

ABSTRACT

The Impact of Teacher Gender and Teachers' Teaching Style on Male Form Four and Form Five Biology Students' Achievement Motivation and Academic Achievement at a Secondary School in Trinidad and Tobago

Reinnie Thomas

This mixed-method study examined the effect of teacher gender and teacher instructional style on male Form 4 and Form 5 Biology students at a secondary school in Trinidad and Tobago. Data were obtained through interviews and the administration of a questionnaire. The participants were four Biology teachers (two males and two females) and 15 male Biology students of the school under study. The findings indicated that teacher gender and teacher instructional style impacted the academic achievement of the male Biology students, but not their achievement motivation. The male students preferred to be taught by female Biology teachers and achieved higher test scores in comparison to students taught by male Biology teachers.

Keywords: Case studies; Gender issues; Male students; Biology students; Academic achievement; Student attitudes; Secondary school students; Teacher attitudes; Secondary school teachers; Trinidad and Tobago