

## ABSTRACT

### **Implementing School-Based Management (SBM) -- The Case of One School**

*Jacqueline Warner-Murphy*

This study sought to explore the perspectives/concerns of the principal and teachers about the implementation of School-based Management (SBM), a management strategy introduced by the Ministry of Education to reduce the bureaucracy of central government in the delivery of services and resources to schools. Data were collected through interviews held with the principal and three teachers of various levels at a primary school in Trinidad and Tobago. The data revealed that while the participants understood the concept of SBM, they had not experienced its practical application with respect to their roles and responsibilities under the system. However, the transfer of power and authority to the school had resulted in greater collaboration stakeholders. It was further indicated that greater support was required from the Ministry of Education to alleviate feelings of uncertainty regarding the implementation of SBM. Teachers identified concerns about leadership, time, training, inadequate funding, and motivation as factors militating against implementation.

**Keywords:** School administration; School-based management; Principal attitudes; Teacher attitudes; Case studies; School effectiveness; Trinidad and Tobago