

CHAPTER 1 THE PROBLEM

The end of the second millennium marks a resurgence of public concern about the effectiveness of public education in the United States. Throughout this country, public schools face increasing public criticism and continuous political fall-out from proposed voucher systems and charter-school initiatives. In virtually every state, massive attempts at educational reform are underway. California and Maryland schools are subject to the complete overhaul of their administrative and teaching staffs in a reform effort called reconstitution (Hardy, 1999). Denver, Colorado, faces a class action suit alleging conditions in that city's schools are so bad they violate students' civil rights (Hill, 1998). Virginia is no exception. The advent of state-mandated assessments and their use in determining individual school accreditation places enormous stress on educators at all levels to accomplish extensive reform and curriculum realignment.

The primary responsibility of individual school reform rests in large part with the building principal. Several researchers (Davis, 1998; DeLuca, 1995; Martin, 1991) maintain that the principalship is one of the most demanding of all public school administrative roles. Sharp declines in resource availability and sharp increases in public dissatisfaction and expectations pose serious challenges to principals at all school levels. Principals are faced with the task of maintaining structure and order within increasingly hostile and unpredictable environments. The prospect of job loss as the result of actions taken or not taken and events or outcomes over which they may not have direct control continually haunt even the most effective principals (Deal & Peterson, 1994; Leithwood, 1992; Martin, 1990). The vulnerability of principals is underscored by the few due process

protections provided by most states to principals who are at risk of losing their jobs. Administrative tenure, where it does exist, is experiencing political and popular assault. Georgia, New Jersey, New York, and Pennsylvania recently joined many other states in eliminating or radically restricting tenure for principals (Hendrie, 1998).

To a great extent, the success of schools depends on the effectiveness of principals. Therefore, an understanding of effective leadership and ineffective or unsuccessful leadership is important, as is an understanding of tenure issues, which provide a level of security for the very tenuous position of public school principal.

Purpose

Researchers of effective schools highlight the crucial role of the school principal and the importance of the principal's leadership to instructional effectiveness and improvement (Leithwood, 1992; Sergiovanni, 1995). Given the precarious nature of principals, there is a pressing need for continued research on leadership behaviors, especially those behaviors that are characterized as career-threatening (Davis, 1998). There is, however, a small number of researchers (Davis, 1998; DeLuca, 1995; Martin, 1990) who have examined factors related to ineffective school leadership. The purpose of this study was to expand the research previously conducted on the issue of ineffective school leadership and to identify characteristics of career-threatened principals in Virginia.

The objectives for this study were to (1) identify the behaviors of career-threatened principals as viewed by superintendents, (2) to identify the primary sources of information about these career-threatening behaviors, (3) to identify the interventions chosen to assist career-threatened principals, (4) to identify personal

characteristics and school demographics relating to the career-threatened principals, and (5) to determine the resulting career implications for these principals. Central to this study were potential deficiencies in administrative competencies. Scores on a series of administrative competencies, as rated by division superintendents, were gathered to determine which competencies were most contributory to career-threatening problems. The relationships among demographic data, competency scores, sources of information about the career-threatening problems, interventions initiated by the division superintendent and final outcomes for these principals also were investigated. These relationships were not investigated in any of the three studies (Davis, 1998; DeLuca, 1995; Martin, 1991) previously conducted. Figure 1 is a graphic representation of the components of this study.

These data can provide current information to institutions providing leadership preparation and can guide school divisions in the development and implementation of selection processes that more accurately assess candidate qualities for the principalship. Additionally, this information can be used to develop resources and strategies that new principals or veteran principals experiencing difficulties can draw upon in their professional development endeavors.

The spotlight of public scrutiny is squarely focused on the public school principal. Powerful new accountability standards magnify the role of principals and place it among the most important in the public school arena. It is critical to understand where the pitfalls lie for these educators in order to provide them with information and professional assistance.

See pdf file model_2.pdf

Research Questions

To study the problem of career-threatened principals in Virginia, the following questions were addressed:

1. What are the demographic characteristics of career-threatened principals?
2. What administrative competencies are most closely associated with career-threatened principals in Virginia?
3. Do these administrative competencies cluster?
4. Through what sources did the superintendent become aware of career-threatening behaviors?
5. What interventions were provided to assist career-threatened principals?
6. What were the final career outcomes for these career-threatened principals?
7. What is the relationship between a principal's scores on administrative competencies and the principal's
 - a. sex,
 - b. school grade levels,
 - c. division size,
 - d. school size, and
 - e. previous position.

8. What is the relationship between a principal's scores on administrative competencies and the final career outcome for that principal?

9. What is the relationship between division size as measured by ADM and
 - a. the sources of information about the career-threatened principal,
 - b. the interventions superintendents initiate, and
 - c. the final career outcome for the career-threatened principal?

10. What is the relationship between sex and
 - a. the sources of information about the career-threatened principal,
 - b. the interventions superintendents initiate, and
 - c. the final career outcome for the career-threatened principal?

11. What is the relationship between school grade level and
 - a. the sources of information about the career-threatened principal,
 - b. the interventions superintendents initiate, and
 - c. the final career outcome for the career-threatened principal?

12. What is the relationship between average daily membership of the career-threatened principal's school and
 - a. the sources of information about the career-threatened principal,
 - b. the interventions superintendents initiate, and
 - c. the final career outcome for the career-threatened principal?

13. What is the relationship between the years of experience of the career-threatened principal and
 - a. the sources of information about the career-threatened principal,
 - b. the interventions superintendents initiate, and
 - c. the final career outcome for the career-threatened principal?

14. What is the average number of years that career-threatened principals experienced career-threatening problems?

15. What is the average number of years that career-threatened principals had been principals?

16. What are the demographic characteristics of the responding superintendents?

Definitions

1. **Administrative competencies** are those competencies drawn from the literature that are identified as critical to the success of a principal. These competencies are in question C of the questionnaire in Appendix A. The following numeric scale was used for responses: 1 (low competence), 2, 3, 4, 5 (high competence).
2. A **career-threatened principal** is the head administrator of a school who was identified as career-threatened by a responding superintendent. See question B of the questionnaire in Appendix A.
3. **Superintendent** is the chief executive of a school division and is that person who has direct or indirect supervision of principals. Superintendent is further defined as one who is supervised by a school board or local board of education in Virginia. Superintendents were those identified on the homepage of the Virginia Department of Education on April 1, 1999.
4. **Intervention** is a formalized process selected by superintendents to ameliorate the identified administrative deficiency(ies) of career-threatened principals . Interventions are in question E of the questionnaire in Appendix A. Interventions were coded 0 if not selected and 1 if selected.
5. A **career outcome** is a consequence of career-threatening problems. Career outcomes are in question F of the questionnaire in Appendix A. Outcomes were coded 0 if not selected and 1 if selected.
6. **Sources of information** are the sources from which the superintendent became aware of career-threatening problems for the principal. Sources of information are found in question D of the questionnaire in Appendix A. Sources of information were coded 0 if not selected and 1 if selected.
7. **Division size** is the average daily membership in a school division. See question B 5 on the questionnaire in Appendix A.

8. **School size** is the average daily membership in a career-threatened principal's school. See question B 6 on the questionnaire in Appendix A.

9. **Sex** was coded 1 for males and 2 for females. Sex was collected for both career-threatened principals and responding superintendents. See question B 4 on the questionnaire for sex for career-threatened principals and to question G 1 on the questionnaire for sex of responding superintendents. The questionnaire is in Appendix A.

10. **School grade level** is elementary school, middle/junior high school, or high school. School grade level was coded 1 for elementary, 2 for middle/junior high school, and 3 for high school. See question B 1 on the questionnaire in Appendix A.

11. The **number of years in the principalship** is the aggregate number of years the career-threatened principal had been a principal. See question B 2 on the questionnaire in Appendix A.

12. The **number of years served in a principalship under career-threatening conditions** is the length of time the principal remained in the position after career-threatening problems were known by the superintendent. See question B 3 on the questionnaire in Appendix A.

13. The **position held by the career-threatened principal immediately prior** to the position in which the career-threatening problems were incurred. These positions are: classroom teacher (coded 1), assistant principal within that school (coded 2), assistant principal within that division (coded 3), assistant principal in another division (coded 4), principal within the division (coded 5), principal in another division (coded 6), central administration position (coded 7), or other position as specified by the respondent (coded 8). See question B 7 on the questionnaire in Appendix A.

14. The **number of years in the superintendency** is the aggregate number of years a superintendent held the position of superintendent. See question G 2 on the questionnaire in Appendix A.

15. The **number of career-threatened Virginia principals** encountered by superintendents is the aggregate number of career-threatened principals individual superintendents encountered during their careers as superintendents. See question G 3 on the questionnaire in Appendix A.

Organization of the Study

In Chapter 1, an introduction, the purpose of the study, definitions, and research questions were presented.

In Chapter 2, a review of literature on the nature of effective principals and the identification of behaviors and characteristics that produce career-threatening situations for principals is presented. Literature was reviewed on tenure issues for educators, frequently used interventions, and career outcomes for career-threatened principals.

The methodology for this study is presented in Chapter 3. Data collection and data analysis are discussed in this chapter.

In Chapter 4, data analyses are presented. Descriptive statistics are used to produce a demographic profile of career-threatened principals in Virginia. Mean scores were calculated for administrative competencies. Frequencies were calculated for sources of information, for interventions initiated by superintendents, and for final career outcomes. Additionally, demographic data are presented for Virginia superintendents. Inferential statistics are used to provide information on relationships between the demographic variables and the variables administrative competency, sources of information, interventions, and final career outcomes.

Conclusions, implications for practice, and suggestions for avenues of future research are presented in Chapter 5. The information produced from both the descriptive and inferential statistical analyses is discussed.

CHAPTER 2 REVIEW OF RELATED LITERATURE

Nature and Scope of the Review

To understand career-threatened principals, it is important first to develop an understanding of school leadership from a historical perspective. The characteristics of successful school principals provide a framework within which career-threatened principals can be studied. Because the lack of effective school leadership has the potential for serious negative consequences for the education of students, it is important to develop an understanding of how superintendents become aware of a career-threatened principal and to examine intervention strategies implemented to assist the at-risk principal. Understanding the options available to superintendents when dealing with a career-threatened principal helps to explain the processes and procedures superintendents follow when addressing career-threatened principals. A review of the tenure and due process protections provided principals serves to balance the issue of what happens to principals who find themselves in career-threatening situations and how it happens.

Historical Views of Leadership

Since the close of the Civil War, there has been significant change in the way the administration of schools has been conceptualized in the United States. Researchers (Culbertson, 1988; Daresh & Playko, 1991) have investigated this phenomenon. Daresh and Playko suggest a three-stage evolution of school administration: (1) the scientific management era, (2) the human relations movement, and (3) the human resource development era.

The Scientific Management Era

The period from the end of the American Civil War through the end of World War I saw tremendous growth in formal systems of education in the United States. Schools became larger, and the nature of their instructional programs became more complex. Concurrent with this growth was a change in the perception of the nature of school leadership (Daresh & Playko, 1991). The role of school leader was now recognized as a complex, time-consuming job that could no longer be accomplished by a part-time teacher-administrator.

At the turn of the century, educational practices became significantly influenced by trends in corporate management. In 1916, the views of Frederick W. Taylor, whose scientific management principles were heralded in industrial organizations, were incorporated into the formulation of educational administrative thought (Culbertson, 1988). Daresh and Playko (1991) outlined the essential principles of Taylor's views that include the following:

1. Time-study principle: All productive efforts should be measured by accurate time study, and a time standard should be established for all work done.
2. Piece-rate principle: Wages should be proportional to output, and rates should be based on the standards determined by time study.
3. Separation-of-planning-from-performance principle: Management should keep from workers the responsibility for planning work and arranging conditions for making the performance physically possible.
4. Scientific-methods-of-work principle: Management should keep from workers the responsibility for their methods of work, determine scientifically the best methods, and train workers accordingly.

5. Management control principle: Managers should be trained and taught to apply scientific principles of management and control.

6. Functional principle: The strict application of military principles should be considered, and the organization should be so designed that it best serves the purposes of improving coordination of activities among specialists.

The consistent theme of these six principles is that life is so predictable that laws can be developed to serve as guides for every circumstance that arises within an organization. In a like manner, outcomes are highly predictable. These principles were readily advocated by such educational scholars of the time as Cubberley and were viewed as the preferred method of educational reform for the era (Culbertson, 1988).

The Human Relations Movement

A consequence of the scientific method of management was the placement of the goals of organizations over the interests and needs of the people who were members of the organization. Treating employees as "replacement parts" predictably produced a reactionary movement that is characterized as the human relations movement (Daresh & Playko, 1991). This perspective, followed from the 1920s until the present, allowed employees to work together to define organizational goals and to develop activities to meet these goals. The resulting democratic process, while focusing on the needs and desires of the workers, did little to focus on the needs and goals of the organization. When placed in the perspective that historical review allows, this shift exchanged one extreme for another (Daresh & Playko, 1991).

The Era of Human Resource Development

Today, prevailing organizational theory centers on the concept of human resource development. This view incorporates many of the human relations concepts but does so in a manner that includes the goals and needs of the organization. The role of the leader is defined as one who helps the people within the organization become efficient and effective in discharging their responsibilities, which in turn produces a more effective and efficient organization. The effectiveness of the organization and of the employee is integrally related, and the success of each depends on the success of the other (Daresh & Playko, 1991). In public education, this model places great responsibility on the school leader who is the connection or pivot point between the organization and its workers. The administrator must seek to balance the needs of the organization with the needs of the employees and clients and to facilitate the smooth operation of both. It is this need to balance that often places the principal in career-threatening positions. It is important, therefore, to study the characteristics of leaders who effectively manage the needs of the organization with the needs of the workers. It is equally important to study the characteristics of unsuccessful leaders to provide a more complete analysis of the complexities of educational leadership.

Leadership Effectiveness

The term leadership is defined in many ways. Theorists have defined leadership as individual traits, influence over people, patterns of interaction, occupation of an administrative position, and as the perception of others regarding

the legitimacy of influence (Yukl, 1981). The following is an overview of these descriptions and definitions.

Fiedler's Contingency Model

Fiedler (1976) developed a contingency model to explain that leadership is the product of at least three components--the leader, the led, and the situation in which they all function. Fiedler described his contingency model as--

a theory which states that the group's performance will be contingent upon the appropriate matching of leadership style and the degree of favorableness of the group situation for the leader, that is, the degree to which the situation provides the leader with influence over his group members. The model suggests that group performance can be improved either by modifying the leader's style or by modifying the group-task situation. (p. 262)

Fiedler and Garcia (1987) described leadership effectiveness as the degree of success with which a group performs primary assigned tasks. They suggest that the successful performance of these assigned tasks is achieved when common goals are established and when responsibility for achieving those goals is shared among all stakeholders.

Followership

Leadership is often described in terms of followership. There is usually a delicate balance between leading and directing (Hughes, 1999). Often this difference hinges on the followers' belief in and commitment to the vision of the

leader. To establish this belief, followers must trust the leader. Gardner (1990) wrote that “whether the subordinates become followers depends on whether the executives act like leaders” (p.3). Leaders must represent honesty and trustworthiness if they are to inspire subordinate commitment to the leader’s vision (Kouzes & Posner, 1993). Kouzes and Posner believe that honesty and trust are fundamental to the development of followers. “Honesty is absolutely essential to leadership if people are going to follow someone willingly,” (p.14). Followers need to know that the person they are following is “worthy of their trust” and is...“truthful and ethical” (p.14).

Leadership Traits

Bennis (1982) defined leadership in terms of leader traits. These traits encompassed themes found in many definitions of leadership. These traits were strong vision, communication of vision through metaphoric language, persistence and use of failure as opportunity, knowledge of the organization, and the ability to empower others to accomplish goals. These traits, along with intelligence, dominance, self-confidence, and high energy levels are consistently linked to leaders. House and Baetz (1979) reviewed trait research and drew three conclusions:

1. leadership exists only with respect to others,
2. leadership requires the personal motivation to be influential, and
3. leaders are driven to achieve and have a desire to excel.

Transactional and Transformational Leadership

Burns (1978) distinguished between transactional and transformational leaders. Burns described transactional leaders as those most commonly seen in organizations where transactions involving relationships with both the organization at large and the employees take place. Transactional leaders made tasks clear and provided rewards for work that were congruent with the goals of the organization. Transformational leaders, according to Burns, used their knowledge and skills to work both internally and externally to develop new directions for the organization, to sustain old resources and to secure new ones, and to address present challenges while anticipating future ones. The transactional leader is a maintainer. The transformational leader is a change agent.

Many researchers (Blumberg & Greenfield, 1980; Keedy, 1990; Leithwood & Stager, 1989; Yukl, 1994) portray leadership as a transformational phenomenon. Characteristics include the development of common goals and shared purposes and the implementation of collaborative decision-making. Modern leaders have been described based on either their ability to maintain supportive personal relationships or on their use of directive, task-oriented behaviors (Davis, 1998). However, current researchers find that effective leaders use both relationship and task-oriented behaviors to effectively administer their organizations (Davis, 1998; Hersey & Blanchard, 1982; Hersey, Blanchard, & Johnson, 1996; Yukl, 1981 & 1994). In other words, transactional and transformational leadership approaches are complementary rather than oppositional leadership constructs (DeLuca, 1995).

Whatever leadership definition is used, the common theme is the notion that leadership is a group phenomenon involving the interaction between two or more

persons. Intentional influence is exerted by the leader over the followers (Yukl, 1981).

Multiple Linkage Model

To analyze leadership effectiveness, Yukl (1994) developed the Multiple Linkage Model. This model includes a wide range of situational and behavioral variables that measure leadership behaviors and their relationship to organizational performance. Though this model was not designed specifically to analyze organizational effectiveness in public schools, Davis (1998) found it to be an effective tool to analyze leadership behaviors of public school principals because the four types of variables used by Yukl fit within educational contexts. Davis identified these variable types and related them to educational leadership as follows:

1. Leadership behaviors (i.e., drawn from Yukl's 14 managerial practices),
2. Intervening variables consisting of interactive group processes that determine the effectiveness of organizational tasks and outcomes (e.g., attendance and behavior), and
3. Criterion variables that measure organizational effectiveness (e.g., student achievement), and
4. Situational variables beyond the leader's direct control that either substitute for or neutralize leadership behavior (e.g., teacher training and experience, technology, common values, size of faculty, task structure, organizational structure, and economic conditions). (p. 62)

Davis (1998) used this model to measure leadership effectiveness for California principals. Yukl's (1994) 14 managerial practices, which are "the underlying foundation for the Multiple Linkage Model" (p. 63), were grouped by Davis into four variable categories. These are:

A. Making Decisions

1. Planning long-term objectives and organizing human and material resources efficiently.
2. Solving problems decisively, systematically, and effectively.
3. Consulting with employees and inviting their participation in critical decisions.
4. Delegating tasks and allowing employees to assume important job responsibilities.

B. Influencing People

5. Motivating and inspiring others.
6. Recognizing the special contributions and efforts of employees.
7. Rewarding employee performance with tangible rewards.

C. Building Relationships

8. Supporting employees by being approachable, considerate, patient, and helpful.
9. Developing employee skills and mentoring employees in their career aspirations.
10. Managing conflict and team building.
11. Networking through formal and informal contacts with other professionals.

D. Giving-Seeking Information

12. Informing employees of key decisions and information necessary to accomplish organizational tasks and goals.

13. Clarifying employee roles and objectives.

14. Monitoring employee work, organizational outcomes, and environmental influences.

Yukl (1994) illustrates that effective leadership is grounded in the complex contingencies of personality, situational conditions, communication, and interpersonal relationships (Davis, 1998). Contingency theories of leadership concern the moderating influence that situational variables have on the relationship between leader behavior and outcome variables such as group performance (Yukl, 1981). In public education, the relationships and interactions that exist within the school organization include those among teachers, administrators, students, and parents. These relationships are subject to an array of individual needs, environmental influences, and differing, often competing, values (Sergiovanni, 1995, 1996). Sternberg (1998) suggested that effective principals know which issues and situations within an organization are negotiable and which are not. Further, effective principals understand that stakeholders within an organization have different values and facilitate the development of a vision for the school that can be shared by all stakeholders.

Though the effectiveness of the school organization and, therefore, the school leader is defined most often in terms of student achievement, there are factors such as teacher, parent, and student satisfaction, parent support, leadership vision, and leadership facilitation of change that contribute to the perception of effectiveness in the organization of the school. Perceptions of school effectiveness can also be affected by other factors such as fiscal responsibility, faculty and student attendance, crime rate, school climate, and material resources (Hallinger & Heck, 1996). Whatever criteria are used, organizational success is dependent on leadership success. Understanding the

variables that may contribute to ineffectiveness or lack of such success is important to both theorists and practitioners (Martin, 1990, 1991).

Leadership Ineffectiveness

While much is known about the characteristics of effective leaders, much less is known about the characteristics of ineffective leaders. There is more extensive research in the area of public sector leadership failure than in educational leadership failure (Hymowitz, 1988; Lombardo & Eichinger, 1988; McCall & Lombardo, 1983). However, in recent years, interest in the characteristics of unsuccessful school leaders has increased. In the past decade, several researchers have investigated unsuccessful principals (Davis, 1987, 1998; DeLuca, 1995; DeLuca, Rogus, Raisch, & Place, 1997; Martin, 1990, 1991). These researchers drew on the research of ineffective leadership in the corporate or private sector to find comparisons for the educational setting. A review of the research on private sector leadership failure provides a basis for the study of educational leadership failure in Virginia and elsewhere.

Failure of Private Sector Leaders

Research on private sector leaders reveals that failure falls within several broad categories (Davis, 1998; Hogan, Curphy, and Hogan, 1994; Martin, 1991). Martin found that manager incompetence takes on one or more forms, including technical, bureaucratic, ethical, productive, or personal failure. Hogan et al. determined that those who fail for personal reasons exhibit "overriding personality defects such as arrogance, dishonesty, moodiness, selfishness, compulsiveness, abrasiveness, or insensitivity toward others" (p. 499). Such leaders may often be

"overly ambitious, unable to make decisions, or unwilling to delegate tasks to subordinates" (p. 499).

Davis (1998) found that in addition to personal factors such as those suggested by Hogan et al. (1994), there are other reasons, generally relating to productivity, for why corporate leaders fail. Citing Hymowitz (1988) and McCall and Lombardo (1983), Davis gave three key themes that contribute to the failure of corporate leaders. These are

1. poor planning and decision making,
2. poor management of time, tasks, and people, and
3. a lack of vision and ability to see the big picture.

Hymowitz (1980) interviewed 191 corporate leaders to explore leadership failure. Hymowitz found that the single greatest reason for leader failure was the inability to get along with others. Leaders who failed were unable to inspire others or to win their loyalty, were not good listeners, and viewed conflict as negative and as something to be avoided as opposed to inevitable and possibly constructive. These managers seldom recognized employee contributions, seldom involved employees in decision-making, and neither encouraged group participation nor conducted meetings that elicited ideas or sought input and cooperation from workers.

Failure of corporate leaders is a phenomenon often described as derailment (Lombardo & McCauley, 1988). Derailment is the failure of a manager or executive to reach expected higher levels of responsibility in an organization. The general results of this failure to meet expectations are demotion, failure to be promoted, or termination.

McCall and Lombardo (1983) conducted a study of 41 senior executives of Fortune 500 companies. Twenty-one of these executives had experienced past career derailment. All of these subjects were described by colleagues or

supervisors as bright, ambitious, and hard workers. Each had been identified early in their careers as potential rising stars. Despite these positive, desirable characteristics, the researchers found that derailed executives also demonstrated at least two of several fatal flaws: performance problems with the business; insensitivity to others, arrogance; betrayal of trust; failure to staff effectively; failure to think critically or strategically; failure to adapt to changing management styles; and excessive dependence on a mentor. The most frequently cited flaw, however, was insensitivity to others.

When viewed in the larger context, the personal and productive characteristics identified as career threatening in corporate leaders can be translated from the corporate arena to the educational arena. Derivatives of these characteristics and competencies, both personal and productive, are applied in identifying those behaviors of Virginia principals that lead to career-threatening problems.

Failure of Public School Principals

There were three major studies conducted in the 1990s that sought to identify the behaviors or characteristics of unsuccessful public school principals (Davis, 1998; DeLuca, 1995; Martin, 1990, 1991). Using research from the private sector which identified characteristics or behaviors of derailed (unsuccessful) corporate leaders, these researchers found that ineffective or unsuccessful principals demonstrated many of the same productive and personal failures as corporate managers. Specifically, unsuccessful school principals lacked the leadership skills to positively influence staff, and they failed to take the actions necessary to administer the responsibilities of the school leader (Martin, 1990,1991). Martin, an administrative assistant for curriculum and instruction in

the Walla Walla, Washington, school district is one of a very few researchers who has investigated unsuccessful principals.

To prepare for her study of unsuccessful principals in the state of Washington, Martin conducted a pilot study in Oregon in 1991. The first stage of this study consisted of qualitative data collection from interviews with nine superintendents. Martin chose these superintendents, who were employed in Washington, because of their reputations as effective superintendents, and they were a convenient sample due to their proximity to the researcher. These interviews were designed to identify problems that were regarded as career-threatening to principals. These exploratory interviews consisted of 13 open-ended questions that were developed to establish rapport, to gather background information from the interviewees, and to develop a questionnaire. The questionnaire developed from this process was administered to 30 Oregon superintendents. Using the data gathered from the Oregon superintendents, modifications were made to the questionnaire. Martin then administered the questionnaire to 185 superintendents in Washington state to gather data for her study of unsuccessful principals. Martin did not provide specific validity or reliability information on the survey instrument in either her pilot study in Oregon or in her Washington study. However, the questionnaire appeared to be adequate for generating the data necessary to answer her four research questions that were:

1. What were the behaviors of the unsuccessful principals?
2. How do the superintendents deal with the unsuccessful principals?
3. What are the outcomes for the principals?
4. What are the circumstances within the school district while superintendents identified and dealt with unsuccessful principals?

The superintendents were asked to rate the impact (no impact, some impact, or high impact) of 14 problem behaviors on the characterization of

principals as unsuccessful or at-risk of involuntary departure from their positions. Of the 185 surveys mailed to superintendents, 175 were returned for a response of 95%. Of these, 119 respondents (68%) indicated that they had worked with unsuccessful principals who had involuntarily left their principalships. Respondents were asked to rate each problem behavior as having a high impact, some impact, or no impact on the eventual characterization of a principal as unsuccessful. In her conclusions, Martin (1991) wrote:

There appears to be consistency in the behaviors of unsuccessful principals according to school district size. The small, mid-size, and large school district superintendents reported the same high impact behaviors of unsuccessful principals as lack of influence over staff and avoidance of situations. The other high impact behaviors listed by the respondents focused on leadership, decision making, and communication skills. In addition, the large school districts also listed poor administrative skills as a high impact behavior. The high impact behaviors of unsuccessful principals are principally behaviors of omission. (pp.101-102)

Those predominant behaviors or characteristics of principals that contributed to their at-risk situations were:

1. Lack of influence over staff, identified by 59% of respondents.
2. Avoidance of situations, identified by 59% of respondents.
3. Poor administrative skills, identified by 52% of respondents.

The characteristic poor administrative skills was reported by large school districts only. Martin (1991) defined large school districts as having a 5,000-19,999 student enrollment.

Similar findings were reported in a study conducted by DeLuca in 1995. Principal of Springboro Junior High School in Springboro, Ohio, at the time of his

study, DeLuca's interest lay in identifying which deficiencies in effective leadership characteristics led to career-threatening situations for Ohio principals.

His study was designed to answer four questions:

1. Which problems encountered by principals are perceived by superintendents as career threatening?
2. When principals experience career threatening problems, who brings these problems to the attention of the superintendent?
3. What actions do superintendents take when they become aware of these problems?
4. Do principals who have encountered career threatening problems maintain their positions?

To prepare for his study of Ohio principals, DeLuca (1995) conducted a limited study in Indiana. The purpose of this study was to test the content validity of the survey instrument. Initial content validity was established “by linking the instrument’s content to the substance of the reviewed literature” (p. 50). Validity was further supported by “administering the instrument to a sample of 37 Indiana superintendents who did not participate as respondents in the study” (p. 50).

DeLuca, citing Gronlund and Linn (1990), considered the following factors when determining content validity:

1. Clarity of directions.
2. Vocabulary and sentence structure.
3. Level of difficulty of items.
4. Construction of items.
5. Level of ambiguity.
6. Appropriateness of items for the outcomes being measured.
7. Adequate time limits for completion.
8. Sufficient length of the instrument.

9. Proper arrangement of times.
10. Nonidentifiable patterns of answers.

A survey instrument was developed using information gathered during the Indiana limited study. DeLuca (1995) used this survey to collect data from superintendents and others who evaluated Ohio principals to determine career-threatening problems faced by school principals. This survey was distributed to 660 Ohio superintendents and other evaluators of principals. Two mailings, an initial mailing and a follow-up mailing six weeks later, produced 507 useful questionnaires or a response of 77%. Of those respondents, 302 (59%) indicated they had worked with principals who encountered career-threatening problems and were at risk of failing or had already failed. The respondents were asked to "rate the impact of deficiency in 23 administrative competencies upon the career-threatening problems of principals they had supervised" (p.106). Factor analysis and a general linear models procedure were used to analyze the data generated by the survey instrument.

Results of this survey were used to construct, with factor analysis, statistically and conceptually coherent clusters from the 23 administrative competencies rated for their impact on the designation of a principal as at-risk (see Table 1). Factor analysis with Varimax rotation, yielded seven statistically and conceptually coherent clusters (DeLuca, 1995).

Table 1
Rotated Factor Matrix: Factor Loadings for Competencies Within Factors,
N = 282

Competencies	<u>Factors</u>						
	1	2	3	4	5	6	7
1.	.139	.677	-.191	.280	.014	.090	.021
2.	.130	.051	-.062	.210	.020	.820	.062
3.	.027	.095	.310	-.229	.086	.753	.011
4.	.510	.094	.112	.091	.334	-.132	.008
5.	-.063	.650	.241	-.093	.066	-.022	.270
6.	.078	.227	.016	.046	.361	.041	.732
7.	.124	.175	.187	-.182	.615	.041	.146
8.	.110	.076	.573	.097	.370	.019	-.202
9.	.665	.119	.044	.303	-.203	.068	-.010
10.	.083	.155	.355	.708	.082	-.012	-.202
11.	.143	.216	.680	.130	-.045	-.029	.115
12.	.000	.050	.114	.276	.719	.066	.072

(table continues)

Table 1 (continued)

Rotated Matrix Pattern: Factor Loadings for Competencies Within Factors,
N = 282

Competencies	<u>Factors</u>						
	1	2	3	4	5	6	7
13.	.155	.567	.076	.152	.135	-.011	.141
14.	.129	.659	.230	.228	.125	.159	-.054
15.	.220	.085	-.028	.705	.128	-.041	.214
16.	.396	.111	.165	.332	-.284	.044	.478
17.	.347	.360	.001	.538	-.100	.244	.121
18.	.685	.236	-.054	.232	.067	.289	.046
19.	.846	.135	.067	.042	-.045	-.001	.041
20.	.804	.026	.129	-.033	.096	.068	.098
21.	.037	.139	.617	.025	.334	.154	.012
22.	.206	.740	.279	-.075	.032	.028	-.013
23.	.022	.081	.609	-.012	.005	.131	.467

(table continues)

Table 1 (continued)

Rotated Matrix Pattern: Factor Loadings for Competencies Within Factors,
N = 282

(1) Instructional Leadership.

- 4. Convey school mission and expectations.
- 9. Evaluate student educational progress.
- 18. Plan adequately and set appropriate goals.
- 19. Provide leadership in curriculum and instruction.
- 20. Provide staff development.

(2) Problem Solving and Decision-Making.

- 1. Attend to difficult tasks or situations.
- 5. Cope with stressful situations.
- 13. Maintain student discipline and order.
- 14. Make sound decisions
- 22. Solve problems effectively.

(3) School Climate and Stakeholder Relations.

- 8. Develop positive community relations.
- 11. Foster positive school climate.
- 21. Relate to students positively.
- 23. Work cooperatively with faculty and staff.

(table continues)

Table 1 (continued)

Rotated Factor Matrix: Factor Loadings for Competencies Within Factors,
N = 282

(4) Management and Organizational Skills.

- 10. Exhibit good work habits and personal qualities.
- 15. Manage school budget, facilities, and operations.
- 17. Organize work effectively.

(5) Relationships with Superiors.

- 7. Demonstrate flexibility and accept change.
- 12. Maintain positive relations with board of education and central office administrators.

(6) Communication Skills.

- 2. Communicate effectively in writing.
- 3. Communicate verbally in an effective manner.

(7) Delegating and Monitoring.

- 6. Delegate responsibilities appropriately.
- 16. Monitor and evaluate staff members.

Note. Adapted from “The Principal At Risk: Career Threatening Problems and Intervention Strategies,” by J. R. DeLuca, 1995, unpublished doctoral dissertation, University of Dayton, Dayton. Reprinted with permission of the author.

DeLuca (1995) used inferential statistics to answer his four research questions. He conducted general linear models procedures to determine if there were relationships between the factors and the variables sources of information, interventions, and outcomes.

For sources of information, the null hypothesis was rejected for the factors problem solving and decision-making, management and organizational skills, and delegating and monitoring. It was accepted for all other factors. An alpha of .05 was used as the level of significance. Data are reported in Table 2.

For the variable interventions, all null hypotheses were accepted. There were no statistically significant relationships between clusters of administrative competencies and intervention activities for at-risk principals. Data are reported in Table 3.

For the variable outcome, the null hypothesis was rejected for the factor problem solving and decision making and for the factor delegating and monitoring. It was accepted for all other factors. An alpha of .05 was used as the level of significance. Data are reported in Table 4.

DeLuca (1995) found that deficiencies for the factor “problem solving and decision-making” were the most significant competency deficiencies for career-threatened principals. This general category encompassed the following specific competencies:

1. Attending to difficult tasks;
2. Coping with stressful situations;
3. Maintaining student discipline and order;
4. Making sound decisions; and
5. Solving problems effectively.

The second most significant factor was "delegating and monitoring" which included delegating responsibility and evaluating staff performance.

Table 2
General Linear Models Procedure: Relationships Between Factors and Sources of Information About Career Threatening Problems

Source		<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<u>Instructional Leadership</u>						
	Model ^a	8	3.85	.48	1.59	.13
	Error	285	86.25	.30		
<u>Problem Solving and Decision Making</u>						
	Model	8	4.57	.57	2.31	.02
	Error	280	69.18	.25		
<u>School Climate and Stakeholder Relations</u>						
	Model	8	3.42	.43	1.63	.12
	Error	282	74.07	.26		
<u>Management and Organizational Skills</u>						
	Model	8	6.44	.80	2.51	.00
	Error	284	91.13	.32		
<u>Relationships with Superiors</u>						
	Model	8	5.15	.64	1.69	.10
	Error	287	109.54	.3		
<u>Communication Skills</u>						
	Model	8	3.60	.45	1.19	.31
	Error	288	109.15	.38		
<u>Delegating and Monitoring</u>						
	Model	8	9.63	1.20	3.52	.00
	Error	286	97.75	.34		

Note. Adapted from “The Principal At Risk: Career Threatening Problems and Intervention Strategies,” by J. R. DeLuca, 1995, unpublished doctoral dissertation, University of Dayton, Dayton. Reprinted with permission of the author. ^aThe categories of sources of information were central office administrators, community members, parents of students, personal observations and interaction, school board members, students, support staff, and teachers.

Table 3
General Linear Models Procedure: Relationships Between Factors and Intervention Activities for Principals

Source		<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<u>Instructional Leadership</u>						
	Model ^a	7	1.88	.27	.87	.53
	Error	286	88.23	.31		
<u>Problem Solving and Decision Making</u>						
	Model	7	1.52	.22	.84	.55
	Error	281	72.24	.26		
<u>School Climate and Stakeholder Relations</u>						
	Model	7	1.00	.14	.53	.81
	Error	283	76.51	.27		
<u>Management and Organizational Skills</u>						
	Model	7	1.54	.22	.65	.71
	Error	285	96.03	.34		
<u>Relationships with Superiors</u>						
	Model	7	1.59	.23	.58	.77
	Error	288	113.10	.39		
<u>Communication Skills</u>						
	Model	7	2.67	.38	1.00	.43
	Error	289	110.08	.38		
<u>Delegating and Monitoring</u>						
	Model	7	0.58	.08	.22	.98
	Error	287	106.80	.37		

Note. Adapted from "The Principal At Risk: Career Threatening Problems and Intervention Strategies," by J. R. DeLuca, 1995, unpublished doctoral dissertation, University of Dayton, Dayton. Reprinted with permission of the author. ^aThe categories of interventions were conference with the principal, counseling outside the school setting, establishment of a peer support group, negative performance evaluation, setting goals for improvement, verbal reprimand, and written reprimand.

Table 4
General Linear Models Procedure: Relationships Between Factors and Maintenance of the Principalship

Source		<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<u>Instructional Leadership</u>						
	Model ^a	1	.38	.38	1.26	.26
	Error	287	87.30	.30		
<u>Problem Solving and Decision Making</u>						
	Model	1	1.40	1.40	5.55	.02
	Error	282	71.39	.25		
<u>School Climate and Stakeholder Relations</u>						
	Model	1	.98	.98	3.71	.06
	Error	283	74.72	.26		
<u>Management and Organizational Skills</u>						
	Model	1	.08	.08	.23	.63
	Error	286	94.66	.33		
<u>Relationships with Superiors</u>						
	Model	1	.39	.39	1.01	.32
	Error	289	113.10	.39		
<u>Communication Skills</u>						
	Model	1	.09	.09	.25	.62
	Error	289	110.65	.38		
<u>Delegating and Monitoring</u>						
	Model	1	1.45	1.45	4.00	.05
	Error	288	104.23	.36		

Note. Adapted from "The Principal At-Risk: Career Threatening Problems and Intervention Strategies," by J. R. DeLuca, 1995, unpublished doctoral dissertation, University of Dayton, Dayton. Reprinted with permission of the author. ^aThe categories of outcomes were maintained position or removal from position.

Davis (1998), a professor of educational administration at the University of the Pacific in California, conducted a study that supports the findings of Martin (1991), and DeLuca (1995). Davis wrote, "Educational leaders may fail due to their poor interpersonal skills; poor decision making skills; and/or ineffective management of time, tasks, and people" (p.65).

This study (Davis, 1998) of California principals consisted of telephone interviews of 11 northern California public school superintendents. Data on the personal experience of the superintendent, gender and experience level of the unsuccessful principal, district socioeconomic levels, district size, district geographical location, and district type were gathered.

Eight questions were developed that generated responses about the following:

1. Reasons for job loss,
2. Relationship of experience level to at-risk designation, and
3. Relationship of school level, elementary, middle, high; socio-economic status of community; and community type--rural, urban, or suburban--to the at-risk designation of the principal.

Responses to the questions were coded for common themes and condensed to 22 key reasons for the failure of principals. Ranking high among these were:

1. Poor interpersonal relationships
2. Poor decision-making
3. Lack of political skill and awareness
- 4.5 Failure to accurately assess the culture of the school and adapt leadership style in ways compatible with the school's culture or
- 4.5 Failure to provide a focus or sense of direction for the school.

Using data from the telephone interviews, Davis (1998) developed a written questionnaire. This questionnaire was field tested with 10 superintendents who

would not be in the respondent group. Feedback from these field-test participants revealed the need to revise the questionnaire by grouping the 22 reasons for failure into two categories: personal or human relations and performance of duties.

The revised questionnaire was administered to 200 California superintendents. Participants were selected using stratified random sampling procedures to ensure representation of district size and community type. One hundred five surveys (53%) were returned. Of those, 99 superintendents indicated they had worked with an unsuccessful principal.

Data collected were analyzed with both descriptive and inferential statistics. The following analyses were conducted:

1. The frequency and percentage of responses classified as personal-human relations were compared with responses classified as performance of duties;
2. The frequency and percentage of superintendent responses to items on the questionnaire were determined;
3. A z -test of the difference between two independent proportions was used to determine if there were relationships between reasons for departure and district size;
4. The number and percentage of responses for each organizational outcome were calculated;
5. The top five reasons for involuntary departure and the top five organizational outcomes were cross-tabulated; and
6. A chi-square test was conducted to determine if the top reasons for departure were related to the top career outcomes.

A predetermined alpha of .05 was used for all statistical analyses.

Davis (1998) found the following five reasons for the involuntary departure of principals to be those most frequently cited by superintendents:

1. Failure to communicate in ways that build positive relationships with parents, teachers, students, and colleagues.
2. Failure to make good decisions and judgments reflective of a thorough understanding of school issues and problems and their relative importance.
3. Inability to build strong bases of support among teachers, parents, and community agencies.
4. Failure to manage the diverse political demands of the job and pressures placed upon the school by various members of the school and community.
5. Failure to establish trust and confidence among parents and teachers by trying too hard to please everybody (Davis 1998).

There were five reasons that were not rated as important that are commonly associated with effective leadership (Davis 1998). These were:

1. Failure to manage ethnic diversity;
2. Failure to organize administrative tasks and use of time;
3. Failure to change or accept new and innovative ideas;
4. Failure to maintain a safe and orderly campus; and
5. Failure to meet expectations for student academic achievement

A review of the Davis (1998) survey shows that the instrument was somewhat difficult to complete. The 22 survey items had to be first read, then ranked for importance. This created a complexity of design that may have led to impatience or lack of interest on the part of the respondent. Additionally, some items seemed to be inclusive of other items. For example, respondents may have chosen failure to manage diverse political demands and, therefore, not chosen management of ethnic diversity. Results, therefore, may be subject to question.

Legal Issues Pertaining to Career-Threatened Principals

Davis (1987) studied the due process protections provided California principals who were candidates for involuntary departure from their positions. A review of this study as well as other case law is appropriate when reviewing literature on the phenomenon of involuntary departure of unsuccessful principals.

School administrators are provided employment protection rights by contract law, state and federal constitutions, and local school board policy (Davis, 1987; DeLuca, 1995; Zirkel & Gluckman, 1985). However, a principal's employment protection rights are determined primarily by state statutes (NASSP, 1990). While job protections vary by state, there is a general similarity among states regarding the procedures that must be followed before demotion or dismissal is final. These include notice of the intended action, explanations of reasons for the intended action, and a hearing which gives the principal an opportunity to address the reasons for the intended action (NASSP, 1990). A review of Davis (1987) and of pertinent case law serves to further explain issues surrounding the demotion or dismissal of principals.

Davis (1987) investigated the impact of 12 due process recommendations adopted in 1980 by the Association of California School Administrators (ACSA) on the due process procedures and protections afforded to principals in individual California districts. Davis proposed to answer five questions:

1. What due process protections are provided to principals by California school districts?
2. How frequently are principals demoted?
3. What is the relationship between the frequency of demotions and the degree of due process provided to principals?
4. What are the most common grounds for demotion?

5. What happens to the careers of demoted principals?

To answer the five proposed questions, Davis gathered data using three methods: phone calls to personnel offices, a mailed survey to personnel directors in the same districts, and telephone interviews with personnel directors. The data were analyzed with both descriptive and inferential statistics. Inferential statistical analyses conducted were a one-way-Anova and significance tests for Poisson-distributed variables.

Results of Davis' study indicated that even with the 12-point due process recommendation of the ACSA, California principals were generally provided only a few due process rights. Of the 12 recommended rights, only two rights had been incorporated into the district policy of at least 50% of the surveyed districts. These were evaluations based on job descriptions and the provision of a written evaluation. Among the other findings were indications that demotion rates were lowest when districts provided notice, hearing and post-decision rights; that most districts explained the demotion as a loss of confidence in the principal's ability to do the job; and that principals who were persuaded to leave their positions voluntarily had the greatest success in finding other administrative employment when compared to those who had been demoted. For the demoted administrator, the most frequent career outcome (64.7%) was to become a classroom teacher.

A discussion of case law that explains rulings in suits involving the demotion or dismissal of principals serves to highlight the due process rights of administrators and when these rights are applicable to their circumstances. While these cases illustrate rulings in specific states, it is important to remember that educators' rights vary from state to state.

The case of Rockdale County School District v. Weil, 266 S.E. 2d 919 (GA.1980) illustrates the issue of demotion. Weil contested his move to a smaller school with less responsibility within his district maintaining that the move was a

demotion. The district countered that the move was a transfer and as such was not subject to the procedures required for a demotion. Since there was no reduction in Weil's pay, the position of the district was upheld. Rockdale established that for a transfer to be considered a demotion, there must be a reduction in all of three categories: salary, prestige, and responsibility. While this position is valid in Georgia, a review of other case law shows that variations in state statutes do exist.

In *Glennon v. School Committee of Boston*, 378 N.E. 2d 1372 (1978) the courts held that a transfer in which there is only a reduction of salary is a demotion and as such requires procedural protections. Similarly, a Kentucky Court of Appeals in *Cooper V. Bd. of Ed. of Somerset*, 587 S.W. 2d 845 (1979), held that an assistant principal who was transferred to a position of guidance counselor with a salary reduction delayed for one year had been demoted.

In 1990, the last year in which these data were gathered, NASSP determined that 19 states grant principals some type of substantive tenure protection. Though only these few states have specific provisions for administrator tenure protection, there is general similarity among states regarding procedures that must be followed before the dismissal of a principal is final. These procedures include notice of intent to dismiss, explanation of reasons for the dismissal, and provision for the opportunity for a hearing in which the principal can contest charges against him. (Zirkel & Gluckman, 1981, 1985).

Zirkel and Gluckman (1985) wrote, " 'Nonrenewal', although often not requiring a specific reason, may not ever be based on unconstitutional grounds.... Termination, whether of a nontenured employee during his or her contractual term of employment or of a tenured person at any time, must be in compliance with contractual, statutory, and constitutional requirements" (p. 123). Several cases can

be found that illustrate dismissal action. Two representative cases are presented here.

Rust v. Clark County School District, 683 P.2d 23 (Nev.1983) provides insight into dismissal based on charges of insubordination. Rust took a long-planned, ten-day leave from his job even though recent district policy prevented more than two sequential days of leave. The board dismissed Rust, charging his absence constituted insubordination. The Supreme Court of Nevada ruled that the dismissal was excessive based on previous case law establishing that insubordination as a result of absences from the job cannot be sustained if there is only one incident of such absence from work (Zirkel & Gluckman, 1985).

While this case may indicate that principals have excellent chances of appealing unfavorable actions against them, it is important to note that only 25% of such cases are decided in favor of the principal (Zirkel & Gluckman, 1985). For example, in *Yielding v. Crockett Indep. School District*, 707 F.2d 196 (5th Cir. 1983) the courts found that First Amendment protections cannot prevent dismissal if the board can show that dismissal would have taken place even if the First Amendment issues were favorable to plaintiff. In this case, plaintiff Yielding, appealed his dismissal on the grounds that his First Amendment right to free expression had resulted in the action. The Fifth Circuit Court of Appeals affirmed the trial court's ruling. The action taken by the school district was based on Yielding's performance as a whole, particularly on the charges that he was deficient in the ability to communicate with others in a non-threatening and constructive manner and that he was routinely insensitive to others, and not solely on his constitutionally protected free speech conduct. Other courts have upheld similar challenges by distinguishing between the principal's expression (constitutional) and his ability to perform his job (due process) (Zirkel & Gluckman, 1985).

Evaluations and Interventions

To improve performance, to meet district policy, and to avoid adverse litigation, school districts employ a variety of evaluation methods for principals. Similarly, there are a variety of intervention strategies employed to assist those who through evaluation or other sources of information are determined to be ineffective or unsuccessful principals.

Evaluating and Assisting Career-Threatened Principals

Identifying principal strengths and weaknesses has been problematic for many educators because of the long-standing debate over the designation of principals as managers or instructional leaders. Additionally, the development of a performance evaluation, which measures the often very different responsibilities of elementary and secondary principals, is difficult to accomplish (Look & Manatt, 1984). To study this issue, Look and Manatt analyzed more than 30,000 hours of work activities logged by principals. Examining both instructional leadership and managerial responsibilities, the following behaviors of effective principals were identified: "sets instructional strategies and emphasizes achievement, supports teachers, coordinates instructional programs, provides an orderly environment, promotes professional growth, maintains plant facilities, maintains school-community relations, evaluates pupil progress, and supervises student personnel" (p. 80).

While this study is comprehensive in its identification of what a principal should do to be successful, there are no specific directions to help those who are experiencing less than successful leadership outcomes.

Though a comprehensive body of literature exists focusing on helping marginal teachers, very little has been written about interventions for the marginal or career-threatened principal. This is due in part to the assumption or claim made by many central office personnel that principals are able to self-motivate and self-evaluate as a result of their professional qualities (Raisch & Rogus, 1994). When this assumption is wrong, the results are ineffective principals in need of assistance.

Raisch and Rogus (1994) offer the following guidelines for providing support to the marginal or at-risk principal:

1. Effective support programs derive from the assumption that principals do the best they can. Plans developed from this assumption allow those who are trying to assist to behave as helpers rather than as critics.
2. Helping efforts are most effective when they are carried out in a supportive ethos wherein the presence of problems is considered normal, and problem identification is prized.
3. The earlier that signs of marginal behavior are identified, the greater is the probability that helping efforts will be effective.
4. The most powerful form of help is self-help. The most effective approach to promoting self-help is making available to those in need the services of a trusted colleague.
5. When one-to-one helping efforts are less than effective, other approaches such as peer supervision need to be considered.

Evaluating and Assisting Derailed Executives

Interventions for corporate leaders are very similar to those suggested for educators. Lombardo and Eichinger (1989) reported that business executives are encouraged to "develop a data-based behavioral effectiveness and derailment profile; make the profile widely known to all managers; utilize staff personnel outside the chain of command to help potential derailers; identify the most challenging jobs and reasons why they are so challenging; save the best developmental jobs for high-potential managers; use development in place for all managers; help managers become more aware of themselves as learners; and help managers to learn as much as they can from their experiences" (p. 39). While the semantics used in the work of Raisch and Rogus (1994) and Lombardo and Eichinger (1989) differ, the overall message is essentially the same: identify at-risk personnel early, provide moral and substantive support, and encourage self-awareness and assimilation of experiential knowledge.

Interventions for Career-Threatened Principals

Martin (1991) investigated the actions of superintendents when confronted with an at-risk principal. She found that the most often used interventions were "conferencing, goal-based evaluation, counseling, probation, developing an improvement plan, salary freeze, shadowing the unsuccessful principal and leave without pay" (p. 103). These eight outcomes were the only choices Martin provided on the questionnaire. She did, however, give the opportunity for respondents to indicate other interventions used. The most frequently used intervention was conferencing between the superintendent and career-threatened principal. Seventy-seven percent of respondents indicated that holding a

conference was their first action; 14% indicated goal-based evaluation as their first action, and 7% indicated their first action was counseling.

DeLuca (1995) confirmed Martin's (1991) findings, writing, "Overwhelmingly, the respondents ranked 'conference with the principals' as the most effective intervention activity" (p. 117). DeLuca reported that 71% of the respondents selected conferencing as their primary action; 12% selected goal-based evaluation; and 10% selected negative performance evaluations as first actions. Direct, personal contact that included specific goal setting produced the most successful results in DeLuca's study. However effective this intervention appears to be, the results do not support the effectiveness of this type of intervention. In DeLuca's study, only 21% of the at-risk principals maintained their positions. Interventions identified by DeLuca were used in the study of Virginia principals.

Outcomes for Career-Threatened Principals

As the previous literature review suggests, there are few due process protections provided principals, and relevant case law that suggests that the ability of demoted or dismissed principals to retain their jobs is marginal. Yet, all principals who are ineffective are not dismissed or demoted (DeLuca, 1995).

Goode (1967) provides some insight into this phenomenon. He addressed the protection of the inept, citing "a wide array of evidence that groups typically do not expose or expel their members for lesser achievement or talent" (p. 6) and that there are "higher standards set for obtaining a job than for performance" (p. 8). Reasons for this tolerance or protection result from a desire to protect the total organization from criticism, especially from those outside the organization. Additionally, it is difficult for those in charge of the selection

process to admit the selection was ill conceived. Finally, the political ramifications of this kind of situation are radically unappealing (DeLuca, 1995).

With regard to the protection of the inept or unsuccessful, Goode (1967) concluded that--

for maximum efficiency the system-needs of any social unit require some protection of the inept, no matter what the goals of the group are, from the socialization of the child to the manufacture of transistor radios. The rigorous application of the norm of performance to the actions of all members of a collectivity would under most circumstances destroy both its social structure and its productivity. (p.14)

Notwithstanding the cogent nature of this philosophy, the pressures on leaders of public schools to meet or to exceed public expectations create the demand for superintendent action against unsuccessful principals. Martin (1991) and DeLuca (1995) provide information about the outcomes for at-risk or unsuccessful principals when interventions or other protective initiatives have been unsuccessful.

Martin reports that the typical career outcomes for principals characterized as ineffective or unsuccessful were voluntary transfer to another position or resignation. For mid-sized and large districts, transfers were made to one of several locations: central office, classrooms, or other principalships within the district. For smaller districts, there were fewer options available, and the primary outcomes were limited to transfer to teaching positions or other principalships. Other outcomes included dismissal, retirement, relocation to other districts, or career change.

DeLuca (1995) asked superintendents to identify the final outcomes for the unsuccessful principals they had supervised. Of the 296 respondents to this

question, only 21% reported that the at-risk principals had maintained their position. All other respondents (78%) indicated that the principal had left the principalship through termination, resignation, retirement, or transfer to another position, only 7% of which were administrative in nature. Twelve respondents indicated pending decisions.

Summary

Much research has been conducted during this century on the construct of leadership. A historical perspective reveals an evolution of views about the role of leaders from the scientific management oriented role to one of human resource development. Along the way, researchers (Fiedler, 1976; House & Baetz, 1979; Senge, 1990, Sergiovanni, 1995; Yukl, 1981& 1994) attempted to define, explain, and identify effective leaders and the characteristics of effective leadership by developing theories, models, and assessment instruments. Common elements of this research were collaboration, effective problem solving and decision making, empowerment of workers, and recognition of worker capabilities and contributions.

Researchers (see Table B17) have found that principals who are deficient in people skills, decision-making skills, time use and task management skills, who lack vision or the ability to see the big picture, and who fail to take appropriate actions at appropriate times are strong candidates to lose their jobs. While intervention and evaluation strategies provide career-threatened principals with feedback and assistance, many are unable to retain their positions. Due process protections and tenure statutes that provide principals with legal standing to challenge demotion or dismissal actions are minuscule.

Those administrative competencies, which are the most critical in contributing to the career-threatened status for principals in Virginia, have not been identified. Virginia public school division organization is different from the organization of districts in states where research studies of this issue have previously been conducted. Specifically, the studies in Washington, California, and Ohio involved superintendents and principals in school districts that are much smaller in geographic size and in pupil enrollment than those in Virginia. For example, the school district size in population of students in California ranges from less than 1000 students to school districts with 14,000 pupils. California has 1001 school districts each supervised by a superintendent of schools (Davis, 1998). By comparison, Virginia has 134 school divisions with each division having a superintendent. Nonetheless conclusions drawn from a review of this literature suggest that career-threatening problems are similar regardless of school organization or state location. Consequently, questions that measure the same administrative competencies will be used in a survey to answer questions about the nature of problems that produce career-threatening situations for principals. Relationships between personal characteristics of the career-threatened principal, characteristics of this principal's school and school district, and competency ratings for this principal in a series of 22 administrative competencies will be analyzed.

CHAPTER 3 METHODOLOGY

In this chapter, the methodology for this study is discussed. Included is a review of the setting and population; a discussion of data collection, including a description of the development and administration of the survey; and the identification of the variables and the data analysis used.

Setting

This study was limited to the state of Virginia, a right to work state, which is located in the Mid-Atlantic region of the United States. This state has 134 county and city school divisions, 133 of which are operating school districts. These school divisions, educating 1,110,815 students, range from very small to very large and include suburban areas, rural areas, and urban areas. All socio-economic strata are represented in these school districts.

Much of Virginia's educational policy and educational standards are established through the Standards of Quality determined and prescribed by the Virginia Board of Education and subject to revision only by the Virginia General Assembly. Local school boards, in conjunction with superintendents, execute state standards and policies within their own school divisions.

Population and Participants

All 133 superintendents (Fairfax City is a non-operating school district) of operating school divisions in the state of Virginia were mailed a questionnaire and cover letter. The population was those superintendents who indicated that they had worked with a principal who experienced career-threatening problems. Of the

133 questionnaires sent, 107 (80.5%) were returned. Of the 107 superintendents responding, 75 (70.1%) indicated they had worked with a principal experiencing career-threatening problems. Twenty-six questionnaires were not returned.

Data Collection

This study employed quantitative methods of data collection and analysis. Data collected from superintendents were descriptive demographic data about the most significant supervisory experience a Virginia superintendent had with a career-threatened principal. Descriptive data were collected on the superintendents' ratings for 22 administrative competencies identified from the literature, sources of information about principals' career-threatening problems, interventions to assist in correcting career-threatening problems, and final career outcomes for principals identified as career-threatened. Demographic data were collected also about the superintendent.

Instrumentation

Development of "The Career-Threatened Principal: Virginia Superintendents' Views"

A closed form survey instrument was distributed to all superintendents in Virginia. The questionnaire was derived from a questionnaire developed and copyrighted by Joseph DeLuca in 1995. Permission to use the questionnaire was obtained from DeLuca. Modifications were made to the questionnaire. These modifications were expansion of the response scale from three points to five points to more accurately measure item variance and the addition of three questions to generate demographic data about the responding superintendents. The omission of the variable staff development because of the variations in local

practice. Specifically, some Virginia divisions administer staff development from the division level while others use predominantly site-based staff development. Additionally, modifications were made to questionnaire directions and wording of items, specifically the consistent use of division rather than district and the change from gender to sex.

Structure of the Survey. There were seven parts to the survey (See Appendix A). The superintendents were asked if they have ever worked with a career-threatened principal in part “A” of the survey. Demographic information about the career-threatened principal with whom the superintendent had the most significant experience was generated in part “B” of the survey. These data included the size of the principal’s school population, the size of the school division, sex of the principal, years of experience of the principal, position previously held by the principal, number of years career-threatening problems were experienced by the principal, and the grade level of the school. In part “C” superintendents were asked to rate the principal, using a Likert scale, on a list of 22 administrative competencies from low (1) competency to high (5) competency. The superintendent was asked to identify those sources of information which first made the superintendent aware of career-threatening problems with the principal in part “D”. Interventions initiated by the superintendent to address the deficiencies in competence experienced by the principal were identified in part “E” of the questionnaire. In part “F”, the superintendent identified final career outcomes for the career-threatened principal. Demographic information about the participating superintendent was generated in part “G” of the questionnaire. Data included gender of superintendent, years of experience as a superintendent, and total number of career-threatened principals

the superintendent had encountered. Respondents were given the opportunity to report additional information.

Instrument Pretesting

The majority of survey items were adapted from the DeLuca survey instrument used in his 1995 research. This researcher conducted instrument pretesting with the 1999 Tidewater Doctoral Cohort of Virginia Polytechnic and State University. There were 22 members in this cohort. Additional pre-testing was conducted in January, 1999 with a group of seven assistant superintendents or instructional directors in administrative supervisory roles in Henrico County, Virginia.

The pretest was designed to determine if there were item defects, if questions were clear and readable, and if answer choices were clear, readable, exhaustive and mutually exclusive. Each item was rated using a Likert scale of one to five with one equaling the lowest and five equaling the highest rating for that item. A predetermined score of four was selected to determine if modifications to the items were needed.

An analysis of mean ratings for each of the items on the survey rating instrument revealed, for both groups, a low mean score of 4.36 and a high mean score of 5.00 for clarity, a low mean of 4.52 and a high mean of 5.00 for readability, a mean score of 5.00 for mutual exclusivity, and a mean score of 5.00 for exhaustiveness. No changes were made in the substance of the survey items. There were minor modifications made to two questions to ensure consistency of terms used. The survey-rating instrument can be found in Appendix A. Results of the survey ratings are shown in Table B 16.

Principal Component Factor Analysis

A principal components analysis with Varimax rotation was conducted to determine if there were factors underlying the 22 competencies analyzed in this study. When compared to DeLuca's (1995) results, this analysis would check the stability of the factor structure across populations. All factors with an eigenvalue greater than one were considered useful factors. Eight separate factors were identified (see Table 5). Any competency with a loading of .40 or above was considered to be an item within a factor. Since additional analyses with these factors were not conducted, items loading on more than one factor are shown in each factor. The eight factors resulting from this analysis and a comparison with those factors identified in DeLuca's study are in Table 6. DeLuca's analysis produced seven factors compared to this analysis which produced eight. Comparison with the DeLuca factors strengthens the validity of the factors identified in this study and increases the generalizability of information obtained about individual variables.

Table 5

Principal Components Analysis^a of Administrative Competencies of Career-Threatened Principals

Competency	Factors ^b							
	1	2	3	4	5	6	7	8
1. Attending to task	.26	.64	.11	.23	-.33	.18	.13	.08
2. Communicating in writing	.29	.14	.17	.81	.01	.04	-.04	.07
3. Communicating orally	.11	-.26	.29	.66	.02	.05	.42	-.01
4. Conveying school mission	.51	.07	.28	.09	-.04	-.25	.56 ^c	.06
5. Coping with stress	.03	.37	-.02	-.03	.09	.33	.70	.04
6. Delegating responsibilities	.06	.04	.04	.17	.22	.79	-.06	.14
7. Being flexible	.16	-.24	.01	-.20	.26	.22	.18	.61
8. Developing community relationships	-.07	-.18	.81	.17	.01	.08	.12	.07
9. Evaluating student performance	.80	.21	-.07	.17	-.06	-.02	-.11	-.10
10. Having good work habits	.37	.25	.42	.42	.23	.08	-.18	.07
11. Fostering positive climate	-.01	.05	.55	-.27	.44	.12	.02	.29
12. Maintaining relationship with school board	-.05	.11	.18	.11	-.18	-.03	-.08	.84
13. Maintaining student discipline	.22	.60	.33	-.30	-.16	.08	.02	-.30
14. Making sound decision	.09	.77	-.08	.09	.18	-.03	.15	.08
15. Managing budget and facility	.02	.29	.06	.23	.49	-.31	.50	-.17
16. Evaluating staff	.61	.13	-.15	.28	.09	.31	.01	.25
17. Organizing work	.16	.14	.21	-.07	-.06	.61	.13	-.03
18. Planning and setting goals	.83	.24	.16	.11	.03	-.07	.13	.09
19. Leading in curriculum	.88	-.05	-.06	-.01	-.04	.23	.15	-.06
20. Relating to students	.05	.15	.78	.21	.03	.03	.01	.11
21. Solving problems	.14	.74	-.03	-.06	.35	.09	.07	-.07
22. Working with faculty	-.04	.12	.10	.07	.86	.15	-.08	-.02

Note: Full text of competencies is in Appendix A. ^aRotation method: varimax with Kaiser normalization. ^bThe factors were named 1= instructional leadership, 2 = problem solving and decision-making, 3 = school climate and stakeholder relations, 4 = communication skills, 5 = collegial relationships, 6 = monitoring and delegating. ^cPlaced in factor one because of content.

Table 6
Comparison of DeLuca’s Factor Analysis and Fisher’s Factor Analysis

DeLuca’s factors and items	Fisher’s factors and items
<p>(1) Instructional Leadership.</p> <p>4. Convey school mission and expectations.</p> <p>9. Evaluate student educational progress.</p> <p>18. Plan adequately and set appropriate goals.</p> <p>19. Provide leadership in curriculum and instruction.</p> <p>20. Provide staff development.</p> <p>(2) Problem Solving and Decision Making.</p> <p>1. Attend to difficult tasks or situations.</p> <p>5. Cope with stressful situations.</p> <p>13. Maintain student discipline and order.</p> <p>14. Make sound decisions</p> <p>22. Solve problems effectively.</p> <p>(3) School Climate and Stakeholder Relations.</p> <p>8. Develop positive community relations.</p> <p>11. Foster positive school climate.</p> <p>21. Relate to students positively.</p> <p><u>23. Work cooperatively with faculty and staff.</u></p>	<p>1) Instructional Leadership.</p> <p>4. Conveying school mission and expectations.</p> <p>9. Evaluating student educational progress.</p> <p>16. Monitoring and evaluating staff.</p> <p>18. Planning adequately and setting goals.</p> <p>19. Providing leadership in curriculum and instruction.</p> <p>(2) Problem Solving and Decision-Making.</p> <p>1. Attending to difficult tasks or situations.</p> <p>13. Maintaining student discipline and order.</p> <p>14. Making sound decisions.</p> <p>21. Solving problems effectively.</p> <p>(3) School Climate and Stakeholder Relations.</p> <p>8. Developing positive community relations.</p> <p>10. Exhibiting good work habits and personal qualities.</p> <p>11. Fostering positive school climate.</p> <p>20. Relating to students positively.</p>

(table continues)

Table 6 (continued)

Comparison of DeLuca’s Factor Analysis and Fisher’s Factor Analysis

DeLuca’s factors and items	Fisher’s factors and items
<p>(4) Management and Organizational Skills.</p> <p>10. Exhibit good work habits and personal qualities.</p> <p>15. Manage school budget, facilities, and operations.</p> <p>17. Organize work effectively.</p> <p>(5) Relationships with Superiors.</p> <p>7. Demonstrate flexibility and accept change.</p> <p>19. Working cooperatively with faculty and staff</p> <p>(6) Communication Skills.</p> <p>2. Communicate effectively in writing.</p> <p>3. Communicate verbally in an effective manner.</p>	<p>(4) Communication Skills.</p> <p>2. Communicating effectively in writing.</p> <p>3. Communicating orally in effective manner.</p> <p>10. Exhibiting good work habits and personal qualities.</p> <p>(5) Collegial Relationships</p> <p>11. Fostering positive school climate.</p> <p>15. Managing school budget, facilities, and operations.</p> <p>(6) Monitoring and Delegating.</p> <p>6. Delegating responsibilities appropriately.</p> <p>17. Organizing work effectively.</p>

(table continues)

Table 6 (continued)

Comparison of DeLuca’s Factor Analysis and Fisher’s Factor Analysis

DeLuca’s factors and items	Fisher’s factors and items
<p>(7) Delegating and Monitoring.</p> <p>6. Delegate responsibilities appropriately.</p> <p>16. Monitor and evaluate staff members.</p>	<p>(7) Management Skills</p> <p>5. Coping with stressful situations</p> <p>15. Managing school budget and facilities and operations.</p> <p>(8) Relationships with Supervisors</p> <p>7. Demonstrating flexibility and accepting change.</p> <p>12. Maintaining positive relationships with board and central office.</p>

Note. DeLuca’s factors and items were adapted from “The Principal At Risk: Career Threatening Problems and Intervention Strategies,” by J. R. DeLuca, 1995, unpublished doctoral dissertation, University of Dayton, Dayton. Reprinted with permission of the author.

Survey Administration

Dillman (1978) outlined procedures for the administration of a survey instrument to ensure the highest possible return. These procedures were followed in distribution and follow-up of questionnaires used in this study. Surveys were printed on quality paper. An appropriate cover letter accompanied each survey. The cover letter explained the purpose and importance of the survey, as well as the importance of respondents' replies. Respondent confidentiality was assured. Each cover letter was individually addressed. To facilitate respondent return of the survey, a pre-addressed, stamped return envelope was included in the packet.

Initial mailings occurred early in the workweek. A post card was mailed one week after the first mailing to thank participants who had already responded and to remind others of the importance of doing so. Follow-up mailings were sent to non-respondents three weeks after the initial mailing that included another personalized letter urging survey completion. A second copy of the survey and return envelope were included. A final mailing was made to non-respondents seven weeks after the first mailing to make a final request for participation. This mailing also included a survey and return envelope.

Data Analysis

The Statistical Package for the Social Sciences (SPSS, 1997) was used to generate summaries of descriptive data about career-threatened principals, the superintendents who supervised them, and the superintendents' ratings of the principals on 22 competencies.

One-way analyses of variance with Tukey's honestly significant difference and Sheffe post-hoc testing were used to assess the following relationships:

1. administrative competencies and the principals'
 - a. sex,
 - b. school grade levels,
 - c. division size,
 - d. school size, and
 - e. previous position
2. administrative competencies and final career outcomes

Chi square analysis was used to assess the following relationships:

1. division size and sources of information
2. division size and interventions superintendents initiated
3. division size and the final career outcome for career-threatened principals
4. sex and sources of information about career-threatened principals
5. sex and the interventions superintendents initiated
6. sex and the final career outcome for career-threatened principals
7. school grade level and sources of information about career-threatened principals
8. school grade level and interventions superintendents initiated
9. school grade level and the final career outcome for career-threatened principals
10. school size (ADM) and sources of information about career-threatened principals
11. school size (ADM) and interventions superintendents initiated
12. school size (ADM) and the final career outcomes for career-threatened principals

13. years of experience of career-threatened principals and sources of information about career-threatened principals

14. years of experience of career-threatened principals and interventions superintendents initiated

15. years of experience of career-threatened principals and final career outcomes.

t-Tests for independent samples were used to assess relationships between sex and administrative competencies.

Qualitative data generated through superintendents' written comments were analyzed for themes and were reported by frequency of themes.

CHAPTER 4

FINDINGS

The findings of the survey of Virginia superintendents are reported here. Of the 133 surveys sent, 107 (80.5%) were returned. Seventy-five (70.1%) of the respondents had worked with principals who exhibited career-threatening problems. Specific survey responses and demographic information about these principals and superintendents are summarized in this chapter. The survey data are analyzed using analyses of variance, chi-squares, and t-tests.

Survey Responses: Descriptive Data

Division superintendents were asked to complete seven survey sections. In Part A superintendents were asked if they had worked with career-threatened principals during their tenure as superintendents. In Part B superintendents who responded “Yes” in Part A were asked about the characteristics of career-threatened principals and their school and division (questions B1-B7). The superintendent’s rating of the principal’s administrative competence in 22 administrative skills was requested in Part C. The sources of information about the career-threatening problems of the principal, interventions used to address those problems, and the final outcome for the principal were requested in Parts D, E, and F. Descriptive data on the superintendents were requested in Part G (questions G1-G3). Superintendents were asked to use their own judgment and experience as a division leader to respond. Their responses are summarized in the next five sections.

Demographic Data on
Career-Threatened Principals

The questions in Part B were designed to gather information from the superintendent about the career-threatened principal, including the school level (elementary, middle/junior high, or high school), years of experience, years in a career-threatened status, sex, approximate average daily membership of the division, approximate average daily membership of the school, and the principal's previous position. Responses are summarized in the following sections.

School Level of Career-Threatened Principals

Forty percent of career-threatened principals identified by the respondents were elementary school principals, 16% were middle or junior high school principals, and 44% were high school principals. A summary of responses is in Table 7.

Table 7

School Level of Career-Threatened Principals

School level	<u>n</u>	<u>%</u>
Elementary school	30	40.0
Middle/junior high	12	16.0
High school	33	44.0
Total	75	100.0

Years as a Principal

The number of years career-threatened principals served as principals ranged from one to twenty-nine with 39% of the principals holding that position for four years or less. Responses to question two are in Table 8.

Table 8

Years as a Principal

<u>Years</u>	<u>n</u>	<u>%</u>	<u>M</u>	<u>SD</u>
1- 8	54	72.0		
9-15	11	14.7		
18-29	10	13.3		
Total	75	100.0	7.23	6.25

Years Principal Served Under Career-Threatening Conditions

While the number of years a career-threatened principal remained in the position of principal after career-threatening problems were identified ranged from one to ten years, 75% remained in the position for less than three years. The responses to question three are summarized in Table 9.

Table 9

Years Principal Served Under Career-Threatening Conditions

Years	<u>n</u>	<u>%</u>	<u>M</u>	<u>SD</u>
1	24	32.0		
2	33	43.0		
3	9	12.0		
4	2	2.7		
5	3	4.0		
7	2	2.7		
10	2	2.7		
Total	75	100.0	2.31	1.80

Sex of Career-Threatened Principals

The majority of the career-threatened principals were male. A summary of these responses is in Table 10.

Table 10

Sex of Career-Threatened Principals

Sex	<u>n</u>	<u>%</u>
Male	53	70.7
Female	22	29.3
Total	75	100.0

Division Size of Career-Threatened Principals

The superintendent was asked to identify the approximate size of the school division, based on average daily membership, in which the career-threatened principal served. Divisions were divided into large, medium, and small categories based on ADM. Results are in Table 11.

Table 11

Division Size of Career-Threatened Principals

Average daily membership	<u>n</u>	<u>%</u>	<u>M</u>	<u>SD</u>
Large (4651-153000)	26	34.7		
Medium (2501-4650)	24	32.0		
Small (250-2500)	25	33.3		
Total	75	100.0	8047.60	19089.45

School Size of Career-Threatened Principals

Superintendents were asked to identify the approximate size of the school in which the career-threatened principal served. Data were grouped into three categories. Responses are summarized in Table 12.

Table 12

School Size of Career-Threatened Principals

Average daily membership	<u>n</u>	<u>%</u>	<u>M</u>	<u>SD</u>
Large (751-1800)	24	32.0		
Medium (451-750)	25	33.3		
Small (150-450)	26	34.7		
Total	75	100.0	732.52	810.03

Previous Positions of Career-Threatened Principals

There was a wide distribution of previous positions of career-threatened principals, with the largest percentage of principals (37.3%) having been assistant principals within the school division. Responses are summarized in Table 13.

Table 13

Previous Positions of Career-Threatened Principals

Previous position	<u>n</u>	<u>%</u>
Classroom teacher	14	19.00
Assistant principal, same school	13	17.00
Assistant principal, same division	15	20.00
Assistant principal, other division	11	15.00
Principal, same division	4	5.00
Principal, other division	7	9.00
Central administration	11	15.00
Total	75	100.00

Administrative Competencies of Career-Threatened Principals

Superintendents were asked to rate the career-threatened principals on a Likert scale of one to five with one indicating a low level of competence and five indicating a high level of competence. Competencies were ranked by mean score from highest mean score to lowest mean score. Scores with ratings below 2.30 were considered the lowest rated scores for these competencies. This competency rating was selected as ratings below this number represented the bottom one-third of scores. The lowest rated competencies were working with faculty and staff, making sound decisions, developing positive community relations, delegating responsibility, demonstrating flexibility, solving problems, and fostering positive school climate. A summary of responses is in Table 14.

Table 14

Administrative Competencies of Career-Threatened Principals

Competency ^a	<u>N</u>	<u>M</u>	<u>SD</u>	<u>Min</u>	<u>Max</u>	<u>Rank</u>
Managing budget and facility	75	3.91	.94	1	5	1
Organizing work	75	3.20	.89	1	4	2
Having good work habits	75	3.05	1.13	2	5	3
Maintaining student discipline	75	2.95	1.10	1	5	4
Relating to students	75	2.95	1.05	1	5	4.5
Conveying school mission	75	2.79	1.03	1	5	5
Evaluating student progress	75	2.79	1.07	1	5	5.5
Communicating in writing	75	2.74	1.30	1	5	6
Communicating verbally	75	2.61	1.16	1	5	7
Attending to difficult tasks	75	2.52	1.07	1	5	8
Planning and goal setting	75	2.52	.94	1	5	8.5
Maintaining relationship						
with school board	75	2.51	1.06	1	5	9
Coping with stress	75	2.44	1.08	1	5	10
Leading in						
curriculum and instruction	75	2.33	1.21	1	5	11
Evaluating staff members	75	2.31	.90	1	5	12
Working with faculty						
and staff	75	2.19	1.01	1	4	13

(table continues)

Table 14 (continued)

Administrative Competencies of Career-Threatened Principals

Competency ^a	<u>n</u>	<u>M</u>	<u>SD</u>	<u>Min</u>	<u>Max</u>	<u>Rank</u>
Developing community relations	75	2.15	1.04	1	4	14
Making sound decisions	75	2.15	.87	1	4	14.5
Delegating responsibility	75	2.13	1.00	1	5	15
Demonstrating flexibility	75	2.11	.95	1	3	16
Solving problems	75	2.09	.79	1	3	17
Fostering positive climate	75	2.00	.97	1	4	18

^aFull text of competencies is in Appendix A.

Identifying and Assisting Career-Threatened Principals

Sources of Information

Superintendents were asked to identify all sources that provided information about the problems of the career-threatened principal. The majority of superintendents (84%) reported their personal observations and interactions with the principal as a primary source of information. A summary of these responses appears in Table 15.

Table 15

Sources of Information

Sources of information	<u>n</u>	<u>%</u>	<u>Rank</u>
Personal observations and interaction	63	84	1
Central office administrators	59	78	2
Parents of students	57	76	3
Community members	54	72	4
Teachers	54	72	4.5
School board members	43	57	5
Students	18	24	6
Support staff	18	24	6.5

Interventions

Superintendents were asked to identify all interventions initiated to address the problems experienced by career-threatened principals. One hundred percent of the superintendents initiated conferences with the career-threatened principals to address identified problems. About 87% of the superintendents used goal-setting techniques to assist the principal. A summary of responses is in Table 16.

Table 16

Interventions

<u>Intervention</u>	<u>n</u>	<u>%</u>	<u>Rank</u>
Conference with principal	75	100.00	1
Setting goals for improvement	65	86.70	2
Negative performance evaluation	51	68.00	3
Verbal reprimand	50	66.00	4
Written reprimand	40	53.00	5
Counseling by outsider	23	30.70	6
Establishment of peer support	21	28.00	7
Provision of mentor	17	22.00	8

Career Outcomes for Career-Threatened Principals

Superintendents were asked to identify only one outcome from a choice of nine. Superintendents indicated that 14.7% of the principals maintained their positions or returned to their positions after a leave of absence. Eighty-five percent of principals were removed from their principalship. A summary of career outcomes for career-threatened principals is found in Table 17.

Table 17

Career Outcomes for Career-Threatened Principals

<u>Outcome</u>	<u>n</u>	<u>%</u>	<u>Rank</u>
Transfer to another administrative position	21	28.00	1
Resignation from the principalship	15	20.00	2
Maintained position as principal	10	13.30	3
Transfer to a teaching position	8	10.70	4
Retirement from education	7	9.30	5
Nonrenewal of contract	6	8.00	6
Dismissal or termination	6	8.00	6.5
Leave of absence with return to position	1	1.40	7
Suspension from the principalship	1	1.40	7.5
Total	75	100.00	

Data on the Responding Superintendents

Three questions were asked to identify demographic data about the superintendent. These were the sex of the responding superintendent, the number of years the responding superintendent had been a superintendent, and the number of career-threatened principals the responding superintendents had encountered in Virginia during their tenure as superintendents.

Sex of the Responding Superintendent

Over three-quarters (76%) of responding superintendents were male. A summary of the responses is in Table 18.

Table 18

Sex of the Responding Superintendents

Sex	<u>n</u>	<u>%</u>
Male	57	76
Female	18	24
Total	75	100

Years as a Superintendent

A little less than three-quarters (72%) of the superintendents held a superintendency for ten or fewer years. Approximately 25% had been superintendents for three or fewer years. A summary of responses is in Table 19.

Table 19

Years as a Superintendent

<u>Years</u>	<u>n</u>	<u>%</u>	<u>M</u>	<u>SD</u>
1-3	19	25.30		
4-7	18	24.10		
8-10	17	22.70		
11-33	21	25.20		
Total	75	100.00	8.70	6.45

Number of Career-Threatened Principals Encountered by Responding Superintendents

Of the 75 responding superintendents, 74.7% indicated that they had worked with three or fewer principals who encountered career-threatening problems. A summary of responses is in Table 20.

Table 20

Number of Career-Threatened Principals Encountered by Responding Superintendents

Number of principals	<u>n</u>	<u>%</u>	<u>M</u>	<u>SD</u>
One	21	28.00		
Two	20	26.70		
Three	15	20.00		
Four	10	13.30		
Five	3	4.00		
Six	1	1.30		
Seven	1	1.30		
Eight	1	1.30		
Nine	2	2.70		
Twenty	1	1.30		
Total	75	100.00	2.93	2.69

Respondents' Narrative Comments

The final section of the questionnaire allowed responding superintendents to provide additional information or to make comments concerning career-threatened principals in Virginia. Twenty-eight respondents wrote comments that ranged from the need to preserve the dignity of the career-threatened principal during the intervention and outcome phases to a strong belief that resignation from a job in which career-threatening problems were encountered created problems for other school divisions. "Pass the trash" was a comment mentioned by three respondents who believed that resignation permitted the career-threatened principal to seek employment in other divisions and to bring those problems to a new environment.

The overall theme of the comments seems to be that a soft-touch approach is taken when dealing with ineffective principals. Perhaps, much of this attitude is reflective of the political nature of the principalship, i.e., small problems become large ones if political support is lost. Perhaps, it is attributable to the fact that superintendents were principals once themselves. Perhaps, the soft approach is due to the fact that superintendents had a role in the hiring process and hope to avoid invalidating their choice. Or, perhaps, this sentiment is the result of a true reluctance to undertake the very difficult task of remedying problems that seldom have concrete data to support remedies. Will the advent of SOL testing provide, perhaps unfairly, those concrete data that will be used to remove principals from their jobs? Superintendents' written comments are in Table 21.

Table 21
 Respondents' Narrative Comments, $N = 28$

Comment	<u>n</u>
Principal resigned and was immediately hired in another district despite problems.	2
Principal remained in position but is on plan of assistance.	2
Needed repeated conferences with superintendent and development of long term and short term goals.	2
Most do not want to admit that they have problems. Politically, some of the weakest ones have the highest level of following among staff and parents because they are permitted to run the school. This really makes for a difficult situation if the principal fights termination.	1
Principal is suspended and situation is not resolved.	1
Additionally, involved in sexual harassment.	1
Was a building manager not an instructional leader.	1
This principal was dismissed by school board against the recommendation of the superintendent.	1

(table continues)

Table 21 (continued)
 Respondents' Narrative Comments, N = 28

Comment	<u>n</u>
Employed in a principalship in another division by a superintendent who was his friend. We were not asked for references. The superintendent who hired him retired the same year the principal was employed. The next superintendent eventually fired him.	1
I try to maintain the dignity of career-threatened principals so that they may make a gracious exit if they choose.	1
Pass the trash concept is a state-wide problem i.e. you resign and your record will be clean.	3
A mentor program would have been really nice.	2
Salary was frozen for a year.	2
Principal requested transfer to classroom.	1
The major problem is that this principal focused on what others did wrong. She seldom saw the positive and always shifted toward the negative.	1
Communication and the ability to establish and maintain an effective climate are of primary importance. Individuals who cannot master these will have difficulty.	1
These principals have personality traits that get them in trouble.	3

(table continues)

Table 21 (continued)

Respondents' Narrative Comments, N = 28

Comment	<u>n</u>
After the superintendency, the principalship is the hottest target for community/board wrath.	1
Change to another administrative assignment was successful.	1

Data Analysis

In this section, data analyses are provided to determine if relationships exist between the variables. Summary data are provided in the text and complete data tables are provided in the appendices.

Relationships Between Administrative Competencies and Final Career Outcome for Career-Threatened Principals

Twenty-two one-way analyses of variance (ANOVAs) were conducted to determine if there were relationships between the scores on 22 administrative competencies and the final career outcomes for the career-threatened principals. For these analyses, the nine career outcomes were collapsed into five categories to account for the small numbers in some of the outcome choices: Category one included the outcomes leave of absence with return to position, maintained position as principal, and suspended from the principalship. Category two included the outcome dismissal or termination and nonrenewal of contract. Category three included resignation from the principalship and retirement from education. Category four was transfer to another administrative position. Category five was transfer to a teaching position. Categories four and five were not combined because of the career implications of a transfer to a classroom position versus maintaining some type of administrative position within the division. Because no significant differences were found between groups, post hoc testing was not conducted. The degrees of freedom, F statistics, and probability levels for the 22 analyses are in Table 22. Complete analysis of variance tables are in Appendix B.

Table 22

Relationships Between Administrative Competencies and Final Career Outcomes
for Career-Threatened Principals: Summary of Results

Dependent variable (competency) ^a	df		F	p
	Between	Within		
Attending to task	4	70	.93	.45
Budgeting	4	70	.44	.78
Cooperating with faculty	4	70	.54	.70
Coping with stress	4	70	.13	.97
Leading in curriculum	4	70	.28	.88
Delegating responsibilities	4	70	.59	.69
Evaluating staff	4	70	1.69	.16
Evaluating student performance	4	70	1.11	.36
Being flexible	4	70	1.15	.34
Having good work habits	4	70	.69	.60
Communicating orally	4	70	1.25	.30
Organizing work	4	70	.75	.56
Planning and setting goals	4	70	.39	.82
Fostering positive school climate	4	70	.29	.88
Developing community relationships	4	70	1.54	.20
Relating to students	4	70	1.26	.30
Relating to the school board	4	70	1.15	.34
Conveying school mission	4	70	.36	.84
Solving problems	4	70	1.15	.34

(table continues)

Table 22 (continued)

Relationships Between Administrative Competencies and Final Career Outcomes
for Career-Threatened Principals: Summary Results

Dependent Variable	df		F	p
	Between	Within		
Making sound decisions	4	70	1.40	.10
Maintaining student discipline	4	70	1.50	.21
Communicating in writing	4	70	.46	.76

Note. Categories of outcomes were collapsed to facilitate analysis. Category one: leave of absence with return to position, maintained position as principal, and suspended from the principalship. Category two: dismissal or termination and nonrenewal of contract. Category three: resignation and retirement. Category four: transfer to another administrative position. Category five: transfer to a teaching position. Complete analysis tables are in Appendix B.

^aComplete text of outcomes and competencies is in Appendix A.

Relationships Between Administrative Competencies and School Level of Career-Threatened Principals

Twenty-two analyses of variance were conducted to determine if there were relationships between the school level of the career-threatened principals and their scores on administrative competencies. School levels were elementary, middle/junior high school, and high school. A significant relationship was found between school level and delegating responsibility appropriately. Sheffe post hoc-test was conducted to determine between group differences. Middle school principals showed a significantly ($p=.02$) higher competency in the variable delegating responsibility appropriately than either high school or elementary principals. Summary data are in Table 23. Complete analysis of variance tables are in Appendix B.

Table 23

Relationships Between Administrative Competencies and School Level of Career-Threatened Principals: Summary of Results

Dependent variable (competency) ^a	df		F	p
	Between	Within		
Attending to task	2	72	1.97	.14
Budgeting	2	72	.81	.44
Cooperating with faculty	2	72	1.91	.15
Coping with stress	2	72	.77	.47
Leading in curriculum	2	72	2.31	.10
Delegating responsibilities	2	72	3.96	.02
Evaluating staff	2	72	1.20	.30
Evaluating student performance	2	72	.54	.58
Being flexible	2	72	.84	.43
Having good work habits	2	72	.99	.37
Communicating orally	2	72	1.04	.35
Organizing work	2	72	.92	.40
Planning and setting goals	2	72	.08	.91
Fostering positive school climate	2	72	.30	.73
Developing community relationships	2	72	2.90	.06
Relating to students	2	72	.86	.43
Relating to school board	2	72	1.53	.22
Conveying school mission	2	72	.13	.87
Solving problems	2	72	.34	.71

(table continues)

Table 23 (continued)

Relationships Between Administrative Competencies and School Level of Career-Threatened Principals: Summary of Results

Dependent variable (competency)	df		F	p
	Between	Within		
Making sound decisions	2	72	1.55	.21
Maintaining student discipline	2	72	1.32	.27
Communicating in writing	2	72	.30	.73

Note. School levels were elementary school, middle/junior high school, and high school. Complete analysis tables are in Appendix B.

^aComplete text of school levels and competencies is in Appendix A.

Scheffe post hoc test

Dependent variable:

Delegating responsibilities

Groups

	<u>N</u>	<u>M</u>	1	2	3
1. Elementary	30	2.43			
2. Middle and junior high	12	2.91		*	
3. High school	33	2.03			

*p .05

Relationships Between Administrative Competencies and Division Size (ADM) of Career-Threatened Principals

Analyses of variance were conducted to determine if there were relationships between division size as measured by average daily membership (ADM) and the scores on administrative competencies. For the purpose of these analyses, divisions were grouped based on ADM. These groupings were small (250-2500), medium (2501-4650), and large (4651-153000). Analyses showed no significance relationships between division size and any of the 22 administrative competencies of career-threatened principals. Summary results are in Table 24. Complete analysis of variance tables are in Appendix B.

Table 24

Relationships Between Administrative Competencies and Division Size (ADM) of Career-Threatened Principals: Summary of Results

Dependent variable (competency) ^a	df		F	p
	Between	Within		
Attending to task	2	70	1.52	.23
Budgeting	2	70	1.40	.25
Cooperating with faculty	2	70	.60	.55
Coping with stress	2	70	.43	.65
Leading in curriculum	2	70	.79	.46
Delegating responsibilities	2	70	.70	.50
Evaluating staff	2	70	2.22	.12
Evaluating student performance	2	70	1.20	.32
Being flexible	2	70	1.30	.28
Having good work habits	2	70	.17	.84
Communicating orally	2	70	1.90	.16
Organizing work	2	70	.73	.48
Planning and setting goals	2	70	1.40	.30
Fostering positive school climate	2	70	1.27	.21
Developing community relationships	2	70	1.21	.30
Relating to students	2	70	.70	.52
Relating to the school board	2	70	1.20	.31
Conveying school mission	2	70	1.75	.20
Solving problems	2	70	.70	.52

(table continues)

Table 24 (continued)

Relationships Between Administrative Competencies and Division Size (ADM) of Career-Threatened Principals: Summary of Results

Dependent variable (competency) ^a	df		F	p
	Between	Within		
Making sound decisions	2	70	1.15	.32
Maintaining student discipline	2	70	.90	.41
Communicating in writing	2	70	1.13	.33

Note. Division sizes were small (250-2500), medium (2501-4650), and large (4651-153000). Complete analysis tables are in Appendix B.

^aComplete text of competencies is in Appendix A.

Relationships Between Administrative Competencies and School Size (ADM) of Career-Threatened Principals

Analyses of variance were conducted to determine if there were relationships between school size as measured by average daily membership (ADM) and scores on the 22 administrative competencies. For the purpose of these analyses, schools were grouped based on ADM. These groupings were small (150-450), medium (451-750), and large (751-1800). No significant relationships between school size and scores on administrative competencies for career-threatened principals were found. Summary results are in Table 25. Complete analysis of variance tables are found in Appendix B.

Table 25

Relationships Between Administrative Competencies and School Size (ADM) of Career-Threatened Principals: Summary of Results

Dependent variable (competency) ^a	df		F	p
	Between	Within		
Attending to task	2	71	.08	.92
Budgeting	2	71	.70	.50
Cooperating with faculty	2	71	.40	.70
Coping with stress	2	71	.55	.57
Leading in curriculum	2	71	.60	.60
Delegating responsibilities	2	71	.68	.51
Evaluating staff	2	71	.04	.97
Evaluating student performance	2	71	.21	.81
Being flexible	2	71	.90	.41
Having good work habits	2	71	.07	.93
Communicating orally	2	71	.70	.50
Organizing work	2	71	.81	.45
Planning and setting goals	2	71	.47	.62
Fostering positive school climate	2	71	.90	.42
Developing community relationships	2	71	1.33	.30
Relating to students	2	71	.17	.85
Relating to school board	2	71	.60	.60
Conveying school mission	2	71	.10	.95
Solving problems	2	71	.15	.90

(table continues)

Table 25 (continued)

Relationships Between Administrative Competencies and School Size (ADM) of Career-Threatened Principals: Summary of Results

Dependent variable (competency) ^a	df		F	p
	Between	Within		
Making sound decisions	2	71	.10	.93
Maintaining student discipline	2	71	.90	.41
<u>Communicating in writing</u>	2	71	.63	.54

Note. The three categories of school size are small (150-450), medium (451-750), and large (751-1800). Complete analysis tables are in Appendix B.

^aComplete text of competencies is in Appendix A.

Relationship Between Administrative Competencies and Previous Position of Career-Threatened Principals

Analyses of variance were conducted to determine if there were relationships between the previous positions of career-threatened principals and their scores on administrative competencies. Previous positions were classroom teacher, assistant principal within that school, assistant principal within the division, assistant principal in another division, principal within the division, principal in another division, and central administration position. Analysis showed significant differences between groups for the following administrative competencies: budgeting, developing community relations, and organizing work. Tukey's honestly significant difference post-hoc test was conducted to determine where the differences were. The tests revealed that principals who previously had been principals in other divisions were significantly more competent than principals who had held other previous positions in the following areas: budgeting, ($p = .05$) and in organizing work ($p = .04$). These results are not surprising as previous experience as a principal should give a person some advantage in discharging responsibilities, particularly those of a technical nature, when compared to a person who has never occupied that position.

The previous position of assistant principal within the division was found to be significant ($p = .05$) for developing positive community relations. This result suggests that assistant principals from within a division are able to establish positive relationships with the new community while having the advantage of knowing division policy and procedures. Additionally, a principal who was previously an assistant principal within a division has the advantage of being new to the school, of still being an insider, and of not being associated with the previous school administration. Summary results are in Table 26. Complete analysis of variance tables are in Appendix B.

Table 26

Relationships Between Administrative Competencies and Previous Position of Career-Threatened Principals: Summary of Results

Dependent variable (competency) ^a	df		F	p
	Between	Within		
Attending to task	6	68	1.02	.41
Budgeting	6	68	2.21	.05
Cooperating with faculty	6	68	1.99	.08
Coping with stress	6	68	1.35	.25
Leading in curriculum	6	68	1.88	.10
Delegating responsibilities	6	68	1.04	.41
Evaluating staff	6	68	1.43	.21
Evaluating student performance	6	68	1.50	.19
Being flexible	6	68	.92	.49
Having good work habits	6	68	1.79	.11
Communicating orally	6	68	.64	.70
Organizing work	6	68	2.28	.05
Planning and setting goals	6	68	1.86	.10
Fostering positive school climate	6	68	1.50	.19
Developing community relationships	6	68	2.19	.05
Relating to students	6	68	.86	.53
Relating to school board	6	68	.65	.69
Conveying school mission	6	68	1.04	.41
Solving problems	6	68	.70	.65

(table continues)

Table 26 (continued)

Relationships Between Administrative Competencies and Previous Position of Career-Threatened Principals: Summary of Results

Dependent variable (competency) ^a	df		F	p
	Between	Within		
Making sound decisions	6	68	.91	.49
Maintaining student discipline	6	68	.77	.60
Communicating in writing	6	68	1.02	.42

Note. The categories of previous position are classroom teacher, assistant principal within that school, assistant principal within the division, assistant principal in another division, principal within the division, principal in another division, and central administration position.

Complete analysis table is in Appendix B.

^aComplete text of previous position and competencies is in Appendix A.

Tukey honestly significant difference post hoc test

Dependent Variable:

Budgeting

Groups	<u>n</u>	<u>M</u>	1	2	3	4	5	6	7
1.Classroom teacher	14	3.07							
2.Assistant principal within school	13	3.50							
3.Assistant principal within division	15	2.86							
4.Assistant principal other division	11	3.45							
5.Principal within division	4	3.25							
6.Principal in another division	7	11.42						***	
7.Central administration position	11	2.84							

*p .05

(table continues)

Tukey honestly significant difference post hoc test

Dependent Variable:

Organizing work

Groups	<u>n</u>	<u>M</u>	1	2	3	4	5	6	7
1.Classroom teacher	14	2.69							
2.Assistant principal within school	13	3.08							
3.Assistant principal within division	15	2.53							
4.Assistant principal other division	11	2.18							
5.Principal within division	4	2.75							
6.Principal in another division	7	9.28						****	
7.Central administration position	11	2.30							

*p .05

Dependent Variable

Maintaining positive community relationships

Groups	<u>n</u>	<u>M</u>	1	2	3	4	5	6	7
1.Classroom teacher	14	2.15							
2.Assistant principal within school	13	2.00							
3.Assistant principal within division	15	2.80			*				
4.Assistant principal other division	11	1.54							
5.Principal within division	4	1.50							
6.Principal in another division	7	2.57							
7.Central administration position	11	2.00							

*p .05

Relationships Between Sex and Administrative Competencies of Career-Threatened Principals

To determine if there were significant relationships between sex and career-threatened principals' scores on the 22 administrative competencies, t-tests for independent samples were conducted. Female principals were found to be significantly more competent in evaluating staff members than were male principals. Results for the t-tests are in Table 27.

Table 27

Relationships Between Administrative Competencies and Sex of Career-Threatened Principals

Competency ^a	<u>Sex</u>						
	Male			Female			<u>t</u>
	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	
Attending to tasks	53	2.50	1.07	21	2.62	1.10	-.40
Communicating in writing	53	3.10	1.10	21	3.10	1.20	.00
Communicating verbally	53	2.56	1.20	21	2.70	1.11	-.34
Conveying school mission	53	2.70	1.10	21	3.11	.83	-1.85
Coping with stress	53	2.32	1.10	21	2.71	1.05	-1.43
Delegating responsibility	53	2.30	.92	21	2.50	1.21	-.72
Demonstrating flexibility	53	2.00	.87	21	2.33	1.11	-1.23
Developing community relations	53	2.22	1.12	21	2.00	.95	.88
Evaluating student progress	53	2.66	1.10	21	3.05	1.10	-1.40
Exhibiting good work habits	53	2.98	1.12	21	3.24	1.20	-.86
Fostering positive climate	53	2.03	.91	21	1.90	1.04	.51
Maintaining relations with board	53	2.40	.97	21	2.80	1.30	-1.20
Maintaining student discipline	53	3.00	1.12	21	3.00	1.09	.20
Making sound decisions	53	2.20	.85	21	2.10	.88	.41
Managing budget and facility	53	4.25	7.16	21	3.09	.99	1.14
Evaluating staff members	53	2.20	.90	21	2.70	.85	2.15*
Organizing work	53	2.60	.95	21	4.70	9.03	-1.07

(table continues)

Table 27 (continued)

Relationships Between Administrative Competencies and Sex of Career-Threatened Principals

<u>Competency</u> ^a	<u>Sex</u>						
	Male			Female			<u>t</u>
	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	
Planning and goal setting	53	2.50	.93	21	2.61	.97	-.59
Leading in curriculum and instruction	53	2.17	1.21	21	2.71	1.19	1.77
Relating to students	53	3.00	1.10	21	3.00	.96	.48
Solving problems	53	2.13	.76	21	2.04	.87	.39
Working with faculty and staff	53	2.28	1.02	21	2.00	.95	1.13

^aFull text of competencies is in Appendix A.

* $p \leq .05$ ** $p \leq .01$

Relationships Between Sex of Career-Threatened Principals and Sources of Information Received by Superintendents

Chi square analyses were conducted to determine if there was a significant relationship between the sex of career-threatened principals and the sources of information about problems the principals encountered. Sources of information were central office administrators, community members, parents of students, personal observations and interaction, school board members, students, support staff, and teachers. Because respondents were asked to check all sources of information that applied, a separate chi square analysis was conducted for each source of information to determine whether each source was used more often for either males or females. This analysis revealed no significant relationship between sex and the sources of information about career-threatened principals. Summary of results is in Table 28. Complete chi square analysis tables are in Appendix B.

Table 28

Relationships Between Sex of Career-Threatened Principals and Sources of Information Received by Superintendents: Summary of Chi-Square Analyses

Source of information ^a	<u>N</u>	<u>df</u>	<u>χ²</u>	<u>p</u>
Central office	75	1	.11	.74
Community members	75	1	.41	.52
Parents	75	1	.40	.53
Personal observations	75	1	.20	.70
School board	75	1	.30	.60
Students	75	1	.34	.17
Support staff	75	1	.14	.23
Teachers	75	1	.004	.94

Note. Complete chi square analysis tables are in Appendix B.

^aFull text for sources of information is in Appendix A.

Relationships Between Sex of Career-Threatened Principals and Interventions Initiated by the Superintendent

Chi-square analyses were conducted to determine if there were significant relationships between the sex of career-threatened principals and eight interventions initiated by the superintendents. Because respondents were asked to check all interventions that applied, a separate chi-square analysis was conducted for each intervention to determine whether each intervention was used more often for either males or females. Superintendents used a negative performance evaluation significantly more often ($p=.02$) when the career-threatened principal was male. This intervention was used for males 75.9% of the time and 47.6% of the time for females. Further, males received verbal reprimands (75.9%) as an intervention significantly more often ($p=.01$) than females (42.9%). The reluctance of superintendents to use negative performance evaluations or verbal reprimands for female principals may be due to superintendents' concerns that females may react more emotionally to negative interventions than males. Summary results are in Table 29. Complete chi-square analysis tables are in Appendix B.

Table 29

Relationship Between Sex of Career-Threatened Principals and Interventions
Initiated by Superintendents: Summary of Chi Square Analyses

Interventions ^a	<u>N</u>	<u>df</u>	<u>χ²</u>	<u>p</u>
Conference with superintendent	75	-- ^b	-- ^b	-- ^b
Outside counseling	75	1	.10	.80
Peer support	75	1	.41	.52
Provision of mentor	75	1	.02	.90
Negative evaluation	75	1	5.60	.02
Goal setting	75	1	1.90	.17
Verbal reprimand	75	1	7.44	.01
Written reprimand	75	1	.40	.53

Note. Complete chi-square analyses are in Appendix B.

^aFull text for interventions is in Appendix A. ^bChi-square could not be computed because 100% of respondents answered yes.

The Relationship Between Sex of Career-Threatened Principals and Final Career Outcome

A chi square analysis was conducted to determine if there was a relationship between the sex of career-threatened principals and the final career outcome for those principals. Males and females differed significantly ($p = .04$) on career outcomes. A high percentage of female principals were dismissed or did not have their contracts renewed than males. Males were much more likely to be transferred to another administrative position than females. A higher percent of females retired or resigned from education as compared to males. Data are reported in Table 30.

Table 30

The Relationship Between Sex of Career-Threatened Principals and Final Career Outcome

Final outcome ^a	Sex			
	Male		Female	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Leave of absence, maintains position, or suspension	10	17.00	2	9.50
Dismissal or nonrenewal	5	9.40	7	33.30
Resignation or retirement	14	26.40	8	38.10
Transfer to another administrative position	18	34.00	3	14.30
Transfer to classroom	7	13.20	1	4.80

$\chi^2 = 9.60, df = 4, p = .05$

^aFull text for outcomes is in Appendix A.

Relationships Between School Division Size of Career-Threatened Principals and Sources of Information Received by Superintendents

Chi-square analyses were conducted to determine if there were relationships between division size as measured by average daily membership (ADM) and the sources of information about the career-threatened principal. For the purpose of these analyses, divisions were grouped based on ADM. These groupings were small (250-2500), medium (2501-4650), and large (4651-153000). No significant relationships between division size and sources of information were found. Summary results are in Table 31. Complete chi-square tables are in Appendix B.

Table 31

Relationships Between School Division Size (ADM) of Career-Threatened Principals and Sources of Information Received by Superintendents: Summary of Chi Square Analyses

<u>Source of information^a</u>	<u>N</u>	<u>df</u>	<u>χ²</u>	<u>p</u>
Central office	75	2	2.56	.28
Community members	75	2	1.18	.56
Parents	75	2	1.00	.61
Personal observations	75	2	.72	.70
School board	75	2	2.04	.36
Students	75	2	2.74	.25
Support staff	75	2	1.33	.51
Teachers	75	2	1.21	.55

Note. Division sizes were small (250-2500), medium (2501-4650), and large (4651-153000). ^aFull text for sources of information is in Appendix A.

Relationships Between School Division Size (ADM) of Career-Threatened Principals and Interventions Initiated by Superintendents

Chi square analyses were conducted to determine if there were relationships between division size as measured by average daily membership (ADM) and the interventions initiated by the superintendent to remedy the problems experienced by the career-threatened principal. For the purpose of this analysis, divisions were grouped based on ADM. These groupings were small (250-2500), medium (2501-4650), and large (4651-153000). A significant ($p = .02$) relationship was found between division size and the intervention variable outside counseling. Small divisions used outside counseling significantly more often than medium or large size divisions to assist career-threatened principals. This difference may be due to the lack of internal resources available to smaller divisions. For such specialized services as counseling, outside or contract services may be the only alternative in smaller divisions. This situation may be similar to the contractors smaller divisions engage for special education services such as speech therapy and occupational therapy. Summary results are in Table 32. Complete chi-square tables are found in Appendix B.

Table 32

Relationships Between School Division Size (ADM) of Career-Threatened Principals and Interventions Initiated by Superintendents: Summary of Chi Square Analyses

<u>Intervention</u> ^a	<u>N</u>	<u>df</u>	<u>χ²</u>	<u>p</u>
Conference with superintendent	75	-- ^b	-- ^b	-- ^b
Outside counseling	75	2	7.46	.02
Peer support	75	2	4.53	.10
Provision of mentor	75	2	4.19	.12
Negative evaluation	75	2	1.52	.47
Goal setting	75	2	.24	.88
Verbal reprimand	75	2	1.75	.42
Written reprimand	75	2	.32	.85

Note. School division sizes were small (250-2500), medium (2501-4650), and large (4651-153000).

^aFull text for interventions is in Appendix A. ^bChi square could not be computed for this variable because 100% of respondents replied yes.

Relationships Between School Division Size (ADM) of Career-Threatened Principals and Final Career Outcomes

A chi square analysis was conducted to determine if there was a relationship between division size as measured by average daily membership (ADM) and the final career outcome for the career-threatened principal. For the purpose of this analysis, divisions were grouped based on ADM. These groupings were small (250-2500), medium (2501-4650), and large (4651-153000). Additionally, outcomes were regrouped because of low numbers on some cells. Group one included the outcomes leave of absence, maintained position and suspension with return to the position. Group two included the outcome dismissal or termination and nonrenewal. Group three included resignation from the position or retirement from education. Group four included only the variable transfer to another administrative position and Group five included transfer to a classroom position. The distinction between Group four and Group five is one of status as well as compensation. Because a return to the classroom has considerably more impact on the career of a former administrator than transfer to another administrative position, the two outcomes were placed in separate categories. No significant relationship between division size and the career outcomes for career-threatened principals was found. Results are in Table 33.

Table 33

Relationships Between School Division Size (ADM) of Career-Threatened Principals and Final Career Outcome

Final outcome ^a	School division size					
	<u>Small</u>		<u>Medium</u>		<u>Large</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Leave of absence, maintained position, or suspension	4	36.40	2	18.20	6	45.50
Dismissal or renewal	2	16.70	4	33.30	6	50.00
Resignation or retirement	11	50.00	6	27.30	5	22.70
Transfer to another position	8	38.10	5	23.80	8	38.10
Transfer to classroom	1	12.50	6	75.00	1	12.50

$\chi^2=13.16, df = 8, p=.11$

Note. Categories of outcomes were collapsed to facilitate analysis. The five categories of outcomes were: leave of absence with return to position, maintained position as principal, and suspension; dismissal or termination and nonrenewal of contract; resignation from the principalship and retirement from education; transfer to another administrative position; transfer to a teaching position. Division sizes were: small (250-2500), medium (2501-4650), and large (4651-153000). ^a Full text for outcomes is in Appendix A.

Relationships Between School Size (ADM) of the Career-Threatened Principal and Sources of Information Received by Superintendents

Chi square analyses were conducted to determine if there were relationships between the size of the career-threatened principals' schools, determined by the average daily membership (ADM), and the sources of information that made the superintendents aware of problems the principals encountered. Schools were grouped according to ADM into small (150-450), medium (451-750), and large (751-1800) categories. No significant relationships were found between school size and sources of information about career-threatened principals. Summary results are in Table 34. Complete chi square tables are in Appendix B.

Table 34

Relationships Between School Size (ADM) of Career-Threatened Principals and Sources of Information Received by Superintendents: Summary of Chi Square Analyses

<u>Sources of information^a</u>	<u>N</u>	<u>df</u>	<u>χ²</u>	<u>p</u>
Central office	75	2	1.61	.45
Community members	75	2	2.11	.35
Parents	75	2	2.44	.30
Personal observations	75	2	2.47	.29
School board	75	2	1.07	.59
Students	75	2	1.42	.49
Support staff	75	2	.26	.88
Teachers	75	2	.22	.90

Note. Schools were small (150-450), medium (451-750), and large (751-1800). Complete chi square tables are in Appendix B.

^aFull text for sources of information is in Appendix A.

Relationships Between School Size (ADM) of Career-Threatened Principals and Interventions Initiated by Superintendents

Chi square analyses were conducted to determine if there were relationships between the size of the career-threatened principals' school, determined by the average daily membership (ADM), and the interventions initiated by superintendents to remedy the problems the principals encountered. Schools were grouped according to ADM into small (150-450), medium (451-750), and large (751-1800) categories. No significant relationships were found between school size and the interventions initiated by superintendents to assist career-threatened principals. Summary results are in Table 35. Complete analyses tables are in Appendix B.

Table 35

Relationships Between School Size (ADM) of Career-Threatened Principals and Interventions Initiated by Superintendents: Summary of Chi Square Analyses

<u>Intervention^a</u>	<u>N</u>	<u>df</u>	<u>χ²</u>	<u>p</u>
Conference with superintendent	75	-- ^b	-- ^b	-- ^b
Outside counseling	75	2	.71	.70
Peer support	75	2	.32	.85
Provision of mentor	75	2	.79	.67
Negative evaluation	75	2	4.75	.09
Goal setting	75	2	.12	.94
Verbal reprimand	75	2	1.67	.43
Written reprimand	75	2	2.07	.35

Note. Schools were small (150-450), medium (451-750), and large (751-1800). Full chi square tables are in Appendix B.

^aFull text for sources of information is in Appendix A. ^bChi square could not be computed because all respondents answered yes.

The Relationship Between School Size (ADM) of Career-Threatened Principals and Final Career Outcome

A chi square analysis was conducted to determine if there was a relationship between school size as measured by average daily membership (ADM) and the final career outcome for the career-threatened principal. For the purpose of this analysis, schools were grouped based on ADM. These groupings were small (150-450), medium (451-750), and large (751-1800). Additionally, outcomes were regrouped because of low numbers on some cells. Group one included the outcomes leave of absence, maintained position and suspension with return to the position. Group two included the outcome dismissal or termination and nonrenewal. Group three included resignation from the position or retirement from education. Group four included only the variable transfer to another administrative position and Group five included transfer to a classroom position. The distinction between Group four and Group five is one of status as well as compensation. Because a return to the classroom has considerably more impact on the career of a former administrator than transfer to another administrative position, the two outcomes were placed in separate categories. No significant relationship between school size and the career outcomes for career-threatened principals was found. Results are in Table 36.

Table 36

The Relationship Between School Size (ADM) of Career-Threatened Principals and Final Career Outcome

Final outcome ^a	School sizes					
	Small		Medium		Large	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Leave of absence maintained position or suspension	3	27.30	4	36.00	5	37.0
Dismissal or nonrenewal	2	18.20	3	27.30	6	54.5
Resignation or retirement	5	22.70	7	31.80	10	45.5
Transfer to another position	10	47.60	7	33.30	4	19.0
Transfer to classroom	3	37.50	3	37.50	3	37.50

$\chi^2 = 6.82$, $df = 8$, $p = .56$

Note. Categories of outcomes were collapsed to facilitate analysis. Outcomes were: leave of absence with return to position, maintained position as principal, and suspension; dismissal or termination and nonrenewal of contract; resignation from the principalship and retirement from education; transfer to another administrative position; transfer to a teaching position. School sizes were: small (150-450), medium (451-750), and large (751-1800).

^aFull text for outcomes is in Appendix A

Relationships Between Years of Experience of Career-Threatened Principals and Interventions Initiated by Superintendents

Chi square analyses were conducted to determine if there were relationships between the years of experience of career-threatened principals and the interventions initiated by superintendents to assist them. For purposes of reporting the data, the principals were grouped into three categories: one to eight years of experience, nine to fifteen years of experience, and more than fifteen years of experience. There was a significant relationship ($p = .03$) between years of experience and the use of a written reprimand as an intervention. Sixty-seven percent of the cases in which a written reprimand was used occurred with principals who had less than eight years of experience as a principal. This may be due to the likelihood that principals with less than eight years of experience have developed generally less support from superintendents than those with many more years of experience and that the written reprimand is a first step in building a case for removal from the position. It may also be that eight years was too high as the upper limit of the category. Summary results are in Table 37. Complete chi square analyses tables are in Appendix B.

Table 37

Relationships Between Years of Experience of Career-Threatened Principals and Interventions Initiated by Superintendents: Summary of Chi Square Analyses

<u>Interventions^a</u>	<u>N</u>	<u>df</u>	<u>χ^2</u>	<u>p</u>
Conference with superintendent	75	-- ^b	-- ^b	-- ^b
Outside counseling	75	2	1.69	.43
Peer support	75	2	.52	.77
Provision of mentor	75	2	1.37	.50
Negative evaluation	75	2	4.37	.11
Goal setting	75	2	.37	.83
Verbal reprimand	75	2	1.53	.47
Written reprimand	75	2	6.92	.03

Note. Full chi square analyses are in Appendix B. Principals were grouped into three categories: one to eight years of experience, nine to fifteen years of experience, and more than fifteen years of experience.

^aFull text for interventions is in Appendix A. ^bChi square could not be computed because 100% of the respondents answered yes.

Relationships Between Years of Experience of Career-Threatened Principals and Sources of Information Received by Superintendents

Chi square analyses were conducted to determine if there were relationships between the years of experience of career-threatened principals and the sources of information that made superintendents aware that principals were experiencing career-threatening problems. For purposes of reporting the data, principals were grouped into three categories: one to eight years of experience, nine to fifteen years of experience, and more than fifteen years of experience. There were no significant relationships between years of experience and the sources of information about the career-threatened principal. Summary results are in Table 38. Complete chi square analyses are in Appendix B.

Table 38

Relationships Between Years of Experience of Career-Threatened Principals and Sources of Information Received by Superintendents: Summary of Chi Square Analyses

<u>Source of information^a</u>	<u>N</u>	<u>df</u>	<u>χ^2</u>	<u>p</u>
Central office	75	2	3.66	.16
Community members	75	2	.62	.73
Parents	75	2	.40	.82
Personal observations	75	2	1.91	.39
School board	75	2	2.38	.30
Students	75	2	.36	.84
Support staff	75	2	3.64	.16
Teachers	75	2	.83	.66

Note. Full chi square analyses are in Appendix B. Principals were grouped into three categories: one to eight years of experience, nine to fifteen years of experience, and more than fifteen years of experience.

^aFull text for sources of information is in Appendix A.

The Relationship Between Years of Experience of Career-Threatened Principals and Final Career Outcome

A chi square analysis was conducted to determine if there was a relationship between the years of experience and the final career outcome for the career-threatened principal. For purposes of reporting the data, principals were grouped into three categories: one to eight years of experience, nine to fifteen years of experience, and more than fifteen years of experience. No significant relationship was found between years of experience and final career outcomes for the career-threatened principal. Results are in Table 39.

Table 39

The Relationships Between Years of Experience of Career-Threatened Principals and Final Career Outcome

Final outcome ^a	Years of experience					
	<u>0-8</u>		<u>9-15</u>		<u>More than 15</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Leave of absence maintained position						
suspension	8	63.60	2	18.20	2	18.20
Dismissal or nonrenewal	11	91.70	1	8.30	0	
Resignation or retirement	15	68.20	3	13.60	4	18.21
Transfer to another position	12	57.10	6	28.60	3	14.30
Transfer to Classroom	8	100.0	0		0	

$\chi^2=9.91, df = 8, p=.27$

Note. Principals were grouped into three categories: one to eight years of experience, nine to fifteen years of experience, and more than fifteen years of experience.

^aFull text for outcomes is in Appendix A.

Relationships Between School Level of Career-Threatened Principals and Sources of Information Received by Superintendents

To determine if there were significant relationships between school grade level and the sources of information about the problems career-threatened principals encountered, chi square analyses were conducted. School levels are elementary, middle or junior high school, and high school. Results showed a significant difference ($p=.03$) between grade level of the school and parents as the source of information. While parents were a primary source of information at all three school levels, 100% of superintendents reported that parents were the major source of information at the middle school level. Additionally, students were found to be significantly ($p=.001$) unimportant at all school levels as a source of information about a principal encountering problems. Summary results are in Table 40. Complete chi square analyses are in Appendix B.

Table 40

Relationships Between School Level of Career-Threatened Principals and Sources of Information Received by Superintendents: Summary of Chi Square Analyses

<u>Sources of information^a</u>	<u>N</u>	<u>df</u>	<u>χ²</u>	<u>p</u>
Central office	75	2	3.18	.20
Community members	75	2	6.25	.04
Parents	75	2	6.57	.03
Personal observations	75	2	.65	.72
School board	75	2	2.10	.35
Students	75	2	14.88	.001
Support staff	75	2	.72	.70
Teachers	75	2	.20	.90

Note. School levels are elementary school, middle or junior high school, and high school. Full chi square analyses are in Appendix B.

^aFull text for sources of information is in Appendix A.

Relationships Between School Level of Career-Threatened Principals and Interventions Initiated by Superintendents

Chi square analyses were conducted to determine if there were relationships between school grade level and interventions initiated by superintendents to assist the principal who encountered career-threatening problems. School level was reported as elementary, middle or junior high school, and high school. A significant difference ($p=.04$) was found between the grade level of the school and the intervention verbal reprimand. Respondents in this study (81.8%) indicated that verbal reprimands were used primarily to address the problems experienced by high school principals. This result may reflect the fact that most (71%) career-threatened high school principals in this study were male and that since most superintendents (76%) were male, verbal reprimand may have been a frequent intervention strategy employed between males. Summary results are in Table 41. Complete chi square analyses are in Appendix B.

Table 41
Relationships Between School Level of Career-Threatened Principals and Interventions Initiated by Superintendents: Summary of Chi Square Analyses

<u>(Interventions^a)</u>	<u>N</u>	<u>df</u>	<u>χ²</u>	<u>p</u>
Conference with superintendent	75	-- ^b	-- ^b	-- ^b
Outside counseling	75	2	.05	.98
Peer support	75	2	.17	.92
Provision of mentor	75	2	1.72	.42
Negative evaluation	75	2	.65	.72
Goal setting	75	2	2.52	.28
Verbal reprimand	75	2	6.18	.04
Written reprimand	75	2	2.60	.27

Note. School levels are elementary school, middle or junior high school and high school. Full chi square analyses are in Appendix B.

^aFull text for sources of information is in Appendix A. ^bChi square could not be computed because 100% of respondents answered yes.

The Relationship Between School Level of Career-Threatened Principals and Final Career Outcomes

To determine if there is a significant relationship between school grade level and the final career outcome for principals who encountered career-threatening problems, a chi square analysis was conducted. For purposes of this study, school level was reported as elementary, middle or junior high school, and high school. No significant relationship was found between grade level of the school and the final career outcomes for career-threatened principals. Results are in Table 42.

Table 42

The Relationship Between School Level of Career-Threatened Principals and Final Career Outcome

Final outcome ^a	School grade level					
	Elem		Middle		High	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Leave of absence, maintain position, or suspension	4	13.30	1	9.10	6	18.20
Dismissal or nonrenewal	6	20.00	1	9.10	5	15.20
Resignation or retirement	11	36.70	3	27.30	8	24.20
Transfer to another position	7	23.30	4	36.40	10	30.30
Transfer to classroom	2	6.70	3	18.20	4	12.10

$$\chi^2 = 3.70, \text{ df} = 8, \text{ p} = .87$$

Note. School levels are elementary school, middle or junior high school and high school.

^aFull text for outcomes is in Appendix A.

CHAPTER 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS FOR PRACTICE, AND RECOMMENDATIONS FOR FUTURE RESEARCH

In Chapter 5, the results of this study will be interpreted, discussed, and conclusions will be drawn. Implication for practice will be provided. Recommendations for future research to clarify and extend the findings will also be made.

Discussion of Survey Responses

A limited profile of career-threatened principals in Virginia emerges from an analysis of the survey responses. Most career-threatened principals were male and were principals of high schools. They had been principals for fewer than four years and they had experienced career-threatening problems for an average of two years. Most had been assistant principals in their previous positions.

Of the 22 administrative competencies that were rated by superintendents, Virginia career-threatened principals consistently were rated low in seven competency areas. These were delegating responsibility, demonstrating flexibility, developing community relations, fostering positive school climate, making sound decisions, solving problems, and working with faculty and staff. Differences in between males and females were found only in the competency evaluating faculty and staff. For this competency, females were found to be more competent than males.

These career-threatened principals were most often identified (84%) as being career-threatened by personal contact with the superintendent. Reports from teachers (72%), parents of students (76%), and community members (72%)

were also identified by superintendents as primary sources of information about these career-threatened principals.

Once identified as having career-threatening problems, these principals were most often provided assistance in addressing problems through individual conferences with the superintendent (100%). Other frequently used interventions were negative performance evaluations (68%), verbal reprimands (66%), and goal setting (87%). Small school divisions used outside counseling (30%) to assist principals. Superintendents infrequently initiated mentoring (22%) and peer support (28%). Career-threatened principals who were female received verbal reprimands (42%) or negative performance evaluations (47%) as interventions less often than males who received both of these interventions at the same higher rate (76%). Similarly, verbal reprimands were seldom used for middle or elementary principals. However, superintendents reported frequent use of verbal reprimands (82%) with career-threatened high school principals.

Of those principals identified as career-threatened, only 14.7% maintained their positions as principals of the schools they served when career-threatening problems were identified. The majority of career-threatened principals (56%) left the administrative profession in their division altogether through dismissal, non-renewal of contract, resignation, retirement, or transfer to a classroom position. Superintendents did report through their written comments that some career-threatened principals were hired in other divisions even though their career-threatening problems may not have been remedied. Significantly more females (33.3%) were dismissed from their jobs or did not have their contracts renewed than males (9.4%). Similarly, a significantly higher percentage of females (38%) resigned or retired from their positions than males (26.4%). Males were transferred to other administrative positions within the division at a higher rate (34.0%) than females (14.3%).

Conclusions

Results of this study indicate that principals who are deficient in administrative competencies that deal with interpersonal skills, including fostering a positive school climate, developing community relations, delegating responsibility, demonstrating flexibility, making sound decisions, solving problems and working with faculty and staff, are clearly at-risk for becoming career-threatened. These findings parallel the findings of similar studies (Martin, 1991; Hymowitz, 1980). Martin reported that lack of influence over staff was a major factor in contributing to principals being identified as unsuccessful. Hymowitz found that the inability to get along with others was the single greatest reason for leadership failure..

Further supporting the findings of this study that the lack of interpersonal skills contributes significantly to the career-threatened status of principals are the findings of Davis (1998) and DeLuca (1995). Each of these researchers reported that deficiencies in the administrative skills problem-solving and decision-making were significant factors in a principal's at-risk condition. Additionally, Hymowitz reported that unsuccessful managers seldom involved employees in decision-making, seldom recognized employee contributions, and rarely solicited ideas or sought input from workers.

The competency evaluating student progress received the fifth highest mean score of the 22 competencies studied in this research. Since the prime directive of any school administrator is the oversight of student achievement, that career-threatened principals ranked relatively high in this competency raises some questions about the emphasis that has been placed on this competency by superintendents and others. In previous studies on the subject of career-threatened principals (Davis, 1998; Martin, 1992; DeLuca, 1995), this competency also yielded higher scores than any of these researchers expected. One explanation

for this may be that many states have not implemented broad-based performance assessments until recently. Certainly this is true in Virginia which began its statewide assessments in 1998. The lack of objective, quantifiable data on student performance prevented superintendents and others from quantitatively measuring a principal's instructional leadership performance. This trend may change with the nationwide move to higher performance standards for students and to more intense accountability for principals to see that those standards are met or exceeded.

It is not surprising that this study found that parents, teachers, and community members were major sources of information about principals and their lack of competence in administrative skills. Other research produced similar findings. DeLuca (1995) reported teachers as prime sources of information. This may be attributed to the value teachers place on leadership for maintaining working conditions and quality of life within the school.

That community members were found in this study to be a major source of information is particularly noteworthy considering the low scores career-threatened principals in Virginia received in developing community relations. This may be due to the pride community members have in the successes of their neighborhood schools and their concerns for the adverse affects a poorly run school can have on the community at large.

The data analyzed in this study, as in other studies of career-threatened principals (Martin, 1991; DeLuca, 1995), show that the number one intervention initiated by superintendents to assist at-risk principals was a conference with the superintendent. Other frequently initiated interventions were negative performance evaluations, verbal reprimands, and goal-setting strategies. It may be concluded, however, that since only 14.7% of principals were able to maintain their positions, that the effectiveness of these interventions is questionable. Perhaps the negative

aspect of two of these interventions, verbal reprimand and negative performance evaluations, fails to produce results that assist principals in maintaining their positions. Used much less often were the interventions mentoring and peer support. However, in their written comments, superintendents indicated that mentoring would be an effective strategy and expressed their concern about the unavailability of mentoring or peer support. The importance of these interventions is reflected in the guidelines suggested by Raish and Rogus (1994) for assisting marginal or at-risk principals. They state that the most effective means to developing self-help is the assistance of a trusted colleague who behaves as a helper rather than a critic.

There appear to be consistent differences between male and female career-threatened principals with regard to interventions initiated to assist them and with regard to their final career outcomes. The data show that superintendents were reluctant to use verbal reprimands or negative performance evaluations as interventions for female principals. This may be due to the fact that superintendents, who in Virginia are predominantly male, expect that certain interventions are more likely to produce emotional responses from females and therefore choose other interventions. With regard to final career outcomes, the data show that females were more likely to be dismissed from their jobs or to have their contracts not renewed than males and females were less likely than males to be transferred to other administrative positions within the division. The conclusion might be that males demonstrated higher competency than females in administrative skills. However, the only significant difference between males and females was in the area of evaluating faculty and staff. For this competency, females were significantly more competent than males.

It is not clear from this study why the career outcome disparity between males and females exists. It may be due to long held beliefs by some

superintendents that females are not geared to upper-level leadership roles. It may be that there are inherent leadership style differences between males and females and that since most superintendents are males, those inherent differences may create unrecognized problems between the female principal and the superintendent. It may be that the tendency to protect the inept (Goode, 1967) was historically applied to males and continues to be so today. There is evidence in the written comments of some superintendents responding to this study that incompetent principals are protected and allowed to move to other positions or other divisions. There was, however, no indication of the sex of the protected principal.

Characteristics of Virginia Superintendents

A limited profile of responding Virginia superintendents was generated from this study. The majority (76%) of the responding superintendents in Virginia were male. Most (72%) have been superintendents for fewer than ten years and 36% for five or fewer years. The majority (75%) of responding superintendents indicated that they had worked with at least three career-threatened principals during their tenure as superintendents. Whether this number is related to the soft approach taken in dealing with principals with low competency ratings which lead to the same principals identified as career-threatened in multiple divisions could not be determined.

Implications for Practice

Several implications for educational practice can be found in the results of this study. Of primary importance is the need to provide training for aspiring principals as well as current principals in the areas of decision-making and problem-solving, delegating and monitoring, as well as developing and sustaining positive relationships within the school and with the school community. Currently, university training as well as division staff development initiatives focus on technical knowledge and management skills such as curriculum development, school law, budget development, and the interpretation and use of policy. Certainly these are critical skills for all principals. However, other administrative competencies, while more affective than cognitive in nature, appear to be critically important to maintaining a career in educational administration. Though difficult to develop and assess, courses, practica, and internships that provide instruction for and opportunities to develop or refine interpersonal skills are essential for aspiring principals.

Staff development for sitting principals should be tailored to address interpersonal skill development and strategies for creating, implementing, and evaluating school climate and community satisfaction initiatives for the total school program. Developing an understanding of community perceptions may help principals meet the expectations of that community. Division staff development and human resource departments should work to develop interviewing and hiring practices that measure the potential a candidate shows for success in these administrative competencies.

While 100% of the superintendents selected a conference with the principal as the primary intervention for career-threatened principals, and only 14.7% of principals maintained their positions, the effectiveness of this strategy for assisting principals to maintain their positions is called into question. If substantive changes are to be made, then substantive intervention must be available. Most principals

want to do a good job. Those who do should be provided effective assistance. Those who do not or cannot discharge their duties effectively should be dismissed.

The data in this study show that males and females were treated differently with respect to interventions initiated and final career outcomes. It is probable that superintendents do not recognize that these differences exist. Training for superintendents should include the identification of gender bias and strategies for dealing with this issue.

There is a clear implication that the principal evaluation process should be studied and revised. Over 60% of the responding superintendents indicated that they had worked with career-threatened principals. Personal observation was the primary source of information. The primary interventions were punitive in nature. Improved evaluation processes would serve to identify problems, provide strategies for improvement, provide avenues of assistance, and provide a timeline for correcting the career-threatening behaviors. Additionally, structured, intermittent feedback could produce more positive results and increase the numbers of principals who are able to maintain their positions.

Future Avenues of Research

Several topics for future research emerge from this study. They include the following:

1. A study of female principals in Virginia from the viewpoint of superintendents could be conducted. The purpose would be to gather data on superintendents views about how females perform as leaders, which qualities are viewed as strengths or weaknesses and what interventions superintendents view as appropriate for use with females who are experiencing career-threatening

problems and the final career outcomes for these principals. This study could contain a qualitative component such as interviews with superintendents that elicit opinions and perceptions from superintendents about female principals. That information could then be used to develop a survey instrument that measures the variables identified through the interview process. This methodology could more accurately assess superintendents' views on this subject than a survey instrument alone.

2. The perceptions of female principals could be studied to determine if females view themselves as being treated differently from males with regard to interactions with superintendents and performance evaluations. Their views on how and why they were selected to be principals, what assistance was provided if problems arose and how this assistance was provided and assessed also could be studied. Specific variables could be identified through focus groups composed of female principals. Surveys could then be developed to assess views of female principals throughout the state. Differences among the variables for female principals in elementary, middle, and high schools could be examined.

3. This study could be replicated in Virginia in several years after the Standards of Learning Assessments are more established. As school divisions move closer to the date that these tests will be used to determine individual school accreditation, principal competency should be assessed to determine if there is a shift in what constitutes principal incompetence from the view of superintendents. Some consideration might be given to adding a qualitative portion to this study that would include interviews or focus groups with superintendents, students, parents, teachers and principals. These interviews could be used to identify the variables that these stakeholders view as important for principals to be considered successful. The impact of standardized tests scores on each of these stakeholder groups could be explored in these focus groups to measure the perceptions of

principal success as related to standardized test performance. Variables identified through these methods could be used to develop a survey to measure superintendents' views statewide.

4. A study of principals who had involuntarily left their positions would give another view of the issues that lead to that principal's identification as career-threatened. While producing what most certainly would be provocative information, this study could include a more detailed investigation of issues such as interventions initiated and the perceived effectiveness of those interventions. An analysis of the principals' perspectives about sources of information about them would also produce interesting data.

5. Of particular focus in a future study could be the effectiveness of the individual conference as the primary intervention for career-threatened principals.

Information about the structure of these conferences, who was present for these conferences, and what type of follow-up occurred would provide another dimension to the results of this study. Perspectives from the superintendent and the career-threatened principal could be studied.

Reflections

When I began this study I believed I would identify those areas of administration that were most often associated with principals' lack of success. Finding information about female principals in particular was not the goal of the study. Therefore, finding that differences exist in how females seem to be handled by superintendents when there are professional deficiencies was very surprising. In retrospect, collecting data about sources of information was not particularly beneficial to the study. I was pleased with the responsiveness of Virginia superintendents to the survey. I am more mindful now about the requests of other researchers.

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APPENDIX A
COMPLETE TEXT OF SURVEY AND
SURVEY RATING INSTRUMENT

Survey No. _____

THE CAREER-THREATENED PRINCIPAL:
VIRGINIA SUPERINTENDENTS' VIEWS

Spring 1999

A survey prepared
by
Catherine S. Fisher

THE CAREER-THREATENED PRINCIPAL:
VIRGINIA SUPERINTENDENTS' VIEWS

INSTRUCTIONS: In this survey, you are asked to respond to questions concerning your experience with a Virginia principal with career-threatening problems. Career-threatening problems are those caused by a principal having low competency in administrative skills which may lead to involuntary departure from the principalship. Please use your knowledge and experience as a superintendent to answer these questions. Please check the appropriate response(s) or fill in the appropriate blank for each item.

A. Have you ever supervised a principal who was at risk of involuntary departure from that job because of career-threatening problems caused by low competency in administrative skills? Involuntary departure is defined as dismissal, demotion, transfer to another principalship or administrative position, or being counseled-out of the education profession.

_____ Yes

_____ No

If you answered "No," stop here and return this questionnaire in the envelope provided. If you answered "Yes," please complete the rest of the survey. Thank you.

B. Think about your most significant supervisory experience with a principal who encountered career-threatening problems which put that principal at-risk of involuntary departure from that job. With this case in mind, answer the following questions by writing or checking the appropriate response.

1. At what school level did the principal serve?

_____ Elementary

_____ Middle/Junior High

_____ High School

2. How many years, approximately, had this person been a principal?

_____ years

3. How many years, approximately, did this person serve in the principalship under career threatening conditions?

_____ years

4. What was the sex of this principal?

_____ Male

_____ Female

5. What was the approximate average daily membership of the principal's school division ?

_____ students

6. What was the approximate average daily membership of the principal's school?

_____ students

7. What position did the principal hold immediately prior to the principalship described above?

_____ Classroom teacher

_____ Assistant principal within that school

_____ Assistant principal within the division

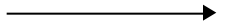
_____ Assistant principal in another division

_____ Principal within division

_____ Principal in another division

_____ Central administration position

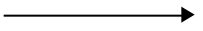
_____ Other. Please specify _____

Please go to the next page 

C. CAREER THREATENING PROBLEMS ENCOUNTERED BY THIS PRINCIPAL

Think about the principal described in the previous section as you review the following administrative competencies. Place a check in the appropriate column to indicate the principal’s level of competence for each item.

	COMPETENCE				
	LOW				HIGH
	(1)	(2)	(3)	(4)	(5)
Attending to difficult tasks or situations	___	___	___	___	___
Communicating effectively in writing	___	___	___	___	___
Communicating orally in an effective manner	___	___	___	___	___
Conveying school mission and expectations	___	___	___	___	___
Coping with stressful situations	___	___	___	___	___
Delegating responsibilities appropriately	___	___	___	___	___
Demonstrating flexibility and accepting change	___	___	___	___	___
Developing positive community relations	___	___	___	___	___
Evaluating student educational progress	___	___	___	___	___
Exhibiting good work habits and personal qualities	___	___	___	___	___

Please go to the next page 

	COMPETENCE				
	LOW (1)	(2)	(3)	(4)	HIGH (5)
Fostering positive school climate	---	---	---	---	---
Maintaining positive relationships with school board and central office	---	---	---	---	---
Maintaining student discipline and order	---	---	---	---	---
Making sound decisions	---	---	---	---	---
Managing school budget, facilities, and operations	---	---	---	---	---
Monitoring and evaluating staff members	---	---	---	---	---
Organizing work effectively	---	---	---	---	---
Planning adequately and setting appropriate goals	---	---	---	---	---
Providing leadership in curriculum and instruction	---	---	---	---	---
Relating to students positively	---	---	---	---	---
Solving problems effectively	---	---	---	---	---
Working cooperatively with faculty and staff	---	---	---	---	---
Other _____	---	---	---	---	---

Please go to the next page _____

D. SOURCES OF INFORMATION

Certain sources of information led to your awareness of career-threatening problems encountered by this principal. Check all sources of information that apply to this case.

- _____ Central office administrators
- _____ Community members
- _____ Parents of students
- _____ Personal observations and interaction
- _____ School board members
- _____ Students
- _____ Support staff
- _____ Teachers
- _____ Other. Please specify. _____

E. INTERVENTIONS FOR THE CAREER-THREATENED PRINCIPAL

You initiated some course(s) of action when you became aware of the principal's career-threatening problems. Check all that apply to this case.

- _____ Conference with the principal
- _____ Counseling of the principal by someone outside the school setting
- _____ Establishment of peer support
- _____ Provision of mentor
- _____ Negative performance evaluation
- _____ Setting goals for improvement
- _____ Verbal reprimand
- _____ Written reprimand
- _____ Other. Please specify. _____

F. OUTCOME FOR THE CAREER-THREATENED PRINCIPAL

The principal who encountered career-threatening problems either left the school district or was retained as an employee. Check the final outcome that pertains to this case. Please check only **one** item.

- Dismissal or termination
- Leave of absence with return to the principalship
- Maintained position as principal
- Nonrenewal of contract
- Resignation from the principalship
- Retirement from education
- Suspension from the principalship
- Transfer to another administrative position in the district
- Transfer to a teaching position in the district
- Other. Please specify. _____

G. Please provide the following information about yourself.

1. Please indicate your sex:

Male Female

2. Indicate the number of years you have been a superintendent.

_____ years

3. Approximately how many career-threatened Virginia principals have you encountered during your career as a superintendent?

_____ career-threatened principals

Is there any additional information you would like to add about your experience with career-threatened principals? If so, please use the space below for this purpose.

Thank you for your assistance with this research project. Please return your completed survey in the envelope provided. If you would like a summary of the results of this survey, please print your name and address on the back of the return envelope (not on the questionnaire) and one will be mailed to you.

This survey was derived from the PRINCIPAL AT-RISK QUESTIONNAIRE © by Dr. Joseph DeLuca, 1995. Permission to use this survey was received from Dr. DeLuca. His assistance and cooperation are greatly appreciated.

Catherine S. Fisher, Principal
J. R. Tucker High School
2910 Parham Road
Richmond, Virginia 23294

**RATING SHEET FOR
THE CAREER-THREATENED PRINCIPAL: THE SUPERINTENDENT'S VIEW**

Fall 1998

Instructions: Your assistance is needed in reviewing this survey for clarity, accuracy, and readability. Please do the following:

1. Complete the survey for the building you now work in or for the last school building you worked in.
2. After finishing the survey, please review each question and rate the question from 1 to 5 (1 = lowest, 5 = highest) for each column shown below.

Item Rated	Question Clarity	Question Readability	Mutual Exclusivity	Answers are Exhaustive
Survey Directions				
Survey Questions: A.				
B-1.				
B-2.				
B-3.				
B-4.				
B-5.				
B-6.				
B-7.				

Item Rated	Question Clarity	Question Readability	Mutual Exclusivity	Answers are Exhaustive
SECTION C.				
SECTION D.				
SECTION E.				
SECTION F.				
SECTION G.				
Closing Directions				

Rating Sheet Completed By: _____ Date: _____

Many thanks for your assistance in this endeavor!

APPENDIX B FULL TEXT OF ANALYSIS TABLES

Table B1

Relationships Between Administrative Competencies and Final Career Outcomes
for Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Attending to task					
Between Groups	4	4.26	1.06	.93	.45
Within Groups	70	80.46	1.14		
Total	74	84.72			
Budgeting					
Between Groups	4	65.82	16.45	.44	.78
Within Groups	70	2642.51	37.76		
Total	74	2708.34			
Cooperating with faculty					
Between Groups	4	2.30	.57	.54	.70
Within Groups	70	73.09	1.04		
Total	74	75.40			
Coping with stress					
Between Groups	4	.62	.15	.13	.97
Within Groups	70	85.85	1.22		
Total	74	86.48			

(table continues)

Table B 1 (continued)
Relationships Between Administrative Competencies and Final Career Outcomes
 for Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<hr/>					
Leading in curriculum and Instruction					
Between Groups	4	1.74	.44	.29	.89
Within Groups	70	106.92	1.53		
Total	74	108.67			
<hr/>					
Delegating responsibilities					
Between Groups	4	2.44	.61	.60	.67
Within Groups	70	72.22	1.03		
Total	74	74.67			
<hr/>					
Evaluating staff					
Between Groups	4	5.30	1.33	1.70	.16
Within Groups	70	54.64	.78		
Total	74	59.94			
<hr/>					
Evaluating student performance					
Between Groups	4	5.10	1.27	1.11	.36
Within Groups	70	80.03	1.14		
Total	74	85.14			

(table continues)

Table B 1 (continued)

Relationships Between Administrative Competencies and Final Career Outcomes
for Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Being flexibility					
Between Groups	4	4.14	1.00	1.15	.34
Within Groups	70	63.00	1.00		
Total	74	67.14			
Having good work habits					
Between Groups	4	3.56	.89	.70	.60
Within Groups	70	90.22	1.29		
Total	74	93.78			
Communicating orally					
Between Groups	4	6.67	1.67	1.25	.30
Within Groups	70	93.33	1.33		
Total	74	100.00			
Organizing work					
Between Groups	4	72.00	17.89	.75	.56
Within Groups	70	1672.43	24.00		
Total	74	1744.00			

(table continues)

Table B 1 (continued)

Relationships Between Administrative Competencies and Final Career Outcomes
for Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Planning and setting goals					
Between Groups	4	1.40	.35	.40	.82
Within Groups	70	63.30	.90		
Total	74	64.72			
Fostering positive school climate					
Between Groups	4	1.13	.28	.29	.89
Within Groups	70	68.81	.98		
Total	74	69.94			
Developing positive community relationships					
Between Groups	4	6.91	1.72	1.54	.20
Within Groups	70	78.46	1.12		
Total	74	85.38			
Relating to students					
Between Groups	4	5.47	1.37	1.25	.30
Within Groups	70	76.31	1.10		
Total	74	81.78			

(table continues)

Table B1 (continued)

Relationship Between Administrative Competencies and Final Career Outcomes for Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Relating to school board					
Between Groups	4	5.13	1.28	1.15	.34
Within Groups	70	77.61	1.10		
Total	74	82.74			
Conveying school mission					
Between Groups	4	1.58	.40	.36	.84
Within Groups	70	77.00	1.10		
Total	74	79.00			
Solving problems					
Between Groups	4	2.90	.72	1.15	.34
Within Groups	70	43.48	.62		
Total	74	46.34			
Making sound decisions					
Between Groups	4	5.63		1.40	2.00 .10
Within Groups	70	49.74	.71		
Total	74	55.38			

(table continues)

Table B 1 (continued)

Relationships Between Administrative Competencies and Final Career Outcomes
for Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Maintaining student discipline					
Between Groups	4	7.11	1.77	1.50	.21
Within Groups	70	82.67	1.18		
Total	74	89.78			
Communicating in writing					
Between Groups	4	2.39	.61	.46	.80
Within Groups	70	90.27	1.30		
Total	74	93.00			

Note. Categories of outcomes were collapsed to facilitate analysis. Category one: leave of absence with return to position, maintained position as principal, and suspended from the principalship. Category two: dismissal or termination and nonrenewal of contract. Category three: resignation and retirement. Category four: transfer to another administrative position. Category five: transfer to a teaching position.

^aComplete text of outcomes and competencies is in Appendix A .

Table B 2

Relationships Between Administrative Competencies and School Level of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<hr/>					
Attending to task					
Between Groups	2	4.38	2.19	1.96	.15
Within Groups	72	80.34	1.12		
Total	74	84.72			
<hr/>					
Budgeting					
Between Groups	2	59.99	29.99	.82	.45
Within Groups	72	2648.36	36.78		
Total	74	2708.35			
<hr/>					
Cooperating with faculty					
Between Groups	2	3.81	1.91	1.91	.15
Within Groups	72	71.58	.99		
Total	74	75.39			
<hr/>					
Coping with stress					
Between Groups	2	1.80	.90	.76	.47
Within Groups	72	84.68	1.18		
Total	74	86.48			

(table continues)

Table B 2 (continued)
Relationships Between Administrative Competencies and School Level of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Leading in curriculum					
Between Groups	2	6.56	3.28	2.31	.11
Within Groups	72	102.10	1.42		
Total	74	108.67			
Delegating responsibilities					
Between Groups	2	7.41	3.71	3.97	.02
Within Groups	72	67.25	.93		
Total	74	74.67			
Evaluating staff					
Between Groups	2	1.93	.97	1.20	.31
Within Groups	72	58.01	.81		
Total	74	59.95			
Evaluating student performance					
Between Groups	2	1.28	.64	.55	.58
Within Groups	72	83.87	1.16		
Total	74	85.15			

(table continues)

Table B 2 (continued)
Relationships Between Administrative Competencies and School Level of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<hr/>					
Being flexible					
Between Groups	2	1.53	.77	.84	.44
Within Groups	72	65.61	.91		
Total	74	67.15			
<hr/>					
Having good work habits					
Between Groups	2	2.51	1.26	.99	.38
Within Groups	72	91.28	1.27		
Total	74	93.79			
<hr/>					
Communicating orally					
Between Groups	2	2.82	1.41	1.05	.36
Within Groups	72	97.18	1.35		
Total	74	100.00			
<hr/>					
Organizing work					
Between Groups	2	43.65	21.83	.92	.40
Within Groups	72	1700.34	23.62		
Total	74	1744.00			

(table continues)

Table B 2 (continued)
Relationships Between Administrative Competencies and School Level of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<hr/>					
Planning and setting goals					
Between Groups	2	.15	.08	.09	.92
Within Groups	72	64.57	.90		
Total	74	64.72			
<hr/>					
Fostering positive school climate					
Between Groups	2	.59	.29	.30	.74
Within Groups	72	69.36	.96		
Total	74	69.95			
<hr/>					
Developing community relationships					
Between Groups	2	6.37	3.19	2.91	.06
Within Groups	72	79.01	1.09		
Total	74	85.39			
<hr/>					
Relating to students					
Between Groups	2	1.90	.95	.86	.43
Within Groups	72	79.88	1.10		
Total	74	81.79			

(table continues)

Table B 2 (continued)

Relationships Between Administrative Competencies and School Level of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<hr/>					
Relating to the school board					
Between Groups	2	3.38	1.69	1.53	.22
Within Groups	72	79.37	1.10		
Total	74	82.75			
<hr/>					
Conveying school mission					
Between Groups	2	.28	.14	.13	.88
Within Groups	72	78.30	1.09		
Total	74	78.59			
<hr/>					
Solving problems					
Between Groups	2	.43	.22	.34	.71
Within Groups	72	45.91	.64		
Total	74	46.35			
<hr/>					
Making sound decisions					
Between Groups	2	2.30	1.15	1.56	.22
Within Groups	72	53.09	.74		
Total	74	55.39			

(table continues)

Table B 2 (continued)

Analysis of Variance for Administrative Competencies and School Level of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<hr/>					
Maintaining student discipline					
Between Groups	2	3.18	1.59	1.33	.27
Within Groups	72	86.60	1.20		
Total	74	89.79			
<hr/>					
Communicating in writing					
Between Groups	2	.79	.40	.31	.73
Within Groups	72	91.88	1.27		
Total	74	92.67			

Note. The three categories of school level were elementary school, middle or junior high school, and high school.

^aComplete text of competencies is in Appendix A.

Table B 3

Relationships Between Administrative Competencies and Division Size (ADM) of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Attending to task					
Between Groups	2	3.30	1.63	1.52	.23
Within Groups	70	75.00	1.07		
Total	72	78.25			
Budgeting					
Between Groups	2	104.30	52.15	1.40	.25
Within Groups	70	2707.83	37.18		
Total	72	2707.12			
Cooperating with faculty					
Between Groups	2	1.24	.62	.60	.55
Within Groups	72	72.70	1.04		
Total	72	73.92			
Coping with stress					
Between Groups	2	1.05	.53	.43	.65
Within Groups	70	84.80	1.21		
Total	72	85.84			
Leading in curriculum					
Between Groups	2	2.20	1.10	.79	.46
Within Groups	70	97.60	1.40		
Total	72	99.80			

(table continues)

Table B 3 (continued)

Relationships Between Administrative Competencies and Division Size (ADM) of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<hr/>					
Delegating responsibilities					
Between Groups	2	1.43	.71	.70	.50
Within Groups	70	71.01	1.01		
Total	72	72.44			
<hr/>					
Evaluating staff					
Between Groups	2	3.55	1.80	2.22	.12
Within Groups	70	55.82	.80		
Total	72	59.40			
<hr/>					
Evaluating student performance					
Between Groups	2	2.60	1.27	1.20	.32
Within Groups	70	77.50	1.11		
Total	72	80.10			
<hr/>					
Being flexible					
Between Groups	2	2.35	1.20	1.30	.28
Within Groups	70	63.54	.91		
Total	72	66.00			

(table continues)

Table B 3 (continued)
Relationships Between Administrative Competencies and Division Size (ADM) of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<hr/>					
Having good work habits					
Between Groups	2	.44	.22	.17	.84
Within Groups	70	89.51	1.27		
Total	72	90.00			
<hr/>					
Communicating orally					
Between Groups	2	4.84	2.42	1.90	.16
Within Groups	70	89.90	1.30		
Total	72	94.74			
<hr/>					
Organizing work					
Between Groups	2	35.80	17.90	.73	.48
Within Groups	70	1704.92	24.40		
Total	72	1740.70			
<hr/>					
Planning and setting goals					
Between Groups	2	2.20	1.10	1.40	.30
Within Groups	70	56.10	.80		
Total	72	58.24			
<hr/>					
Fostering positive school climate					
Between Groups	2	1.42	.71	1.27	.21
Within Groups	70	66.52	1.00		
Total	72	67.94			

(table continues)

Table B 3 (continued)

Relationships Between Administrative Competencies and Division Size (ADM) of
Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Developing community relationships					
Between Groups	2	2.80	1.40	1.21	.30
Within Groups	70	79.91	1.14		
Total	72	82.70			
Relating to students					
Between Groups	2	1.42	.71	.70	.52
Within Groups	70	75.60	1.10		
Total	72	77.00			
Relating to school board					
Between Groups	2	2.62	1.30	1.20	.31
Within Groups	70	77.55	1.12		
Total	72	80.20			
Conveying school mission					
Between Schools	2	3.73	1.90	1.75	.20
Within Schools	70	74.80	1.10		
Total	72	78.50			
Solving problems					
Between Schools	2	.82	.41	.70	.52
Within Schools	70	43.83	.63		
Total	72	44.70			

(table continues)

Table 3 (continued)

Relationships Between Administrative Competencies and Division Size (ADM) of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<hr/>					
Making sound decisions					
Between Schools	2	1.71	.90	1.15	.32
Within Schools	70	52.20	.75		
Total	72	53.90			
<hr/>					
Maintaining student discipline					
Between Schools	2	2.11	1.10	.90	.41
Within Schools	70	82.22	1.20		
Total	72	84.33			
<hr/>					
Communicating in writing					
Between Schools	2	2.73	1.40	1.13	.33
Within Schools	70	85.05	1.22		
Total	72	87.80			

Note. The three categories of division size were small (250-2500), medium (2501-4650), and large (4651-153000).

^aComplete text of competencies is in Appendix A.

Table B 4

Relationships Between Administrative Competencies and School Size (ADM) of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Attending to task					
Between Groups	2	.19	.10	.08	.92
Within Groups	71	84.25	1.19		
Total	73	84.45			
Budgeting					
Between Groups	2	51.92	25.96	.70	.50
Within Groups	71	2655.60	37.40		
Total	73	2707.51			
Cooperating with faculty					
Between Groups	2	.84	.42	.40	.70
Within Groups	71	74.51	1.05		
Total	73	75.40			
Coping with stress					
Between Groups	2	1.31	.70	.55	.57
Within Groups	71	83.10	1.17		
Total	73	84.40			
Leading in curriculum and instruction					
Between Groups	2	1.65	.82	.60	.60
Within Groups	71	105.28	1.48		
Total	73	106.90			

(table continues)

Table B 4 (continued)

Relationships Between Administrative Competencies and School Size (ADM) of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Delegating responsibilities					
Between Groups	2	1.38	.68	.68	.51
Within Groups	71	71.50	1.01		
Total	73	72.86			
Evaluating staff					
Between Groups	2	.05	.04	.03	1.0
Within Groups	71	59.80	.84		
Total	73	59.85			
Evaluating student performance					
Between Groups	2	.50	.24	.21	.81
Within Groups	71	84.10	1.18		
Total	73	84.54			
Being flexible					
Between Groups	2	1.62	.81	.90	.41
Within Groups	71	64.30	.91		
Total	73	65.91			

(table continues)

Table B 4 (continued)

Relationships Between Administrative Competencies and School Size (ADM) of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<hr/>					
Having good work habits					
Between Groups	2	.20	.10	.07	.93
Within Groups	71	92.47	1.30		
Total	73	92.70			
<hr/>					
Communicating orally					
Between Groups	2	1.93	1.00	.70	.50
Within Groups	71	97.70	1.37		
Total	73	99.64			
<hr/>					
Organizing work					
Between Groups	2	39.10	19.54	.81	.45
Within Groups	71	1704.90	24.01		
Total	73	1744.00			
<hr/>					
Planning and setting goals					
Between Groups	2	.85	.42	.47	.62
Within Groups	71	63.60	.90		
Total	73	64.45			
<hr/>					
Fostering positive school climate					
Between Groups	2	1.70	.83	.90	.42
Within Groups	71	67.21	.95		
Total	73	68.90			

(table continues)

Table B 4 (continued)

Relationships Between Administrative Competencies and School Size (ADM) of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Developing community relationships					
Between Groups	2	3.04	1.52	1.33	.30
Within Groups	71	81.01	1.14		
Total	73	84.10			
Relating to students					
Between Groups	2	.40	.18	.17	.85
Within Groups	71	77.60	1.10		
Total	73	78.00			
Relating to school board					
Between Groups	2	1.40	.68	.60	.60
Within Groups	71	81.12	1.14		
Total	73	82.50			
Conveying school mission					
Between Schools	2	.12	.10	.10	.95
Within Schools	71	78.00	1.10		
Total	73	78.00			

(table continues)

Table B 4 (continued)

Relationships Between Administrative Competencies and School Size (ADM) of Career-Threatened Principals

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Solving problems					
Between Schools	2	.20	.10	.15	.90
Within Schools	71	45.00	.63		
Total	73	45.14			
Making sound decisions					
Between Schools	2	.11	.05	.10	.93
Within Schools	71	54.00	.80		
Total	73	54.10			
Maintaining student discipline					
Between Schools	2	2.11	1.10	.90	.41
Within Schools	71	84.00	1.20		
Total	73	86.00			
Communicating in writing					
Between Schools	2	1.60	.80	.63	.54
Within Schools	71	89.92	1.30		
Total	73	91.51			

Note. The three categories of school size were small (150-450), medium (451-750), and large (751-1800).

^aComplete text of competencies is in Appendix A.

Table B 5
Relationships Between Administrative Competencies and Previous Positions of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Attending to task					
Between Groups	6	7.01	1.17	1.02	.41
Within Groups	68	77.71	1.14		
Total	74	84.72			
Budgeting					
Between Groups	6	441.81	73.63	2.21	.05
Within Groups	68	2266.54	33.33		
Total	74	2708.35			
Cooperating with faculty					
Between Groups	6	11.25	1.88	1.99	.08
Within Groups	68	64.13	.94		
Total	74	75.39			
Coping with stress					
Between Groups	6	9.21	1.53	1.35	.25
Within Groups	68	77.26	1.13		
Total	74	86.48			

(table continues)

Table B 5 (continued)
Relationships Between Administrative Competencies and Previous Positions of
Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<hr/>					
Leading in curriculum					
Between Groups	6	15.46	2.58	1.88	.03
Within Groups	68	93.21	1.37		
Total	74	108.67			
<hr/>					
Delegating responsibilities					
Between Groups	6	6.29	1.05	1.04	.41
Within Groups	68	68.37	1.05		
Total	74	74.67			
<hr/>					
Evaluating staff					
Between Groups	6	6.70	1.12	1.43	.21
Within Groups	68	53.24	.78		
Total	74	59.95			
<hr/>					
Evaluating student performance					
Between Groups	6	9.94	1.66	1.50	.19
Within Groups	68	75.21	1.11		
Total	74	85.15			

(table continues)

Table B 5 (continued)
Relationships Between Administrative Competencies and Previous Positions of
Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Being flexible					
Between Groups	6	5.03	.84	.92	.49
Within Groups	68	62.11	.91		
Total	74	67.15			
Having good work habits					
Between Groups	6	12.79	2.13	1.79	.11
Within Groups	68	81.00	1.19		
Total	74	93.79			
Communicating orally					
Between Groups	6	5.30	.88	.64	.70
Within Groups	68	94.69	1.39		
Total	74	100.00			
Organizing work					
Between Groups	6	292.00	48.67	2.28	.05
Within Groups	68	1452.00	21.35		
Total	74	1744.00			

(table continues)

Table B 5 (continued)
Relationships Between Administrative Competencies and Previous Positions of
Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<hr/>					
Planning and setting goals					
Between Groups	6	9.12	1.52	1.86	.02
Within Groups	68	55.60	.82		
Total	74	64.72			
<hr/>					
Fostering positive school climate					
Between Groups	6	8.18	1.36	1.50	.19
Within Groups	68	61.77	.91		
Total	74	69.95			
<hr/>					
Developing community relationships					
Between Groups	6	13.85	2.31	2.19	.05
Within Groups	68	71.53	1.05		
Total	74	85.39			
<hr/>					
Relating to students					
Between Groups	6	5.80	.96	.86	.53
Within Groups	68	75.99	1.12		
Total	74	81.79			

(table continues)

Table B 5 (continued)
Relationships Between Administrative Competencies and Previous Position of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Relating to school board					
Between Groups	6	4.51	.75	.65	.69
Within Groups	68	78.24	1.15		
Total	74	82.75			
Conveying school mission					
Between Groups	6	6.61	1.10	1.04	.41
Within Groups	68	71.97	1.06		
Total	74	78.59			
Solving problems					
Between Groups	6	2.68	.45	.70	.65
Within Groups	68	43.67	.64		
Total	74	46.35			
Making sound decisions					
Between Groups	6	4.13	.69	.91	.49
Within Groups	68	51.26	.75		
Total	74	55.39			

(table continues)

Table B 5 (continued)
Relationships Between Administrative Competencies and Previous Position of Career-Threatened Principals: Complete Analysis of Variance Tables

Competency and Source of variance ^a	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<hr/>					
Maintaining student discipline					
Between Groups	6	5.69	.95	.76	.60
Within Groups	68	84.09	1.23		
Total	74	89.79			
<hr/>					
Communicating in writing					
Between Groups	6	7.63	1.27	1.02	.42
Within Groups	68	85.03	1.25		
Total	74	92.67			

Note. The seven categories of previous positions were classroom teacher, assistant principal within the school, assistant principal within the division, assistant principal in another division, principal within the division, principal in another division, and central administration position.

^aComplete text of competencies is in Appendix A.

Table B 6

Relationships Between Sex of Career-Threatened Principals and Sources of Information Received by Superintendents: Complete Chi Square Tables

Source of information ^a	Sex			
	Male		Female	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Central Office				
Yes	43	79.6	16	76.2
No	11	20.4	5	23.8
$\chi^2 = .11, df = 1, p = .74$				
Community members				
Yes	40	74.1	14	66.7
No	14	25.9	7	33.3
$\chi^2 = .41, df = 1, p = .52$				
Parents				
Yes	40	74.1	17	81.0
No	14	25.9	4	19.0
$\chi^2 = .40, df = 1, p = .53$				
Personal observations				
Yes	46	85.2	17	81.0
No	8	14.8	4	19.0
$\chi^2 = .20, df = 1, p = .70$				

(table continues)

Table B 6 (continued)

Relationship Between Sex of Career-Threatened Principals and Sources of Information Received by Superintendents: Complete Chi Square Tables

Source of information ^a	<u>Male</u>		<u>Female</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
<hr/>				
School board				
Yes	32	59.3	11	52.4
No	22	40.7	10	47.6
$\chi^2 = .30, df = 1, p = .60$				
Students				
Yes	16	29.6	2	9.5
No	38	70.4	19	90.5
$\chi^2 = .34, df = 1, p = .17$				
Support Staff				
Yes	11	61.1	7	33.3
No	43	79.6	14	66.7
$\chi^2 = .14, df = 1, p = .23$				
Teachers				
Yes	39	72.2	15	71.4
No	15	27.8	6	28.6
$\chi^2 = .004, df = 1, p = .94$				

^aFull text for sources of information is in Appendix A.

Table B 7

Relationships Between Sex of Career-Threatened Principals and Interventions Initiated by Superintendents: Complete Chi Square Tables

Intervention ^a	Sex			
	Male		Female	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
<hr/>				
Conference with superintendent				
Yes	54	100.0	21	100.0
No	-- ^b	-- ^b	-- ^b	-- ^b
Outside counseling				
Yes	16	29.6	7	30.4
No	38	70.4	14	66.7
$\chi^2 = .10, df = 1, p = .80$				
Peer support				
Yes	14	25.9	7	33.3
No	40	74.1	14	66.7
$\chi^2 = .41, df = 1, p = .52$				
Provision of mentor				
Yes	12	22.2	5	23.8
No	42	77.8	16	76.2
$\chi^2 = .02, df = 1, p = .90$				

(table continues)

Table B 7 (continued)

Relationships Between Sex of Career-Threatened Principals and Interventions
Initiated by Superintendents: Complete Chi Square Tables

Intervention ^a	Sex			
	<u>Male</u>		<u>Female</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<hr/>				
Negative evaluation				
Yes	41	75.9	10	47.6
No	13	24.1	11	52.4
$\chi^2 = 5.60, df = 1, p = .02$				
Goal setting				
Yes	45	83.3	20	95.2
No	9	16.7	1	4.8
$\chi^2 = 1.90, df = 1, p = .17$				
Verbal reprimand				
Yes	41	75.9	9	42.9
No	13	24.1	12	57.1
$\chi^2 = 7.44, df = 1, p = .01$				
Written reprimand				
Yes	30	55.6	10	47.6
No	24	44.4	11	52.4
$\chi^2 = .40, df = 1, p = .53$				

^aFull text for interventions is in Appendix A. ^bChi square could not be conducted because 100% of respondents answered yes.

Table B 8
Relationships Between School Division Size (ADM) of Career-Threatened Principals and Sources of Information Received by Superintendents: Complete Chi Square Tables

Sources of information ^a	School division size					
	Small		Medium		Large	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Central office						
Yes	17	28.80	20	33.90	22	37.30
No	4	25.00	4	25.00	8	50.00
$\chi^2 = 2.56, df = 2, p = .28$						
Community members						
Yes	18	33.30	19	35.20	17	31.50
No	9	42.90	5	23.80	7	33.30
$\chi^2 = 1.18, df = 2, p = .56$						
Parents						
Yes	20	35.10	19	33.30	18	31.60
No	5	27.80	5	27.80	8	44.40
$\chi^2 = 1.00, df = 2, p = .61$						
Personal observations						
Yes	22	34.90	19	30.20	22	34.90
No	3	25.00	5	41.70	4	33.30
$\chi^2 = .72, df = 2, p = .70$						

(table continues)

Table B 8 (continued)
Relationships Between School Division Size (ADM) of Career-Threatened Principals and Sources of Information Received by the Superintendents: Complete Chi Square Tables

Sources of information ^a	School division size					
	Small		Medium		Large	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
School board						
Yes	16	37.20	15	34.90	12	27.90
No	14	43.80	9	28.10	9	28.10
$\chi^2=2.04, df = 2, p= .36$						
Students						
Yes	8	44.40	3	16.70	7	38.90
No	19	29.80	21	36.80	17	33.30
$\chi^2=2.74, df = 2, p= .25$						
Support staff						
Yes	8	27.80	5	27.80	5	44.40
No	21	36.80	19	33.30	17	29.80
$\chi^2 =1.33, df = 2, p= .51$						
Teachers						
Yes	20	37.00	18	33.30	16	29.60
No	6	28.60	6	28.60	9	42.90
$\chi^2 =1.21, df = 2, p= .55$						

Note. Division sizes were small (250-2500), medium (2501-4650), and large (4651-153000).

^aFull text for sources of information is in Appendix A.

Table B 9

Relationships Between School Division Size (ADM) of Career-Threatened Principals and Interventions Initiated by Superintendents: Complete Chi Square Tables

Intervention ^a	School division size					
	Small		Medium		Large	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Conference with superintendent						
Yes	26	34.71	24	32.00	25	33.30
No	-- ^b		-- ^b		-- ^b	
Outside counseling						
Yes	13	56.50	6	26.10	4	17.40
No	13	25.00	18	34.60	21	40.40
$\chi^2 = 7.46, df = 2, p = .02$						
Peer support						
Yes	11	52.42	6	28.60	4	19.01
No	15	27.80	18	33.30	21	38.90
$\chi^2 = 4.53, df = 2, p = .10$						

(table continues)

Table B 9 (continued)
Relationships Between School Division Size (ADM) of Career-Threatened Principals and Interventions Initiated by Superintendents: Complete Chi Square Tables

Intervention ^a	School division size					
	Small		Medium		Large	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Provision of mentor						
Yes	8	47.11	2	11.80	7	41.20
No	18	31.0	22	37.90	18	31.01
$\chi^2=4.19, df = 2, p=.12$						
Negative evaluation						
Yes	19	37.30	14	27.50	18	35.30
No	7	29.20	10	41.70	7	29.20
$\chi^2=1.52, df = 2, p=.47$						
Goal setting						
Yes	23	35.41	21	32.3	21	32.30
No	3	30.00	3	30.0	4	40.00
$\chi^2= .24, df = 2, p=.88$						
Verbal reprimand						
Yes	17	34.00	14	28.00	19	38.00
No	9	36.00	10	40.00	6	24.0
$\chi^2=1.75, df = 2, p= .42$						

(table continues)

Table B 9 (continued)

Relationships Between School Division Size (ADM) of Career-Threatened Principals and Interventions Initiated by the Superintendents: Complete Chi Square Tables

Intervention ^a	School division size					
	Small		Medium		Large	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Written reprimand						
Yes	15	37.50	12	30.00	13	32.50
No	11	31.40	12	34.30	12	34.30

$\chi^2 = .32, df = 2, p = .85$

Note. Division sizes were small (250-2500), medium (2501-4650), and large (4651-153000). ^aFull text for interventions is in Appendix A. ^bChi square could not be computed because all respondents answered yes.

Table B 10

Relationships Between School Size (ADM) of Career-Threatened Principals and Sources of Information Received by Superintendents: Complete Chi Square Tables

Sources of information ^a	School size ^b					
	Small		Medium		Large	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Central office						
Yes	19	32.20	21	35.60	19	32.20
No	5	33.30	3	20.00	7	46.70
$\chi^2=1.61, df = 2, p= .45$						
Community members						
Yes	19	35.80	18	34.00	16	30.20
No	5	23.80	6	28.60	10	47.60
$\chi^2=2.11, df = 2, p= .35$						
Parents						
Yes	21	36.80	18	31.60	18	31.60
No	3	17.60	6	35.30	8	47.10
$\chi^2=2.44, df = 2, p= .30$						
Personal observations						
Yes	18	29.00	22	36.50	22	35.50
No	6	50.00	2	16.70	4	33.30
$\chi^2=2.47, df = 2, p=.29$						

(table continues)

Table B 10 (continued)

Relationships Between School Size (ADM) of Career-Threatened Principals and Sources of Information Received by Superintendents: Complete Chi Square Tables

Sources of information ^a	<u>School size</u>					
	Small		Medium		Large	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
School board						
Yes	13	30.20	16	37.20	14	32.60
No	11	35.50	8	25.80	12	38.70
$\chi^2 = 1.07, df = 2, p = .59$						
Students						
Yes	6	35.30	7	41.20	4	23.50
No	18	31.60	17	29.80	22	38.60
$\chi^2 = 1.42, df = 2, p = .49$						
Support staff						
Yes	6	33.30	5	27.80	7	38.90
No	18	32.10	19	33.90	19	33.90
$\chi^2 = .26, df = 2, p = .89$						
Teachers						
Yes	18	34.00	17	32.10	18	34.00
No	6	28.60	7	33.30	8	38.10
$\chi^2 = .22, df = 2, p = .90$						

Note. Schools were small (150-450), medium (451-750), and large (751-1800).

^aFull text for sources of information is in Appendix A.

Table B 11

Relationships Between School Size (ADM) of Career-Threatened Principals and Interventions Initiated by Superintendents: Complete Chi Square Tables

Intervention ^a	School size					
	Small		Medium		Large	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
<hr/>						
Conference with superintendent						
Yes	24	32.40	24	32.40	26	35.10
No	-- ^b		-- ^b		-- ^b	
Outside counseling						
Yes	7	30.40	9	39.10	7	30.40
No	17	33.30	15	29.40	19	37.30
$\chi^2 = .71, df = 2, p = .70$						
Peer support						
Yes	7	35.00	7	35.00	6	30.00
No	17	31.50	17	31.50	20	37.00
$\chi^2 = .32, df = 2, p = .85$						
Provision of mentor						
Yes	5	29.40	7	41.20	5	29.40
No	19	33.30	17	29.80	21	36.80
$\chi^2 = .79, df = 2, p = .67$						

(table continues)

Table B 11 (continued)

Relationships Between School Size (ADM) of Career-Threatened Principals and Interventions Initiated by Superintendents: Complete Chi Square Tables

Intervention ^a	School size					
	Small		Medium		Large	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Negative evaluation						
Yes	13	26.00	20	40.00	17	34.00
No	11	45.80	4	16.70	9	37.50
$\chi^2 = 4.75, df = 2, p=.09$						
Goal setting						
Yes	21	32.80	21	32.80	22	34.40
No	3	30.00	3	30.00	4	40.00
$\chi^2 = .12, df = 2, p=.94$						
Verbal reprimand						
Yes	16	32.70	18	36.70	15	30.60
No	8	32.00	6	24.00	11	44.00
$\chi^2 = 1.67, df = 2, p=.43$						
Written reprimand						
Yes	13	33.30	15	38.50	11	28.20
No	11	31.40	9	25.70	15	42.90
$\chi^2 = 2.07, df = 2, p= .35$						

Note. Schools were small (150-450), medium (451-750), and large (751-1800). ^aFull text for interventions is in Appendix A. ^bChi square could not be completed because all respondents answered yes.

Table B 12

Relationships Between Years of Experience of Career-Threatened Principals and Sources of Information Received by Superintendents: Complete Chi Square Tables

Sources of information ^a	Years of experience					
	0-8		9-15		More than 15	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Central Office						
Yes	15	83.30	3	16.70	0	0
No	39	68.40	8	14.00	10	17.50
$\chi^2=3.66, df = 2, p= .16$						
Community members						
Yes	38	70.40	9	16.70	7	13.00
No	16	76.20	2	9.50	3	14.30
$\chi^2=.62, df = 2, p=.73$						
Parents						
Yes	40	70.20	9	15.80	8	14.00
No	14	77.80	2	11.10	2	11.10
$\chi^2=.40, df = 2, p=.82$						
Personal observations						
Yes	46	73.00	10	15.90	7	11.10
No	8	66.70	1	8.30	3	25.00
$\chi^2=1.91 df = 2, p=.39$						

(table continues)

Table 12 (continued)

Relationships Between Years of Experience of Career-Threatened Principals and Sources of Information Received by Superintendents: Complete Chi Square Tables

Sources of information ^a	Years of experience					
	0-8		9-15		More than 15	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
School board						
Yes	28	65.10	8	18.60	7	16.30
No	26	81.30	3	9.40	3	9.40
$\chi^2 = 2.38, df = 2, p = .30$						
Students						
Yes	12	66.70	3	16.70	3	16.70
No	42	73.70	8	14.00	7	12.30
$\chi^2 = .36, df = 2, p = .84$						
Support staff						
Yes	15	83.30	3	16.70	0	0
No	39	68.40	8	14.00	10	17.50
$\chi^2 = 3.64, df = 2, p = .16$						
Teachers						
Yes	40	74.10	8	14.80	6	11.10
No	14	66.70	3	14.30	4	19.00
$\chi^2 = .83, df = 2, p = .66$						

Note. Principals were grouped into three categories: one to eight years of experience, nine to fifteen years of experience, and more than fifteen years of experience.

^aFull text for sources of information is in Appendix A.

Table B 13

Relationships Between Years of Experience of Career-Threatened Principals and Interventions Initiated by Superintendents: Complete Chi Square Tables

Intervention ^a	Years of experience					
	0-8		9-15		More than 15	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Conference with superintendent						
Yes	54	72.00	11	14.70	10	13.30
No	-- ^b		-- ^b		-- ^b	
Outside counseling						
Yes	16	69.60	5	21.70	2	8.70
No	38	73.10	6	11.50	8	15.40
$\chi^2 = 1.69, df = 2, p = .43$						
Peer support						
Yes	14	66.70	4	19.00	3	14.30
No	40	74.10	7	13.00	7	13.00
$\chi^2 = .52, df = 2, p = .77$						
Provision of mentor						
Yes	14	82.40	2	11.80	1	5.90
No	40	69.00	9	15.50	9	15.50
$\chi^2 = 1.37, df = 2, p = .50$						

(table continues)

Table B 13 (continued)

Relationships Between Years of Experience of Career-Threatened Principals and Interventions Initiated by Superintendents: Complete Chi Square Tables

Intervention ^a	Years of experience					
	0-8		9-15		More than 15	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
<hr/>						
Negative evaluation						
Yes	33	64.70	9	17.60	9	17.60
No	21	87.50	2	8.30	1	1.30
$\chi^2 = 4.37, df = 2, p = .11$						
Goal setting						
Yes	46	70.80	10	15.40	9	13.80
No	8	80.00	1	10.00	1	10.00
$\chi^2 = .37, df = 2, p = .83$						
Verbal reprimand						
Yes	36	72.00	6	12.00	8	16.00
No	18	72.00	5	20.00	2	8.00
$\chi^2 = 1.53, df = 2, p = .47$						
Written reprimand						
Yes	27	67.50	4	10.00	9	22.50
No	27	77.10	7	20.00	1	2.90
$\chi^2 = 6.92, df = 2, p = .03$						

Note. Principals were grouped into three categories: one to eight years of experience, nine to fifteen years of experience, and more than fifteen years of experience. ^aFull text for interventions is in Appendix A. ^bChi Square could not be completed because all respondents answered yes.

Table B 14

Relationships Between School Level of Career-Threatened Principal and Sources of Information Received by Superintendents: Complete Chi Square Tables

Sources of information ^a	School level					
	Elem		Middle		High	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Central office						
Yes	25	83.30	11	91.70	23	69.70
No	5	16.70	1	8.30	10	30.30
$\chi^2 = 3.18, df = 2, p = .20$						
Community members						
Yes	17	56.70	9	75.00	28	84.80
No	13	43.30	3	25.00	5	15.20
$\chi^2 = 6.25, df = 2, p = .04$						
Parents						
Yes	19	63.30	12	100.0	26	78.80
No	11	36.70	0	00.0	7	21.20
$\chi^2 = 6.57, df = 2, p = .03$						
Personal observations						
Yes	25	83.30	11	91.70	27	81.80
No	5	16.70	1	8.30	6	18.20
$\chi^2 = 65, df = 2, p = .72$						

(table continues)

Table B 14 (continued)

Relationships Between School Level of Career-Threatened Principal and Sources of Information Received by Superintendents: Complete Chi Square Tables

Sources of information ^a	School level					
	Elem		Middle		High	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
School board						
Yes	15	50.00	6	50.00	22	66.70
No	15	50.00	6	50.00	11	33.30
$\chi^2 = 2.10, df = 2, p = .35$						
Students						
Yes	2	6.70	1	8.30	15	45.50
No	28	93.30	11	91.70	18	54.50
$\chi^2 = 14.88, df = 2, p = .001$						
Support staff						
Yes	7	23.30	4	33.30	7	21.20
No	23	76.70	8	66.70	26	78.81
$\chi^2 = .72, df = 2, p = .70$						
Teachers						
Yes	22	73.30	8	66.70	24	72.70
No	8	26.70	4	33.30	9	27.30
$\chi^2 = .20, df = 2, p = .90$						

^aFull text for sources of information is in Appendix A.

Table B 15

Relationships Between School Level of Career-Threatened Principals and Interventions Initiated by Superintendents: Complete Chi Square Tables

Intervention ^a	School level					
	Elem		Middle		High	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Conference with superintendent						
Yes	30	100.00	12	100.00	33	100.00
No	-- ^b		-- ^b		-- ^b	
Outside counseling						
Yes	9	30.00	4	33.30	10	30.30
No	21	70.00	8	66.70	23	69.70
$\chi^2 = .05, df = 2, p = .98$						
Peer support						
Yes	8	26.70	3	25.00	10	30.30
No	22	73.30	9	75.00	23	69.70
$\chi^2 = .17, df = 2, p = .92$						
Provision of mentor						
Yes	8	26.70	1	8.30	8	24.20
No	22	73.30	11	91.70	25	75.80
$\chi^2 = 1.72, df = 2, p = .42$						

(table continues)

Table B 15 (continued)

Relationships Between School Level of Career-Threatened Principals and Interventions Initiated by Superintendents: Complete Chi Square Tables

Intervention ^a	School level					
	Elem		Middle		High	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Negative evaluation						
Yes	19	65.30	8	66.70	24	72.70
No	11	36.70	4	33.30	9	27.30
$\chi^2 = .65, df = 2, p = .72$						
Goal setting						
Yes	26	86.70	12	100.0	27	81.80
No	4	13.30	0	00.0	6	18.20
$\chi^2 = 2.52, df = 2, p = .28$						
Verbal reprimand						
Yes	16	53.30	7	58.30	27	81.80
No	14	46.70	5	41.70	6	18.20
$\chi^2 = 6.18, df = 2, p = .04$						
Written reprimand						
Yes	14	46.70	5	41.70	21	63.60
No	16	53.30	7	58.30	12	36.40
$\chi^2 = 2.60, df = 2, p = .27$						

^aFull text for interventions is in Appendix A. ^bChi square could not be computed because 100% of respondents answered yes.

Table B 16

Survey Reliability Data for The Career-Threatened Principal: Virginia Superintendents' Views

Item ^a	GroupA											
	<u>Clarity</u>			<u>Readability</u>			<u>Exclusivity</u>			<u>Exhaustiveness</u>		
	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N^b</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>
Survey Directions	22	4.63	.72	21	4.76	.53				-- ^c		-- ^c
Section A	22	4.90	.29	21	4.52	.92						
B-1	22	4.72	.55	21	4.71	.66						
B-2	22	4.45	.91	21	4.76	.43						
B-3	22	4.95	.23	21	4.57	.81						
B-4	22	4.72	.55	21	5.00	.00						
B-5	22	4.68	.64	21	4.76	.53						
B-6	22	4.54	.99	21	4.76	.62						
B-7	22	4.36	.84	21	4.66	.73						
Section C	22	4.81	.39	21	4.47	.57						
Section D	22	4.90	.46	21	4.81	.51						
Section E	22	5.00	.00	21	4.85	.47						
Section F	22	4.95	.21	21	4.76	.35						
G-1	22	5.00	.00	21	5.00	.00						
G-2	22	5.00	.00	21	5.00	.00						
G-3	22	4.90	.42	21	4.76	.53						
G-4	22	4.98	.29	21	5.00	.00						

(table continues)

Table B 16 (continued)

Survey Reliability for The Career-Threatened Principal: Virginia Superintendents'Views

Item ^a	Group B											
	<u>Clarity</u>			<u>Readability</u>			<u>Exclusivity</u>			<u>Exhaustiveness</u>		
	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>
Survey Directions	7	4.73	.32	7	4.76	.53	-- ^c			-- ^c		
Section A	7	4.90	.29	7	4.82	.22						
B-1	7	4.72	.55	7	4.71	.66						
B-2	7	4.45	.91	7	4.76	.43						
B-3	7	4.95	.23	7	4.57	.81						
B-4	7	4.92	.25	7	5.00	.00						
B-5	7	4.68	.64	7	4.76	.53						
B-6	7	4.74	.29	7	4.76	.62						
B-7	7	4.56	.64	7	4.66	.73						
Section C	7	4.99	.12	7	4.47	.57						
Section D	7	4.90	.46	7	4.81	.51						
Section E	7	5.00	.00	7	4.85	.47						
Section F	7	5.00	.00	7	4.76	.35						
G-1	7	5.00	.00	7	5.00	.00						
G-2	7	5.00	.00	7	5.00	.00						
G-3	7	4.909	.42	7	4.76	.53						
G-4	7	4.982	.29	7	5.00	.00						

^aComplete text of items is in Appendix A. ^bOne respondent did not rate the readability section. ^cAll respondents rated exclusivity and exhaustiveness 5.

Table B 17

Administrative Competencies Reference List

1. Attending to difficult tasks
 - Davis
 - DeLuca
 - Martin
2. Communicating effectively in writing
 - Davis
 - DeLuca
 - Martin
3. Communicating verbally in an effective manner
 - Davis
 - DeLuca
 - Martin
4. Conveying school mission and expectations
 - Daresh & Playko
 - Davis
 - DeLuca
 - Martin
 - Sergiovanni
5. Coping with stressful situations
 - DeLuca
 - Martin
6. Delegating responsibilities appropriately
 - DeLuca
 - Martin
7. Demonstrating flexibility and accepting change
 - Daresh & Playko
 - Davis
 - DeLuca
 - Lombardo & McCauley
 - Martin
 - McCauley
8. Developing positive community relationships
 - Daresh & Playko
 - Davis
 - DeLuca
 - Look & Manatt
 - Martin
9. Evaluating student educational progress
 - Davis
 - DeLuca
 - Look & Manatt

Martin
Raisch & Rogus
Rogus
Sergiovanni

10. Exhibiting good work habits and personal qualities

Daresh & Playko
Davis
DeLuca
Lombardo & McCauley
Martin
Raish & Rogus

11. Fostering positive school climate

Davis
DeLuca
Martin
Leithwood
Look & Manatt
Rogus
Sergiovanni

12. Maintaining positive relations with school board

Davis
DeLuca
Daresh & Playko
Lombardo & McCauley
Martin
McCall & Lombardo

13. Maintaining student discipline and order

DeLuca
Look & Manatt
Martin

14. Making sound decisions

Davis
DeLuca
Martin

15. Managing school budget, facilities, and operations

DeLuca
Daresh & Playko
Look & Manatt
Martin
McCall & Lombardo
Sergiovanni

16. Monitoring and evaluating staff members

Davis
Daresh & Playko
DeLuca
Look & Manatt
McCauley

Raisch & Rogus
Rogus
Sergiovanni

17. Organizing work effectively

Davis
DeLuca
McCauley
Martin

18. Planning adequately and setting appropriate goals

Davis
DeLuca
Martin
McCall & Lombardo
McCauley
Raisch & Rogus
Sergiovanni

19. Providing leadership in curriculum and instruction

Davis
DeLuca
Look & Manatt
Martin
Rogus
Sergiovanni

20. Relating positively to students

Davis
DeLuca

21. Solving problems effectively

Davis
DeLuca
Leithwood
Martin
McCall & Lombardo

22. Cooperating with faculty and staff

Davis
DeLuca
Leithwood
Lombardo & McCauley
Raish & Rogus
Sergiovanni

VITA

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Education: Virginia Tech Doctoral Program

Enrolled in doctoral program in educational administration. Now completing dissertation on career-threatened principals from the view of Virginia superintendents. Prospectus examination passed in April, 1999.

Expected date of graduation in December, 2000.

Virginia Tech Educational Specialist Degree, 1998

Educational specialist degree conferred in 1998. Completed course work in Educational and Administrative Theory, School Law, School Finance, School Personnel Administration, School Facilities, Administration of Curriculum, Special Education, and Research and Statistics.

Virginia Commonwealth University, M. Ed., 1991

Masters degree in Educational Administration conferred in 1991. Certified in secondary administration. Elected to Phi Delta Kappa.

University of Virginia, Teaching Credentials, 1971.

James Madison University, B.S. Biology, 1969.