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CHAPTER ONE

INTRODUCTION



- Background
- Problem
- Purpose
- Research Question
- Significance
- Limitations
- Definition of Terms

BACKGROUND

According to Angela Little, multi-grade teaching refers to the teaching of students of different ages, grades and abilities in the same group. In literature, it is referred to as 'multilevel', 'multiple class', 'composite class', 'vertical group', 'family classes, and in the case of one-teacher schools, 'unitary schools'. It is disguised from mono-grade teaching in which students within the same grade are assumed to be more similar in terms of age and ability. Substantial variation in ability within a grade often leads to "mixed ability" teaching. Variations in age within the same grade can occur especially in developing countries where the age of entry to school varies and where grade repetition is common. The condition of "multi-age-within-grade" teaching appears not to have generated such universal recognition, probably because it occurs more often in developing than in developed countries.

On the other hand, according to Chris Berry, multi-grade teaching occurs within a graded system of education when there are two or more student grade level within a single class. Age and grade are congruent in many graded systems, so a graded level is the same to a particular age group of students. Thus, this may not be the same in the case where grade level repetition and acceleration are common. Also there are three important reasons why multi-grade teaching may occur in both developed and developing countries. Firstly, multi-grade is often associated with small schools in remote and sparsely populated area. Secondly, multi-grade teaching is common in larger urban and suburban schools. Thirdly, multi-grade teaching may be a deliberate response to educational problems. There are very important means

of delivering education in remote communities. In the case of Belize, the multi-grade schools are located in rural areas of the country.

All my teaching experience have been in multi-grade schools and I have observed that there is a limited amount of teachers as staff and for the amount of children given for class levels. I have also noticed that the principals are teaching principals teaching two classes. However, the ratio of teacher to class varies according to the enrollment of the students. Some schools divide their staff as one teacher per division. For example, one teacher for Infant one to standard one, one teacher for standard two to standard four and one teacher for standard five and six. Other schools have a teacher teaching two classes (for example, teacher A – Infants One and Two, Teacher B – standards One and Two, Teacher C – Standards Three and Four, and Teacher D – standards Five and Six). In multi-grade teaching the subjects that are planned and taught by class or groups such as Mathematics and Language Arts whereas, Social Studies, Science, Expressive Arts, Religious Studies, Spanish and Physical Education are planned and taught as one class. The delivery of the lessons as by groups and by one class is scheduled. When the teacher is teaching one group, the other is doing seat work or is at the learning center. It is seen that the learning center assist teachers in multi-grade teaching. At the same time when teaching and administrating collides, it is very hectic for the teaching principal.

This research topic is very interesting for me because I am a teacher who has been engaged in multi-grade teaching for many years. It is believed and proved that at the end of the day the teaching principals, due to their extensive responsibilities, something has to be deprived daily. It may include either the students or the administrative part of the school

PROBLEM

In Belize, there is approximately 51% multi-grade schools in the country, which occurs, mostly in rural communities. When multi-grade principals have to act as principals the problems that arises are compounded. A principal carries a lot of responsibilities and demands, which at times are very difficult and challenging to meet. Some of these duties and responsibilities are monitoring and supervision of teachers in order to ensure that effective learning is done in the classroom; updating of records on a daily basis; checking of teachers plan book and giving feedback on strengths and weaknesses; attendance of principals' meeting. Other duties undertaken by teaching principals are planning and delivery of lessons to students in the best way possible.

Nevertheless, the principal has to perform both duties as an administrator and a teacher at the same time. He/she cannot divide themselves in two pieces in order to do both jobs at the same time. Thus, the issue of teaching and administrating at the same time possess the question, what are the factors that are affecting teaching principals from effectively carrying out their duties?

PURPOSE

The purpose of this research is to determine the factors that are affecting teaching principals within ten multi-grade schools in the Corozal District from effectively carrying out their duties.

RESEARCH QUESTIONS

The following two research questions will guide this study:

1. What are some factors that are affecting teaching principals from carrying out their dual roles as a teacher and principal?
2. To what extent are these factors affecting teaching principals in the implementation of their duties?

SIGNIFICANCE

This study is aimed to be of great benefit to the following:

1. To the principals who are the main target of this research so as to share effective strategies and techniques used in dealing with their dual roles.
2. Perspective students of the University of Belize who may want to get an idea of teaching principals in multi-grade schools.
3. The Ministry of Education, who may want to review the factors affecting teaching principals in carrying out their duties and responsibilities as a principal and teacher, It may also be beneficial to them so as to assist those principals in enlightening them with effective techniques and strategies in executing their duties.
4. Parents will also benefit as it may give them an insight of the work that a teaching principal have in the school and possibly to value the work of a teacher more.

5. Religious denominations will also benefit from this study since it may give them an insight as to what they must expect from teaching principals in multi-grade schools. This may also assist them in forming their staff for their schools.

LIMITATIONS

To start with, this study like any other one, do have its limitations. Presently, there are approximately 10 multi-grade schools in the Corozal District. To assist me in my study, I must identify a sample that is convenient. Therefore, based on the judgmental sampling method, only seven multi-grade teaching principals will be interviewed.

Time is also a limitation since the principals to be interviewed are teachers and I am a full time student. Therefore, an acceptable time with the principals to conduct the interview is a limitation to this study.

The interview technique also limits this study because some principals may not want to answer the questions especially in confidential issues concerning management and Ministry of Education. Other limitations may be:

1. untruthful answers by principals in answering the questions;
2. construction of adequate questions;
3. principals hastily answering the questions without considering a serious situation;
4. distractions while conducting the interview, such as answering phone calls or dealing with a student or visitor.

DEFINITION OF TERMS

1. Multi-grade schools (M.G.S.) – Schools whereby a teacher teaches two or more grade levels.
2. Ministry of Education (M.O.E.) – The governmental body which influence the overall running of the education system of Belize.
3. Dual – two of anything.
4. Teaching Principal – A principal who teaches and administrates at the same time.

CHAPTER TWO

REVIEW OF THE

LITERATURE



- Definition of Multi-Grade Teaching
- Traditions of Multi-Grade Schools in Belize
- Roles of Teaching Principals in Multi-Grade Schools
- Positive Perception of Teaching Principals
- Challenges of Teaching Principals
- Conclusion

DEFINITION OF MULTI-GRADE TEACHING

According to Little (2004), multi-grade teaching can be termed as the delivering of instructions to students with different abilities, ages and grades at the same time by one teacher. Multi-grade teaching is a term used to describe the teaching of primary education of children from a number of grades usually in one class (Birch and Lally, 1995). Juarez and Associates, Inc. (2003) refers to multi-grade as schooling is a strategy to increase the educational opportunities of children because of limited size of student population, a teacher for each grade level of primary school.

TRADITIONS OF MULTI-GRADE SCHOOLS IN BELIZE

The multi-grade schools can be found in the rural areas of Belize where the population is sparse. Trained teachers cannot be attracted due to the remoteness of these schools. Therefore, that may be the reason why untrained teachers can be found in multi-grade schools. Wright also mentions that the fact that most of these schools usually combine classes by division, where the combination depends on the number of teachers available and their experiences and academic qualifications (1998, p.1). Having taught in a multi-grade school for seven years, I am in agreement with the fact that mostly untrained teachers' work in those schools. The principal would be the only one in the staff that would probably be trained in that multi-grade school. Moreover, probably one or two other teachers would have less than five years of teaching experience. This do, put a burden on the teaching principal, who has to make sure that all teachers plan and deliver their planning the best way possible.

ROLES OF TEACHING PRINCIPALS IN MULTI-GRADE SCHOOLS

Teachers in multi-grade schools have many roles to play at school. The major roles of these principals are to administrate and to teach. Some administrative duties include checking teachers' plan book, completing monthly returns, supervising teachers, dealing with parents and community members and attending principals' meetings. Some teacher's duties include completing weekly plan and delivery of lessons to facilitate learning. The work of a teaching principal and administrative principal is balanced in different ways. A review of literature by Carter (2003) about small schools states that 'smaller numbers of pupils make some tasks lighter, but others prove more demanding and time-consuming because teaching principals in a speech made by Trevor Mallard, stated that teaching principals are big and diverse and more likely to conflict with one another.

According to Webb and Vulliamy (1995), their observation is that teaching principals in multi-grade schools place their class responsibilities as priority over the other roles. Role ambiguity emerges and thus, leads to stress and anxiety and consequently, role conflict threatens to cause tension as the different duties continuously arise.

The teaching in primary schools face many challenges to cope with multi-grade teaching and at the same time does have some enjoyable aspects. 'The sense of community that comes from working closely with children, parents and staff members was a dynamic that many teaching principals found it rewarding' (Murdoch & Schiller, 2002). The work in collaboration among students makes them feel as though they could make a great difference in the lives of many children. Working as a staff, knowing each child personally and being able to chat with parents is very important to them. Also, teaching principals have the opportunity to better assess children's growth and academic improvements. Carter (2004) states that in spite of teaching principals workload, many of them do not want to move to large schools where they can find the job of headship as being in less satisfactory. The enjoyment gained from maintaining their teaching duties, which most of the time principals regret is very rewarding.

Many teaching principals develop meaningful relationships with their students by sharing of common experiences over a period of time. According to Murdoch & Schiller, (2002), some teaching principals resent the intrusion of management issues into the classroom. Some teaching principals sometimes resent the intrusion of management issues into the classroom and at the same time develop jealousy and guard the classroom environment. Hence, many teaching principals maintained that teaching enhances leadership role and helps them to lead in example.

CHALLENGES OF TEACHING PRINCIPALS

Today the job of most teaching principals in multi-grade schools are so complex and teachers feel a great sense of responsibility to their classes even though, they know that the parents will judge them on the progress of their children and not on the principalship.

As the principals are teaching they attempt to meet the growing list of accountability requirements by the system authorities. According to Clarke (2002) multi-grade schools are seldom considered by policy makers to be distinct elements with the educational system. I think that the roles of teaching principals are more stressful because of the complicatedness of obtaining a precise record of monitoring and supervising.

CONCLUSION

For many teachers multi-grade teaching is a hard task for those teachers who have taught at multi-grade schools. Multi-grade teaching will remain a feature of schooling in the region. As such it has the potential to expand the possibility of providing education to many children in the range of countries with considerable benefit of all concerned. Nevertheless, many teachers find it very difficult to teach in a multi-grade school.

Finally, principals are left the bulk load of teachers who are not willingly to comply with their dual roles. Multi-grade teaching means that one of the most innovative of educational practices when genuinely understood and practiced

CHAPTER THREE

DATA ANALYSIS



- Sample
- Instrument
- Data Collection
- Data Analysis

Sample

The population of this research comprises of seven multi-grade schools in the rural area of Corozal District. The principals of these schools are teaching principals. Out of the seven principals four are Catholics, two are Adventists and one is Methodist.

For this research, the principals were selected according to their availability and convenience since it requires adequate time to get their responses. To select the seven principals I used the judgmental sampling method.

From the seven principals who participated in the interviews, two of them were females, one from Calcutta Government School and one from San Antonio Government School. Five of them were males who come from the schools of San Pedro Government School, Buena Vista R. C. School, Copper Bank R.C. School, Chunox SDA and Zills SDA. Moreover, one female principal is of Creole descent and the other female is of Garifuna descent while the five males are of Mestizo descendants. Their ages range from 28 years to 42 years of the respondents of the seven teaching principals, two possess a Bachelor's Degree in Education, three possess a level 1 + 2 and two are just sixth form graduates with business major.

To collect my data I used a questionnaire consisting of a set of questions and an interview. One week before administering the interview I sent a letter of consent to each principal. The letter included information such as the topic of the study, the objective and goals of the research and an oath of confidentiality. Some phone calls were made to arrange the convenient time, date and place for the interview.

From the Literature Review the researcher was guided in developing four guided questions for the interview. The interview lasted thirty minutes. Thus, the questions gave the principals a fair chance to answer openly about the factors that are affecting teaching principals in carrying out their duties effectively.

Data Collection

Each principal was met individually in order to collect the data on different days. Five principals were met in school and two principals were met at home. The researcher emphasized the objectives of the interview before starting.

The six open ended questions that the researcher did were intended to address the concern arising from the literature review. Some other questions such as name, religion, and ethnicity were also conducted for the purpose of clarification. At the end of the interview, the researcher compiled a transcript, which was further analyzed into themes, differences, similarities and occurrences.

Data Analysis

As a qualitative study, the data was analyzed using the descriptive approach. The analysis was conducted through comparing the data to develop conceptualized of possible relationship between the different data. The following themes helped the researcher to analyze the data: duties of teaching principals in multi-grade schools, effective strategies recommended by teaching principals in carrying out their duties and the challenges of teaching principals.

The researcher also asked for the differences and similarities in the responses, recurring themes as well as occurrences.

CHAPTER FOUR

RESULTS OF DATA ANALYSIS



- Introduction
- Duties of Teaching Principals
- Challenges of Teaching Principals
- Recommendations of Effective Strategies

INTRODUCTION

This chapter reports the results of the data analysis that was collected by the researcher from the interviews of the seven teaching principals in the Corozal District. For the purpose of the analysis of this study, three themes were identified. The themes were: duties of teaching of teaching principals in multi-grade schools, challenges of teaching principals, and recommendations of effective strategies.

DUTIES OF TEACHING PRINCIPALS

After interviewing the seven principals, the researcher identified that their duties are related in many ways. It was clear that these principals carry a “dual role” as what Little A. (2002) stated in the findings. The following are duties that were common to all seven principals:

- Managing the whole school
- Lesson planning
- Planning and organizing fund raising drives
- Supervision of teachers
- Keeping up-to-date school records
- Directing and assessing staff
- Checking teachers’ plan book and students book
- Dealing with parents, students and other visitors
- Providing report to management, ministry, staff and parents

While Webb and Vulliamy (1995) stated in their findings that teaching principals in multi-grade schools usually place their class responsibilities as priority over other roles, the researcher found in his study that the students were left out in many instances. Out of the seven principals interviewed three of them stated that most of the time, it is the students that suffer the consequences. One of those principals commented that whenever a visitor came to school, he usually leaves the students with seatwork while a teacher from another class

supervised them. The other two principals stated that they leave the students with seatwork while dealing with visitors or parents.

Out of the seven principals, two possess a Bachelor's Degree in Education, three possess a level 1 + 2 and two are just sixth form graduates. Even though most of the principals possess a degree in education, everyday they are faced with something new pertaining to their duties. The arrival of new teachers with just an Associate Degree is one thing that most of those principals do not welcome. However, they must deal with the situation for the collaboration among staff members.

Planning

Planning is one of the responsibilities that occupy most of the time for most principals. One of the principals stated that he has to refer to previous plan book. He does this because being an administrator and principal, at times he find himself puzzled with the duties and responsibilities in a multi-grade system. Moreover, the other principals plan their lesson as usual. Lesson planning in the seven multi-grade schools are done utilizing the common subject approach when the topics are the same for both grades. The subjects like Spanish, Physical Education, Music and Arts & Craft are taught as one class but the concluding activities vary in some cases. The principals stated that they need to supervise teachers in the classroom because some teachers plan very good lesson plans but deliver differently in executing their planning.

Preparation and planning are very important in multi-grade schools. The researcher stated that if teaching principals in multi-grade do not plan properly it is possible that their class may become chaos. Therefore, multi-grade classrooms must make good use of learning centers, and libraries so as to keep students occupied especially when the teacher is out of the classroom

CHALLENGES OF TEACHING PRINCIPALS

The challenges encountered by the seven teaching principals were in agreement with Murdoch & Schiller (2002). The researcher found that teaching principals have a list of accountability requirements by the managers and Ministry of Education. Some challenges include:

- Dealing with students, teachers and parents at the same time
- Limited time for supervision of teachers
- Frequent interruption of lesson
- Lateness and absenteeism of students
- Lack of parental support
- Teachers teaching wrong concepts
- Taking school work at home
- Lack of finance for school programs
- Disciplinary problems with students
- Supervision of teachers
- Teaching more than one class
- Lack of resource materials

One principal emphasized that he barely has time to spend with his family. When he reaches home it is late and he still has to check lesson plans, which occupy more time leaving his wife and children unattended. Another principal stated that his daughter is always reproaching him to his failure of not attending meetings at her school. These principals find

themselves with stress and anxiety. This is in accordance with McRobbie's (2002) findings when he said that role ambiguity emerges, which leads to stress and anxiety.

Out of the many challenges encountered by the teaching principals, they are also faced with teachers who teach the wrong concepts to the students. One of those principals mentioned that he takes standard five and six class so that he could leave them working on their own while he supervise and monitor the other classes. Nevertheless, the supervision conducted to teachers in multi-grade schools are not monitored and supervised properly. Why? Teaching principals seldom evaluate their teachers in a satisfactory manner. These principals are aware that they do not do justice to their schools especially in teaching two or more classes. Furthermore, this shows the complexity of teaching principals' job in multi-grade schools, which Brundrett (2000) illustrated in his findings.

This study also demonstrates the level of parents' involvement in their children's education. Some of the seven principals usually invite parents to facilitate in the classrooms. Nevertheless, these principals must require parents to come to school and assist them.

RECOMMENDATIONS OF EFFECTIVE STRATEGIES

This teaching principals need to incorporate different strategies and techniques that will assist them in their dual roles. These effective strategies are:

- Time management
- Making durable charts
- Construction of learning centers
- Experienced and trained multi-grade teachers, training new teachers

- Cooperative interaction among staff
- Getting sponsors and donations from private business

Staff collaboration is one way teaching principals will manage their duties effectively.

When there is cooperative interaction among staff, parents and students, there is a smooth transition in the daily functioning of the school. One principal mentioned that he has appointed an infant teacher to assist him with the registers on a daily basis. The other principals stated that experienced multi-grade teachers would be the ones who help in training and facilitating those teachers who are new to multi-grade teaching.

Another effective strategy mentioned by a teaching principal is time management. He stated that in order to reach on time he prefers to travel on his own vehicle rather than in bus. He feels more comfortable reaching on time to school, as he is the one to set the standards for the rest of the teachers and students to follow. Another effective strategy by three of the principals interviewed was planning their lessons together. This allows all classes to be teaching the same topics at the same time. In doing this they are in a way catering for teachers who are absent, for parents or another teacher to be able to assist the class without any kind of trouble.

Another effective strategy utilized by one of the teaching principals is support from private business. The principals need to get this support to get sponsorship for materials and resources to run the daily functioning of the school because he cannot wait for the government to give any thing. This strategy has been effective. This teacher feels that by doing this he makes himself and other teachers more comfortable to work.

Another effective strategy practiced by one of these teaching principals is the making of durable charts. These durable charts include alphabet, manners, number charts, days of the week, months of the year and colors. This is a way of investing time and money in which those charts can serve for other school years. Teaching principals need to be a teacher at all times and also flexible so as to perform in the best way possible in order to be the best.

CHAPTER FIVE
SUMMARY
DISCUSSION
RECOMMENDATION



- Introduction
- Summary
- Discussion
- Recommendation

Introduction

This chapter summarizes the problem, purpose and methodology already discussed in the previous chapters, then discusses the results and interprets the findings. It also shows the relationship of the current study with previous studies. Then it makes suggestions for effective practices and future research.

SUMMARY

Most multi-grade teaching occurs in rural area where there is minimal population. It exists within a graded system of education when a single class contains two or more student grade level. The principals have two roles to carry out; that of being an administrator and a teacher. Some of their duties include: checking students' books, and teachers' plan book, attending meeting, supervision of teachers, dealing with parents and other visitors, managing the whole school, keeping up to date school records, and directing and assisting staff. However, their roles are often described as "dual roles" Little A. (2002). They also have to meet the list of requirements by management.

Here in Belize, in multi-grade schools there are more untrained than trained teachers. As a result, the principals have to take up the responsibility of training the untrained teachers to the multi-grade situation, so that the children can get good education.

The organization of the school varies depending on the number of staff and students. Therefore, multi-grade schools have their own way of arranging themselves in order to cater for the needs of their students and teachers. For example, in some multi-grade schools, the classes are divided by two, each teacher teaches two classes. This depends on the enrollment of the

school. In other cases, the classes are divided by division whereby one teacher teaches Infant One, Infant Two and Standard One, another teacher for standard two, three and four and the last teacher for standard five and six. The researcher noticed that most teaching principals usually teach standard five and six. This is because the students can work independently, while he or she attends to visitors, supervises teachers and attends principals meetings or workshops. In some rare cases, some principals teach Infant One and Two, so as to have time after two thirty to do administration.

In the Corozal District there are ten multi-grade schools. However, the researcher having taught at a multi-grade school in Corozal District has worked in a multi-grade school and believes that something has to be deprived on a daily basis. All this knowledge at hand, the researcher conducted a study to determine factors that are affecting teaching principals within seven multi-grade schools in the Corozal District from effectively carrying out their duties.

The researcher used the qualitative research method in order to accomplish this study. The judgmental sampling method was also used for the convenience of the respondents. The assistance of seven multi-grade teaching principals was sought for this purpose and a set of six ended questions were prepared on the literature review in order to acquire the data. A letter of consent was sent to these principals in order to seek their permission to conduct the recorded interviews.

The seven principals were met individually in order to collect the data on different days. Five principals were met in school and two were met at home. After the interviews the researcher compiled a transcript, which was further analyzed into themes, differences, similarities and occurrences.

The Literature Review identified some factors that are affecting teaching principals within seven multi-grade primary schools in the Corozal District from effectively carrying out their duties. They are the duties of teaching principals in multi-grade schools and the challenges of teaching principals. Two issues were also identified to be factors that are presently affecting teaching principals. According to the findings, dual roles are the factor that are greatly affecting the teaching principals from performing, their duties. All the seven principals prefer to be only administrators rather than a teacher and principal simultaneously. This is in contrast to Murdoch & Schiller (2002) findings, where they stated that the enjoyment that teaching principals gain from maintaining their teaching duties is a rewarding aspect. Moreover, being only an administrator the seven principals agreed on acting as a floating teacher in the absence of another teacher.

DISCUSSION

This demonstrates that there are several factors that are affecting teaching principals in multi-grade primary schools from effectively carrying out their duties. In this section, the researcher addresses this factor in detail.

In the Literature Review, the factors mentioned were indeed affecting the teaching principals from carrying out their duties effectively. It was clear that these principals along with their staff operate their school alone in the best way possible. This gives the perception that multi-grade schools are usually neglected and left alone. However, the teachers in multi-grade schools work collaboratively and give the students all their best.

Sigporsson (1995) states that teaching enhances principals' curriculum leadership roles and helps them to lead by example. Thus, this study is in harmony with Sigporsson (1995) and was strongly agreed to by the respondents. Principals are role models to both teachers and students. Nevertheless, the seven principals interviewed prefer to be only administrators or floating teachers rather than teaching principals. This is so because they love the children and have pride and joy for their profession. Furthermore, they hope that managers and ministry of education would start to take a new look at multi-grade schools in Belize. This is to improve the conditions of such schools. This is also in agreement to the findings of Clarke (2002) which stated that multi-grade teaching principals must be provided with a place in the sun.

The researcher also found out that teaching principals find it burdensome when their schools lack trained or experienced teachers. This issue is a common phenomenon in multi-

grade schools, due to their geographical location. In this research, one principal pointed out the importance of trained and experienced teachers on the staff. These teachers also act as facilitators to those new teachers thus, relieving the burden from the teaching principals. Teachers in the educational system should in some way be provided with some form of multi-grade teaching so when they are placed in multi-grade schools, they will have the necessary content to impart knowledge to the students.

The researcher would also like to indicate that the “slip stream syndrome” identified by Dunning (1993) is also a factor that affects teaching principals in multi-grade primary school from effectively carrying out their duties. This factor means that multi-grade schools are seldom considered by policy makers to be distinct elements within the educational system. This school should therefore, perform at the same level of other schools and carry out their duties in the same manner.

RECOMMENDATIONS

The following recommendations are based on the research findings and literature review that relates to the factors that are affecting teaching principals from effectively carrying out their duties.

Firstly, the researcher recommends for an administrative principal who can act as a floating teacher during the absence of any teacher. In this case, the principal can fully perform the administrative duties as well as having the opportunity to interact with all other classes. In this manner the principal will find it easy to attend meetings and workshops and in assisting teachers. Secondly, the researcher will recommend that the student/teacher ratio increase. This

simply means that more teachers will be needed on the staff. This could also indicate that the principal could have one class instead of two or more. The principal along with his/her staff will be the ones to organize the school based on the evaluations of the academic performances of the students. For instance, there can be one teacher for Infant One and Infant Two. In the upper division there could be one teacher for standard six class instead of joining standard five and six. This may vary based on student's performances of each individual multi-grade school.

Thirdly, the researcher recommends that multi-grade schools have an administrative assistant. This could be a (PTA) Parent Teacher Association member. Parents, PTA or any sixth form graduate could fill this post in order to lessen the burden on teaching principals. The assistant could be given a stipend which could come from fund raising activities or having each teacher give a minimal amount of money towards the stipend. In this way she's motivated to give her assistance to the best of her ability.

Another point the researcher also recommends that the local and general managers staff the multi-grade schools in such a way that at least two or more trained teachers be deployed to work in this schools. These are the schools that need assistance academically. Much more can be done with the students with trained teachers increasing their level of performance.

Next, the researcher recommends that the Ministry of Education find time to visit multi-grade schools. In this way they will address the needs of such remote schools.

Then, the researcher also recommends that the Ministry of Education provide workshops for multi-grade teachers and principals on a yearly basis. This will prepare teachers who may be transferred to multi-grade schools so that they will also be enlightened on multi-grade teaching. Thus, they will learn to appreciate the importance of multi-grade teaching.

Finally, the researcher recommends that in the future the cohorts can use it to assist them in determining the factors that are affecting teaching principals in carrying out their duties effectively. This can also be used to determine if the factors are still in existence in the near future.

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APPENDICES



APPENDIX A

Letter of Request and Consent Form

48 Progreso Village

Corozal District

Belize,

February 27 th, 2007

Dear Respondent,

The researcher, Windsor H. Osorio, a student of the University of Belize, majoring in Primary Education (Bachelors Program), is conducting a study to determine factors that are affecting teaching principals within ten multi-grade primary schools in the Corozal District from effectively carrying out their duties.

Your voluntary assistance is being sought in this venture, through the facilitation of an interview, which the researcher will conduct at your convenience. The interview will last about thirty minutes.

There are no known risks associated with this study. The responses given will provide vital information that could improve the situation of teaching principals in multi-grade schools in Belize.

You must be assured that your identification will not be revealed in any publication that may result from any study. If you have any queries or concerns about your participation, you may contact the researcher at telephone numbers, (home) 423-6065, (cell) 609-7752 or by calling

Mr. Gilory Middleton, the lecturer of this course, at phone number 623-6405. Your honestly response to the questions asked will be greatly appreciated.

Kindly indicate your participation by placing a tick in the appropriate line provided.

Thanks in advance for your cooperation in conducting the interview.

Sincerely,

Windsor H. Osorio

Student- University of Belize

Faculty of Education

Yes, I will participate.

No, I will not participate.

APPENDIX B**GUIDING QUESTIONS**

The following questions were asked to the seven principals that the researcher interviewed, to assist him with this research:

1. What are some factors that are affecting schools teaching principals from carrying out their dual roles as a teacher and principal?
2. To what extent are these factors affecting principals in the implementation of their duties?
3. Kindly state your duties and responsibilities as the principal of your school.
4. What are some of your problems you face as the administrator of this school, and as a teacher at the same school?
5. To what extent are these problems affecting your ability to perform?
6. What recognition would you like to make in regards to your dual roles?