

ABSTRACT

Gaynelle Holdip

Principalship appears to be the logical hierarchical step in the career life of secondary school teachers in Trinidad and Tobago. However, many teachers seem apprehensive at the thought of becoming a principal.

This proposal for a qualitative study would seek to discover what responses are made to opportunities for promotion to principalship as well as the factors that appear to influence a particular response. The literature suggests that teachers will make positive, negative or vacillating responses. Influential factors have philosophical, psychological and sociological theoretical underpinnings. In effect it is suggested that both the personal and institutional biographies of teachers need to be examined.

A grounded theory design will be employed to identify and categorize common past experiences and similar perceptions, expectations and decisions. Semi-structured interviews and the "snake technique" will be used with a minimum of twenty participants chosen to ensure variety.

This study is limited to secondary school teachers in Trinidad and Tobago without distinguishing school type or looking at responses to other promotion opportunities. It is proposed to complete the study over a six-month period.

Keywords: Gaynelle Holdip, principalship, promotion opportunities, career choices