

ABSTRACT

A Study of Teachers' and Administrators' Perceptions About the Implementation of School Based Management

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This study sought to determine teachers' and administrators' perceptions about the factors that facilitated or inhibited the implementation of school-based management (SBM) at a secondary school in Trinidad and Tobago. Data were collected through interviews with six teachers and the principal of the school, as well as through document analysis. The findings revealed that: 1) the principal implemented some aspects of SBM, 2) the teaching staff had little knowledge of the innovation, 3) the selection of a middle management team caused some conflict among the staff, 4) there was little support for the implementation process from the district office, 5) the principal's transformational leadership style facilitated stakeholder participation, and 6) the lack of Heads of Department and Deans at the school proved problematic.

Keywords: Perceptions; Secondary school teachers; Teacher attitudes; Administrator attitudes; School-based management; School administration; Educational innovations; Adoption of innovations; Trinidad and Tobago