

ABSTRACT OF THE STUDY

The main purpose of the study was to discover the educational goal preferences of three significant groups in Dominica, Montserrat, and St. Kitts, and to examine some of the implications of the findings for curriculum development in their secondary schools.

Data were obtained from a survey of relevant documents on the socio-economic and educational environments of the islands, from administering questionnaires to randomly selected samples of educators, lay persons, and students, and from interviewing samples of secondary school principals on the curricular emphases of their schools.

The questionnaire, the main research instrument, was comprised of educational goal statements derived from relevant literature on education and was empirically validated. The nine data matrices obtained from the responses of the three groups in the three territories were factor analyzed and compared using varimax rotations. Within each territory, goal preferences were compared, factor by factor, in order to identify similarities and differences.

The study revealed that the three groups in each of the three territories agreed on the importance of certain goals. All groups perceived academic skills, vocational preparation, personal and community adjustment skills, and the development of students' aesthetic potential as desirable educational goals. The groups differed, however, on the number and nature

of their preferred goals and in the emphasis they placed on those goals which they endorsed in common.

The findings have at least three implications for curriculum planning:

- (a) a co-operative approach to curriculum planning and management whereby teachers, students, parents, and other lay persons are involved;
- (b) a redefinition of knowledge for secondary schools in the three territories. At least five categories of skills and understandings are suggested: intellectual, personal adjustment, pre-vocational and vocational, aesthetic, and socio-political;
- (c) a methodology for studying educational goal preferences. The procedures used for composing and validating the questionnaire, and for analyzing and interpreting the findings should be applicable to other education systems.