

ABSTRACT

Stakeholders [Sic] Perceptions of the Pan in the Classroom Programme at Everstriving Primary School in the St. George East Education District in Trinidad and Tobago

Paul Massy

This study sought to ascertain stakeholders' perceptions about the Pan in the Classroom Programme at a primary school in the St. George East Education district in Trinidad and Tobago. Data were collected through interviews held with six participants, comprising the administrator, the music teacher, two students, and two parents. The results indicated that the programme had aesthetic value and was culturally relevant to the curriculum, as well as to the stakeholders. It promoted social development and behaviour modification, created a positive relationship between music and learning in other subjects, and consequently provided opportunities for holistic development.

Keywords: Perceptions; Music education; Curriculum innovations; Student attitudes; Teacher attitudes; Administrator attitudes; Parent attitudes; Pan in the Classroom Programme; Steelpan; Trinidad and Tobago