

ABSTRACT

Participative Decision-making and its Relationship to Commitment, Efficacy and Morale among Secondary School Teachers in Central Trinidad.

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This study was an attempt to examine the quality and extent of participative decision making by teachers and to correlate that construct to their commitment, efficacy and morale. The study was conducted among secondary school teachers in one educational district of Trinidad and Tobago namely, the Caroni region. Questionnaires were administered and interviews were conducted with a sample smaller than that for the original questionnaires.

A multi-domain evaluative approach was used to determine the level of participation which was experienced by teachers. A set of hypotheses and research questions were generated to investigate participative decision making, commitment, efficacy and morale. These variables were measured by a 47 item questionnaire. Other demographic variables pertinent to the study were examined.

This questionnaire was administered to teachers of the nine Government and Government-Assisted Secondary Schools in the Caroni Educational Division. A total of 217 teachers' responses were analysed representing about 40%-45% of the academic staff of these schools. Nine teachers were interviewed - three each at the different points of the continuum of deprivation, equilibrium and saturation.

The data were analysed using the Statistical Package for Social Scientists (SPSS). A factor analysis was performed and it was found that six demographic variables - gender, age, marital status, ethnicity, school type and professional preparation - accounted for 74.3% of efficacy, 57.6% of morale and 50.4% of commitment.

It was also found that teacher participation in the six facets of decision making - teaching process, work allocation, student/teacher interface, organizational policies, teacher development and evaluation, curriculum design and implementation - contributed very little to the dependent variables of efficacy, morale and commitment. An analysis of variance (anova) was performed on the data and it was found that there were few significant differences among the saturated, deprived and equilibrium groups of

teachers along the continuum of participation in decision-making.

The qualitative data suggested that these dependent variables were more complex than expected and that there were many other factors which may account for them. Some of these factors are the level of the students' ability, lack of school facilities, principal/staff relations, size of classes, teacher autonomy and staff cohesiveness.

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