

Abstract

Teacher performance in two educational districts in the secondary schools sector of Trinidad and Tobago

The study sought to identify, describe, and explain some selected factors related to teacher performance in secondary schools in two educational districts of Trinidad and Tobago. Two independent variables were used. One consisted of three levels of macro situational factors: teacher perceptions of mechanistic bureaucratic orientation, organic bureaucratic orientation, and the status of teaching as a career. The other contained three levels of micro situational factors: teacher perceptions of teacher expectation, principal leadership style, and teacher-student interaction. The dependent variable, teacher performance, had five sub-variables: morale, commitment to student learning, commitment to the school, and professional development. The study was a descriptive causal-comparative study, which involved purposeful sampling (eight principals and one hundred and fifty-five teachers) and the use of questionnaires and interviews for data collection. Using the school as the unit of analysis, basic statistics, Chi-square, one-way ANOVA and Tukey follow up tests were applied to analyse data. Triangulation, using quantitative and qualitative methods for data collection and data analysis, helped to assure reliability and validity. Major findings revealed no significant relationships between teacher performance and teacher perceptions of the bureaucratic orientation of the Ministry of Education and their schools; the

status of teaching as a career, and school climate. Recommendations for more effective and productive teacher performance included: the need for more organic administrative structures in secondary schools;

- greater professionalism on the part of the strategic apex and principals in the sector;
- on-going research on teacher performance;
- more effective application of the personnel function;
- the introduction of more meaningful human resource management and organization development;
- more involvement from TTUTA in setting and maintaining professional standards among teachers.

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KEYWORDS: Bureaucratic Orientation; Principal Leadership Style; School Climate; Teacher Commitment; Teacher Efficacy; Teacher Expectation; Teacher Morale; Teacher Motivation; Teacher Performance; Professional Development; The Status of Teaching as a Career; The Trinidad and Tobago Secondary School Sector.