

ABSTRACT

Stakeholders' Perceptions of Principal Leadership Practices and School Effectiveness in Grenadian Schools

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This thesis investigated stakeholders' perceptions of principal leadership practices and school effectiveness in Grenadian public schools. The main variables in the research were principal leadership practices, school effectiveness and demographic variables. A sequential explanatory (QUAN-qual) mixed methods research design was utilized in this study. The quantitative aspect of the study gathered data from 729 participants using a questionnaire whereas the qualitative aspect of the study focused on case studies of four schools using an interview protocol and observation schedules. The findings indicated that stakeholders' perception of principal leadership practices and school effectiveness were generally positive. The results of the t-Test for Independent Samples revealed generally that there were no significant differences in teachers' perceptions of principal leadership practices based on demographic variables except for the case of sex. Male teachers were more positive in their perceptions. The results further revealed significant differences in teachers' perceptions of school effectiveness based on school level. Primary school teachers were more positive in their views. A Three-way ANOVA analysis revealed that there were no significant interactions among teachers' characteristics in affecting their perceptions of principal leadership practices. The opposite was true for affecting teachers' perceptions for school effectiveness. Principal leadership practices and school effectiveness shared a moderate direct relationship. Multiple Regression analysis revealed that at the primary school level, leadership by principals with a focus on instruction best predicts school effectiveness. The qualitative phase of the research revealed that most of the principals were more involved in administrative or managerial practices rather than effective leadership practices. The findings for one school were not aligned with the views of the teachers at the quantitative phase. There were notable differences and similarities among the characteristics of the schools investigated. The study concluded with the implications from the findings, recommendations and a proposal for future research.

Keywords: Martin-Andre; principal leadership practices; school effectiveness; school constituents' ratings; instructional leadership; transformational leadership.