

ABSTRACT

The aim of this research was to assess the frequency with which certain problems are experienced by Principals, Vice Principals and Senior Teachers in some Primary or All Age and Secondary Schools in Jamaica and to identify from a relatively large number of variables, those that seemed to bear a significant relationship to the frequency with which these problems are experienced. It was also intended to observe whether the three categories of administrators were similarly affected by the problems and whether those variables demonstrating a significant relationship to Problem Occurrence were identical for all three categories.

Ratings in 39 possible problem areas, as well as, on each of 26 independent variables, which it was assumed might bear some relationship to the frequency with which the problems are experienced, were obtained for 317 Administrators, distributed across the categories as follows:

Principals	163
Vice Principals	64
Senior Teachers	90

in 173 schools: 35 Primary, 96 All Age, 19 Secondary and 23 High.

The data obtained were subjected to the following procedures:-

- I. Stepwise Multiple Regression for the Total Sample: This procedure while not proving a strong measure did reveal as the best predictors of the Criterion (Problem Occurrence) Var-2 (Job Related Tension); Var-18 (Overcrowding); Var-16 (Organization); Var-13 (Average Service of Staff); Var-20 (Sex of Administrator); Var-7 (Faith in People); and Var-4 (Political Activism).
- II. Orthogonal Factor Analyses through which the factors emerging by way of varimax rotation showed the Criterion as having heaviest loadings on factors which had significant correlations with Var-2 (Job Related Tension); Var-4 (Political Activism); Var-6 (Professional and Personal Competence); Var-7 (Faith in People); Var-13 (Average Service Staff); and Var-16 (School Organization).
- III. Discriminant Function Analysis using the ten most outstanding variables derived from the Factor Analysis procedure revealed that these variables significantly discriminated between high and low problem occurrence as perceived by the administrators comprising the Total Sample and Sub-group I (Principals)

All analytic procedures employed revealed certain School Environment and Administrator Personality variables as being most strongly related to the Criterion (Problem Occurrence); and that the three categories of administrators showed variation in their perception of the frequency of problem occurrence and its related independent variables.