

ABSTRACT

An Investigation Into the Educational Experiences of Three Adolescent Male Students Who Transferred From Mixed Three Year Secondary Schools Into a Seven Year All Boys' Denominational School

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This study sought to gain an insight into the educational experiences of three boys who transferred from a mixed 3-year secondary school to the fourth form of a single-sex denominational secondary school in Trinidad and Tobago. Data were collected through interviews held with the three adolescent male students. The study generated three themes: parental support and involvement, familial support and involvement, and teacher support and involvement. The participants all cited parental involvement, school indiscipline, and positive responses from their teachers as factors that impacted their academic performance. It was also found that each student's social reality produced divergent constructions of his educational experience.

Keywords: Male students; Boys; Case studies; Transfer students; Single-sex schools; Denominational schools; Educational experience; Trinidad and Tobago