

## ABSTRACT

Perceived Secondary School Principals'  
Managerial Behaviours and Teacher  
Participation in Decision-Making  
in the Victoria Educational Division  
in Trinidad and Tobago

Zabeedah Hosein

The study was conducted in the 20 secondary schools in Victoria Educational Division, in three phases and used methodological mixes of quantitative and qualitative research designs.

The first phase examined 20 principals' overall managerial behaviours using a multi-instrument questionnaire. The second phase examined 196 teachers' actual and desired levels of participation in decision-making in 6 decisional domains in relation to principals' overall managerial behaviours using a multi-instrument questionnaire. The qualitative phase employed the semi-structured interview with 11 teachers in relation to principals' managerial behaviours.

Teachers and principals perceived principals' overall behaviours as consultative. Using t-test statistic, there were significant differences between teachers' and principals' perceptions on principals' overall managerial behaviours.

Principals' managerial behaviours were found to be significantly different among the five secondary school types, but not significantly different between denominational and non-denominational secondary schools. Actual and desired levels of participation in decision-making differed significantly among the four school types of Junior, Senior, Composite and Denominational schools. There was no significant difference between teachers in Composite and Junior secondary schools on actual and desired participation. Female principals were more democratic than male principals.

Using ANOVA, Scheffe S and Newman-Keuls multiple range tests, and Pearson's correlation coefficient it was found that principals' managerial behaviours were significantly related to teachers' perceptions on their levels on actual and desired participation in decision-making. Teachers whose principals were participative perceived the highest level of actual participation, followed by teachers with benevolent/authoritative, then consultative and exploitative/authoritative principals. Teachers with consultative principals perceived the lowest desired level of participation, followed by participative, benevolent/authoritative and exploitative/authoritative principals.