investigation Into Primary Boys' Perceptions of Their School Experiences at an Urban "Prestige" Primary School

Kurt Luke Jude Rennie

Employing a phenomenological approach in the qualitative paradigm, this case study analysed the perceptions of boys at an urban, all-boys' "prestige" primary school, about their lived experiences at the school. Data were collected through interviews. Among the findings were that: 1) although teacher gender was not a major issue, teachers need to implement strategies that cater to the interests of male students, and to receive training in order to better understand the learning styles of boys; 2) since the school is results oriented, the focus is mainly on the cognitive domain, and this results in stagnation of the students' social and emotional experiences; 3) teachers do not appear to establish authentic purposes and meaningful real-life connections to the subjects they teach, which results in narrow school experiences; and 4) there is a suggestion that peer-perceived status is more important than academic performance.

Keywords: Case studies; Perceptions; Student attitudes; Urban schools; Primary school students; Educational experience; Male students; Sociology of education; Trinidad and Tobago