

## ABSTRACT

This study was designed to investigate the relationship between Institutional Conflict, Leadership Behaviour of Principals, Classroom Management Practices of Teachers and selected Biographical Data of Teachers. The sample contained 390 teachers from 26 rural Jamaican New Secondary schools. The main data were obtained by the use of a teachers' questionnaire.

Institutional Conflict was the behaviours of individuals in schools which prevented others from achieving personal, professional and school-related goals. Leadership Behaviour of Principals was the behaviours of principals in striking a balance between maintaining positive relationships with teachers while getting the work done. Classroom Management Practices of Teachers were the behaviours of Teachers in planning activities and motivating their students to achieve personal and school-related goals.

Three scales containing items modified from related research were used to test the variables

and their relationships. The major findings include a significant ( $p < .001$ ) interaction among Leadership Behaviour of Principals, Institutional Conflict, and Classroom Management Practices of Teachers. Both Leadership Behaviour of Principals and Institutional Conflict produced a significant ( $p < .01$ ) but slight effect on the Classroom Management Practices of Teachers. Female classroom teachers were less satisfied with the Leadership Behaviour of Principals and the level of Institutional Conflict while managing their classrooms less effectively than their male colleagues.

Although teachers and principals were moderately satisfied with the levels of Institutional Conflict, Leadership Behaviour of Principals and Classroom Management Practices of Teachers these findings suggested that there was still a need for additional, on-going training for principals and teachers in conflict management. In addition, teacher education courses should emphasize recent trends in effective classroom management and include the study of behavioural psychology.