

ABSTRACT

Principals' and Teachers' Perceptions Of The Principals' Roles in Instructional Supervision in Selected Primary Schools in Central Jamaica

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This research was undertaken to investigate the perceptions of teachers and principals about the roles of principals in instructional supervision in primary schools in central Jamaica. The respondents were drawn from thirty-nine primary schools (n=39), and consisted of thirty-eight principals (n=38) and three hundred and thirty-two teachers (n=332). Data pertaining to teachers' and principals' perceptions were obtained through the Teachers' Evaluation of Principals Questionnaire (TEPQ) and the Principals' Self Evaluation Questionnaire (PSEQ). Specific attention was given to three aspects of instructional supervision: (1) instructional development, (2) curriculum development, and (3) staff development, and to (4) interpersonal relationship.

The data were then analysed using descriptive methods to ascertain the mean scores, standard deviations and frequencies for each respondent groups in each domain. T-tests were done to ascertain if there were significant differences in the responses of principals and teachers pertaining to the principals' roles in instructional supervision.

The major findings of this research suggest that principals and teachers were not sharing similar views pertaining to the principals' roles in instructional supervision. Specifically, teachers did not agree that principals were carrying out their roles in instructional supervision. Notwithstanding that the principals agreed that they were carrying out these roles. The teachers also did not agree that principals modelled good communication skills. Both groups concurred however that they were not satisfied with the principals' level of instructional supervision.

The major recommendations emanating from this research were: (1) principals should provide direct assistance to teachers in lesson planning, (2) principals need to involve themselves more in curriculum development through workshops and seminars at all levels so that they can have in-depth and first hand knowledge of curricular issues, (3) principals should foster open and effective communication at all times and to all members of staff in order to improve the quality of instruction, (4) the Ministry of Education, Youth and Culture should relieve primary school principals of some of the administrative duties which inhibit their function in instructional supervision.

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