

Sociology 25
1999

original

An investigation to determine if the principals and vice principals of five schools in Belize City were able to create changes for better schools after being trained in the Education Administration and leadership course at B. T.T.C.

**Submitted to the principal of B.T.T.C. in
Partial fulfillment of the requirement for
A trained teacher certificate**

**By:
Marita Eiley
August 13, 1999**

Table of Contents

Contents	Page
Acknowledge	i
Chapter I	1
Introduction	2
Background to the study	3
Identification of the problem	6
Purpose of the study	7
Definition of terms	9
Chapter II	
Review of Literature	10
Chapter III	
Research Design	14
Research Method	15
Sample	15
Instrument	15
How data was collected	16
How data was analyzed	16
Chapter IV	
Presentation, Analysis and Intervention	18
Chapter V	
Conclusion and Recommendation	26
Bibliography	27

Acknowledgements

- Special thanks to Mrs. Alma Eiley for her help and support.
- A special thanks to Miss Ellie Dial for her typing skills
- Thanks to my family for all their support.
- Last but not least thanks to the Almighty

CHAPTER I

Introduction

Primary School principals are looked upon as leaders in their communities. They have to deal with the problems of parents, staff members and children everyday. Principals need to be able to deal with problems in a professional manner. Therefore proper on the job training would allow them to improve communication and human relationships. They would also be able to become better decision-makers and better managers.

In many schools the teachers tend to do what they want because their principal lacks proper leadership skills. By completing the training course offered by B.T.T.C., principals will be able to develop personal qualities that will provide them with the skills to initiate change and become better supervisors. By becoming supervisors, they will be able to ensure that staff members are doing what they are supposed to do by managing their time more effectively.

Principals will be able to get full cooperation of all staff members by getting a better understanding of how to delegate responsibilities. By doing this, principals will be able to have time manage the curriculum more effectively. Any principal who completes the principal training course will be able to become more knowledgeable about administration and would be able to run a better school.

Background

Some of the materials for The Principal Training Program was first developed by seven ministries of Education and assisted by four more ministries in Africa. The Africans found out that their principals were not trained and they saw a need to train them in order to have better schools. Because the materials available to them were not adequate, they got together and produced seven modules. These modules will help principals to acquire better managing and professional skills.

The modules were critiqued at two regional workshops. They were also tried in seven different countries. The seven modules were finally launched at a Commonwealth Africa workshop in 1993.

The seven modules are:

Module 1: Self-Development for Educational Managers.

Module 2: Principals of Education Management.

Module 3: Personnel Management.

Module 4: Managing the Curriculum and Resources.

Module 5: Financial Management.

Module 6: Monitoring School Effectiveness.

Module 7: The Governance of Schools.

Dr. Santos Mahung got a set of the modules from the Commonwealth Secretariat in England. The principal of B.T.T.C. then invited educators and

managers of schools to be a team to discuss the program and to decide if the materials can be used in Belize. The team met and agreed that the materials were adequate. The principal then nominated a coordinator and district supervisors for the program and worked with some team members and B.T.T.C. staff to plan and implement a program to be delivered over a two year period.

The program was set up in such a way that the principals nominated for the program would do it in service training. Primary School principals to do the program were nominated by their managers to do the program. The program cost \$350.00. After paying the fee and signing up principal would receive a set of seven modules. The principals would then have to complete the module assignments and enter them and any other relevant material into a portfolio. This portfolio must be professionally done and would be graded on a five-point scale.

- | | |
|-----------------|-------|
| 1. Unacceptable | D |
| 2. Weak | C- |
| 3. Adequate | C/C+ |
| 4. Proficient | B-/B+ |
| 5. Superb | B+/A |

The participants would have to attend a once a month workshop in addition to completing end of module assignments. Supervisors will also visit schools at least once a month. He/she would also attend staff development sessions, staff meetings and PTA meetings. The participants will be assessed at each visit.

So far the second group have graduated and the third group is in training. The program really has been a success in Belize.

This researcher has observed that in many schools teachers tend to do what they like. There is no kind of rules or leadership. The Staff is divided into Cliques and they don't get along. Because of this the performance of the schools is poor. Therefore, principals need the training program in order to have a successful school.

Problem Statement

Although many principals have been trained over the past two years at B.T.T.C., many of them seem to have pursued the training mainly because the school manager nominated them. Many seemed not to have realized the importance of the training and the benefits of the acquisition of skills and knowledge to prepare them more adequately as managers, administrators, and leaders. This research will attempt to find out if six principals who were trained in the Education Administration and Leadership course at B.T.T.C. feel that the program was effective in creating a better school.

Purpose

This study seeks to answer the following questions:

1. Was the program effective?
2. Will the implementation of the program help principals to become better leaders and managers of their school?
3. How participants feel about the program?
4. Did the participants improve professionally?
5. Did relationships among staff, students, and community improve?

Significance

This research investigation will be of great significance to the following:

1. B.T.T.C. because they have put a lot of time and effort in the program and they could use the information gathered to analyze whether the program is effective or not and where they can make improvements.
2. Managers because they will be able to get more data on how principals feel about the program.
3. Ministry of Education because they are responsible for financial remuneration for practicing principals who have completed the course and prospective principals. They are ensuring that the principals they put in the schools are trained.
4. Other researchers who will be able to read the research and get ideas for their own research.
5. Principals who are interested in the program and would like to register for training.
6. Teacher training Institutions in the Caribbean because they will be able to compare the effectiveness of their program to the program in Belize.

Definition of Terms

Better School: - higher academic standards

- more open communication and closer relationship among school, parents, students and wider community.

- improvement in the way the schools are managed.

- improved leadership strategies and qualities.

B.T.T.C.: Belize Teacher's Training College

P.T.P.: Principals' Training Program

Chapter II

Literature Review

In order to have a school performing or functioning at its best, there must be a good principal. A good principal will see to it that his/her school is being run in such a way that everyone involved does his/her job to the best of his/her ability. A good administrator will see to it that the staff uses their talents and skills to make teaching fun and interesting. A good administrator will see to it that all staff members come to work well prepared and ready to impart knowledge.

Administrators have many responsibilities. They are responsible for their school, the staff, the students, and to the whole community. This is supported by Rebore (1985) who states, "All principals have leadership responsibilities. Their functions are divided into the following components: managing the professional staff, the instructional program, pupil-personnel services, support services, and the school's community relations program." This researcher also believes that if principals realize what their responsibilities are they will become more equipped with the necessary knowledge to run a successful institution.

This researcher believes that if principals run schools in a fair manner when discipline is necessary, they will be well on their way to eliminating disciplinary problems. Being fair means that students need to be responsible for their actions and principals need to make sure that students become responsible. Prash (1990) who states, "Instead of being the disciplinarian of the institution, the principal sets a tone in which staff and students share responsibility for their behavior, and the frequency of problems diminishes" supports this. Once students understand that

doing something wrong will not earn them a whipping but they will have to be responsible for what they have done, they will try to make extra effort not to do wrong things in fear of having to be responsible for what they have done.

Another responsibility of the principal is to see that the school is kept clean. To make sure that the classrooms and toilets are cleaned regularly. When this is not done, a visitor who walks in will get the first impression that the principal here is sloppy and lazy. The first impression you get of a principal is the appearance of his/her school. The building could be old but if it is kept clean, that says plenty about the administrator of the school.

The work of principals is never done. They are to be authoritative yet be friendly. They have to be problem solvers, nurses and counselors. They have to provide guidance. This is supported by Elsbree-McNally (1951) who stated, "A school's guidance program will not develop of its own accord. It needs the leadership of the principal to initiate it, organize it, and provide for its continued effective functioning." If anything is to work in a school, it needs the support of the principal. Therefore if principals support a guidance program it will be more likely to succeed.

One of the most important roles of the principal is to have a good relationship with the staff, the parents, and the wider community. However, it is most important to have a good relationship with staff and parents. A good staff relationship is very necessary for the school atmosphere and the success of the

school. Having a good relationship with parents is very important because without it parents will not give their full support to the school.

Effective principals have clear, informed vision of what they want their school to become. These principals translate these visions into goals for their schools and expectations for the teachers and students (Rutherford, 1985). One of the areas available that can facilitate principals to be effective in their schools is the Principals' Training Program. The program equips principals with the knowledge and skills to become better leaders. Trained principals will become more effective leaders who will provide better schools. If the principals are effective, then the school is also likely to be effective (Chulin, 1993).

In summary, principals need to be democratic leaders. They need to have good interpersonal relationships with staff, students, parents and the entire community. They need to be fair, friendly, dedicated, hard working, and open-minded. Good principals see to it that the school has a mission goal and that that mission goal is achieved year after year. A good principal will also involve the staff in achieving that goal. Prash (1990) who states, "the principal's role is to find ways to empower all staff members to maximize their contributions in successfully attaining the school's goals" supports this.

Chapter III
Research Design

Research Method

The researcher selected some people who had completed the principal training program at B.T.T.C. The schools that were selected are all saints, St. Joseph, Trinity, Central Christian, and Bethel Assembly. Most of the principals were very cooperative. The questionnaires along with a cover letter were distributed on the same day by the researchers.

The researchers collected some of the questionnaires the same day. Others were collected the following day.

The researchers then tallied the data using a tally table. The results were then presented on tables, analyzed and interpreted. Conclusions and recommendations were then made.

Sample

The population for the research were all people who have completed the PTP at the BTTC in Belize City. The sample were selected by choosing schools on the north side of the city that were within walking distance from the teachers' college.

The sample used for the research were six females who have completed the principals' training program. Three were principal for the ten years or more. One was principal for one to five years. The other two were neither principal nor vice principal of their school.

Eighty-three percent of the respondents were between thirty-five to fifty years of age and seventeen percent were between twenty-six to thirty-five years of age.

Instrument

The instrument used for this research was a questionnaire which was in two parts. The first part requested that the respondents give their gender, school, age range, qualification, responsibilities and number of years as principal or vice principal.

The second part consisted of thirty questions which respondents were asked to place a check mark(✓) beside the response of their choice whether yes or no.

The questionnaire was geared towards determining if principals and vice principals are creating changes for better schools in Belize City after the Education Administration and Leadership course training at B.T.T.C.

How data was collected

A questionnaire was used as a means of collecting data. The researcher tallied the data collected using a tally table.

Statement	Yes	No
Did you during the current school year: make effective use of the mass media?	11	1111

How the data was analyzed

The total number of responses were recorded for each question. The percentage was found for each response by multiplying the number of responses for the yes/no responses by one hundred and then dividing it by the total amount of respondents.

See Table

Statement	Yes	No	Percentage	
			Yes	No
Did you during the current school year: Promote students use of higher-level thinking skills?	4	2	67	33

$$4/6 \times 100 = 67\%$$

$$2/6 \times 100 = 33\%$$

Chapter IV

Presentation, Analysis and Interpretation

Presentation, Analysis and Interpretation

Part I of the Questioner

Table I – Sex Distribution of Principals

Male	Female
0	6

All the respondents were female see table 1

Table II – Age of Principals

Age Range	18 – 25	26 – 35	35 - 50	Over 50
Frequency	0	1	5	0

One (17%) of the six respondents was between the ages of twenty –six to thirty – five years. Five (83 %) were between the ages of thirty-five and fifty years. See table II.

Table III Qualifications of Principals

Level I	Level II	Sixth Form	Degree	Other
0	2	0	0	4

All respondents are trained as indicated in table III. See Table III.

Table IV Number of years as principal

Number of Years	1 - 5	6 - 10	11 - 15	15 - 20	Above 20
Frequency	1	2	0	0	1

One (17%) of the six respondents was a principal for one to five years.

Two (33) were principals for six to ten years and one (17%) was principal for over twenty years.

Part II of the questionnaire

Presentation of Data

Question	Yes	No	Percentage	
			Yes	No
Did you during this current school year:				
1. Write clearly and concisely so that messages are understood?	6	0	100	0
2. Communicate the school's philosophy to the teachers, parents and the community?	6	0	100	0
3. Communicate the school's vision and mission to the teachers, parents and community?	6	0	100	0
4. Communicate the acknowledgement of the school to the students, teachers, parents and community?	6	0	100	0
5. Make effective use of media?	4	2	67	33
6. Use active listening skills?	6	0	100	0
7. Express disagreements without being disagreeable?	6	0	100	0
8. Promote students use of higher-level thinking skills?	4	2	67	33
9. Promote staff use of high-level thinking skills?	5	1	83	17
10. Praise other for outstanding behavior?	5	1	83	17
11. Involved these in goal setting for the				
a) staff	4	2	67	33
b) parents	4	2	67	33
c) students	4	2	67	33
d) community	3	3	50	50
12. Resolve difficult situations by the use of conflict - resolution method?	3	3	50	50
13. Involve these in decision making for the school?				
Staff	4	2	67	33
Parents	5	1	83	17
students	5	1	83	17
community	3	3	50	50
14. Motivate any of the following :				
a) Staff	4	2	67	33

b) parents				6	0	100	0
c) students				4	2	67	33
15. Monitor the use of the curriculum?				4	2	67	33
16. Encourage the teachers to use the curriculum to plan				5	1	83	17
17. Support the new National Curriculum?				5	1	83	17
18. Access teaching using an assessment instrument?				6	0	100	0
19. Supervise teachers on a weekly basis?				2	4	33	67
20. Give feedback to teachers after supervision?				5	1	83	17
21. Plan and implement training for staff?				6	0	100	0
22. Do staff appraisals?				5	1	83	17
23. Evaluate school programs?				6	0	100	0
24. Have yearly calender of school activites?				6	0	100	0
25. Use principals of effctive time management?				6	0	100	0
26. Delegate responsibilities to:							
a) Staff				6	0	100	0
b) student				5	1	83	17
c) parents				5	1	83	17
27. Plan an annual school budget?				4	2	67	33
28 Have a functional record keeping system?				6	0	100	0
29. Keep daily and monthly finicial records?				4	2	67	33
30 Have a school library?				4	2	67	33

Of the thirty questions, thirteen of them had one hundred percent yes responses most of the questions three dealt with communication. An example of this is communicated in the school's vision and mission to the teachers, parents and community. It is quite clear that the principals are having no problems with communication. It seems that the program really worked in the area of communication of principals with teachers, parents and the community.

According to Prash (1990) 'The empower all staff members to maximize their contribution in successfully attain the schools's goals.' Sixty – seven percent of the principals invoved staff, parents and students in their goal seting. Fifty percent involved the community. It seems that not all the principals are trying to maximize the contribution of the people poorer available to them. This could probably be because the principals don't have confidence in the teachers, parent s and community.

One hundred percent of the principals said that they expressed disagreements without being disagreeable. This could be the result of good communication among staff and parents. This could also be the result of very few conflicts because the principals are doing their job *well*.

Prasch (1990) says, "instead of being the disciplinarian of the institution, the staff sets a tone in which staff and students share responsibility for their behaviors, and the frequency of problems diminishes.

When it comes to delegating responsibilities, one hundred percent of the principals could be that the, principals realize that they cannot do everything on their own. Or that they get more out of the staff when they are involved. Eighty – three percent delegated responsibilities to students and parents. This is the majority of the respondents. It seems that principals who delegate responsibilities to parents get more support from them. That could be the reason why they delegate responsibilities.

Of the six respondents, sixty-seven percent of them planned annual school budget and kept daily and monthly financial records. The other thirty – three percent who responded no to the questions are the ones who are neither principal nor vice principals. They are not in the position to plan annual school budget or keep daily and monthly financial record.

One hundred percent of the respondents said that they motivated staff and students. This could be that they have to try to get the parents involved in the school so they feel that they have to motivate the parents more than the staff and students. Rebore (1985) say, " All principals have leadership responsibilities.

Their functions are divided into managing the professional staff, the instructional program, pupil – personnel service, support services, and the schools community – realizations program.” Based on what Rebores Says principals should get parents, staff and students involved. Therefore they need to motivator all stakeholders not some.

CHAPTER V

Conclusion and Recommendation

It seems to this resister that the PTP is very effective in creating changes in the primary schools. Principals who have completed the program now have the proper skills and knowledge to make changes for the better in their schools. Principals can now communicate better with staff with staff, parents and the community. They now have better relationships with all those who are involved in the success of the school.

This researcher recommends that the PTP place more emphasis on areas such as principal's supervision of teachers, principals monitoring the curriculum, and promoting the use of higher – level thinking skills of both students and staff.

This researcher also recommends that the facilitators of the PTP try to reach out to as much principals as possible. The program is a very good one and all principals should be involved.

BIBLIOGRAPHY

Rebore, R. W. (1985). Educational Administration. A mamagement approach. New Jersey: Prentice Hall.

Rutherford, W. L. (1985). School Principals and effective leader. Kappan journal, 67,7-29

Prasch, John (1990). How to Organize for School- Based Management Association for Supervision and Curriculum Development Alexandria, Virginia.

Elsbree, Willards & Mc Nally, Harold J. (1951). Elementary School Administration and Supervision. American Book Company.

A Training course for principals of primary schools. Handouts

Chulin, G. (1993). the Belize Primary Education Project properties for the training of primary school principals.

JUNE 15TH, 1999

Dear Respondents,

In partial fulfillment for a Level two trained teachers' Certificate, I am required to do a research paper. Kindly provide the information I am requesting in order to collect data to complete this research.

The objective is to determine if principals and vice principals are creating changes for better schools in Belize City after the Education Administrators and Leadership Course training at B.T.T.C.

All data collected will be held strictly confidential and will be used only for the purpose of this research.

Thanks for your cooperation.

Sincerely

Marita Eiley
Student Teacher
B.T.T.C.

QUESTIONNAIRE

BIBLIOGRAPHICAL DATA

Please place a check mark (✓) beside the appropriate option

Gender M _____ F _____

School _____

Age Range:

18 - 25 yrs. _____
26 - 35 yrs. _____
35 - 50 yrs. _____
over 50 yrs. _____

Qualification:

Level ' Trained _____
Level " Trained _____
Sixth Form _____
First Degree _____

OTHER (please specify): _____

Responsibilities:

Only Administrative _____
Teaching and administrative _____

Number of Years as Principal

1 - 5 yrs. _____
6 - 10 yrs. _____
11 - 15 yrs. _____
15 - 20 yrs. _____
more than 20 yrs. _____

Number of Years as Vice Principal

1 - 5 yrs. _____
6 - 10 yrs. _____
11 - 15 yrs. _____
15 - 20 yrs. _____
more than 20 yrs. _____

Kindly respond as honestly as possible.

Please place a check mark beside the response of your choice.

Did you during this current school year :	YES	NO
1. Write clearly and concisely so that messages are understood by all receivers?		
2. Communicate the School's philosophy to the teachers, parents, and community?		
3. Communicate the school's vision and mission to the teachers, parents and community?		
4. Communicate the accomplishment of the school to students, teachers, parents and community?		
5. Make effective use of the mass media?		
6. Use active listening skills?		
7. Express disagreement without being disagreeable?		
8. Promote students use of higher-level thinking skills?		
9. Promote staff use of higher-level thinking skills?		
10. Praise other for outstanding behavior?		
11. Involve these in goal setting for the school? (a) staff (b) parents (c) students (d) community		
12. Resolve difficult situations by the use of conflict-resolution method?		
13. Involve these in decision making for the school? (a) staff (b) parents (c) students (d) community		
14. Motivate any of the following: (a) staff (b) parents (c) students		

	YES	NO
15. Monitor the use of the curriculum?		
16. Encourage the teachers to use the curriculum to plan?		
17. Support the new National Curriculum?		
18. Assess teaching using an assessment instrument?		
19. Supervise teachers on a weekly basis?		
20. Give feedback to teachers after supervision?		
21. Plan and implement training for staff?		
22. Do staff appraisals?		
23. Evaluate school programs?		
24. Have a yearly calendar of school activities?		
25. Use Principles of effective time management?		
26. Delegate responsibilities to: staff _____ students _____ parents _____		
27. Plan an annual school budget?		
28. Have a functional record keeping system?		
29. Keep daily and monthly financial records?		
30. Have a school library?		