

The Role of the School Principal
in Staff Development in St. Lucia

by

Agatha Mortley-Modeste

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Abstract

The purpose of this research was to explore the role of the school principal in St. Lucia in staff development. It also explored whether the role corresponded with the expectations of school teachers.

Data was obtained through questionnaires administered to school principals and to school teachers respectively. For the most part, the data was analysed quantitatively. However, a small part of the data was analysed qualitatively using content analysis.

The findings show that generally, school principals play a positive role in staff development and this matches the expectations of teachers. This role takes the form of conducting orientation sessions for new staff, advising staff on teaching techniques, encouraging staff to pursue further studies, inviting their input in school related matters and preparing effective professional development day sessions.

Resumé

Le but de cette recherche consistait à explorer le rôle du directeur d'école de St. Lucie en ce qui regarde le développement de son personnel. L'étude examinait aussi la mesure avec laquelle le rôle du directeur d'école correspondait aux attentes des enseignants à l'égard du ce rôle.

Les données furent recueillies à l'aide de questionnaires auprès de directeurs d'école et d'enseignants. Les données furent en grande partie analysées quantitativement. Toutefois, une faible partie fut analysée qualitativement à l'aide d'une analyse de contenu.

Les données révèlent que généralement les directeurs d'école jouent un rôle positif en matière de développement des enseignants et ceci rencontrent les attentes des enseignants. Ce rôle prend la forme de conduite de sessions d'orientation, d'encouragement à poursuivre des études, d'invitation des enseignants à participer à la chose scolaire, et de préparation de journées pédagogiques.

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Chapter One

Introduction

1 Background to the Study

St. Lucia, a former British colony is a young developing nation having attained independence thirteen years ago. Like its sister Caribbean states, the majority of the population comprises descendants of former negro slaves. During the days of slavery, little provision was made for public education. After emancipation in 1838, schools were gradually established through the work of the Christian church and education was soon perceived as a channel of upward social mobility.

Until recently, (past 20 years) educational opportunity was extremely limited and in fact, teaching, was the major field which provided an avenue for educational growth. A newly recruited teacher gradually progressed through a programme of instruction leading to certification. This programme, known as the *pupil-teacher system*, provided both academic and professional training. It was coordinated and supervised by personnel from the Ministry of Education (or Department of Education as it was then known). Teachers attended classes in the evening, on weekends, and during the vacation. Their progress was also monitored by the Church which contributed significantly to the management and maintenance of schools. Thus, the most senior certificated teacher with approved moral standing, was recommended for the position of school principal.

Proud of having attained the position as 'principal teacher', the newly appointed principal attended to the educational needs of both staff and pupils. Anxious to have a cadre of staff of the right calibre, the principal provided guidance, encouragement and even instruction in both academic and professional matters. On account of his/her educational accomplishment, the principal was regarded as an authority on a wide range of matters. S/he epitomised the authoritarian character of the society at large. When the principal happened to be male, he was often called upon to serve as arbitrator in disputes of all kinds in the community. His varied functions included serving as choir master, scout master, god-father, father-giver, counsellor and letter-writer. In short, the principal was respected by all. Everyone including teaching staff, accepted the fact that he or she functioned as the sole planner and decision maker.

In the course of time, a few developmental factors gave rise to the phasing out of the pupil-teacher system. The newly established secondary schools started to channel into the teaching service, persons already possessing the necessary academic qualifications. A second factor is that St. Lucia's Teachers' Training College (now the division of Teacher Education and Educational Administration of the Sir Arthur Lewis Community College) began providing professional training. Most importantly, the economic and political advancement of the society has created a wide range of job

opportunities for those with academic qualifications, thus making entry into the teaching service, only one among many options. The result of all this, is the erosion of the conspicuous role played by the principal in the professional development of his/her staff.

1.1 The School Principalship in St. Lucia

The principalship in the Caribbean and more specifically in St. Lucia is in some ways different from that of North America. For example, principals are answerable directly to the Ministry of Education which in fact, holds a centralised position of control. This control is generally diffused through District Education Officers whose position parallels that of school superintendents. Each district education officer supervises an average of twenty schools. Though his/her duties include running workshops for teachers, the degree of interaction with individual teachers is minimal compared with that between principals and teachers. Further, principals are in a better position to discover the specific needs of teachers at their school and so determine the contents of workshops.

The St. Lucian school principals are not involved in the recruitment and selection of staff. They are not given their own budget for the running of schools. However, they do raise funds for certain projects such as school beautification, or for purchasing equipment like a duplicating machine. They

have considerable autonomy. Unlike that of the North American counterpart their role does not involve keeping in touch with 'a complex network of agencies and individuals' (Heck, 1991, p.69). However, the role remains multifaceted as it requires interaction with Ministry officials, staff, students, parents and managers as in the case of church schools. By and large, obligations are limited to executing the tasks as mandated by the Ministry of Education (see Appendix A). It should be noted that a dedicated and creative principal has the option to extend item (e) in appendix A, namely, responsibility for instruction, to include activities aimed at upgrading teaching staff.

Implicit in the principal's role is the duty to uphold the legacy of leadership handed down by earlier principals. As leader, the principal is in a position to foster the personal and professional growth of staff. Conversely, the principal can also allow teachers to stagnate or indeed, s/he may impede their personal and professional growth.

1.2 The Elementary School System

The elementary school system in St. Lucia provides compulsory education for children from the age of 5 to 15 years. The schools may be co-educational or single-sexed. They are classified as infant, primary, all-age combined, and senior primary schools.

The infant schools cater to children from age five to age

seven. Principals of such schools need to be well versed in areas such as methods of teaching infants, and early childhood education so as to assist and guide their staff.

The primary schools provide instruction for students from eight to fifteen years, which is the primary school leaving age. Central in the curriculum of the primary school is preparation for writing the common entrance examination. Success in this examination qualifies a child for entry into one of the secondary schools. Every child from age ten is entitled to two trials at this examination which is highly competitive. The teacher of the common entrance class is acutely aware of his or her responsibility of preparing the students adequately. Indeed, the reputation of the school depends upon the students' success rate at the common entrance examination. Thus mutual support and close collaboration between principals and staff becomes a major imperative. Students of primary schools who fail to gain entry to a secondary school either move to a Senior Primary School or remain to write the sixth standard or primary school learning certificate examination.

The senior primary schools function at the intermediate level between primary and secondary schools. Out of a total of 84 primary schools, there are only four senior primary schools. Thus, they are very special schools. Unlike the regular primary schools, the curriculum includes French language classes and technical and vocational classes. In

addition, senior primary schools prepare students for the common middle examination which is an additional chance at gaining entry to a secondary school. Those who are successful, enter as third year students. The rest leave school and join the wider community as very dispirited beings with no certification.

The principal of a senior primary school has the task of inspiring both staff and students to work towards success at the common middle examinations. In addition, he or she requires skills in handling adolescents, who having failed to gain admission to a secondary school, are likely to possess low morale.

The all age combined schools, as the name indicates, comprise both infant and primary departments. Principals of such schools need to be more versatile. They should be capable of responding to the needs of students of both infant and primary school stages and of giving the teachers of the respective classes the related assistance.

1.3 Location of Schools

Primary schools in St. Lucia are located in a variety of settings. Some are situated right in the middle of the city or in towns. In such cases, they are within close proximity to buildings such as the public library, city or town hall, houses of parliament. Awareness of the activities associated with these buildings is of educational merit. Other schools

are located in fishing villages or in very remote rural areas. Though the technological age has brought telephones, television and video sets to the rural districts, one can reasonably assume that the intellectual stimuli in the urban setting far outweighs what exists in the rural areas. Principals in the rural areas need to be inventive so as to steer their staff towards making maximum use of field trips and using interesting features in their surroundings for educational purposes. Such features include historical and archaeological sites, traditional craft work and various farming processes.

1.4 The Curriculum

The primary school curriculum in St. Lucia includes a wide range of core subjects. These are mathematics, language arts, general science, social studies and religion. Other subjects such as music and physical education are offered depending on whether the class teacher feels capable of handling it. Assistance in these areas is given by specialists from the Ministry of Education. However, their efforts are limited because each is expected to provide service to all the elementary schools.

The Curriculum and Material Development Unit of the Ministry of Education (CAMDU) produces curriculum guides for the core content areas of the primary school using the participatory approach. Thus the unit constantly runs

workshops for teachers of the respective classes so that they can participate in developing the programmes and receive instructions on how to use them.

1.5 Teacher Qualifications

Teachers in the primary school system possess varied educational qualifications. The requirement for entry into the profession is a minimum of four passes from the Caribbean Examination Council (CXC) or in the London or Cambridge General Certificate Examination (GCE). A pass in English is a requirement. Occasionally, teachers are appointed without the minimum qualification but with the onus to make private arrangements to meet the required level in the course of time.

Many enter the teaching profession with one or more passes in the Cambridge GCE at Advanced Level. After at least one year in the classroom, and upon recommendation by the principal teachers may apply for admission to the local Teachers College (or the division of Teachers Education and Education Administration of the Sir Arthur Lewis Community College). There they follow a two-year course of training and upon successful completion receive a certificate which is endorsed by the University of the West Indies (UWI). With this certificate, teachers are exempted from the first year of University degree programme.

Generally, graduates at the primary schools are rare. However, there have been cases where persons who hold degrees,

especially in early childhood education have elected to work in the primary school. In such cases, their qualifications are not reflected in their pay because the salary scale makes no provision for a graduate at a primary school. However, one holding a degree may be appointed as a primary school principal. Indeed, a growing number of principals are obtaining university degrees.

2 Problem Statement

The view that learning is a continuous process is particularly applicable in the pursuit of a career. This view takes special prominence in education (Fergus, 1990). Hence, the principal, as the immediate supervisor of teachers, has a significant part to play (Hart, 1987).

At present, after graduating from Teachers' Training College, any further learning (professional or academic) depends largely on the teacher's initiative. Admittedly, the classroom experience augments the teacher's professional growth. Through exposure to the classroom, teachers gain new ideas and perceptions which their colleagues would find useful. The sharing of these ideas may take place, but only incidentally, unless an avenue is provided for this to occur. At the same time, new knowledge is emerging. New techniques and skills are appearing constantly in educational journals. There is no guarantee that every teacher has access to them.

A forum for the discussion and exchange of ideas among

members of staff is vital. Such exercises would expose the staff to new ideas and techniques and reinforce existing ones. In short, participation would enhance professional growth. In fact, about eight years ago, the Ministry of Education gave principals the mandate to set aside one day annually for the observation of Professional Development Day. On that day, teachers, either on a school or district level, engage in an exercise of a professional nature.

An additional way in which principals can augment the professional growth of teachers is through encouragement to pursue further training. Without such encouragement, teachers who show high intellectual promise are likely to leave the profession before accumulating much experience (Schelechty & Vance, 1981). In a small developing society such as St. Lucia, the key to advancement in any sphere (economic, political, social) lies in education (Miller & Pine, 1990). This statement echoes the philosophy of Nobel prize winner, St. Lucian economist Sir Arthur Lewis, that in developing countries the road to advancement is not money, but knowledge. By failing to address this function of coordinator and director of staff development, the principal permits a certain void in education to prevail.

3 Purpose of the Study

The purpose of the study was to determine whether principals perform a role in the development of their staff

and whether such performance matches the expectations of teachers. In addressing the issue the study explored the following questions:

1. What activities do principals perform that reflect their role in staff development?
2. What are the factors that hamper principals in their efforts at staff development?
3. What are the expectations of teachers regarding their principal's contribution towards their development?
4. How do teachers assess their principal's input in their development?
5. Is there any difference between how principals regard their role in staff development and how teachers perceive this same role?
6. What is the response of school principals and school teachers to the observation of professional development day?

4 Significance of the Study

The value of this study lies in the fact that it will add to the body of knowledge on the role of the school principal. In any country, especially one with limited resources, the human population constitutes the major resource. Thus, development of the human resource is a major imperative. The relative positions of the principal and staff within the school system suggests that the principal is strategically

placed to augment the development of the teaching staff. This study, by exploring that notion and its contingencies, attempts to provide insights which can serve as a basis for future staff development programmes. Such programmes can be geared to cater to the needs of school principals as well as school teachers.

5 Organization of the Study

The first chapter attempts to contextualize the study. The second chapter of this study, presents a review of the literature concerning the role of the school principal in staff development. The review begins with an attempt at clarification of the term role. This will show how the term applies within the context of a system where there is human interaction. The second step in the review will focus on the major tenets of the role of the school principal. This will give an element of legitimacy to the topic. A review of the literature related to the various definitions of the term staff development will then follow. Finally, the review will focus specifically on what has been written about the role of the school principal in staff development. Overall, the review will allow the author to identify those behaviours and activities which are associated with a principal who is involved in staff development.

The third chapter describes the methodology, the instruments, the procedures and the statistical data analysis

employed.

Results of the study are presented and discussed in the fourth chapter. Chapter five contains the summary of findings, the implications, the conclusions and makes recommendations for further research and practice.

Chapter Two

Literature Review

1 Introduction

The value of research in education has been well documented (Best, 1981; Goldman, 1966; Guba & Elam, 1965; Sergiovanni et al., 1980). The research by clarifying terms facilitates the structuring of a conceptual framework. In addition, ideas emerging from the literature review will place in clear perspective, the value of research on the role of the principal in staff development. This review begins with a brief discussion of role theory. The literature of role theory is explored because the ideas extracted from it will add to an understanding of the behaviours of those holding key positions in the school system. The review next focuses on the description of the role of the school principal. This is followed by a discussion on staff development with an examination of each of the terms under which it has been variously defined. A review of the literature on the role of the school principal in staff development then follows. Finally, a review of the literature in general and on related research then follows.

1.1 Role Theory

In defining the term role Gross, Mason & McEachern (1964) present four main headings on which to base the language of

delineation. The headings include position, expectations, role - including role behaviour and role attributes - and sanctions. For the purpose of this study, discussion will be limited to the terms position, role and expectations.

1.1.1 Position

The writers describe a position as "the location of an actor or class of actors in a system of social relationships" (p.48). Hence a position becomes meaningful only upon being placed in a relationship system. Because the school can be seen as a social system (Hoy, & Miskel, 1987) the relative positions of the main actors need to be clearly defined. In the school system the principal is seen to hold a superordinate position in relation to staff. The position described is presented diagrammatically by adaptation of the dyad model (Figure 1).

1.1.2 Expectations

Gross et al. (1964) define expectations as ". . . an evaluative standard applied to an incumbent of a position" (p.67). They show that expectations can be used in the normative sense when it refers to how an incumbent is expected to behave and is therefore an evaluation of the incumbent's behaviour. It can also be used in the predictive sense when it refers to the behaviour that one has learned to expect.

Bredeson (1985) posits that ". . . to a large degree the parameters of role expectations [are] set by teachers,

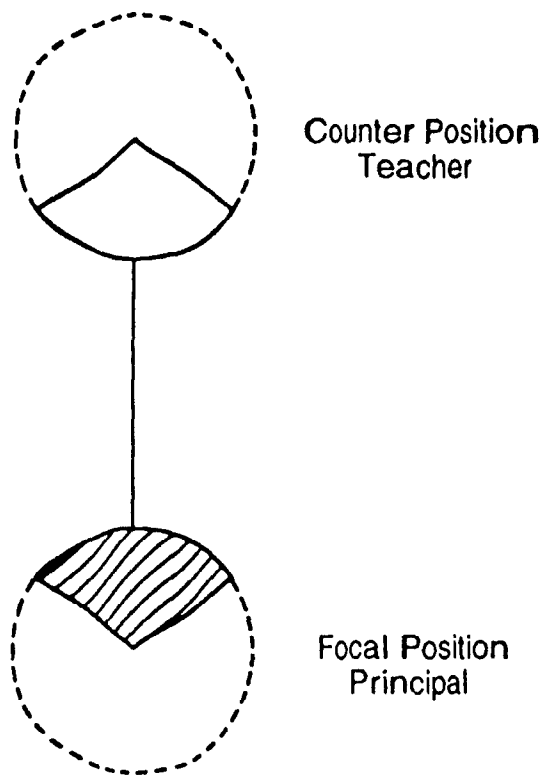


Figure 1. The dyad model

Adapted from N. Gross, W S. Mason, A.W. McEachern
(1964). Explorations in Role Analysis, New York: John
Wiley & Sons, Inc., p. 51

administrators, students, parents and, professional training institutions . . . "(p.45).

1.1.3 Role

Most researchers explain the concept in tangent with the terms, behaviour, expectations, and status (Clouse, 1989; Getzels and Guba, 1957; Parsons and Shils, 1951). Bolman & Deal (1991) describe role as "a position in a group or organization that is defined by expectations" (p.144).

Clouse (1989) shows role as the expected behaviour of an individual in an organization. Such behaviour has a multiplier effect as it impacts on the specific work group, then on the organization and ultimately, on the society at large. The sequence is represented as follows:

Self → The Role → Work Group → Organization → The Culture

Transposed to the school system, the parallel is presented as follows:

Principal → Position in School → Staff → School → Society

Diagrammatically, it is represented in Figure 2.

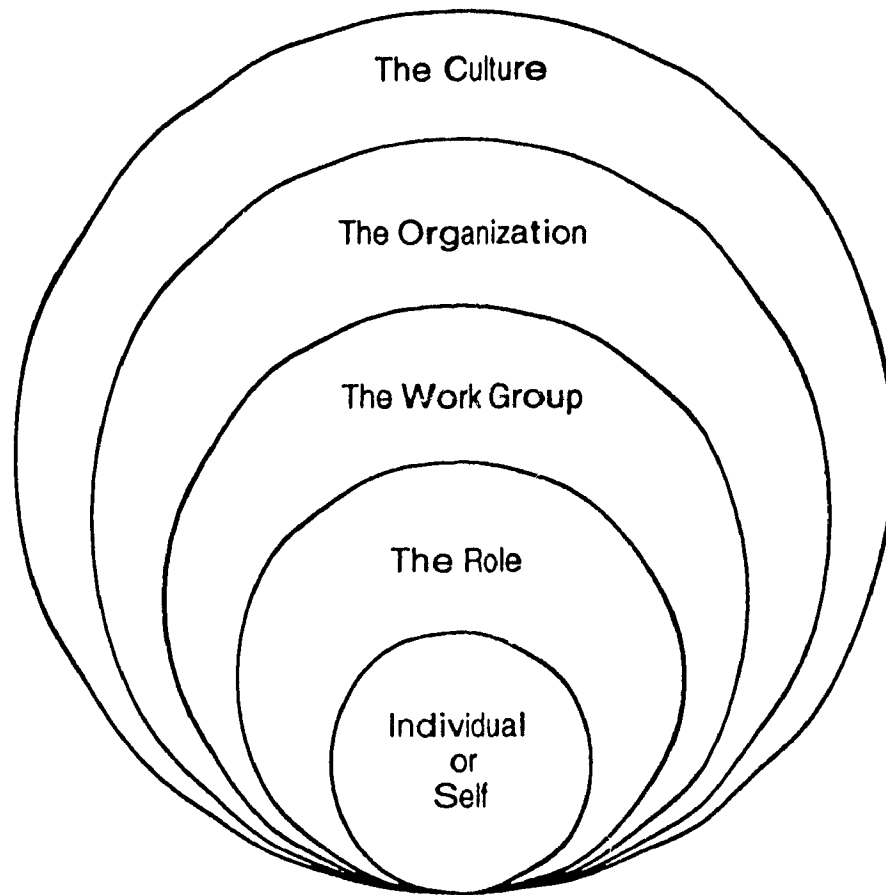


Figure 2. Individual Social System

P.W. Clouse (1989). A Review of Educational Role Theory: A Teaching Guide for Administrative Theory.
 Nashville, TN: Peabody College Vanderbilt University,
 p. 38

According to Getzels et al. (1968), "... roles may be thought of as the structural or normative elements defining the behaviour expected of role incumbents or actors. . . ." (p.60). They proceed to show the incumbents as behaving or functioning within the social system. This social system is two dimensional having a normative dimension comprising

institute role and expectations and a personal or idiographic dimension which comprises the individual, his or her personality and his or her needs which will reflect how s/he regards the position. This concept of role describes the inter-relatedness of all facets of the organization. The framework which it suggests is represented by the following diagram:

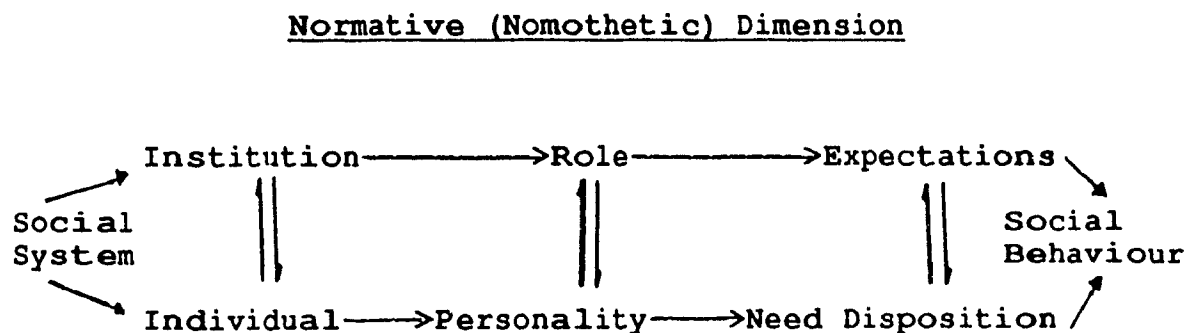


Figure 3. Personal (Idiographic) Dimension
The normative and personal dimensions of social behaviour.

Adapted from J.W. Getzels & E.G. Guba (1957), "Social Behaviour and the Administrative Process", School Review, 65, p.429.

The framework thus shows that expectations are an integral part of the concept of role. The term refers to a combination of a personal perception of those within the social system, of what they might do, and the perception of other individuals within the system (Biddle & Thomas, 1966; Getzels et al., 1968; Sergiovanni et al., 1980). Essentially, when the principal acts and performs in an expected manner

s/he is conforming to the role expectations held for him/her by others in the social system as well as those held by himself/herself (Goldman, 1966). Viewed quite simply, "role is a set of integrated behaviours associated with an identifiable position" (Sergiovanni et al., 1980, p.310).

In the application of the above framework to the study, the social system is seen as the broader society and the institution, the school. The role refers to the behaviour which attempts to interpret the expectations of all members of the institution or school. On the personal axis, the individual is represented by the school principal. The social behaviour which s/he displays (in this case towards the staff) is determined by his or her needs - disposition or inclination which in turn is a function of his or her personality. Thus, the framework describes an interactive process which impacts upon the institution.

2 The Role of the School Principal

The literature review emphasises the role of the principal as leader (Heck, 1991; Hoy & Miskel, 1987; Knezevich, 1984). This role demands various interactions thereby creating a compendium of functions (Purkerson, 1977). One of the foremost among those functions is that of setting goals so that the objectives of the school can be met (Vann, 1990). In enabling the school to meet its objectives, the principal functions as an agent of change (Blair, 1982;

Haughey & Rawley, 1991; Solo, 1985).

Bredeson (1985), in his historical overview shows that the role of the principal has evolved from the 'principal teacher' role of the 1880's to the notion of the 'building administrator' and to the contemporary view which, according to Blumberg and Greenfield (1985), comes under three main headings. These headings are:

The organization and general management of the school', 'the supervision of instruction and staff development', and 'the interpretation of the work of the school to the immediate community (p.33).

Other writers identify similar roles although their configurations may be different. For example, Tanner (cited in Sergiovanni et al., 1980) classifies the role of the school principal as follows:

- (1) Developing and Implementing the Educational Programme
- (2) Instructional Staff Development
- (3) School Community Relations
- (4) Supportive Services and Programs
- (5) Relations of the School to the School System (p.292).

The second category, i.e. Instructional Staff Development, has been subdivided into six headings, three of which are Orientation, Evaluation and In-Service Growth.

Sergiovanni et al. (1980) describe principals as 'line generalists' (p.290). In this capacity, they are to serve as channels of communication acquainting teachers with the

expectations of both the higher administration and the community. In the same work, they label principals as 'agents of education' (p.290) who make a conscious effort to interpret philosophies of education. They also see principals as professional leaders of their buildings' staff who, by linking their staff to the resources available in the district, influence staff improvement.

The school principal has been variously described as manager, instructional manager and instructional leader. According to Heck (1991), Glasman's synthesis of the previous twenty-one years of research shows that the principal's role is basically administrative in nature. It consists of at least three separate leadership functions: exercising of authority, decision maker and manager.

Buffie (1989) gives the following as the three major components of the principal's role: 1) chief administrator, 2) operations manager, and 3) educational or instructional leader of the school (p.3). However, he shows that although most principals consider instructional leadership to be one of their most important responsibilities, research has shown that they spent most of their time on administrative or managerial tasks. Stressing that principals should function as instructional leaders, Buffie recommends a blend of knowledge, skills and beliefs to render them capable of performing that role.

Killion, Huddelston & Claspell (1989) argue that the

roles of the principal as manager and as staff developer are incongruent. They claim that de-emphasizing their role as manager will enable principals to function as instructional leaders. Consequently, they will be able to attend to developing the human potential of their staff, which is a role of paramount importance.

The key role of the principal in staff development has been well reported (Andreson & Durant, 1989; Purkey & Smith, 1985; Short & Jones, 1991). This role has been described as one of typical leadership activities (Roy & Elvecrog, 1986).

3 Staff Development

The term staff development is relatively recent in the literature on education (Hoyle, English & Steffy, 1985). Their historical overview of the subject shows that it emerged during the 1960-1980 period. In that era, known as the neo-scientific period, educators sought to ensure that teachers were equipped to handle the curriculum which began to emphasise the sciences.

Review of the literature on staff development reveals an overlapping among the terms professional development, continuing teacher education and in-service education. While some writers concede that the terms can be used synonymously (Oliva, 1984; Stevenson, 1987) others regard them as related but different. Further, on the one hand, in-service education is regarded as a subset of staff development (Rogus, 1983) and

on the other hand, staff development is seen as an off-shoot of in-service education (Loucks-Horsely, 1989). It will be seen that whatever the term, they all refer to the issue of teacher growth.

One of the most straightforward definitions of staff development is that it is the facilitation of teacher growth (McCarthy, 1982). A more elaborate definition states that it is "the totality of education and professional experience that contributes towards an individual's being more competent and satisfied in an assigned role" (Dale, 1982, p.2). He further lists staff development activities as follows: in-service education (i.e. skill improvement, curriculum implementation, increasing effectiveness), organizational development (climate, problem-solving, communication), consultation (conducting workshops, assisting with planning, and organizing staff development programmes), communication and co-ordination (interbuilding communication, information, centralized co-ordination), leadership (seed planting, problem solving suggestions, researching), and evaluation (needs assessment, resource and programme evaluation).

This definition of staff development as the totality of experiences that influence teacher growth is supported by Clark & Clark (1983). According to Howey (cited in Saskatchewan Professional Union, 1988):

Staff development is merely one of the terms used to describe continuing education of teachers. Research shows that such continuing education of teachers occurs through a variety of activities. It involves a process of learning that combines both the formal and informal learnings experienced by an individual. (Saskatchewan Professional Union, 1988, p.17).

The learnings take a range of forms which can be either incidental or structured (Donovan, Sousa & Walberg, 1987; Kent, 1986). Solo (1985), in keeping with the theory of social systems, opines that "everything in a school is interrelated and interconnected". Consequently, " . . . everything that staff, principals, parents and students do, can be considered occasions for teachers continued learning, for their staff development" (p.334)

Bishop in Rogus (1983) posits that staff development activities have personal, role and instructional dimensions and consist of informal as well as formal activities. He shows that informal activities centering largely on day-to-day functions constitute the most important dimension of staff development programming. They include implementation of personnel policies; administration of the personnel evaluation function; involvement of staff in programme planning and day-to-day staff interactions.

Formal activities on the other hand, are more structured. They are tailored to suit the growth needs of individual staff members. They span a range of activities which include conferences, school observation, curriculum committee

involvement, consultation with peers and in-service participation.

A similar listing of staff development activities is given by Jones & Lowe (1990) who maintain that staff development is a continuing process. Their list of related activities includes workshops, independent study, teacher rap sessions, curriculum development work sessions, peer observation and self-assessment.

The above listing involves learning activities. Indeed, as Steffin & Sleep (1988) point out, staff development is really about teaching teachers and as teachers are adults, staff developers must apply the principles of andragogy or adult learning theory in their approach. Hoyle et al. present the following as effective adult learning models:

The goals and objectives of the training are seen as immediately useful to teachers.

The material presented is perceived as relevant to the personal and professional needs of the teachers.

The teachers can see results within a short period of time, and feedback is available regarding the progress the teachers are making.

The new learning makes the teachers feel good about themselves.

The new learning is individualised.

The teachers have input into the design and content of the in-service.

The in-service is conducted in an atmosphere of trust, respect for the participants, and concern for their feelings. (p.158).

Learning which occurs through staff development, like all learning, leads to teacher growth (Guskey, 1986; Rogus, 1983).

This view is shared by teachers themselves (Fullan, 1982). The teacher growth becomes evident as changes begin to occur in the education system (Barth, 1986; Wilson, 1989, Wright, 1985). Thus, staff development impacts upon the school system and is traceable to student learning (Joyce et al. 1987).

The view that staff development activities have institutional dimensions is supported by Novak (1977). He posits that they intersect where individual and institutional needs meet. Because the two needs are complementary in nature, a sound staff development programme should cater to both kinds of needs.

3.1 Professional Development

Miller et al. (1990) identify staff development as a primary stage on a continuum of educational improvement which leads to professional development. This suggests that professional development is related to teacher growth.

Professional growth is not a simple concept (Wright, 1985). Wright contends that "it encompasses activities related to specific curriculum changes, to jurisdictional issues and to idiosyncratic needs of individual teachers" (p.1). Thus, like staff development, professional growth relates to both teacher growth and to the needs of the school system as a whole.

Levesley-Evans (1988) states that professional development can have many different meanings and that it

encompasses both personnel and personal development. The former refers to development of employees by an organization. It is generally associated with in-service education and staff development. She considers personal development to be ". . . those activities one pursues in an effort to grow as an individual" (p.9). She continues further, "Such development often provides intellectual stimulation, gives the opportunity to meet and work with others, enhances self-esteem, and satisfies other intrinsic needs" (p.10). Thus, professional development gives rise to a synthesis of personnel and personal needs (French, 1987).

Fielding & Schalock (1985), using the terms staff development and professional development interchangeably, describe professional development as a deliberate effort to ". . . alter the professional practices, beliefs, and understandings of school persons towards an articulated end" (p.5). The process of change inevitably takes place through a programme of in-service training. In the same work, they identify three broad purposes of staff development. These include: fostering the growth or increasing the effectiveness of individual educators, fostering the implementation or improvement of an instructional program as a whole, and improving the effectiveness of the school as an organization.

The activities which fall into the category of professional development can be so wide ranging as to include even the use of a newsletter (Moe, 1977). This model was used

at a community college as a medium of professional development. It provided articles related to the college such as philosophy of the college or an aspect of teaching such as grading and evaluation.

The terms staff development and professional development refer to identical processes. They both imply the totality of teacher growth which ultimately impacts on the school system. Hence, it is fitting to employ the terms interchangeably.

3.2 Continuing Education

Continuing education can be grouped with staff development and professional development. Howey (1985) perceives continuing education as being synonymous with staff development. In making a case for equipping teachers to meet the requirements of the Caribbean Examination Council (CXC) Fergus (1990) defines continuing education as "the process whereby serving teachers . . . are provided with opportunities to acquire new knowledge, skills and attitudes geared to improving their professional competence and personal development" (p.90). He cites the James Report which identifies two components of teacher education - "personal development" and "pedagogical techniques". An interesting addition to this is that Miller & Pine (1990) following their review of literature conclude that "personal development" and "pedagogical techniques" are the basic components of staff development.

3.3 In-service Education

It has been seen that some perceive staff development and in-service education to be the same. Others contend that staff development is an off-shoot of in-service education. Still others hold the opposite view and deem in-service education instead to be an off-shoot of staff development.

Harris (1980), conceptualizing in-service education as a part of staff development, divides staff development into two categories, namely staffing and training. In-service is subsumed under training. Dale (1982), on the other hand, who has defined staff development as the total of educational and personal experiences which are geared toward teacher growth, regards in-service education as one of the functions of staff development.

Sergiovanni & Starratt (1988), making a distinction between staff development and in-service education state that "whereas the former leads to teacher growth, the latter supplements deficiencies in the teacher." Thus "in-service education may be either remedial or developmental, corrective or enriching" (Oliva, 1984, p.351). Whatever its function, in-service is effected through a developmental process as shown in Figure 4.

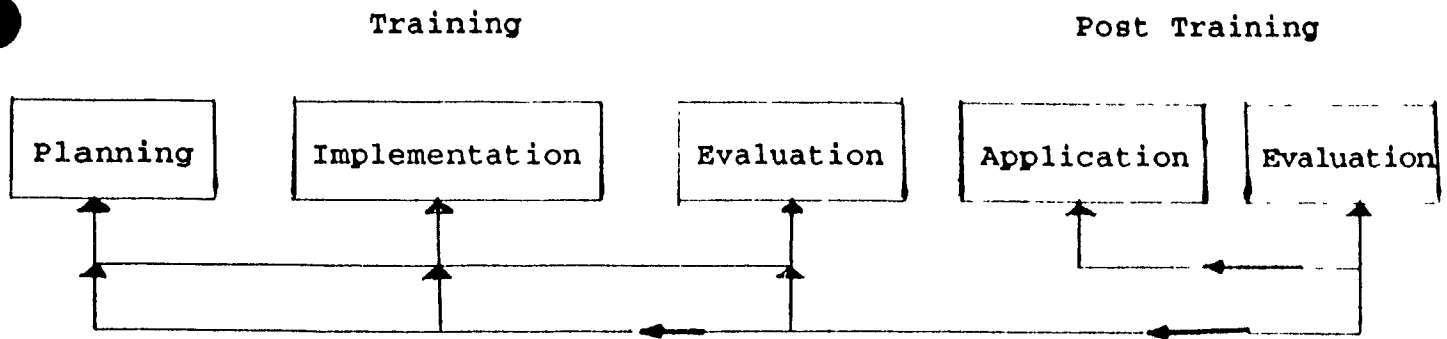


Figure 4. A Model for In-Service Education.

P.F. Oliva (1984). Supervision for today's schools, 2nd ed. New York: Longman, p.358.

Like Sergiovanni & Starrat, Castetter (1987) perceives in-service education to be a medium for making up for deficiencies in teaching staff. He writes,

In-service education refers to any planned programme of learning opportunities afforded staff members . . . for the purposes of improving the performance of an individual in already assigned positions (p.222).

Oliva (1984) has singled out the principal of the individual school as one of the loci for the administration of in-service education in the public schools. The others include, the central office director of staff development (corresponding with the district education officer in St. Lucia), and the intermediate and teacher education centre (corresponding with the Division of Teacher Education and Educational Administration in St. Lucia).

4 Role of the School Principal in Staff Development

It has been shown that the needs of the organization and the needs of the individual are complementary. This notion is endorsed by French (1987) who writes ". . . the organizational training and development process is aimed at increasing the individual's capability for contributing to the attainment of enterprise goals" (p.396). Thus, organizations especially in the world of business have been addressing the need for employee competence through training of various kinds. However, education has not been as vigilant as the private sector in providing professional training for its teachers (Chait, 1979). It follows that the principal as the immediate administrator of teachers, should be expected to 'propel schools efficiently and effectively toward realization of goals, to maintain and sustain productive operations' (Knezevich, 1984, p.6). One needs to note also that the school is a social system and, in accordance with role theory, the administrative position of the school principal is seen to have certain characteristics. The position may be examined from three points of view: structurally, functionally and operationally (Getzels, Lipham, Campbell, 1968). For the purposes of this study, consideration will be given to the operational context. It is the context that relates to person-to-person interaction and axiomatically requires that the principal function in a manner which parallels that of a head of a business enterprise. It is thus apparent that the

main task of the principal is to ensure school productivity. Such productivity is inextricably linked with staff development; a process which demands the collaborative effort of staff and principals (Snyder, 1983). So significant is the role of the principal in staff development that s/he can be regarded as ". . . one of the most important reasons why teachers grow, or are stifled on the job" (Derenchuk, 1991, p.18).

A work by Sergiovanni & Starratt (1988), which groups principals with supervisors, draws the distinction between mere supervisory practices and supervision of human resources. Whereas in the former the focus is on control and fitting people into prepackaged job specifications, the latter is aimed at the human and professional growth of the people in the school. It involves the creation of a dynamic environment in which principals and teachers share concern for individual strengths, talents and interests.

The role of the principal in staff development gained impetus from the 1980's. Gersten, Carmine & Green (1982) show that hitherto, research findings on the issue have been conflicting. Streshly (1992) quoting Bacharach, writes:

Emerging from this confusing storm of controversy and change is a strong reaffirmation of the critical role of the school principal, the importance of staff empowerment, and the efficacy of site-based management (p.56).

Jones & Lowe (1990), in a comparison of traditional

versus contemporary staff development activities, show that whereas the former was restricted to listening to a guest speaker on a designated day, the latter involves engaging participants in planning as well as evaluation of sessions. Blank (1987), cited in Heck (1991), shows that a study of urban high school principals concludes that staff development and involving staff in planning are among the domains of educational leadership.

Hoyle et al. (1985) contend that since staff development is aimed at bringing about organizational development or achievement of school goals, it cannot be confined to one or two days of in-service workshops. Instead, it requires long-term planning, commitment to specific goals and dedication. It requires the ability on the part of the administrator to:

- (a) conduct system and staff needs assessment to identify the areas for concentrated staff development and resource allocation for new personnel
- (b) use clinical supervision as a staff improvement and evaluation strategy
- (c) assess individual and institutional sources of stress and develop methods of reducing that stress (p.145).

Writing in 1966, Goldman found that the problems commonly experienced by teachers in their first teaching assignment support the need for an induction programme. The principal has a central role to play in such a programme which can be seen as a primary stage in the continuum of staff development

(Cole, 1990; Hirsh, 1990).

Goldman (1966) lists the following activities which a principal might promote for the in-service development of his staff:

1. Classroom visitation by the principal, supervisor and/or subject matter specialists. Through careful observation by the principal or by a trained specialist of the on-the-job performances of teachers, strengths and weaknesses can be identified and remedies prescribed.
2. Individual conferences to discuss problems and to seek solutions.
3. Faculty meetings to explore problems of mutual concern.
4. Specially instituted in-service seminars to study specific problems facing teachers.
5. Intervisitation among classrooms or schools. Such an experience could enable teachers to observe master teachers in action.
6. Encouragement to carry on a program of advanced study at a university.
7. Action research to permit the staff to gain a better understanding of local schools and community problems and to provide evidence for possible change (p.59).

In the same work, Goldman notes that ". . . in planning in-service programmes of any type the school principal must be sensitive to the close relationship between improvement of the educational program, professional growth, and the satisfaction of the personal needs of each teacher" (p.59). He emphasises

on-the-job satisfaction as an imperative for professional growth. This issue is even more crucial in modern times which emphasize individual needs and the issue of job satisfaction. According to Gall et al. (1985), surveys have found that teachers desire input into the planning of in-service programmes. They further cite quite prominent educators who claim that in-service programmes imposed from authority inevitably fail. Another significant conclusion from their literature review is that teachers evaluate the effectiveness of an in-service programme in relation to its appropriateness to their classroom situation.

Munger (1991) stresses the value of the support structure and collegiality among staff in a staff development programme. Using the staff development model adapted from Joyce & Showers (1988), she places the principal at the head of the Staff Development Team. In detailing the results of her research, Munger recommends careful use of the following:

1. Study group teams - this provides scope for teachers to make an input into the agenda for meetings
2. Peer coaching teams - here in the selection of coaching partners consideration must be given to personalities, teaching experience, grade level or subject area in order to ensure that teachers are matched according to their particular needs.
3. Time - provision must be made for teachers to be given release time for observation of peers and for

participating in meetings.

The value of corroborative views between principal and teachers is endorsed by Sheerin (1991). He shows that a recent study revealed that while teachers' evaluation is a vital component of staff development, it is effective only when there is congruency among supervisors' [or principals'] identification of teachers' needs, teachers' identification of their own needs, and in-service training. The importance of principals' empowerment of teachers in their own learning has been documented in various other works (Johnson, Johnson & Holubec, 1990; Munger, 1991; Regan, 1988; Short & Jones, 1991; Showers, 1984). Reporting on an experiment which studied principals' involvement in staff development, Fielding & Shalock (1985) showed that in-service teacher education programmes are more effective when principals are involved in them than when they are not.

Gross & Robertson (1992) claim that principals can influence staff development by functioning as 'process consultants'. In this role, principals direct staff's attention to problems peculiar to their school and train them to develop skills in solving these problems. Hence, the principal acts as a consultant while providing scope for staff to become involved in decision-making. They identify the following as group-process skills which the principal as consultant develops: openness and trust, communication skills, problem-solving and decision-making, consensus-building, and

agenda development.

Heller & Pautler, (cited by Jacobson & Conway, 1990), posit that principals need to function as both managerial leaders and as instructional leaders. By functioning in either capacity principals can perform their role in staff development. Purkerson (1977), in making a case for clerical support for the principal, declares that s/he needs to be less of an administrator and manager so as to function as an 'instructional leader'. Without such scope, 'teachers, lacking guidance and supervision, are denied the opportunity for maximum professional growth' (p.28).

According to Jensen et al. (1967), leadership encompasses skill in causing a group to undertake an action. Hence, leadership as applied to the school principal presupposes their ability to cause teachers to participate in an activity which will lead to their growth and ultimately impact upon the school. In the same work, they list fourteen general purposes of leadership in the elementary school, one of which is, "to seek out, encourage, develop and release talents in others" (p.427). Rogus (1983) argues that staff development is primarily a commitment to the growth of others. He states: "Just as personalized programming is appropriate for students, it is essential for staff" (p.16).

In interacting with staff, the principal should be seen to be the type of leader who directs the process of staff development by inspiring staff to develop leadership skills

and by stressing the importance of instructional issues. As a result, staff will become ". . . more aware, self analytic, and self-renewing, in an on-going process" (Nevi, 1986, p.46).

This process of self-renewal continues when the principal, mindful that relearning is essential, shares information on classroom management (Tauber, 1989).

McLaughlin & Marsh, (cited by Loucks-Horsley, 1989), shows that staff development leads to teacher improvement when it receives the support of the principal. Through such experience, staff receives new knowledge and skills which they can put into practice (Joyce & Showers, 1988).

Additional staff development activities may include arrangements for visits by teachers to other schools, presentation by visiting principals or other teachers in the district (Ellis, 1991). At the same time, efforts of principals are futile without teacher commitment. Ellis (1990) in an interview with a principal extracted the following position: "Without staff commitment to learning and change, nothing really worthwhile happens. And when they are committed great things can be done" (p.74).

One of the great things that can be done is support by the principal for teachers who risk trying out a new idea. The positive value of encouraging teachers to take risks surfaced in an interview by Ellis (1991) with a school principal. His support stems from his faith in teachers' strength and resourcefulness.

Steffin & Sleep (1988) show that staff development activities are more likely to be productive when they consider existing realities. Such realities include specific group and individual needs, the existence of on-site experts who can be encouraged to share their expertise with the rest of the staff. The following are some of the means which they identify for supporting teachers in their growth:

. . . out of school workshops (in other schools, districts or professional associations), visitations - both formal and informal, release time to prepare workshops for staff, pertinent University courses and access to literature . . .
(p.16)

Mere encouragement by principals to attend workshops and conferences and to take university courses can facilitate teachers' professional growth and increase self-esteem (Blase, 1987).

The principal's commitment to help others grow can be displayed in a variety of forms and through both formal and informal activities (Rogus, 1983). The manner in which the principal attends to administrative matters such as programme related decision-making, delegation of authority, classroom observation and evaluation, are reflective of the degree of his/her commitment to staff development. These are all formal activities which allow staff members to perceive themselves as creditable professionals. They all require planning, the five

stages of which are, commitment, needs assessment, diagnosis, development, implementation and evaluation. Again, Rogus (1983) cites the following as three basic informal spheres that have implications for the principal's role in staff development: day-to-day staff interactions, involvement of staff in programme decision-making and personal modelling. Other activities which can be conducted in an informal mode include listening attentively and showing interest in what teachers have to say, making teachers feel relaxed and being open and honest (Aronstein & De Benedictis, 1991).

The use of approaches like site-based management, peer coaching, participatory decision-making, indicate a direction towards enhancing teacher's self-esteem and total growth. This need to extend staff development beyond pedagogy and curriculum is stressed by DiegmueLLer (1991). He states that by encompassing the whole person, staff development enhances self-esteem.

In the approach to staff development, the principal of a rural school should note the existence of characteristics peculiar to rural schools and teachers (King, 1988). Such characteristics might include the lack of resources or the fact that geographical isolation can hinder interaction between teachers of different schools. On the other hand, because of the strong bond between rural teachers and the community, staff development efforts that impact upon that bond are likely to succeed.

The role expectations of principals are partially fulfilled if they fail to ensure that the new ideas gleaned from staff development activities are implemented and maintained. A survey of research on staff development indicates that generally only a few follow-up programmes are put in place to ensure the transfer of training into practice (Showers et al., 1987). Consequently, teachers tend to revert to their previous style after exposure to new ideas (Johnson & Sloat, 1980). Thus, it is incumbent upon the principal to conduct monitoring and maintenance procedures to ensure that teachers continue to match their performance with growth (Gall et al., 1985).

The central role of the principal in staff development is summed up in the words: ". . . as a leader, the principal develops people, supports people, encourages people, and helps people improve" (Saskatchewan Professional Development Union, 1988, p.20).

5 Review of Related Research

McQuarrie and Thompson (1982) examined the results of a nation-wide survey in staff development. This survey sought to determine the extent to which practitioners and professors of education with expertise in staff development believed those practices should be used to design in-service programmes. Those practices were based on a model comprising

five stages: Readiness, Planning, Training, Implementation, and Maintenance. This model became known as the RPTIM.

The results of this national survey indicated strong support for all practices in the model. According to Wood et al. (1982), strong support for the model is indicative of its validity. Clark and Clark (1983), in charting a staff development programme, incorporated the underlying assumptions of this model. Their design reflecting the five stages of the RPTIM model depicts three phases: Program Development, In-service Education Planning, and Implementation. The chart devised by Clark and Clark is shown in Figure 5.

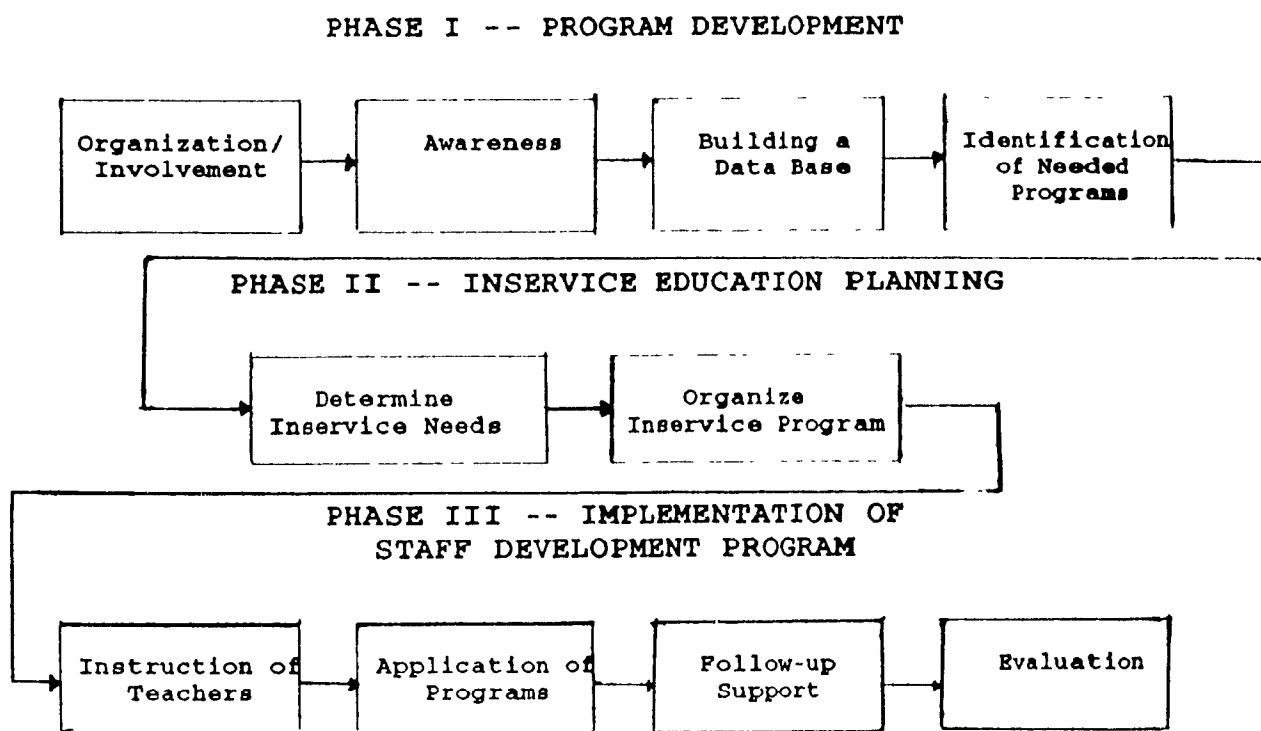


Figure 5. Chart of Activities - Staff Development Program.

D.C. Clark & S.N. Clark (1983), Staff development programs for middle level schools. Reston, VA: NASSP, October 1983, p 2.

A parallel study was conducted in Indiana by Duvall (1982). The purpose of this study was to acquire a clearer understanding of the role responsibilities of elementary school principals in the area of staff development, how they perform these responsibilities and the extent to which they are trained to perform them. The objectives were:

- (1) to identify the role responsibilities of principals regarding staff development
- (2) to describe the activities in which principals engage in implementing staff development responsibilities
- (3) to determine how and from where principals acquire the necessary information and assistance to perform these responsibilities
- (4) to determine to what extent preservice presence and in-service training opportunities exist or are required for principals in the area of staff development and in-service education.

The methodology consisted of unstructured interviewing, transient observation and documented analysis. The major informants were three elementary school principals who were interviewed. The data analyses were based on theme discovery and hypothesis formulation. The results of the research showed that elementary school principals' conception of staff development are very broad and all encompassing, they are unfamiliar with the literature regarding staff development best practices, and that elementary school principals do not

utilize nor are they aware of many resources outside of their own districts. The experiment suggested that collaboration between principals and teachers has a positive impact on teacher effectiveness and its attendant teacher growth.

In a study of secondary school administrators in Jamaica, James-Reid (1982) identified professional development (or keeping teachers professionally informed and helping them develop skills) as one of the roles of the school principal. The study was aimed at assessing principal's perception on two dimensions: (1) their role by way of their response to their level of involvement in six task areas including professional development, and (2) their level of competence in each of the six areas.

Analysis of the data showed that more than 50% of the responses for professional development range between "may or may not be involved" and "no involvement." In addition, principals' perception of their level of competence at staff development was about average.

Short and Jones (1991) conducted an investigation into how instructional leaders see their involvement in providing effective staff development for their schools. Data for the study were obtained through qualitative methodology employing the in-depth, structured interview. Twenty-one principals identified by district administrators as outstanding instructional leaders were interviewed during a six-month period. The principals selected formed a diverse group

varying in age, gender and years of experience. Their schools also represented a wide-ranging mix of geographical backgrounds, levels and size.

The findings showed an overwhelming commitment to staff development on the part of the principals who perceived themselves as instructional leaders. In fact, providing staff with opportunities for staff development was their primary focus. Such opportunities required the securing funding for travel, workshop registration, paying substitutes so staff could learn new skills during the school day. An emphasis on helping staff develop a "vision" for the school was also noted. Such shared vision was interpreted as an avenue for growth because it fosters receptivity to growth opportunities matching that vision. Very significant is the fact that principals viewed themselves as role models for continual growth. Overall, the findings reflected the development of a strong team spirit whereby mutual claim for the development of staff was established

A study conducted by Saludades (1983) also showed the importance of teacher involvement in staff development. This study conducted in Manila, was concerned with creating a theoretical staff development model based on teachers' staff development needs as perceived by teachers, principals and supervisors of the public schools. The development of the model proceeded as follows:

- (1) A questionnaire survey of teachers', principals' and

supervisors' perceptions of Manila public school teachers' staff development needs

- (2) A review of the work of leading authorities on adult learning and factors that contribute to effective staff development programmes
- (3) A review of theoretical models on staff development
- (4) A synthesis of data into a theoretical staff development model with a "growth" orientation.

Analysis of the data showed a growth oriented staff development model. Other findings included (1) successful in-service programmes depend upon teacher involvement in identifying their own needs and the means of meeting those needs. Such means may include the use of teachers as teacher trainers. (2) All administrators including principals need to play a supportive role especially through granting autonomy to teachers.

6 Summary

The review of literature shows that where there is interaction between incumbents within a social system, role is defined by both the incumbents' interpretation of their position in the system and by the expectations of others within the system. Thus, the role of the school principal is a function of his or her interpretation of the requirements of the position as well as the behaviours expected of him or her by teachers.

The role of the school principal is multi-faceted. A primary function of his role is, to lead the school toward the achievement of its goals and objectives. A requirement of this leadership function is, ensuring teacher growth and development. Such growth and development is subsumed under the name staff development. It refers to a process whereby the teacher grows personally and professionally. This process occurs in various ways, each of which is given a different designation.

Research shows that principals hold varied perceptions of their role in staff development. However, their support of activities which are oriented towards teacher growth is vital. Moreover, collaboration between principals and staff is essential for successful staff development exercises.

Chapter Three

Methodology

1 Introduction

This study investigates the role of school principals in St. Lucia in the development of their teaching staff. This chapter provides descriptions of the study design, the research setting, the sampling procedure and the data collection procedure and data analysis.

2.1 Study Design

The researcher decided that the questionnaire was the most convenient instrument to gather data for the research. This decision was based on three reasons. First, the distance between the researcher and the participants meant that time would be a major constraint when the two parties came together. This factor thus eliminated the use of observation or interviews as tools. Second, the size of the total target population rendered the interview an inconvenient tool. Third, the participants belong to a society where people are generally reluctant to express their views. Hence, the questionnaire facilitated response to a wide range of ideas pertaining to the subject.

2.2 The Instrument

The instrument took the form of survey research. The

package addressed to the principals each contained a letter describing the project and soliciting their cooperation (Appendix A). It also contained a consent form to be signed by each respondent and a questionnaire booklet.

The questionnaire booklet containing 45 items was divided into four sections (Appendix A). The first section focusing on demographics covered background information on the principal. This was to be used in statistical analysis. The second section consisted of items reflecting ideas related to staff development. The aim was to discover whether those ideas were being implemented currently by principals in St. Lucia.

The third section dealt with problems that are likely to hamper principals' involvement in staff development. The researcher felt that the data collected would provide useful insights upon which the Ministry of Education could act. This would be possible because of the close liaison between the Ministry and principals and because the Ministry is the main employing body. Thus, the Ministry is in a suitable position to assist in obviating any existing problems.

The fourth section of the questionnaire was devoted to professional development day. Because principals have been mandated to include such a day in their calendar of events, it was deemed necessary to give it special focus.

The teachers' package was similar to the one given to principals. The questionnaire was presented in a booklet.

containing 45 items. Each questionnaire was divided into two parts, each containing two sections (Appendix A).

The first section sought to obtain background information on the teachers. The second section reflecting the review of literature centered on the frequency with which teachers expected principals to conduct activities related to staff development.

Section A of Part II surveyed the teachers' interpretation of how their interaction with their principal influenced their professional growth. As was the case of the principals' questionnaire, the final section dealt with the observation of professional development day.

2.3 Research Setting

All of the elementary schools in St. Lucia were involved in the research. Thus, questionnaires were distributed to a total of 84 principals. While some schools are situated right in the middle of the bustling city, others are located in remote rural communities. Apart from location, the schools varied in classification, size, total enrolment, length of establishment and appearance. In all cases, the principal permitted the researcher to approach the teachers who made up the sample individually, and enlist their participation in the exercise. No one responded in the presence of the researcher.

2.4 The Sampling Procedure

The instrument was administered to all primary school principals in St. Lucia, totalling 84. All were included because, even with 100 per cent response, the size would be relatively small and manageable.

In the case of the population of 1,120 teachers, a sample was needed. The STATPAC computer programme (Walonick, 1991) was used to calculate the sample size based on the total population of teachers. The result was that a total of 365 questionnaires could be sent so as to target a random sample of 286 teachers. The STATPAC computer programme was also used to generate a table of random numbers to be used in the process of obtaining the sample.

To identify the teachers who made up the random sample, the researcher first obtained from the Ministry of Education in St. Lucia a list of names in alphabetical order of all primary school teachers in St. Lucia. All the names excepting those of principals were then numbered in sequential order, starting from the first to the last. Every teacher on this list whose number appeared on the random table was selected to make up the random sample.

2.5 Data Collection Procedure

To gain access to the population a letter seeking permission to conduct research in the schools was written to the Chief Education Officer in St. Lucia (Appendix A).

Permission was granted by letter (Appendix A).

Data was collected during the period November 23, 1992 to January 12, 1993. Because a greater part of this period fell right into the busy Christmas season it became necessary to find an alternative to the postal service for handling the questionnaire. Moreover, schools would be closed for a three week Christmas break during that period. To expedite the process of distributing the questionnaires, the researcher approached all principals, as well as teachers making up the random sample, in person. This provided an opportunity for verbal explanation of the project. An envelope with the researcher's local address was also provided for the return of the completed questionnaires. In cases where the participant was unable to deliver the completed questionnaire personally, or to find a third person to do so, the researcher provided the necessary postage, or arranged to return to the school to collect the envelopes.

Each return envelope was coded so as to facilitate follow-up on subjects. In creating a code for the principals' envelopes, the researcher adopted the Ministry of Education's system of sub-divisions of schools into districts for supervisory purposes. A number was assigned to the name of each principal on the list in the respective district. A combination of the number for a principal and the number of the district in which his/her school is supervised made up the code for that principal. For example, 02-P6 would represent

principal number 6 in district 2.

The procedure adopted for coding teachers' envelopes was different from that used for principals. As indicated above, each teacher was given a number in order to make up the random sample. This same number was used as the code for each teacher. It was easy to trace the teacher because alongside each name on the Ministry's list was the official code for each school. In the coding system for the schools, the Ministry has utilized the official division of the state into districts. There are ten such districts. The code for each school consists of a number for the district in which the school is located plus a three-digit number. Hence the code 07/105 indicates a school in district seven. The school could be identified by referring to the Ministry's school directory.

3 Data Analysis

Out of a total of 84 questionnaires which were given to principals, 68 were returned for a rate of return of 80.9%. In the case of the teachers' questionnaires, 368 were distributed and 247 or 67% percent were returned. This record is presented in Table I.

The data collected was analyzed both quantitatively and qualitatively. With the exception of the last item on the questionnaire, data was statistically analyzed using the STATPAC statistical package on the IBM microcomputer. The quantitative method was necessary to carry out descriptive

studies. It was also used for calculating the degree of consensus between principals' responses and the teachers'. The quantitative data was analyzed by means of percentages and the results displayed in tabular and statistical summaries.

The last item on each questionnaire invited written responses. Thus, the qualitative method was used as the collection of data for this item required content analysis.

Table I

Questionnaire Distribution and Return

| Respondents | Number Sent | Number Returned | Percentage Returned |
|-------------|-------------|-----------------|---------------------|
| Principals | 84 | 68 | 80.9% |
| Teachers | 365 | 247 | 67.0% |

4 Limitations of the Study

This study explored the role of the school principal in staff development. It also investigated whether the activities of school principals corresponded with the expectations of teachers. However, it did not seek from teachers confirmation that school principals are actually doing as they claim. Further, the study did not measure the effectiveness of the school principals' staff development performance. In addition, it did not identify the specific competencies, such as knowledge of the principles of adult

learning, that the principal should possess to render him or her capable of effecting staff development.

Some of the limitations of the study are related to the design of the instrument. For example, it was not possible to identify variations between levels of teacher qualification and the extent to which they expect their principals' input in their development. Similarly, it was not possible to determine whether the degree of school principals' participation in staff development varied according to their qualification.

In including the five-point scale for questions on the principals' questionnaire, the researcher inadvertently repeated the option 'rarely' for items 41-43 instead of "never". Hence, the fact that no one checked never for any one of the items might be because that option did not appear. Finally, the research is limited to the elementary schools and did not include secondary schools.

Chapter Four

Analysis of Data

1 Introduction

This chapter will first present a description of the demographic characteristics of the two sets of respondents. This will be followed by a discussion which will address each research question individually.

In exploring the first research question, there will be an analysis and discussion of responses to the second part of the school principals' questionnaire. The second discussion, reflecting the second research question will examine whether there are existing factors which hamper the school principals' efforts at staff development. The succeeding focus will be on the school teachers' questionnaire. In its exploration of the third research question, it will report school teachers' expectations of school principals regarding their professional development. Again, data from this questionnaire will be used to answer the fourth research question which centres on teachers' assessment of their principal's input in the development. The fifth research question will be addressed in discussing the measure of consensus between the responses of the respective respondents. Finally, the sixth research question, which is about the function and value of professional development day, will be answered by exploration of data from the last section of each questionnaire.

Demographic Details

1.1 Description of the principals

Out of a total of 68 school principals participating in the research, 20 (29.4%) were male and 48 (70.6%) were female. Such disparity is accounted for by the fact that as a general rule, men have tended not to make teaching a career as it has been low paying. They have instead used it as a stepping stone to careers in the civil service, the private sector or other professions. More recently, however, due to strong bargaining by the Teachers' Union, principals have become among the better paid public servants.

The statistics show that most school principals in St. Lucia are over 40. In fact, those between 41 and 50 make up 54.4% of the sample. The second largest number comprised the over 50 age group or 22.1% of the sample. A comparison of this record with the record of years in the position, as shown in Table 2, reflects a low level of turn over in the principalship. Table 3 also shows that the majority of principals has been in the teaching service for over 20 years. Further, though most principals have been in the teaching service for over 20 years, the majority has been in their position for less than six years. The distribution by the number of years in the principalship is shown in Table 4.

Table 2

Distribution of Principals by Age

| Group | Age | Number | Percentage |
|-------|---------|--------|------------|
| 1 | 25-35 | 4 | 5.9% |
| 2 | 36-40 | 12 | 17.6% |
| 3 | 41-50 | 37 | 54.4% |
| 4 | over 50 | 15 | 22.1% |

Table 3

Distribution of Principals by Teaching Experience

| Group | Years of Teaching Experience | Number | Percentage |
|-------|---------------------------------|--------|------------|
| 1 | 10-15 | 1 | 1.5% |
| 2 | 16-20 | 5 | 7.4% |
| 3 | over 20 | 62 | 91.2% |

Table 4

Distribution of Principals by Years in the Position

| Group | Years as Principal | Number | Percentage |
|-------|--------------------|--------|------------|
| 1 | 1- 5 | 23 | 33.8% |
| 2 | 6-10 | 11 | 16.2% |
| 3 | 11-15 | 17 | 25.0% |
| 4 | 16-20 | 11 | 16.2% |
| 5 | over 20 | 6 | 8.8% |

Table 5 shows that the majority of principals are head of all-age combined schools. As most of these schools are located in the rural areas, it follows that most responses came from principals in rural communities. As such areas are less densely populated than the urban areas, it has been more suitable to establish schools for all ages in those areas. This explains why there is a preponderance of all-age combined schools in rural areas. The present economic and social development in the country has created a process of urbanization such that some rural communities can no longer be classified as strictly rural. Hence, the inclusion of the categories semi-rural and semi-urban. The distribution of principal by location of schools is shown in Table 6.

Table 5

Distribution of Principals by School Classification

| School Classification | Number | Percentage |
|-----------------------|--------|------------|
| Infant | 14 | 20.6% |
| Primary | 19 | 27.9% |
| All-age combined | 31 | 45.6% |
| Senior Primary | 4 | 5.9% |

No principal recorded an enrolment of over 1,000. The majority of principals head schools with an enrolment of 250-400. The distribution of principals by enrolment is shown in Table 7. Again, no principal recorded a staff complement of over 30. On the other hand, 13 principals indicated that their number of staff was below ten. This distribution of principals by staff is given in Table 8.

Table 6

Distribution of Principals by Location of Schools

| Location | Number | Percentage |
|------------|--------|------------|
| Rural | 35 | 51.5% |
| Semi-rural | 6 | 8.8% |
| Urban | 17 | 25.0% |
| Semi-urban | 10 | 14.7% |

Table 7

Distribution of Principals by School Enrolment

| Enrolment | Number | Percentage |
|-----------|--------|------------|
| 70- 250 | 15 | 22.1% |
| 250- 400 | 24 | 35.3% |
| 401- 550 | 13 | 19.1% |
| 551- 650 | 10 | 14.7% |
| 651- 800 | 4 | 5.9% |
| 801- 950 | 1 | 1.5% |
| 951-1000 | 1 | 1.5% |
| over 1000 | 0 | 0.0% |

Table 8

Distribution of Principals by Staff Complement

| Staff Complement | Number of School Principals | Percentage |
|------------------|--------------------------------|------------|
| below 10 | 13 | 19.1% |
| 10-15 | 27 | 39.7% |
| 16-20 | 15 | 22.1% |
| 21-30 | 13 | 19.1% |
| 31-40 | 0 | 0.0% |
| over 40 | 0 | 0.0% |

Of the total of 68 principals only one held a master's degree while six others held a bachelor's degree. The majority, comprising 43 (63.2%), were graduates of Teachers' College. Seven principals held teachers' certificates. Prior to the establishment of the local Teachers' College in 1963, this certification marked the highest level which a teacher could have obtained locally, through the pupil teacher system.

Eleven principals or 16.2% responded to the option 'other'. Of these, eight (.01%) held certificates or diplomas in educational administration. The rest held a certificate in adult education, a certificate in social work and the certificate from the United Kingdom based Associate of the College of Preceptors (ACP). Table 9 gives the educational levels attained by school principals.

Table 9

Distribution of School Principals by Qualification

| Qualification | Number | Percentage |
|-------------------------------|--------|------------|
| Certificated Teacher | 7 | 10.3% |
| Graduate of Teachers' College | 43 | 63.2% |
| Bachelor's Degree | 6 | 8.8% |
| Master's Degree | 1 | 1.5% |
| Other | 11 | 16.2% |
| Total | 68 | 100.0% |

In recording the responses on the highest educational qualifications of staff in the school principals' questionnaire, the researcher noted the category with the highest number. Hence, the statistics as shown in Table 10 match the number of schools with the highest level of educational attainment of staff. According to the table, most of the staff in most schools were qualified teachers or graduates of Teachers' College. This accounts for 48 schools (71.6%) of those participating. In 11 schools, the highest educational level that most teachers have reached was 4-10 GCE or CXC's. These represent the group of teachers who are either awaiting admission into Teachers' College or who are not quite sure that they want to make teaching a career.

Five schools in the sample recorded the highest educational level of staff as being below the official entry requirement for the teaching service. On the other hand, only three schools show the highest level of education attained among staff to be 'A' Levels. The reason is that normally, persons entering the teaching service with 'A' Levels already qualify for admission to either Teachers' College or University. Hence, after two years, they either leave to enter Teachers' College, or a University within or outside the region, or obtain a more lucrative position.

Table 10

Distribution of Principals by the Highest Educational Qualifications of Staff

| Highest Level of Education Attained by Staff | Number of Schools | Percentage |
|---|----------------------|------------|
| Less than 4 GCE or CXC | 5 | 7.5% |
| 4-10 GCE or CXC | 11 | 16.4% |
| GCE 'A' Level | 3 | 4.5% |
| Qualified Teachers' Certificate | 48 | 71.6% |
| Bachelor's Degree | 0 | 0.0% |
| Master's Degree | 0 | 0.0% |

1.2 Description of the Teachers

A total of 247 teachers participated in the research. Of these, 202 (82.8%) were female and 42 (17.2%) were male. The largest number fell in the 31-35 age bracket while the lowest fell in the over 50 age bracket. The distributions of teachers by sex and by age are given in Tables 11 and 12 respectively.

As in the case of principals, the largest number of teachers in the sample work in rural schools. These total 126 (51.4%). Those attached to urban schools number 64 (26.1%). The rest, comprising 22.5%, are spaced over semi-rural/semi-urban communities.

Table 11

Distribution of Teachers by Sex

| Sex | Number | Percentage |
|--------|--------|------------|
| Female | 202 | 82.8% |
| Male | 42 | 17.2% |

Table 12

Distribution of Teachers by Age

| Age Range | Number | Percentage |
|-----------|--------|------------|
| 17-20 | 17 | 6.9% |
| 21-25 | 57 | 23.2% |
| 26-30 | 46 | 18.7% |
| 31-35 | 58 | 23.6% |
| 36-40 | 41 | 16.7% |
| 41-45 | 11 | 4.5% |
| 46-50 | 13 | 5.4% |
| over 50 | 3 | 1.2% |

The teachers' responses to the items on their highest educational attainment mirrored the responses given by principals. This means that in most schools, the highest educational level attained by teachers is the qualified teachers' certificate. According to the responses on the

teachers' questionnaire, this applies to 152 teachers out of a total of 244 (62.3%) who responded. No teacher in the sample possessed a university degree although two of them had taken courses in the Challenge Programme. Again, the number of teachers with 'A' Levels was relatively small making up 1.6%. The second largest number of teachers corresponded with those who had been recruited with the necessary qualifications. They comprised 71 (29.1%). Below this number fell 15 (6.1%) representing teachers who have been appointed in the service without the academic requirements. The number of teachers by qualification is shown in Table 13.

A record for the years of teaching experience shows that most of the teachers in the sample have been teaching for under five years. The number grows smaller as the years increase. However, there is a slight increase in the over 30 years bracket. The profile thus created indicates that many of those who enter the teaching service gradually leave as the years go by. The significant drop after 20 years suggests that at this point, many either acquire principalship positions or are transferred elsewhere in the system. By the time they have served for over 30 years, they remain in the service. The frequency distribution of years of teaching experience is shown in Table 14.

Most teachers in the sample teach a class of 31-35 students. This is in fact rather typical of the St. Lucia situation where overcrowding in schools is quite common. The

Table 13

Highest Educational Attainment of Teachers in the Sample

| Highest Qualifications | Number | Percentage |
|---------------------------------|--------|------------|
| Below 4 CXC or GCE | 15 | 6.1% |
| 4-10 CXC or GCE | 71 | 29.1% |
| GCE 'A' Levels | 4 | 1.6% |
| Qualified Teachers' Certificate | 152 | 62.3% |
| Bachelor's Degree | 0 | 0.0% |
| Other | 2 | 0.8% |
| Total | 244 | 100.0% |

number of teachers in the sample who teach 31-35 students in a class amounted to 138 (56.1%). Only eight out of 246 respondents (3.3%), have fewer than 20 students in a class. The exact spread of numbers of teachers per number of students in a class is given in Table 15.

Table 14

Years of Teaching Experience per Number of Teachers

| Years of Teaching Experience | Number of Teachers | Percentage |
|------------------------------|--------------------|------------|
| below 5 | 59 | 24.0% |
| 5-10 | 50 | 20.3% |
| 11-15 | 50 | 20.3% |
| 16-20 | 43 | 17.5% |
| 21-25 | 26 | 10.6% |
| 26-30 | 8 | 3.3% |
| over 30 | 10 | 4.1% |
| Total | 246 | 100.0% |

Table 15

Size of Class per Teacher

| Number of Students in Class | Number of Teachers | Percentage |
|-----------------------------|--------------------|------------|
| 15-20 | 8 | 3.3% |
| 21-30 | 58 | 23.6% |
| 31-35 | 138 | 56.1% |
| over 35 | 42 | 17.1% |
| Total | 246 | 100.0% |

2 Analysis and Discussion of Research Findings

2.1 Findings related to the first research question

Question: What activities do principals perform that reflect their role in staff development?

In order to obtain data from school principals on what they do that could influence staff development, the researcher included 25 questions which were directly related to the issue. The responses were rated on a five-point scale. The lowest mean is 3.22 and the highest standard deviation is 1.40, thereby showing that on an average principals do conduct staff development activities. The statistical data for the responses are given in Table 16.

Table 16

Descriptive Statistics for Staff Development - Activities Performed by School Principals

| Items | N | \bar{X} | SD |
|--|----|-----------|------|
| 11 Conduct orientation sessions for your staff | 64 | 3.86 | 1.09 |
| 12 Monitor teachers' classroom performance | 67 | 4.04 | 0.74 |
| 13 Complement members of staff for effectiveness | 67 | 4.06 | 0.75 |
| 14 Provide feedback after observation of performance | 67 | 4.13 | 0.77 |

Table 16 (cont'd)

Descriptive Statistics for Staff Development - ActivitiesPerformed by School Principals

| Items | N | \bar{X} | SD |
|--|----|-----------|------|
| 15 Create opportunities for staff to learn from one another | 67 | 3.87 | 0.77 |
| 16 Advise staff on matters related to their professional growth | 67 | 3.98 | 0.75 |
| 17 Encourage teachers to attend workshops | 67 | 4.58 | 0.63 |
| 18 Provide opportunities for sharing ideas gained from workshops | 67 | 4.24 | 0.67 |
| 19 Monitor implementation of ideas gained from attendance at workshops | 67 | 3.58 | 0.82 |
| 20 Encourage young teachers to obtain further qualifications | 67 | 4.61 | 0.60 |
| 21 Encourage Teachers' College graduates to pursue further training | 67 | 3.94 | 0.86 |
| 22 Encourage graduate teachers to obtain further qualifications | 34 | 3.41 | 1.37 |
| 23 Involve staff in decisions related to school programmes | 67 | 4.75 | 0.47 |
| 24 Share your vision of school goals with staff | 67 | 4.85 | 0.36 |
| 25 Delegate responsibility to members of staff | 67 | 4.43 | 0.67 |

Table 16 (cont'd)

Descriptive Statistics for Staff Development - Activities
Performed by School Principals

| Items | N | \bar{X} | SD |
|--|----|-----------|------|
| 26 Organize in-service workshops for staff | 67 | 3.22 | 1.02 |
| 27 Allow staff to decide on the content of in-service workshops | 66 | 3.38 | 1.06 |
| 28 Define from the onset the goals of in-service workshops | 66 | 3.79 | 1.14 |
| 29 Involve staff in planning in-service workshops | 66 | 3.71 | 1.40 |
| 30 Select staff development coordinator from among your teachers | 66 | 3.30 | 1.18 |
| 31 Include demonstration lessons in your in-service workshops | 64 | 3.22 | 1.12 |
| 32 Use school needs as a basis for in-service workshops | 65 | 4.08 | 1.07 |
| 33 Use staff needs as a basis for in-service workshops | 65 | 3.80 | 1.03 |
| 34 Share with staff ideas obtained from journals | 66 | 3.48 | 0.91 |
| 35 Attend workshops which have been mounted for staff by Ministry of Education personnel or by other authorized groups | 67 | 4.51 | 0.72 |

Analysis of the data in Table 16 shows that 11 of the 25 questions have a mean lower than 4 with the highest standard deviation being 1.07. The other 14 have a mean greater than 4.0 though the lowest mean is 3.22. Only ten of those questions showed a standard deviation smaller than 1 but the highest was 1.40.

The questions with the mean greater than 4 appear to refer to activities which can be considered part of the normal tasks of a school principal. It is not surprising therefore, that the mean for those questions is quite high. For example, Question 17 which refers to encouragement given to teachers to attend workshops has a high mean of 4.58. This is an apparent reflection of school principals' response to invitation from the Ministry of Education to select teachers for workshops.

The other 14 questions seem to refer to activities that are not necessarily routine and therefore require more effort from school principals. Question 11, "Do you conduct orientation sessions for new staff?" is one such question. It refers to an activity that requires a degree of preparation as well as research to some extent. A similar question having a mean of less than 4 is Question 26, "Do you organize in-service workshops for staff?" Hence, all the questions that are connected with number 26 fall into the same category.

The question which received the lowest response was Question 19. It referred to how frequently principals encourage graduate teachers to pursue further training. As

there are no graduates at the elementary schools, it follows that the response to the question would be low. In fact, there were 34 (50%) responses. Still, the response is odd. A likely explanation is that traditionally school principals have continued to give advice to their past students. Probably, they have been continuing to encourage graduate teachers who are their past students and who are now teachers at secondary schools to continue to study. Thus, according to the statistics, principals in St. Lucia do attend to staff development activities on a very high scale.

2.2 Findings related to the second research question

Question: Are there factors that hamper principals in their efforts at staff development?

Principals were asked five questions related to this broad question on factors that are likely to hamper their progress in staff development. The responses were rated on a five-point scale with five representing a high level of hindrance. The statistical data for the responses are shown in Table 17.

Table 17

Means and Standard Deviations on Factors that Hamper Principals in their Staff Development Activities

| | Items | N | X | SD |
|----|---|----|------|------|
| 36 | Response of staff to your efforts at staff development | 66 | 2.04 | 1.10 |
| 37 | Scope afforded you by your regular responsibilities for attending to staff development activities | 66 | 2.93 | 1.45 |
| 38 | Availability of resources for your staff development activities | 66 | 2.63 | 1.35 |
| 39 | Support from the Ministry for your staff development activities | 64 | 2.18 | 1.23 |
| 40 | The location of your school | 65 | 2.27 | 1.18 |

The analysis of the data in Table 17 shows that all the means are lower than 3.0 and the highest standard deviation is less than 2.0. In fact, the lowest mean for the question relating to the response of staff to the principals' staff development activities is 2.04. On the other hand, the highest mean 2.93 is related to the question of whether attending to the regular responsibilities permits them sufficient scope to attend to staff development. This means therefore that the extent to which principals encounter impediments to their staff development efforts is negligible.

2.3 Findings related to the third research question

Question: What are the expectations of teachers regarding their principals' contribution to their development?

Data regarding teachers' expectations about their principals being involved in their professional development was obtained by duplicating questions 11 - 35 that were on the principals' questionnaire. In their case however, teachers were required to indicate the frequency with which they expected their principals to conduct those activities.

Table 18 has been created to show the statistical data on the responses to the question. It shows a tight cluster of means of over 4.0. With the exception of Question 22 which refers to the special case of graduate teachers, all the questions record a standard deviation of less than 1.0.

Only seven of the 25 questions show means of less than 4.0. It is interesting to note that, except for Question 12, the corresponding questions on the principals' questionnaire also show means less than 4.0. This suggests that in such cases, the expectations of teachers and the actual performance of principals concur rather closely. A notable example is Question 34 which records a means of 3.48 for both principals' and teachers' responses. These seven questions with means of less than 4.0 appear to relate to situations requiring close interaction between principals and teachers. Four of them, Questions 27, 28, 31, and 33 relate to in-service workshops

mounted by school principals. Question 12 shows the lowest mean. This suggests that teachers are the least keen about their principals monitoring their classroom performance.

Table 18

Means and Standard Deviations on Teachers' Expectations of Activities Performed by Principals

| Items | N | \bar{X} | SD |
|--|-----|-----------|------|
| 11 Conduct orientation sessions for your staff | 246 | 4.16 | 0.86 |
| 12 Monitor teachers' classroom performance | 246 | 3.61 | 0.74 |
| 13 Complement members of staff for effectiveness | 246 | 4.45 | 0.82 |
| 14 Provide feedback after observation of performance | 247 | 4.57 | 0.76 |
| 15 Create opportunities for staff to learn from one another | 247 | 4.10 | 0.80 |
| 16 Advise staff on matters related to their professional growth | 245 | 4.51 | 0.73 |
| 17 Encourage teachers to attend workshops | 247 | 4.68 | 0.62 |
| 18 Provide opportunities for sharing ideas gained from workshops | 247 | 4.43 | 0.75 |
| 19 Monitor implementation of ideas gained from attendance at workshops | 244 | 4.04 | 0.83 |

Table 18 (cont'd)

Means and Standard Deviations on Teachers' Expectations of
Activities Performed by Principals

| Items | N | \bar{X} | SD |
|---|-----|-----------|------|
| 20 Encourage young teachers to obtain further qualifications | 245 | 4.74 | 0.63 |
| 21 Encourage Teachers' College graduates to pursue further training | 247 | 4.29 | 0.98 |
| 22 Encourage graduate teachers to obtain further qualifications | 244 | 4.18 | 4.00 |
| 23 Involve staff in decisions related to school programmes | 247 | 4.62 | 0.69 |
| 24 Share your vision of school goals with staff | 246 | 4.67 | 0.66 |
| 25 Delegate responsibility to members of staff | 246 | 4.07 | 0.84 |
| 26 Organize in-service workshops for staff | 246 | 3.57 | 0.83 |
| 27 Allow staff to decide on the content of in-service workshops | 245 | 3.57 | 0.92 |
| 28 Define from the onset the goals of in-service workshops | 246 | 4.31 | 0.96 |
| 29 Involve staff in planning in-service workshops | 1.6 | 4.00 | 0.99 |
| 30 Select staff development coordinator from among your teachers | 246 | 3.70 | 0.88 |

Table 18 (cont'd)

Means and Standard Deviations on Teachers' Expectations of
Activities Performed by Principals

| Items | N | \bar{X} | SD |
|--|-----|-----------|------|
| 31 Include demonstration lessons in in-service workshops | 245 | 3.87 | 0.96 |
| 32 Use school needs as a basis for in-service workshops | 245 | 4.16 | 0.93 |
| 33 Use staff needs as a basis for in-service workshops | 245 | 3.93 | 0.98 |
| 34 Share with staff ideas obtained from journals | 245 | 3.48 | 0.88 |
| 35 Attend workshops which have been mounted for staff by Ministry of Education personnel or by other authorized groups | 239 | 4.44 | 0.78 |

2.4 Findings related to the fourth research question

Question: How do teachers rate their principals' input in their professional development?

The researcher presented eight questions to teachers so as to obtain data on whether their principals have a direct influence on their development. With the exception of two of the questions, responses to all the rest were rated on a five-point scale. Of those two questions, one involved indicating

the form through which assistance is given. The other involved whether selection to attend is based on personal interest or on the decision of the principal. Table 19 gives the statistical data for the six questions that were rated on the five-point scale. The statistical data for the other two questions are given in Tables 20 and 21 respectively. According to the statistical data as shown in Table 19, all responses show means over 3.0 though none goes as high as 4.0.

The highest means for the questions in this category is 3.98. Thus, teachers seem to feel most strongly that their principals are approachable for consultation on professional matters. However, Question 43 shows a mean of 3.25 which is the lowest in the group. This suggests that, compared with the other questions in the same category, teachers do not feel strongly that principals use a system of delegation that can promote their professional growth.

Table 20 gives the frequency distribution for responses to Question 39 which asked "How is such assistance given?" It shows that staff meetings are the most common avenues used by principals for giving assistance to teachers. Other channels are wide ranging. Most notable among them are informal meetings. This probably refers to times when principals meet with teachers on a person to person basis. The least popular mode of giving assistance is through demonstration lessons. Previous analyses have shown demonstration lessons are not among common staff development practices of school principals.

Table 19

Teachers' Assessment of Principal's Input in Teachers' Professional Development

| | Items | N | \bar{X} | SD |
|----|--|-----|-----------|------|
| 36 | Does your principal encourage you to pursue further training | 247 | 3.29 | 1.37 |
| 37 | Is your principal approachable for consultation or matters of a professional nature | 247 | 3.98 | 1.00 |
| 38 | How much assistance in professional matters does your principal provide | 247 | 3.60 | 0.95 |
| 40 | To what extent does your principal encourage the use of different teaching strategies | 247 | 3.81 | 1.02 |
| 42 | Are the workshops in keeping with your needs | 247 | 3.59 | 1.03 |
| 43 | Does your principal use a system of delegation that can promote your professional growth | 242 | 3.25 | 1.05 |

Table 20

Distribution of Responses about the Means of Assistance

| Item | N | % |
|---------------------------------|-----|-------|
| Informal Meetings | 47 | 19.7% |
| Demonstration Lessons | 11 | 4.6% |
| Selection to Attend Workshops | 20 | 8.4% |
| Sharing Ideas at Staff Meetings | 101 | 42.3% |
| Other | 60 | 25.1% |

Table 21 gives a frequency distribution for question 41 which asked whether the basis for selection to attend workshops was solely a decision by the school principal or whether it was teachers' show of interest.

Table 21

Frequency Distribution for Basis for Selection to Attend Workshop

| Item | N | % |
|----------------------|-----|-------|
| Principal's Decision | 96 | 39.2% |
| Personal Interest | 149 | 60.8% |

Table 21 indicates that more than half of the time teachers' attendance at workshops is determined by their personal interest rather than by their principals' decision. This may be reflective of the teachers' desire to improve themselves.

2.5 Findings Related to the Fifth Research Question

Question: Is there a difference between how school principals regard their role in staff development and how school teachers perceive this same role?

To obtain an answer to the fifth research question a

consensus analysis was carried out in respect of Questions 11-36 which were answered by both school principals and school teachers. Stated quite simply, this concept refers to a measurement of the extent to which "... a set of respondents concur in their choices" (Leik, 1966). The importance of this statistical data lies in role theory which states that a role is defined by both the activities carried out by one holding a position and by the expectations of other incumbents in the social system. Gross (1964) and Klapp (1957) have both stressed the value of the measurement of consensus in consolidating a theory of social organizations. Klapp posits that "... determination of the conditions that bring about or undermine consensus seems to be the key problem of any society and any sociology (p.342). Despite the emphasis on the value of consensus by them, it is a statistical datum that is not commonly used.

To compute the consensus between how frequently school principals conduct certain staff development activities and the related expectations of teachers, a statistical process was employed. The process required one first to find the cumulative responses to each option on a five-point scale, for each question. This was done for each set of respondents. The second step was to find the frequency distribution of the responses (f/n). The third step involved computing the cumulative frequencies of responses (F). This was followed by the fourth step which was to calculate the difference (d_i)

between the cumulative responses for each category and 1.00. This is the numerical figure that would exist if all respondents selected the same option. The calculation for d_1 is as follows:

$$d_1 = \begin{cases} F_1 & \text{if } F_1 \leq .50 \\ 1 - F_1 & \text{otherwise} \end{cases}$$

Finally, the dispersion (D) of responses per question was computed by the application of the following formula:

$$D = \frac{\sum d_1}{4}$$

A comparison of the dispersion of responses would be the means of measuring consensus (C). A difference greater than .05 would indicate a significant difference in dispersion of responses and therefore, that no consensus exists between the group. An example of the procedure is given with Question 26 which deals with organizing in-service workshops for teachers.

Principals' Responses

| | | f/n | F | D |
|-----------|-----------|-------------|-------------|------------|
| Never | 3 | .04 | .04 | .04 |
| Rarely | 13 | .20 | .24 | .24 |
| Sometimes | 24 | .36 | .60 | .40 |
| Often | 20 | .30 | .90 | .10 |
| Always | <u>7</u> | <u>.10</u> | <u>1.00</u> | <u>.00</u> |
| | <u>67</u> | <u>1.00</u> | | <u>.78</u> |

$$D = \frac{2 (.78)}{4} = .39$$

Teachers' Responses

| | | f/n | F | D |
|-----------|------------|-------------|-------------|------------|
| Never | 5 | .02 | .02 | .02 |
| Rarely | 9 | .04 | .06 | .06 |
| Sometimes | 103 | .42 | .48 | .48 |
| Often | 99 | .40 | .88 | .12 |
| Always | <u>30</u> | <u>.12</u> | <u>1.00</u> | <u>.00</u> |
| | <u>246</u> | <u>1.00</u> | | <u>.68</u> |

$$D = \frac{2 (.68)}{4} = .34$$

The example above shows a dispersion of .39 for the responses by school principals. The dispersion for the teachers' responses is .34. Thus, there is a difference of .05 between

the two responses. The conclusion is that there is a consensus between school principals and school teachers on the issue of principals organizing in-service workshops for staff.

Analysis of the data on Questions 11-35 show that there is consensus between school principals and school teachers for 14 (56%) of the questions out of a total of 25. This suggests that generally the teachers' perception of the role of the school principal is in keeping with what they actually do.

Table 22 gives the questions for which there is consensus between the two groups. It gives the difference between the dispersion of responses and indicates the existence of consensus.

Table 22

Consensus Between School Principals and School Teachers

| Items | | Principals D | Teachers D | Difference | Consensus |
|-------|--|-----------------|---------------|------------|-----------|
| 12 | Monitor teachers' classroom performance | .25 | .30 | .05 | C |
| 13 | Complement members of staff for effectiveness | .27 | .26 | .01 | C |
| 15 | Create opportunities for staff to learn from one another | .26 | .27 | .01 | C |

Table 22 (cont'd)

Consensus Between School Principals and School Teachers

| Items | | Principals D | Teachers D | Difference | Consensus |
|-------|--|-----------------|---------------|------------|-----------|
| 16 | Advise staff on matters related to their professional growth | .27 | .26 | .01 | C |
| 17 | Encourage teachers to attend workshops | .21 | .16 | .05 | C |
| 21 | Encourage Teachers' College graduates to pursue further training | .33 | .37 | .04 | C |
| 25 | Delegate responsibility to members of staff | .28 | .33 | .05 | C |
| 26 | Organize in-service workshops for staff | .39 | .34 | .05 | C |
| 27 | Allow staff to decide on the contents of in-service workshops | .41 | .38 | .03 | C |
| 29 | Involve staff in planning in-service workshops | .39 | .36 | .03 | C |
| 31 | Include demonstration lessons in in-service workshops | .36 | .41 | .05 | C |
| 33 | Use staff needs as a basis for in-service workshops | .37 | .36 | .01 | C |

Table 22 (cont'd)

Consensus Between School Principals and School Teachers

| Items | | Principals D | Teachers D | Difference | Consensus |
|-------|--|-----------------|---------------|------------|-----------|
| 34 | Share with staff ideas obtained from journals | .37 | .36 | .01 | C |
| 35 | Attend workshops which have been mounted for staff | .24 | .26 | .02 | C |

Table 22 shows that except for Question 12, the questions refer to activities that are likely to be strongly supported by teachers. Again consensus for Question 12 might reflect the degree of concurrence between responses. In fact, the data for the question on the respective questionnaires show a mean of over 3.61 and the identical standard deviation of 0.74. Clearly, both sides agree on the importance of the activity.

Questions 26, 27 , 29, and 33 are also significant because they are all associated with in-service workshops. Data from the principals' questionnaire show means of less than 4.0 for all those questions. In addition, the means for the corresponding questions on the teachers' questionnaire were higher. It appears that both respondents support in-

service workshops.

Item 25 presents an interesting case. Previous discussion has shown that teachers are not fully satisfied that their principals' system of delegation can promote their professional growth. However, data from the principals' questionnaire on item 25 shows a mean of 4.43 thereby suggesting that they do delegate responsibility. This highlights the fact that the consensus is a function of the combinations of options.

The absence of consensus between responses for 11 questions might be attributed to variations in selection of specific options by the respective respondents. Though both sides might agree on the importance of an activity, they may hold different views on its level of significance.

For example, this research has shown that school principals do conduct orientation sessions for new staff and this accords with the expectations of teachers. Thus the lack of consensus between their cumulative responses could be possibly related to their choice of options. A discussion of the frequencies of the respective responses in each category would provide further information, but it is beyond the scope of this research to supply such detail.

A second explanation for the lack of consensus between respondents could be related to a difference in their perception of the role and positions of each other. For example Question 30 shows a big difference of .16 in the

dispersion of the responses between the group. This might be a function of disagreement on the suitability of selecting a member of staff to coordinate staff development activities. Table 23 gives the related data for the 11 questions for which there is no consensus between the responses of principals and teachers.

Table 23

Dispersion of Responses from Principals and Teachers

| | Items | Principals D | Teachers D | Difference |
|----|---|-----------------|---------------|------------|
| 11 | Conduct orientation sessions for staff | .40 | .30 | .10 |
| 14 | Provide feedback after observation of performance | .31 | .21 | .10 |
| 18 | Provide opportunities for sharing ideas gained from workshops | .27 | .45 | .18 |
| 19 | Monitor implementation of ideas gained from attendance at workshops | .35 | .29 | .06 |
| 20 | Encourage young teachers to obtain further qualifications | .20 | .14 | .06 |
| 22 | Encourage graduate teachers to obtain further qualifications | .54 | .22 | .32 |
| 23 | Involve staff in decisions related to school programmes | .12 | .20 | .08 |

Table 23 (cont'd)

Dispersion of Responses from Principals and Teachers

| | Items | Principals D | Teachers D | Difference |
|----|--|-----------------|---------------|------------|
| 24 | Share vision of school goals with staff | .08 | .16 | .08 |
| 28 | Define from the onset the goals of in-service workshops | .45 | .36 | .09 |
| 30 | Select staff development coordinator from among teachers | .49 | .33 | .16 |
| 32 | Use school needs as a basis for in-service workshops | .37 | .36 | .01 |

The search for consensus is consolidated by a computation of consensus between the cumulative responses from the two sets of incumbents. It is as follows:

| <u>Principals' Responses</u> | | | | |
|------------------------------|-------------|-------------------|------------|----------------|
| | | f/n | F | d ₁ |
| Never | 44 | .03 | .03 | .03 |
| Rarely | 72 | .04 | .07 | .07 |
| Sometimes | 365 | .22 | .29 | .29 |
| Often | 560 | .34 | .63 | .37 |
| Always | <u>585</u> | <u>.36</u> | <u>.99</u> | <u>0</u> |
| | <u>1626</u> | <u>.99</u> (1) | | <u>.76</u> |

$$D = \frac{2 (.76)}{4} = .38$$

Teachers' Responses

| | | f/n | F | d ₁ |
|-----------|-------------|-------------|-------------|----------------|
| Never | 94 | .01 | .01 | .01 |
| Rarely | 159 | .03 | .04 | .04 |
| Sometimes | 1135 | .18 | .22 | .22 |
| Often | 1995 | .31 | .53 | .47 |
| Always | <u>2955</u> | <u>.47</u> | <u>1.00</u> | <u>0</u> |
| | <u>6338</u> | <u>1.00</u> | | <u>.74</u> |

$$D = \frac{2 (.74)}{4} = .37$$

The above calculations show a difference of a mere .01 between the dispersion of the responses from principals and teachers respectively. This implies the existence of consensus between the staff development activities that principals claim to perform and teachers' perceptions of what they should be doing.

2.6 Findings related to the sixth research question

Question: How do principals and teachers assess professional development day?

The findings related to the observation of professional development day are central to the discussion on the role of the school principal in staff development. The research

question involved the use of content analysis because some of the data were obtained from an open-ended question. Thus the data was analysed both quantitatively and qualitatively.

The findings from the perspective of school principals are split into an assessment of what they actually do and their collective reaction to the value and function of the observation of that day. Table 24 gives the statistical data for their responses.

Table 24

Means and Standard Deviation of Activities Performed by Principals for Professional Development Day

| | Items | N | \bar{X} | SD |
|----|---|----|-----------|------|
| 41 | Do you conduct sessions on professional development day | 64 | 3.20 | 0.81 |
| 42 | Do you use members of staff as facilitators on professional development day | 65 | 3.42 | 0.86 |
| 43 | Do you provide opportunities for staff to evaluate professional development day | 65 | 3.85 | 1.07 |

Table 24 which describes activities related to staff development shows means ranging from 3.20 to 3.85. This suggests that on the average, principals do conduct sessions

on professional development day, use members of staff as facilitators and they also invite staff to evaluate the event. While the standard deviation for the first two items is less than .9, the one pertaining to teacher evaluation is 1.07. This difference probably reflects the recency of the notion that critical assessment by subordinates is valuable.

In the school system the relationship between principals and staff has been regarded as super-ordinate and subordinate and it has been marked by authoritarianism.

With regard to their decision on how the day should be spent, 39 (62.9%) of them indicate that their decisions are based on requests from staff. Another 20 (32.3%) indicate that their decisions stem from other factors. These include evaluation of test results, the needs of the community and personal observation of teachers. Only one school principal indicated that he or she relied on consultation with other principals while another two indicated dependence on direction from the district education officer.

The application of content analysis to the open-ended question showed that principals have a positive view of Professional Development Day. Their general action revolved around the following expressions: expose staff to new ideas; enable staff to share ideas; engage resource persons. In essence, they perceived it as having a positive impact on the professional development of staff.

About eight principals indicated that they had not

observed Professional Development Day for a long time. Still others indicated that they conducted professional development sessions at staff meetings or at specially designated times.

2 6.1 Reaction of school teachers

The response of school teachers to Professional Development Day was not as strongly positive as that of school principals. Of the total 237 who responded, 31 (13%) indicated that the school had not observed the day in a very long time. Another 38 (16%) made rather negative comments about its usefulness. One of the most common criticisms was that, because of poor planning, it often turned out to be a waste of time. Others thought that it was not stimulating because it was not used for introducing new ideas.

On the other hand, 157 school teachers (63.6%) made positive comments. A notable phrase in that vein was, "enhance professionalism". Such enhancement occurs through demonstration lessons, exposure to new teaching skills and strategies through presentations by suitable resource persons. By and large principals and teachers in the survey opine that professional day is beneficial to teachers.

Chapter Five

Summary and Conclusion

The central focus of this study was staff development with special reference to school principals in St. Lucia. This final chapter is divided into five parts. The first part restates the purpose and the research questions posed in the study. Part two summarizes the major findings. Part three identifies some implications for further research and part four makes some general recommendations. Finally part five in the conclusion makes some very general comments relevant to the study.

1 Restatement of Purpose

The purpose of the study was to examine the role played by the school principal in the development of the staff. The research was guided by six research questions. They are as follows:

1. What activities do school principals perform that reflect their role in staff development?
2. What are the factors that hamper school principals in their efforts at staff development?
3. What are the expectations of teachers regarding their principal's contribution to their development?
4. How do teachers rate their principal's input in their development?

5. Is there a difference between how principals regard their role in staff development and how teachers perceive this same role?
6. What are the impressions of school principals and school teachers of the observation of professional development day?

2 Summary of Findings Related to the Research Questions
Findings related to the first research question

Question: What activities do principals perform that reflect their role in staff development?

School principals in St. Lucia conduct a range of activities which have a positive effect on the personal and professional development of their teaching staff. Sometimes, they employ the participatory approach by involving staff in decision making, sharing their vision of the goals of the school with staff and co-opting staff in the structuring of in-service workshops. They also influence the development of staff by merely advising them to pursue further studies irrespective of their qualification.

School principals permit their teaching staff to play leadership roles by creating opportunities for them to learn from one another as well as to share ideas which they gained specifically from attendance at workshops. The contribution of school principals to the development of staff is manifested more conspicuously through activities such as orientation

sessions for new staff, organizing in-service workshops for staff and being present at workshops which are mounted for their teachers and sharing ideas they extract from journals.

Findings related to the second research question

Question: What are the factors that hamper school principals in their efforts at staff development?

The research findings indicate that school principals hardly experience any impediments to their performance in staff development activities. On the whole, the staff is willing to accept their assistance. Whatever personnel or resources which they require are available. The location of their school does not determine the success or failure of their efforts. Most of all, their work schedule is such that they are left with sufficient time to be able to function as instructional leaders of their teaching staff.

Findings related to the third research question

Question: What are the expectations of teachers regarding their principal's contribution to their development?

According to the data collected, teachers expect from their principals a range of behaviours that impact on their development. Such behaviours might be expressed either implicitly or explicitly. It is interesting to note that the

data collected from the principals' questionnaires indicate that they are fulfilling the expectations of teachers.

Findings related to the fourth research question

Question: How do teachers rate principals' input in their professional development?

School teachers are satisfied with the quality of their principals' input in their development. In fact, the ratings are generally quite high. As a rule, principals encourage teachers to pursue further studies. They are approachable for consultation on matters of a professional nature. They are very generous with assistance in instructional matters and they provide most of this assistance during staff meetings. Generally, principals encourage teachers to employ different teaching strategies. As a rule, they select teachers to attend workshops which match their needs. Such selection is based mostly on teachers' interest or, alternatively, solely on the principal's choice. Very often, it is a combination of both. Compared to the other items in the same category, teachers seem not to be completely satisfied that their principal's system of delegation of duties could promote their development.

Findings related to the fifth research question

Question: Is there a difference between how principals regard their role in staff development and how

teachers perceive this same role?

The cumulative data on parallel items on the principals' questionnaire and the teachers' questionnaire respectively were analysed through the use of a mathematical formula. It was found that, in general, consensus exists between the two sets of data. The cases where there is a lack of consensus might be indicative of different perceptions of the role of the respective respondents.

Findings related to the sixth research question

Question: How do school principals and school teachers regard the observation of professional development day?

School principals have a high regard for professional development day. In their collective judgement, it is meaningful and very beneficial to teachers. It provides an opportunity for teachers to interact professionally and to be exposed to resource persons who could provide some valuable assistance. The teachers' regard for professional development day is not as strong as that of principals. However, the review of their responses indicates that they regard it as valuable because it does have an impact on their professional development.

3 Implications for Further Research

A few engaging issues have emerged from the research.

For example, though principals claim to consider the needs of teaching staff when planning in-service workshops, it is not clear how they are able to identify those needs. Rogus (1983) stresses the importance of a needs assessment prior to identifying the goals of an in-service programme. For this, he recommends the use of interviews or questionnaires. Thus, research on the procedure which principals employ to identify staff needs would be revealing.

A second area for research is the nature of the knowledge and skills which school principals possess to engage in staff development. According to Killion et al. (1989), in order to play the role of people developer, principals require a "new set of skills, knowledge and beliefs" (p.2). Such a knowledge is that of the principles of adult learning. It has been shown that in implementing a staff development programme, it is essential to utilize the principles of adult learning. Such principles stress the value of input from the learner and recognition of the preferred learning styles of adults. The application of such principles would indeed signal the erosion of authoritarianism which has characterized principal and teacher relationship in the school system.

Since principals have indicated that their teachers always respond positively to the staff development efforts, research on what motivates teachers to participate would be worthwhile. Related to this would be the issue of principals' involvement in their own professional development. According

to Rogus (1983) personal modelling by the principal has powerful implications for staff development. Thus, the extent to which principals are interested in their own development, and the opportunities available to them would make an interesting study.

Apart from staff development, the broader area of the role of the school principal leaves room for further study. Since this research has shown that principals do play a role in staff development, a study of their role perception would be significant. It would underline their role in staff development.

Following the claim of principals' involvement in staff development, a logical follow-up would be a survey of the effectiveness of their work. Such effectiveness could be measured by either their school's success rate at examinations or by the career path of their teachers.

4 Recommendations

The work of school principals in staff development require the constant support of the Ministry of Education. In addition, that Ministry should institutionalize the principal's role in staff development by making it an explicit requirement. However, such a move will make it necessary for the Ministry of Education to provide opportunities for the relevant training for school principals.

The lack of consensus between what principals actually do

and what teachers expect of them on some issues suggests a need for clarification. The Ministry of Education should issue a more comprehensive statement of the duties and responsibilities of school principals. Further, personnel from the Ministry of Education as well as principals should acquaint teachers with the duties of principals especially where they could relate to staff development.

Effective staff development programming is an involved process involving needs assessment, planning, implementation and evaluation. Thus, in order to avoid undue strain to principals, the Ministry of Education should appoint assistant principals as well as secretaries to the elementary schools. At present, only secondary schools have secretaries and only one secondary school has an official vice-principal.

5 Conclusion

The findings of this research, particularly from the principals' questionnaire, are at variance with the experience of the researcher. A likely explanation for this is that by tradition, people do not express ideas frankly and openly. It is possible that the factor of social information processing as delineated by Salancick & Pfeffer (1978) determined their responses. According to them, information on job related attitude and behaviour is determined by 'informational social influence'. In other words, people could have responded according to how they thought others in the same group were

responding. Again, St. Lucia is a small society and people could have been hesitant about responding in a way that would show their principal in an unfavourable light

As pointed out previously, the St. Lucian school principal does not have identical responsibilities as his/her North American counterpart. The principal is not involved in recruitment and selection of staff, does not control a budget and is not responsible for the maintenance of the school plant. Perhaps the fact that he/she does not function as manager, explains the scope for devoting time to staff development. Principals' commitment in that sphere deserves commendation by the Ministry of Education. It is a source of encouragement to teachers, especially new ones into the service. It develops confidence in teachers who recognize in their principal a guide or mentor who could inspire them to achieve. Finally, it provides leverage for the Teachers' Union in its demands for salaries matching a high quality of work from school principals.

The value of the role of the school principal in staff development is accentuated when considered within the context of the present time. One of the major characteristics of the twentieth century is the tremendous outflow of new knowledge. Massive strides in science and technology, changes in values, perceptions and attitudes, plus increased interaction on the international level have made new demands on the school as an avenue for channelling knowledge. It is here that the role of

the school principal is projected in our thoughts. By fostering teacher growth and rendering teachers receptive to acquiring new knowledge, principals can set up the machinery for the transfer of knowledge from staff to students. The staff development process, through the instrumentality of the school principal becomes the vehicle for such transfer.

Dr Nicholas Frederick, permanent secretary in the Ministry of Education and Culture in St. Lucia, in addressing school principals at their annual conference in 1990, reported that at the most recent Commonwealth Education Ministers meeting, St Lucia's country paper had included staff development among the specific criteria which could be used to assess quality in schools. Again, in 1981, a UNESCO survey of in-service teacher training in developing countries discovered ". . . a growing interest of teachers in in-service education, particularly in acquiring qualifications, obtaining higher degrees, updating knowledge and implementing innovations" (Bulletin, 1988, p.16). Thus, teachers are willing to comply with efforts aimed towards their development.

In light of the strong emphasis being placed on staff development in this era, research on the subject was timely. A previous discussion has shown that traditionally, school principals have functioned as staff developers. Survey of that legacy which is a mark of leadership is legitimate. Mr. George Forde, education officer for planning in the Ministry of Education and Culture in St. Lucia in his address to

principals at their annual conference in 1990 said, "The leadership that you provide or fail to provide will make a significant difference in the overall development effort."

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APPENDIX A

LETTERS AND QUESTIONNAIRES

Questionnaire

The Role of The School Principal in St. Lucia in Staff Development

The purpose of this questionnaire is to discover what part is played by St. Lucian principals in the overall development of their teaching staff. Related studies have been conducted in developed countries but there is a dearth of similar research in the Caribbean and more specifically in St. Lucia. Some researchers believe that the principal has a crucial part to play in staff development. Others contend that the normal work schedule of the principal limits his or her scope to devote time to such a subject.

This questionnaire contains 45 items. It is divided into four sections each of which focuses on a different aspect. The first section entitled "Background Information" deals with demographic information which is mainly descriptive. The second section entitled "Implementation" focuses specifically on your activities and behaviour that can have an impact on staff development. The third section comprising 5 items is entitled "Problems." It deals with factors that could possibly impede your efforts at staff development. Finally, section D entitled "Professional Development Day" is concerned with your personal involvement with Professional Day activities.

Directions

1. Read each statement carefully.
2. Think about each activity and then decide on your response.

N.B. You are not required to write your name.

Part I

Section A: Background Information

Please answer all the following questions by placing a tick (✓) in the appropriate box. Only one response is required.

1. How is your school classified?

| | |
|------------------|--------------------------|
| Infant | <input type="checkbox"/> |
| Primary | <input type="checkbox"/> |
| All-age Combined | <input type="checkbox"/> |
| Senior Primary | <input type="checkbox"/> |

2. What is your total enrolment?

| | |
|------------|--------------------------|
| 70 - 200 | <input type="checkbox"/> |
| 250 - 400 | <input type="checkbox"/> |
| 401 - 550 | <input type="checkbox"/> |
| 551 - 650 | <input type="checkbox"/> |
| 651 - 800 | <input type="checkbox"/> |
| 801 - 950 | <input type="checkbox"/> |
| 951 - 1000 | <input type="checkbox"/> |
| over 1000 | <input type="checkbox"/> |

3. What is your total staff complement?

| | |
|----------|--------------------------|
| Below 10 | <input type="checkbox"/> |
| 10 - 15 | <input type="checkbox"/> |
| 16 - 20 | <input type="checkbox"/> |
| 21 - 30 | <input type="checkbox"/> |
| 31 - 40 | <input type="checkbox"/> |
| over 40 | <input type="checkbox"/> |

4. Where is your school located?

| | |
|-----------------|--------------------------|
| Rural area | <input type="checkbox"/> |
| Semi-rural area | <input type="checkbox"/> |
| Urban area | <input type="checkbox"/> |
| Semi-urban area | <input type="checkbox"/> |

5. Indicate the number of staff whose highest level of education qualification falls in each of the following categories:

| | |
|---------------------------------|--------------------------|
| less than 4 GCE or CXC | <input type="checkbox"/> |
| 4 - 10 GCE or CXC | <input type="checkbox"/> |
| GCE 'A' Level | <input type="checkbox"/> |
| qualified teachers' certificate | <input type="checkbox"/> |
| Bachelor's degree | <input type="checkbox"/> |
| Other (please specify) | <input type="checkbox"/> |

6. How many years have you been in the teaching service?

| | |
|---------------|--------------------------|
| 10 - 15 years | <input type="checkbox"/> |
| 16 - 20 years | <input type="checkbox"/> |
| over 20 years | <input type="checkbox"/> |

7. How many years have you been a principal?

| | |
|---------------|--------------------------|
| 1 - 5 years | <input type="checkbox"/> |
| 6 - 10 years | <input type="checkbox"/> |
| 11 - 15 years | <input type="checkbox"/> |
| 16 - 20 years | <input type="checkbox"/> |
| over 20 years | <input type="checkbox"/> |

8. What is your gender?

| | |
|--------|--------------------------|
| Male | <input type="checkbox"/> |
| Female | <input type="checkbox"/> |

9. Indicate your age bracket, please

| | |
|---------|--------------------------|
| 25 - 35 | <input type="checkbox"/> |
| 36 - 40 | <input type="checkbox"/> |
| 41 - 50 | <input type="checkbox"/> |
| over 50 | <input type="checkbox"/> |

10. Indicate your highest level of education?

| | |
|-------------------------------|--------------------------|
| Certificated teacher | <input type="checkbox"/> |
| Graduate of Teachers' College | <input type="checkbox"/> |
| Bachelor's degree | <input type="checkbox"/> |
| Master's Degree | <input type="checkbox"/> |
| Other (please specify) | <input type="checkbox"/> |

Section B: Implementation

Please answer all the questions freely.

Indicate how frequently you do the following by placing a tick () in the appropriate box.

| | Always | Often | Some- times | Rarely | Never |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. Conduct orientation sessions for new staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Monitor teachers' classroom performance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Compliment members of staff for effectiveness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Provide feedback after observation of performance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Create opportunities for staff to learn from one another | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Advise staff on matters related to their professional growth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Encourage teachers to attend workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Provide opportunities for sharing of ideas gained from attendance at workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Monitor the implementation of ideas gained from workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Encourage young teachers to obtain further qualifications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Encourage Teachers' College graduates to pursue further training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | Always | Often | Some- times | Rarely | Never |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 22. | Encourage graduate teachers to obtain further qualifications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | Involve staff in decisions related to school programmes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. | Share your vision of the goals of the school with staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | Delegate responsibility to members of staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. | Organise in-service workshops for staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | Allow staff to decide on the content of in-service workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. | Define from the onset goals of in-service workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | Involve staff in planning in-service workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | Select staff development coordinator from among your teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. | Include demonstration lessons in your in-service workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | Use school needs as a basis for in-service workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | Use staff needs as a basis for in-service workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. | Share with staff ideas obtained from educational journals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Always | Often | Some- times | Rarely | Never |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 35. Attend workshops which have been mounted for staff by Ministry of Education personnel or by other authorized groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section C: Problems

Indicate the extent to which your efforts at staff development are hampered by the following:

| | Very Great Extent | Great Extent | Undecided | Very Small Extent | Small Extent |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 36. Response of your staff to your efforts at staff development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Scope afforded you by your regular responsibilities for attending to staff development activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Availability of resources for your staff development activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Support from the Ministry of Education for your staff development activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. The location of your school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section D: Professional Development Day

| | All of the time | Most of the time | Sometimes | Rarely | Rarely |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 41. Do you conduct sessions on Professional Development Day? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. Do you use members of staff as facilitators for Professional Development Day? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. Do you provide opportunities for staff to evaluate Professional Development Day? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. How do you decide how Professional Development Day should be spent? | | | | | |
| a) by following the advice of the District Education Officer | | | | | <input type="checkbox"/> |
| b) by consulting with other principals in the district | | | | | <input type="checkbox"/> |
| c) by responding to specific requests from staff | | | | | <input type="checkbox"/> |
| d) Other (please specify) | | | | | <input type="checkbox"/> |
| <hr/> | | | | | |
| <hr/> | | | | | |
| 45. In a few sentences give your perception of Professional Development Day. | | | | | |
| <hr/> | | | | | |
| <hr/> | | | | | |
| <hr/> | | | | | |

Thank you very much for your cooperation. Please verify that you have responded to all the items. Kindly return the completed questionnaire in the enclosed self-addressed envelope before January 12, 1993.

If you would like a summary of my findings please indicate by placing a tick here ().



Questionnaire

The Role of The School Principal in St. Lucia in Staff Development

The purpose of this questionnaire is to obtain data on teachers' perceptions of the role of the school principal in St. Lucia in staff development. This questionnaire contains 45 items. It is divided into two parts each of which is subdivided into two sections.

Section A in Part I is entitled "Background Information". This deals with the descriptive details. Section B entitled "Expectations" deals with your expectations of how frequently the principal should display certain behaviours that can influence staff development.

In Part II, the first section entitled "Implementation" is concerned with the nature of the interaction between you and your principal and how it can impact upon your development. The second section entitled "Professional Development Day" invites your appraisal of the observation of Professional Development Day.

Directions

1. Read each item carefully.
2. Think about each item before giving a response
3. Answer all questions in each section.

N.B. You are not required to write your name

Part I

Section A: Background Information

Please answer all the following questions by placing a tick (✓) in the appropriate box. Only one response is required.

1. How is your school classified?

| | |
|------------------|--------------------------|
| Infant | <input type="checkbox"/> |
| Primary | <input type="checkbox"/> |
| All-age Combined | <input type="checkbox"/> |
| Senior Primary | <input type="checkbox"/> |

2. What is the enrolment at your school?

| | |
|------------|--------------------------|
| 70 - 250 | <input type="checkbox"/> |
| 250 - 400 | <input type="checkbox"/> |
| 401 - 550 | <input type="checkbox"/> |
| 551 - 650 | <input type="checkbox"/> |
| 651 - 800 | <input type="checkbox"/> |
| 801 - 950 | <input type="checkbox"/> |
| 951 - 1000 | <input type="checkbox"/> |
| over 1000 | <input type="checkbox"/> |

3. Give the average number of students in a class at your school?

| | |
|---------|--------------------------|
| 15 - 20 | <input type="checkbox"/> |
| 21 - 30 | <input type="checkbox"/> |
| 31 - 35 | <input type="checkbox"/> |
| over 35 | <input type="checkbox"/> |

4. Where is your school located?

| | |
|-----------------|--------------------------|
| Rural area | <input type="checkbox"/> |
| Semi-rural area | <input type="checkbox"/> |
| Urban area | <input type="checkbox"/> |
| Semi-urban area | <input type="checkbox"/> |

5. What is the gender of your principal?

| | |
|--------|--------------------------|
| male | <input type="checkbox"/> |
| female | <input type="checkbox"/> |

6. Give the origin of your school principal

| | |
|-----------------------------|--------------------------|
| within the school district | <input type="checkbox"/> |
| outside the school district | <input type="checkbox"/> |
| expatriate | <input type="checkbox"/> |
| not sure | <input type="checkbox"/> |

7. How many years have you been a teacher?

| | |
|---------------|--------------------------|
| below 5 years | <input type="checkbox"/> |
| 5 - 10 years | <input type="checkbox"/> |
| 11 - 15 years | <input type="checkbox"/> |
| 16 - 20 years | <input type="checkbox"/> |
| 21 - 25 years | <input type="checkbox"/> |
| 26 - 30 years | <input type="checkbox"/> |
| over 30 years | <input type="checkbox"/> |

8. What is your gender?

| | |
|--------|--------------------------|
| male | <input type="checkbox"/> |
| female | <input type="checkbox"/> |

9. Please indicate your age bracket.

| | |
|---------------|--------------------------|
| 17 - 20 years | <input type="checkbox"/> |
| 21 - 25 years | <input type="checkbox"/> |
| 26 - 30 years | <input type="checkbox"/> |
| 31 - 35 years | <input type="checkbox"/> |
| 36 - 40 years | <input type="checkbox"/> |
| 41 - 45 years | <input type="checkbox"/> |
| 46 - 50 years | <input type="checkbox"/> |
| over 50 years | <input type="checkbox"/> |

10. Indicate your highest level of education.

| | |
|---------------------------------|--------------------------|
| below 4 CXC or GCE | <input type="checkbox"/> |
| 4 - 10 CXC or GCE | <input type="checkbox"/> |
| GCE 'A' levels | <input type="checkbox"/> |
| qualified teachers' certificate | <input type="checkbox"/> |
| bachelor's degree | <input type="checkbox"/> |
| other (please specify) | <input type="checkbox"/> |

Section B: Expectations

Please indicate how frequently your principal should do the following:

| | Always | Often | Sometimes | Rarely | Never |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. Conduct orientation sessions for new staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Monitor your classroom performance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Compliment members of staff for effectiveness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Provide feedback after observation of classroom performance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Create opportunities for teachers to learn from one another | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Advise staff on matters related to professional growth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Encourage teachers to attend workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Provide opportunities for teachers to share ideas gained from workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Monitor the implementation of ideas gained from workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Encourage teacher to attend Teachers' College | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Encourage Teachers' College graduates to pursue further training (e.g. Challenge or via UWIDITE Programme) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Always Often Sometimes Rarely Never

| | | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 22. | Encourage graduate teachers to obtain further qualifications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | Involve staff in decisions related to school programmes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. | Share his/her vision of the goals of the school with teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | Delegate responsibility to members of staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. | Organise in-service workshops for staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | Allow staff to decide on the content of the in-service workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. | Define from the onset the goals of the in-service workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | Involve staff in planning the in-service workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | Select staff development co-ordinator from among staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. | Include demonstration lessons in in-service workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | Use school needs as a basis for determining the content of in-service workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | Use staff needs as a basis for determining the content of in-service workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. | Refer to ideas extracted from journals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Always Often Sometimes Rarely Never

- 35 Attend workshops which have been mounted for staff either by Ministry of Education personnel or some other authorized body
- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Part II

Section A: Implementation

Please answer all items in this section.

36. Does your principal encourage you to pursue further training?

| | |
|--------------|--------------------------|
| Always | <input type="checkbox"/> |
| Often | <input type="checkbox"/> |
| Occasionally | <input type="checkbox"/> |
| Rarely | <input type="checkbox"/> |
| Never | <input type="checkbox"/> |

37. Is your principal approachable for consultation on matters of a professional nature?

| | |
|---------------------|--------------------------|
| Very approachable | <input type="checkbox"/> |
| Approachable | <input type="checkbox"/> |
| Somewhat | <input type="checkbox"/> |
| Most Unapproachable | <input type="checkbox"/> |
| Unapproachable | <input type="checkbox"/> |

38. How much assistance in instructional matters does your principal provide?

| | |
|-------------------|--------------------------|
| A very great deal | <input type="checkbox"/> |
| A great deal | <input type="checkbox"/> |
| Very little | <input type="checkbox"/> |
| Little | <input type="checkbox"/> |
| None | <input type="checkbox"/> |

39. How is such assistance given?

| | |
|---|--------------------------|
| Through informal meetings | <input type="checkbox"/> |
| Through demonstration lessons | <input type="checkbox"/> |
| Through selection to attend workshops | <input type="checkbox"/> |
| Through sharing ideas at staff meetings | <input type="checkbox"/> |
| Other (please specify) | |

40. To what extent does your principal encourage the use of different teaching strategies?

| | |
|---------------------|--------------------------|
| A very great extent | <input type="checkbox"/> |
| A great extent | <input type="checkbox"/> |
| Hardly ever | <input type="checkbox"/> |
| A small extent | <input type="checkbox"/> |
| A very small extent | <input type="checkbox"/> |

41. On what basis are you selected to attend workshops?

| | |
|----------------------|--------------------------|
| Personal interest | <input type="checkbox"/> |
| Principal's decision | <input type="checkbox"/> |

42. Are the workshops in keeping with your needs?

| | |
|--------------|--------------------------|
| All the time | <input type="checkbox"/> |
| Most times | <input type="checkbox"/> |
| Undecided | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Rarely | <input type="checkbox"/> |

43. Does your principal use a system of delegation of duties that can promote your professional growth?

| | |
|---------------------|--------------------------|
| Most definitely | <input type="checkbox"/> |
| Definitely | <input type="checkbox"/> |
| Undecided | <input type="checkbox"/> |
| Most definitely not | <input type="checkbox"/> |
| Definitely not | <input type="checkbox"/> |

Section B: Professional Development Day

44. In your opinion, to what extent does the observation of Professional Development Day enhance your development as a teacher?

| | |
|-------------------|--------------------------|
| Very great extent | <input type="checkbox"/> |
| Great extent | <input type="checkbox"/> |
| Undecided | <input type="checkbox"/> |
| Very small extent | <input type="checkbox"/> |
| Small extent | <input type="checkbox"/> |

45. In a few sentences give your impression of Professional Development Day

Thank you very much for your cooperation. Please verify that you have responded to all the items in each section.

Kindly return the completed questionnaire together with the signed consent form in the enclosed stamped envelope before January 12, 1993.

APPENDIX B

LIST OF RESPONSIBILITIES OF SCHOOL PRINCIPALS

APPENDIX B

RESPONSIBILITIES OF THE PRINCIPALS

Principals of schools shall be responsible for the day to day management of their schools including:

- (a) The supervision of the physical safety of the pupils;
- (b) The application of the syllabus in conformity with the needs of the pupils of the school;
- (c) Allocation and supervision of the duties of members of their staff;
- (d) The discipline of the school;
- (e) The quality of instruction;
- (f) The proper care and use of school equipment, furniture and supplies;
- (g) The keeping of proper records;
- (h) The furnishing of such returns as may be prescribed or required at any time by the Minister;
- (i) Ensuring the observance of this Act in their respective schools;
- (j) To represent the Minister of Education at meetings, Seminars, Assemblies and other gatherings which the Minister is unable to attend;
- (k) To carry out such other duties as may from time to time be prescribed by the Chief Education Officer or Permanent Secretary.