

PERCEPTUAL DIFFERENCES OF EFFECTIVE PRINCIPAL PRACTICES WITHIN PUBLIC SCHOOLS IN GRENADA

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Abstract: *This study sought to investigate teachers' perceptions of effective principal leadership practices in public schools in Grenada. It examined differences in perception related to the school level (primary, or secondary), the sex of the teacher and the teacher's role in management (member/non-member of the management team). Using a quantitative research design, a survey approach was applied to collect data. This included the administration of a 66-item Likert scale questionnaire to a sample of 729 teachers at the primary and secondary levels. The findings were analysed using descriptive statistics, the independent samples t-test and the Two-way ANOVA. The results indicated that the teachers' perceptions of principals' leadership were moderately positive. The results of the t-test revealed that there were no statistically significant differences in teachers' perceptions of principals' leadership practices based on school level and teacher role except for the case of sex. Male teachers were more positive in their perceptions. Additionally, male principals were perceived to be more effective in one of four principal leadership practices components. The ANOVA indicated that the interactions among school level, sex, and role affecting teachers' perceptions of Effective Principal Leadership Practices were not significant. This study adds to the conversation on the impact of demographic variables on perceptions of leadership. The study has implications for the training of principals, school autonomy, educational leadership preparatory programme development and the management of perceptions of leadership.*

Keywords: *principal leadership practices, teachers' perceptions, teachers' characteristics, teacher sex, Grenada*

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