

## A B S T R A C T

PERCEPTION OF PRINCIPALS' PERFORMANCE IN PRIMARY SCHOOLS:  
IMPLICATION FOR EFFECTIVE SCHOOL

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Jamaica's primary schools are criticized for their lack of quality education which is said to adversely affect succeeding levels of education.

The literature makes it clear that the performance of the principal in the principalship influences the quality of education. The implication then is that if primary education is to be improved, there must first of all be improvement in the performance of the principals who affect this level of education.

Against such a background the main concern of this study was to investigate how principals and teachers in primary schools perceived the principals to be performing in the principalship and note the implication for school-effectiveness at the primary level.

The sample consisted of 20 principals and 50 teachers from 20 primary schools.

Information was obtained by means of Principals' Questionnaire. The data were analysed using mean score, standard deviation (SD), percentage and 't' test to determine if there were significant differences between the principals and the teachers responses.

The findings indicate that there was a significant difference ( $p < .05$ ) between the perception of principals and teachers in how they perceived the principals to be performing in the principalship on all variables. On the whole, the principals were perceived to be performing at a high level.

Some commendable features of the administrator were identified. There were also weaknesses and special needs aspects which respondents thought needed to be addressed.

However, the conclusion was that primary school principals were perceived to be performing commendably in the principalship. Consequently, the implication was that there should be effective primary schools.