

ABSTRACT

The Influence of School Leadership Style on Collective Teacher Efficacy at Cunningham High School from the Perspective of Three Teachers

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This case study explored how the leadership style of the administration of a secondary school in Central Trinidad might have influenced the collective teacher efficacy (CTE) of its teaching staff. The research focused on the perspectives of three teachers who appeared to be experiencing diminished efficacy as a result of a change in the leadership style of the school's administration. Data were collected through interviews. Analysis of the data revealed that the teachers' perspectives of the staff-administration relationship did have an appreciable effect, with less democratic leadership styles having a negative effect on CTE. However, school contextual factors and teacher affective states were also found to have had a significant influence on CTE.

Keywords: Case studies; Secondary school teachers; Teacher attitudes; Teacher effectiveness; Trinidad and Tobago