

ABSTRACT

The Relationships between Principals' Roles in Instructional Supervision and School Effectiveness in Selected Primary Schools in Jamaica

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This study was undertaken to investigate the relationships between the principals' roles in instructional supervision and school effectiveness in eighty-nine (89) selected primary schools in Jamaica. Data pertaining to the principals' roles in instructional supervision were obtained from seventy-two (72) principals through a Principal Self Evaluation Questionnaire, from five hundred and eighty-five (585) teachers through a Teacher Evaluation of Principal Questionnaire and from seventy-seven (77) schools through an Education Officer Evaluation of Principal Questionnaire. Data relating to school effectiveness were gathered via five questionnaires on school effectiveness from the teachers, principals and education officers as well as 455 parents and 1500 grade six students. The analysis of data included principal component analysis, scale analysis, one way analysis of variance (ANOVA), descriptive statistics to ascertain measures of central tendency, standard deviations and correlation analyses.

The overall findings substantiate to some extent the views by researchers that the principals' roles in instructional supervision correlate positively to student achievement and ultimately school effectiveness. There were moderate to low positive correlations between the principals' roles in instructional supervision and school effectiveness. The significance levels support the fact that the relationships were for the most part not significant. High scores on some aspects could not account for high scores on the others hence the insignificance of the relationships. These findings cohere with the theoretical perspectives posited. Evidence from the study also suggested that there was little correlation between the scores on school effectiveness and the Grade Six Achievement Test (GSAT). Among the recommendations are (1) principals should provide direct assistance to teachers in lesson planning, e.g. in common planning time, (2) more work needs to be done by principals in regular classroom visits supported by pre- and post conferencing, and (3) principals need to involve themselves totally in curriculum development.

Keywords: Beverley Icilda Johnson; instructional supervision; school effectiveness