

ABSTRACT

This investigation sought to identify any relationship between teachers' perceived leadership behaviour of principals and teachers' performance in a sample of fifty (50) All-Age Schools in the parishes of Kingston, St Andrew, St Catherine and St Ann.

The main variables are:

1. **Leadership Behaviour**
2. **Teacher Performance**

Sub-variables of Leadership Behaviour are:

1. Task-Oriented Behaviour
2. People-Oriented Behaviour

The sample comprised 50 principals, 250 teachers and 1250 students from a random sample of fifty All-Age schools in the four parishes named above.

The variable Leadership Behaviour as demonstrated by task orientation and people orientation was examined through a seventy-seven (77) item questionnaire. The variable Teachers' Performance was examined

through two questionnaires, one designed for principals and teachers and one for students. The variables explored personal and professional characteristics of principals and teachers, also school related factors such as location, enrolment and school size.

Analysis of data for 1550 respondents utilized means, S.D., Pearson Product Moment Correlation and Student 't' tests.

The results of the study indicated that there is a positive and significant relationship between teachers' perceived leadership behaviour of principals and teachers' performance. The study also found that:

1. principals in the sample were perceived generally to demonstrate high levels of leadership behaviour - task and people-oriented;
2. teachers in the sample were perceived generally to perform at high levels;
3. personal characteristics such as age, gender, qualification and administrative experience of the principals in the sample did not make a significant difference in the perception of their leadership behaviour and of the performance of their teachers;

4. rural teachers were more positive than urban teachers in their perception of the principals' leadership behaviour;
5. there was no significant difference between the perception of urban and rural principals on the variable leadership behaviour and its sub-variables task-oriented behaviour and people oriented behaviour and on teachers' performance. However, there is an overall trend for urban principals to score more highly on all variables;
6. classroom management was found to be the weakest component of teachers' performance.

The implications of these results led to the statement of a number of recommendations, chief among these being:

1. That the Ministry of Education should continue to make their inservice training sessions regular and meaningful, since it is believed that principals and teachers in the sample benefitted from these efforts.

2. Principals should be careful of the leadership behaviour they demonstrate as this behaviour is likely to influence teachers' performance. It is of vital importance that they know when to use each behaviour (task-oriented or people-oriented) and when to apply the appropriate mix to obtain desired results.

3. Based on the seemingly disparity in perception of school personnel and that of members of the public regarding school performance, it might be necessary for the relevant personnel in the Ministry of Education to ensure that principals and teachers are aware of their role requirement and that the public is aware of these so that a common measure can be used to evaluate performance levels of school personnel.

4. Principals should place much emphasis on goal setting and expectation since the intention to achieve goals constitutes the primary motivating force behind work behaviour and workers generally do what is expected of them.

5. Teachers need to take responsibility for improving their classroom management skills. Also, Principals and Education Officers should, through seminars and workshops, assist teachers in this area in order that the instruction might benefit the students.

6. Further research should be undertaken in the area of school leadership as it relates to teachers' performance.