

The Pursuit of the Principalship

Theresa P. Aberg

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David J. Parks, Chair
Glen I. Earthman
Walter D. Mallory
N. Wayne Tripp

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Abstract

The school principal is one factor in student success. As the number of principals needed increases (Bureau of Labor Statistics, 2008) and the number of principals eligible to retire rises (Briggs, Cheney, Davis, & Moll, 2013), there is concern about a potential shortage of applicants. This potential shortage has been documented in professional literature and state reports, including Arkansas (Carnine, Denny, Hewitt, & Pijanowski, 2008), Massachusetts (Militello & Behnke, 2006), North Carolina (North Carolina Association of School Administrators, 2005), and Vermont (Hinton & Kastner, 2000). One concern of those who predict a shortage of qualified applicants for the principalship is that educators complete principal preparation programs but do not pursue positions. Various reasons for this reluctance to apply have been expressed, including the time, responsibility, and salary that are incommensurate with the demands of the position.

The purpose of this study was to investigate the differences between those more willing and those less willing to apply for principal or assistant principal positions once they have completed preparation programs for school leaders. Interviews conducted with graduates of principal preparation programs were used to identify variables that may affect the willingness to apply for principal positions. The identified variables were formed into a questionnaire that was administered to a larger sample of graduates of principal preparation programs with faculty affiliated with the National Council of Professors of Educational Administration using the Virginia Tech on-line survey maker.

Encouragement by others was an influence in the willingness to apply for the principalship in both the qualitative and quantitative portions of this research. While salary correlated with the willingness to apply in the quantitative portion of the research, it was not a strong factor in the qualitative portion of the research. Non-married respondents were more willing to apply for principal positions.

Other factors mentioned by respondents in the qualitative portion of the research were not significant influences on the willingness to apply for the principalship or were not measured reliably in the quantitative portion of the research. These factors were the activity of the position, competence, stress, and the time commitment of the principalship.

Dedication

This dissertation is dedicated to my family. I would not have been able to complete this project without my patient and supportive husband, Tim. Lucas and Sofie, without you, I would have finished this degree much sooner, though I would not change a thing!

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Table of Contents

ABSTRACT	ii
DEDICATION	iv
ACKNOWLEDGEMENTS.....	v
LIST OF TABLES.....	viii
LIST OF FIGURES	x
CHAPTER 1: THE PROBLEM AND REVIEW OF RELATED LITERATURE.....	1
<i>Context for the Inquiry.....</i>	<i>1</i>
<i>Problem Statement.....</i>	<i>2</i>
<i>The Role of the Principal in Recent Years</i>	<i>3</i>
<i>Purpose of Studying the Problem.....</i>	<i>6</i>
<i>Principal Supply and Demand.....</i>	<i>7</i>
<i>Research Questions.....</i>	<i>11</i>
<i>School Leadership Career Aversion Theory</i>	<i>11</i>
Salary and School Leadership Career Aversion.....	15
Time Commitment and School Leadership Career Aversion.....	18
Lack of Support for the Principalship and School Leadership Career Aversion.....	20
Stress and School Leadership Career Aversion	20
Demands of the Principalship and School Leadership Career Aversion.....	21
Increased Accountability and School Leadership Career Aversion	22
Demographic Characteristics and School Leadership Career Aversion.....	22
<i>Definitions.....</i>	<i>23</i>
<i>Overview of the Dissertation.....</i>	<i>24</i>
CHAPTER 2: METHODOLOGY.....	28
<i>Overall Design of the Study.....</i>	<i>28</i>
<i>Part I: The Interviews.....</i>	<i>28</i>
Population.....	28
Instrumentation and Data Collection	29
Administering the Interview Protocols	31
Data Management.....	33
Data Analysis.....	33
<i>Part II: The Questionnaire.....</i>	<i>34</i>
Population and Subpopulations.....	34
Instrumentation and Data Collection Procedures.....	35
Data Management and Analysis.....	41
CHAPTER 3: RESULTS.....	45
<i>Part I: Results of the Qualitative Part of the Study.....</i>	<i>45</i>
Ambition	50
Stress.....	53
Encouraged by Others.....	53
Time Commitment.....	54
Calling.....	56
Willingness to Change.....	57
Competence.....	59
Activity of the Position.....	59

<i>Summary of Results from the Interview Protocols</i>	60
<i>Discussion of Results from the Interview Protocols</i>	63
<i>Part II: Results of the Quantitative Part of the Study</i>	65
Descriptive Statistics of the Variables in the Study	65
Inferential Statistics for the Variables in the Study	68
<i>Summary of Findings in the Quantitative Analysis</i>	73
CHAPTER 4: DISCUSSION, IMPLICATIONS FOR PRACTICE, RECOMMENDATIONS FOR FUTURE RESEARCH, AND REFLECTIONS	75
<i>Conclusions</i>	75
Conclusions from the Qualitative Data.....	75
Conclusions from the Quantitative Data.....	76
<i>Discussion of Results</i>	77
<i>Recommendations for Practice</i>	78
<i>Recommendations for Future Research</i>	79
<i>Reflections</i>	80
REFERENCES	82
APPENDIX A: SURVEY INSTRUMENT	90
APPENDIX B: PART I CONTACT LETTER AND INFORMATION FORM	99
APPENDIX C: CORRESPONDENCE FOR CONTACTING PART I PARTICIPANTS	101
APPENDIX D: TELEPHONE INTERVIEW PROTOCOLS AND INFORMED CONSENT FOR APPLICANTS AND NON-APPLICANTS FOR THE PRINCIPALSHIP	103
APPENDIX E: INTERVIEW RECORDING SHEETS	109
APPENDIX F: CLARITY REVIEW OF TELEPHONE INTERVIEW PROTOCOL	111
APPENDIX G: PART II CONTACT LETTER AND INFORMATION FORM	112
APPENDIX H: E-MAIL MESSAGE CONTACTING PART II PARTICIPANTS	114
APPENDIX I: THURSTONE EQUAL INTERVAL ITEMS	115
APPENDIX J: INSTRUMENT FOR CONTENT VALIDATION OF VARIABLES ASSOCIATED WITH THE RESPONDENT’S WILLINGNESS TO PURSUE THE PRINCIPALSHIP – ROUND 1	123
APPENDIX K: INSTRUMENT FOR CONTENT VALIDATION OF VARIABLES ASSOCIATED WITH THE RESPONDENT’S WILLINGNESS TO PURSUE THE PRINCIPALSHIP – ROUND 2	174
APPENDIX L: QUESTIONNAIRE ITEMS BY DOMAIN WITH DESCRIPTIVE STATISTICS	202
APPENDIX M: RAW DATA MATRICES FOR INTERVIEWS WITH PARTICIPANTS	205
APPENDIX N: MULTIPLE REGRESSION TABLES	228

List of Tables

Table	Page
1 <i>Percentages of Superintendents Reporting Adequacy of Qualified Candidates for Principal Vacancies by Geographical Area and School Level</i>	8
2 <i>Constitutive and Operational Definitions of Criterion and Predictor Variables</i>	25
3 <i>Data for the Assessment of the Clarity of the Interview Protocol Items</i>	32
4 <i>Reliability Coefficients for Scales Measuring Personal and Job Conditions Affecting the Willingness of Candidates to Pursue the Principalship</i>	40
5 <i>Analysis Plan for the Quantitative Data</i>	43
6 <i>Characteristics of Graduates of Principal Preparation Programs at Purposefully Selected Institutions Participating in the Interviews</i>	46
7 <i>Themes and Patterns in the Interview Data for Graduates of Principal Preparation Programs</i>	48
8 <i>Summary of Findings from the Interview Data</i>	61
9 <i>Sources of Motivation in the Interview Data for Those Less Willing and Those More Willing to Apply for the Principalship</i>	65
10 <i>Characteristics of Graduates of Principal Preparation Programs Participating in This Study at Responding Institutions</i>	67
11 <i>Descriptive Data for Willingness to Pursue the Principalship and Scaled Predictor Variables</i>	68
12 <i>Pearson Correlation Coefficients for Willingness to Pursue the Principalship by Job Conditions, Personal Conditions, and Continuous Demographic Variables</i>	69
13 <i>Independent t-test: Willingness to Apply for the Principalship by Gender</i>	70
14 <i>Independent t-test: Willingness to Apply for the Principalship by Marital Status</i>	70
15 <i>Independent t-test: Willingness to Apply for the Principalship by Family Status, Recode 1</i>	71
16 <i>Independent t-test: Willingness to Apply for the Principalship by Family Status, Recode 2</i>	71
17 <i>One-way Analysis of Variance: Willingness to Apply for the Principalship by Current Position</i>	72
18 <i>One-way Analysis of Variance: Willingness to Apply for the Principalship by Current Position, Principals and Assistant Principals Removed From the Analysis</i>	72
19 <i>One-way Analysis of Variance: Willingness to Apply for the Principalship by Employment Level</i>	72
I1 <i>Initial Set of Thurstone Equal Appearing Interval Items for Measuring the Willingness of Those Completing Principal Preparation Programs to Accept a Principal Position</i>	115
I2 <i>Items Selected for Measuring Willingness of Those Completing Principal Preparation Programs to Accept a Principal Position</i>	121
J1 <i>Content Validation of Survey Assessing the Willingness of Those Completing Principal Preparation Programs to Accept a Principal Position</i>	134
J2 <i>Content Validation of Survey Statements about the Willingness of Those Completing Principal Preparation Programs to Accept a Principal Position: Strength of Association of Items With Domains</i>	148
J3 <i>Content Validation of Survey Statements about the Willingness of Those Completing Principal Preparation Programs to Accept a Principal Position: Strength of Association of Items With Domains</i>	161

K1	<i>Second Content Validation of Survey Statements Assessing the Willingness of Those Completing Principal Preparation Programs to Accept a Principal Position: Classification of Items Into Domains and Strength of Clarity By Experts</i>	186
K2	<i>Content Validation of Survey Statements about the Willingness of Those Completing Principal Preparation Programs to Accept a Principal Position: Strength of Association of Items With Domains (greater than 75% placement) and Clarity by Experts</i>	194
M1	<i>Raw Data Matrix (Direct Quotations) from Interviews with Teachers Completing Principal Preparation Programs and More Willing to Apply for Principal Positions</i>	205
M2	<i>Raw Data Matrix (Direct Quotations) from Interviews with Teachers Completing Principal Preparation Programs and Less Willing to Apply for Principal Positions</i>	224
N1	<i>Multiple Regression Analysis: Pearson Correlation Coefficients, Means, and Standard Deviations</i>	228
N2	<i>Multiple Regression Analysis: Model Summary</i>	229
N3	<i>Multiple Regression Analysis: Analysis of Variance Table for Willingness to Apply for the Principalship by Predictors (Marital Status, Salary, and Encouragement)</i>	229
N4	<i>Multiple Regression Analysis: Regression and Correlation Coefficients</i>	230

List of Figures

Figure	Page
<i>Figure 1. A theory of school leadership aversion: Qualified candidates weigh the opportunity costs of the principalship when deciding whether or not to pursue the principalship.</i>	16

Chapter 1

The Problem and Review of Related Literature

This chapter is a description of the problem of interest in this study: the reluctance of some graduates of principal preparation programs to take positions as principals. The study is situated within the literature on the supply and demand for school principals. A theory of school leadership aversion is proposed and supported with research findings, theory, and commentary.

Context for the Inquiry

The principal is one factor in student success. The role of the principal has shifted from that of the managerial administrator of the 1970s to the instructional or transformational leader of today. As the average principal in the United States is approaching retirement age, and the demands for the principalship increase, principals are deciding to retire as soon as they are eligible. A report by the George W. Bush Institute indicated that up to 40% of principals might retire by 2014 (Briggs, Cheney, Davis, & Moll, 2013). The Bureau of Labor Statistics (BLS) (2008) reported that there will be a 12% increase in the number of principals needed by 2016. With the number of principals needed on the rise and many current principals approaching retirement age, concerns are surfacing in the education community about who will serve in the principalship. There is an adequate supply of licensed candidates, yet these licensed candidates are not applying for administrative positions (Carnine, Denny, Hewitt & Pijanowski, 2008; Dituri, 2004; Dykiel, 2003; Farr, 2004; Papa, 2004; Ryan, 2006; Southern Regional Education Board, 2003).

Problem Statement

Many of those who complete the requirements for the K-12 administration and supervision license do not apply for principalships. Reports and dissertations have expressed concern regarding the impending retirements of many school administrators and the shrinking applicant pool for vacancies (Barksdale, 2003; Dituri, 2004; Dykiel, 2003; Farr, 2004; Herr, 2002; Papa, 2004; Schutte, 2003). A study completed by Carnine et al. (2008) on the status of school leadership in Arkansas reported that there is a moderate shortage of principal candidates, particularly in schools that are rural or have high rates of poverty. With 80% of Arkansas school district superintendents reporting, applicant pools are about one-half of what they would have expected 15 years ago for principal vacancies. Superintendents reported that about half of the current applicants met most of the criteria for being selected as principal. Arkansas experienced a sixty-two percent turnover rate in high school principals from 2005 to 2008. During this same period, there was a turnover rate of eighty percent of middle school principals, while there was only a thirty-three percent turnover rate for elementary principals (Carnine et al.).

The North Carolina Association of School Administrators reported on the shortage of principals and assistant principals anticipated in the state. Approximately half of their principals were 50 or older and had 25 years or more experience in the position, and nearly half of the assistant principals were 50 or older in 2005 (North Carolina Association of School Administrators, 2005). While there was an increase in the number of teachers completing the requirements for principal licensure, North Carolina teachers were staying in the classroom (North Carolina Association of School Administrators).

Many practitioner journals and reports in the news media indicated a shortage of applicants for administrative openings over the past ten years (Asch, 1999; Fenwick, 2001; Gilman & Lanman-Givens, 2001; Hammond, Muffs, & Sciascia, 2001; Johnson, 2001; Noor, 2008; Ryan, 2006; Steinberg, 2000). In the late 1990's, one-half of all public school principals were at retirement age (Educational Research Service, 1998). In a study conducted by Educational Research Service (2000), 50% of superintendents reported a shortage of applicants when filling a vacancy in 1997. A survey in one unnamed state (Whitaker, 2001) confirmed this shortage of principal candidates, particularly at the high school level. In this survey, 89.8% of the 108 superintendents indicated a moderate, somewhat extreme, or extreme shortage of candidates for principal vacancies.

Additionally, Kentucky (Steinberg), Texas (Steinberg), Vermont, California, Indiana, and New York City have reported shortages of principal candidates (Hinton & Kastner, 2000; National Association of Elementary School Principals, 2003). Shortages of principal candidates have also been reported in Arkansas (Carnine et al., 2008), Connecticut (Noor, 2008), Minnesota (Associated Press, 2007), Pennsylvania (Ryan, 2006), Massachusetts (Militello & Behnke, 2006), New York State (Marchetti, 2004), Montana (Farr, 2004), Georgia (Grisham, 2003), Michigan (Cusick, 2003), and Iowa (Moorman Behrens, 2003).

The Role of the Principal in Recent Years

The duties of the principal are numerous (Bureau of Labor Statistics, 2008). Principals are responsible for creating a positive school culture and leading the school community in the creation and implementation of a school vision and mission. Principals evaluate all school staff, from the custodian to the assistant principal. As schools continue to increase in size, the number of evaluated employees increases. Educator evaluation

includes classroom observations, creating plans for skill improvement, and monitoring of license renewal activities. Principals are responsible for budget development and advocating for the fiscal needs of the school. Principals are the primary public relations officers for the school, working with parents, students, and community members. Principals are accountable for the success of all students, an ever-increasing challenge as mandates continue to grow without the resources for implementation.

The principal is one factor in determining the success of a school (Educational Research Service, 2000; Hallinger & Heck, 1996; Marzano, Waters, & McNulty, 2005) and is ultimately accountable for student and school success (Broad Foundation & Thomas B. Fordham Institute, 2003). There is a significant relationship between school leadership and student achievement (Waters, Marzano, & McNulty, 2003). In a meta-analysis of 70 studies, Waters et al. found 21 specific responsibilities of school leaders that, when implemented effectively, have a positive correlation with student achievement. These responsibilities include creating a positive school culture, seeking the input of teachers, providing resources, and serving in the role of change agent. Effective principals today must combine their managerial and leadership skills (Barksdale, 2003).

The No Child Left Behind legislation (No Child Left Behind Act, 2001) has moved instructional leadership to the forefront of the principalship. In a comparison of the role of the principal in 1970 and the principal of today, Stephen (2002) found that principals are very busy completing a multitude of managerial tasks as was the case in the 1970s; however, the principal of today is responsible for teaching, learning, and achievement differently from in the past. Although student learning has always been at the center of the principalship (Lashway, 2002), the focus of attention has changed. In the

past, principals paid attention to instruction by setting curriculum goals, monitoring lesson plans, and evaluating teachers (Lashway). Currently, principals do all of these tasks and are immersed in student learning. They use data to make decisions and align staff and curriculum development with student learning needs (Lashway). They must help their teachers and the school community meet the requirements of the No Child Left Behind Act (U.S. Department of Education, 2002) and state accreditation, often without the necessary additional resources.

Daresh (1987) wrote that there is not a clear or widely accepted definition of instructional leader, which can be used to assist principals. Both the Council of Chief State School Officers (1996, 2008) and the National Policy Board for Educational Administration (2002, 2011) have published standards to guide school leaders and leadership training programs. Individual states have produced standards as well. While the focus of the principal position is instructional leadership, the numerous managerial tasks still exist.

Graduate students enrolled in educational leadership at William Patterson University of New Jersey surveyed principals on their roles and responsibilities (Chirichello, 2004). The principals were surveyed in June 2001, 2002, and 2003. Principals were asked to indicate the three responsibilities that consume most of their time and the three responsibilities on which they would like to spend their time. The responses of how the principals would like to spend their time and how they actually spend their time were very different. The three responsibilities that consumed most of their time were school management (61% of principals), followed by supervision of staff (34%), and discipline and management of students (34%). They would like to spend their

time on curriculum development and instructional issues (77%), interacting with students in a non-disciplinary manner (56%), and on school-wide planning and school reform (40%).

In a report published by the Maryland State Department of Education (2000), one recommendation was to remove the extra responsibilities of principals to allow time to fulfill their role as instructional leaders. In theory, the focus of the principal is on instructional leadership. In reality, principals are managing day-to-day responsibilities (Maryland State Department of Education).

Purpose of Studying the Problem

As the average principal approaches retirement age and the number of principals needed continues to increase, there is concern that there may not be enough school leaders to fill position vacancies. The reluctance of some educators who complete principal preparation programs to apply for available principalships contributes to this concern about the adequacy of the supply of future principals. This reluctance to seek positions is the focus of this study. The question of interest is: Why do some educators who complete the requirements for certification as a school principal not apply for available positions? An answer to this question will be useful to both school districts and programs preparing school leaders. School districts may be able to adjust their recruitment practices or make the principalship more attractive if the personnel directors or superintendents are aware of the reasons qualified candidates are not applying. Districts can put supports in place to help offset the opportunity costs of applying by making the principalship more attractive. Principal preparation program planners and managers may use this information to modify program offerings to ensure that they are

relevant to the demands of the position and to help potential candidates analyze the costs and benefits of becoming a school principal.

Principal Supply and Demand

The supply and demand for school principals ebb and flow. Throughout the decades of the 1990s and 2000s a principal shortage was reported in some school districts and not in others. While the number of teachers receiving school administration degrees increased from 1988 – 1998, school districts nationwide reported a decline in the number of applicants during the same period (McAdams, 1998). The National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) partnered with the Educational Research Service (ERS) (1998) to complete an exploratory study based on anecdotal evidence regarding the shortage of qualified candidates for principal and assistant principal vacancies. ERS completed a telephone survey of 403 randomly selected school districts. The interview was completed with a district representative, either the superintendent or someone at the central office, who was involved in the hiring of principals. ERS concluded that there was a shortage of qualified candidates for principal vacancies; 50% of the respondents indicated they had experienced a shortage of candidates for positions they had attempted to fill in the past year. Table 1 shows the 1998 shortages found of principals in rural, urban, and suburban districts and at elementary, middle/junior high, and high school levels.

Table 1

Percentages of Superintendents Reporting Adequacy of Qualified Candidates for Principal Vacancies by Geographical Area and School Level

	<i>N</i>	Shortage of candidates	Adequate number of candidates	Surplus of candidates
All Respondents	403	50	42	8
Rural		52	40	8
Suburban		45	47	8
Urban		47	46	7
Elementary		47	44	9
Middle/Jr. High		55	38	6
High		55	38	6

Note. Numbers are percentages of superintendents who had filled at least one principal vacancy in the past year. Adapted from Educational Research Service. (1998). *Is there a shortage of qualified candidates for openings in the principalship? An exploratory study.* Arlington, VA: Author.

In a 2006 survey of 3,200 elementary, middle, and high school principals in nine northeastern states, over 42% indicate that they will be retiring from their position in the next five years (Ryan, 2006). The school districts in Vermont have been among those experiencing a shortage of principals, struggling to fill principal vacancies at the beginning of the 1999-2000 school year (Hinton & Kastner, 2000). During this same school year, 195 of New York City's schools opened without a principal (Hinton & Kastner). "In a 1999 California study, 73% of 376 superintendents reported a shortage of qualified candidates for elementary school principal positions" (National Association of Elementary School Principals, 2003). During this same year, 72.9% of responding

superintendents in Indiana described the pool of candidates for principal positions during the previous three years as significantly smaller than in earlier years (National Association of Elementary School Principals).

Whitaker (2001) surveyed 176 superintendents in a western state regarding candidates for principal vacancies, and 108 usable surveys were returned for a 59% response rate. Using a Likert-type scale from 1 (no shortage) to 5 (extreme shortage), 89.8% of the superintendents reported a moderate, somewhat extreme, or extreme shortage. The mean score for responses to this question was 3.44. The superintendents reported that high school principalships were the most difficult positions to fill.

The National Center for Education Information (Feistritzer, 2003), with support from the Broad Foundation & the Thomas B. Fordham Institute, completed a telephone and e-mail survey of state certification officials. State officials were asked to describe regular and alternative routes, if any, for certifying school administrators. Information gathered from the survey included whether the state was experiencing shortages of principals or superintendents, the number of new administrator certificates issued in each of the last five years, and if any new principals or superintendents had been hired in the last five years. Twenty-three states indicated they were experiencing some shortage of school administrators, while four additional states anticipated a shortage in the future. While most states had an adequate supply of candidates holding the license required for administrative positions, some urban and rural districts were experiencing shortages. Only three states indicated that there were issues with the quality of candidates (Broad Foundation & Thomas B. Fordham Institute).

There is some controversy regarding the definition of the principal shortage. Roza, Celio, Harvey, and Wishon (2003) reported that the average school district received 17 applicants for each principal vacancy, which is only a slight decline of about 2 applicants over the previous seven years. Roza et al. reported that the shortage was in the quality of the candidates needed in the schools and not in the quantity of actual applicants for each position.

Regardless of definition, there are far more educators with administrative credentials than are applying for principal positions. For example, in the time period from 1999-2003, more than 7,000 school administrator credentials were issued in Texas, which is enough to replace every principal in the state (Southern Regional Education Board, 2003). Georgia had 3,200 certified administrators not in school administrator positions, and there are only 1,946 schools in the state (Southern Regional Education Board).

Broad Foundation & Thomas B. Fordham Institute (2003) reported that 1,300 principal certificates are conferred in Indiana each year, while the state has only about 3,000 public school principals. In Massachusetts, nearly half of those receiving administrative licenses were not expected to pursue the principalship (Militello & Behnke, 2003). The average number of initial principal certificates issued per year from 1998-2002 was included for 16 states (Feistritz, 2003). New Hampshire issued 3 principal certificates per year while Florida issued 3,769 per year. The number of certificates issued annually from 1998-2002 for the 16 states included in the report was 12,174. The same 16 states have a total of 35,211 schools. In the four years covered in the report, more principal certificates were issued than there were public schools. In the *Occupational Outlook Handbook, 2008-2009 Edition*, the job prospects for school

principals are reported as very favorable as some teachers are discouraged from applying for the position because of the changes in responsibilities (Bureau of Labor Statistics, 2008). More recent studies (Briggs, Cheney, Davis, & Moll, 2013; Pijanowski, Hewitt, & Brady, 2009) confirm that a principal shortage may be on the horizon.

Research Questions

A set of questions guides this research.

1. How do those who seek principal positions differ from those who do not seek principal positions upon completion of principal preparation programs in education?
2. How do personal conditions and characteristics of candidates relate to the willingness of candidates to apply for principal positions?
3. How do the job conditions of the principalship relate to the willingness of candidates to apply for principal positions?

School Leadership Career Aversion Theory

There are many reasons why educators pursue principal certification but do not pursue principal positions. The reasons most frequently documented in the research and in anecdotal materials are the incommensurate rate of salary (Adams, 1999; Broad Foundation & Thomas B. Fordham Institute, 2003; DiPaola & Tschannen-Moran, 2003; Dykiel, 2003; Educational Research Service, 1998; Herr, 2002; Maryland State Department of Education, 2000; Schutte, 2003; Whitaker, 2001), the time commitment required (Adams, 1999; Carnine et al., 2008; DiPaola & Tschannen-Moran, 2003; Doud & Keller, 1998; Dykiel, 2003; Educational Research Service, 1998; Herr, 2002; Hintz, 2002; McCreight, 2001; Moore, 1999; Pennsylvania Association of Elementary and

Secondary School Principals, 2006; Schutte, 2003; Whitaker, 2001), the limited support for the principalship (Adams, 1999; Broad Foundation & the Thomas B. Fordham Institute, 2003; DiPaola & Tschannen-Moran, 2003; Dykiel, 2003; Educational Research Service, 1998; Houston, 2000; McCreight, 2001; Whitaker, 2001), the stress of the position (Adams, 1999; Bureau of Labor Statistics, 2008; Carnine et al., 2008; Dykiel, 2003; Educational Research Service, 1998; Herr, 2002; Maryland State Department of Education, 2000), the demands of the position (Bureau of Labor Statistics, 2008; Chirichello, 2004; Cushing, Kerrins, & Johnstone, 2003; Herr, 2002; Hintz, 2002; Moore 1999; Whitaker, 2001), and the increased accountability for student performance (Broad Foundation & Thomas B. Fordham Institute, 2003; Bureau of Labor Statistics, 2008; Carnine et al., 2008; Educational Research Service, 2000; Houston, 2000; McCreight, 2001).

When deciding whether or not to apply, qualified candidates seem to be weighing the opportunity costs associated with the principalship. An opportunity cost is “the value of the next-highest-valued alternative use of that resource” (Henderson, 2008, para. 1). This cost of pursuing one alternative rather than another does not always refer to monetary value. There is an opportunity cost with any decision involving two or more options. In applying the concept of opportunity cost to applying for administrative positions, applicants must decide if the compensation in the form of salary, benefits, and authority of the position is worth the time and responsibility involved. Many factors, such as current job situation, family situation, and the support system in place, contribute to this decision.

There are many variables that affect the decision to apply for administrative positions. The attractions and benefits of the principalship are present when educators decide to apply for principal positions. When one decides to apply for the principalship, he or she believes the benefits outweigh the opportunity costs of the position. The positive attributes of the position outweigh the drawbacks, if any, associated with the job. Supports and encouragement may be in place for the applicant. Personal health and family conditions may be conducive to the decision. Those in superior positions, peers, or family members may be encouraging them. Greater opportunities than in their current position may be possible. Status and pay may outweigh the costs that may accrue due to the stress of the job or the time commitment.

Educators with administrative licenses may not apply because the costs may outweigh the benefits of the position. Personal or job-related reasons may prevent potential candidates from applying. They may feel discouraged or have self-doubts. Fear of success may play a role. Personal health or family conditions, such as caring for children or an aging or ailing parent, may affect the decision. The time commitment may be cause for concern, particularly for those who are caring for children or an adult dependent. Family obligations or the stress of the position may deter them from applying.

Some educators may not take the initiative to apply without encouragement. They may have a preference at the time for remaining in the classroom and working more directly with students. In this instance, the value of working with the children in the classroom is higher than the value of the increased salary and authority of the principalship. Educators receiving a great deal of positive recognition in their present positions may be reluctant to relinquish the positive spotlight for a position where the

positive recognition is not often present. Educators established in their roles may be reluctant to give up the “comfort” of being in a known position. Women and men base this decision on differing factors and current family situations. In a survey of Ohio teachers, males indicated that the incentives of the principalship were greater than the disincentives (Howley, Andrianaivo, & Perry, 2005), which could be one explanation for the overrepresentation of males in school administration as 75% of teachers in public and private schools in the United States in 2007-2008 were female (National Center for Education Statistics, 2012). The non-monetary costs associated with the principalship may be too high to apply for the principalship. The power struggles, envy, and scrutiny from others may be deterrents.

There are many reasons why educators are not applying for principal positions. In a meta-analysis of articles, McCreight (2001) reported five major reasons for the shortage of principals: salary, time commitment, lack of support or respect for the position, demands of the job, and the increased accountability of the position. Carnine et al. (2008) found similar results with a study of 391 teacher leaders in Arkansas. The top five reasons reported were: elevated testing and accountability pressures, stress of the position, time required, difficulty focusing on instruction because of societal problems, and difficulty satisfying parent and community demands. Stress was reported as a reason for not applying in other studies (Adams, 1999; Dykiel, 2003; Educational Research Service, 1998; Herr, 2002; Maryland State Department of Education, 2000). For many applicants, these disincentives are greater than the incentives for applying. In the concept of opportunity costs, it is not “worth it” for the teachers to pursue the principalship.

In the theory of school leadership aversion (see Figure 1), the reasons for deciding whether or not to apply for a principalship are grouped into two categories: job-related reasons and personal conditions and characteristics. Job-related reasons are salary, preference for remaining in the classroom or present job at this time, time commitment required for the principalship, the demands of the position, the increased accountability, the lack of support for the position, and the stress of the principalship. Personal conditions and characteristics are the level of commitment required for the position, fear of not meeting success, and demographic characteristics, including gender, age, grade presently teaching, years of teaching experience, marital status, and family status.

Salary and school leadership career aversion. Incommensurate salary with the demands of the principalship is the most commonly cited reason teachers do not apply for the position of principal (Adams, 1999; Broad Foundation & Thomas B. Fordham Institute, 2003; DiPaola & Tschannen-Moran, 2003; Dykiel, 2003; Educational Research Service, 1998; Herr, 2002; Maryland State Department of Education, 2000; Schutte, 2003; Whitaker, 2001). The *Occupational Outlook Handbook* (Bureau of Labor Statistics, 2008) indicates the pay increase for assuming the position is often not substantial enough to attract teachers into educational administration.

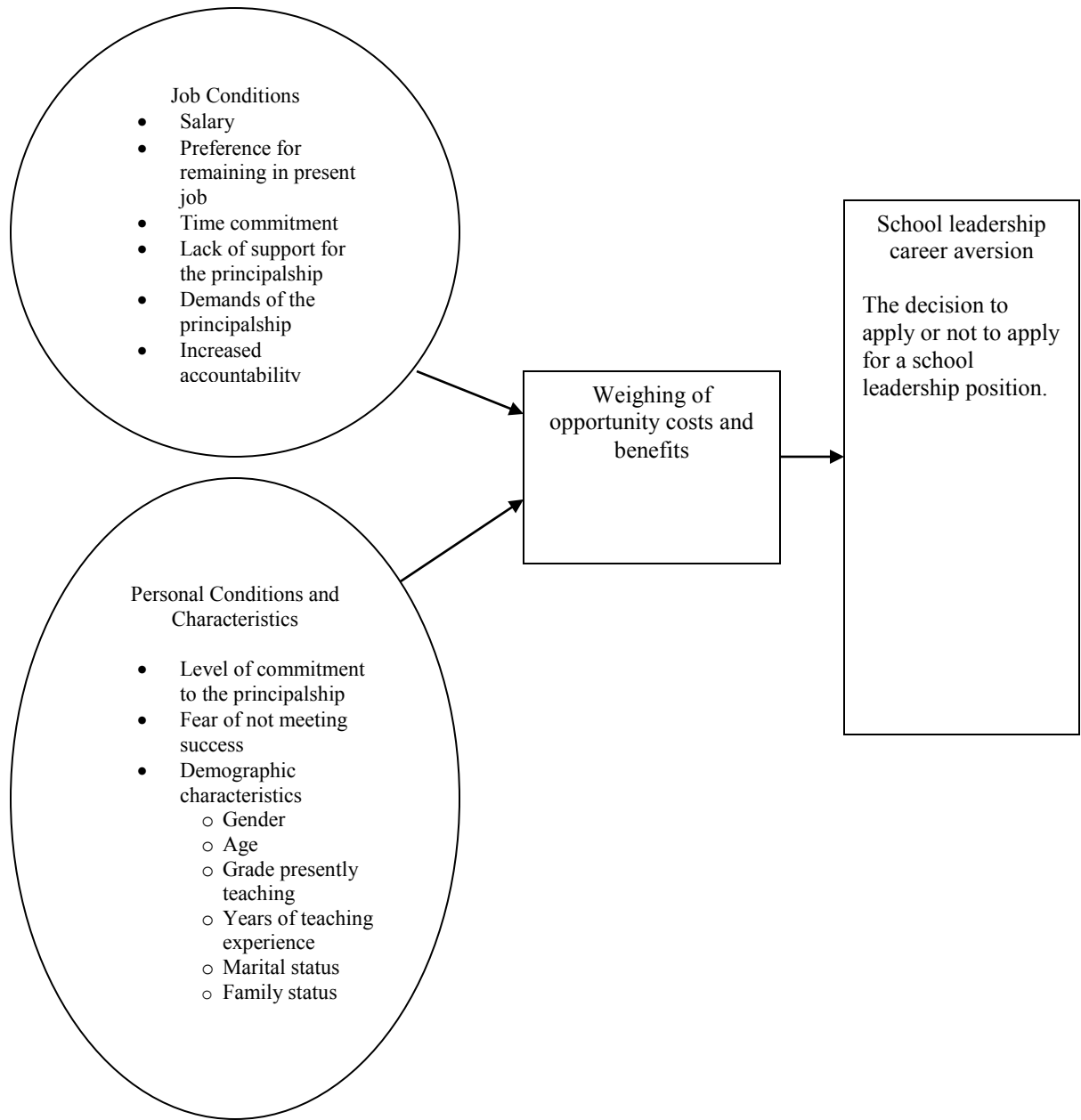


Figure 1. A theory of school leadership aversion: Qualified candidates weigh the opportunity costs of the principalship when deciding whether or not to pursue the principalship.

Salary is an issue raised by the Broad Foundation & the Thomas B. Fordham Institute (2003). The Foundation described principals as “CEOs of small public businesses whose chief product is learning” (p. 17). Principals, however, are not paid on this level. In the public sector, executives are compensated for the responsibilities and time required in the position. This is not the case with the principalship. When the length of contract is figured in, principals make less per day than some teachers.

As part of a survey conducted by Educational Research Service (1998), superintendents were asked why they thought potential applicants were not applying for principal positions. The top reason offered consistently across school level (elementary, middle, high) and community type (rural, suburban, urban) was that the salary is not commensurate with the level of responsibility. This reason was offered by 60% of the responding superintendents.

In Whitaker’s research (2001), salary seemed to be the most critical reason for not pursuing the principalship, as reported by superintendents in one western state. In a survey of Educational Leadership and Policy Studies (ELPS) students who had earned the California Preliminary Administrative Services Credential over the previous five years, 46% of those responding indicated greater satisfaction with their current position than they expected in the principalship. Inadequate compensation in relation to increased responsibilities was one of the reasons for expecting decreased satisfaction as a principal (Adams, 1999).

As the salaries for experienced teachers continue to grow, there can be a negligible difference between teacher and administrative pay. Forty-six percent of 1,543 principals and assistant principals surveyed in Virginia reported that salary increases for

administrators had not kept pace with increases for teachers over the past five years (DiPaola & Tschannen-Moran, 2003).

In a 1999 study by the Montana School Boards Association (Whitaker, 2001), a major reason that individuals do not pursue the principalship is that the salary is not commensurate with the responsibility. The Maryland Association of Secondary School Principals surveyed 121 aspiring, assistant, and current principals in Maryland in 1998. Insufficient compensation was one of the most commonly reported reasons for the principal shortage in Maryland (Maryland State Department of Education, 2000). In the results of a survey of 153 randomly selected novice administrators in Pennsylvania, Herr (2002) reported that increased salary would be the most attractive improvement to the principalship. Dykiel (2003) conducted a survey of 131 randomly selected Indiana principals, followed by telephone interviews with 32 of the principals. Compensation was one of the top three reasons reported for explaining the principal shortage at the time in Indiana.

In a survey of 290 individuals licensed to be secondary principals but holding teacher positions, financial rewards incommensurate with the job responsibilities were one of the top reasons for not applying (Schutte, 2003). Although an important contributor, salary is only one of the reasons that candidates do not apply for principal positions.

Time commitment and school leadership career aversion. Increased time commitment is another commonly reported reason for not pursuing the principalship (Adams, 1999; Carnine et al., 2008; DiPaola & Tschannen-Moran, 2003; Doud & Keller, 1998; Dykiel, 2003; Educational Research Service, 1998; Herr, 2002; Hintz, 2002;

McCreight, 2001; Moore, 1999; Pennsylvania Association of Elementary and Secondary School Principals, 2006; Schutte, 2003; Whitaker, 2001). The increased time commitment refers to both the length of the school day and the length of the year worked. Principals are expected to participate in many evening and weekend functions. In one report, the average principal worked 54 hours per week (Doud & Keller, 1998). Of 1,543 principals and assistant principals in Virginia, 84% worked more than 50 hours per week (DiPaola & Tschannen-Moran, 2003). Time commitment was one of the top three reasons for not pursuing the principalship in this survey.

In a survey of 391 Arkansas teachers, too much time required for the principalship was the third ranked reason for not applying for the principalship (Carnine et al., 2008). In a survey of over 3,200 K-12 school leaders conducted by the Northeast Regional Elementary School Principals' Council, over 65% of respondents indicated that between five and fifteen hours per month have been added to their time spent at work as a result of the federal mandates, specifically No Child Left Behind (Pennsylvania Association of Elementary and Secondary School Principals, 2006).

At a leadership summit in Washington, DC, 90 principals surveyed indicated that in addition to salary, the time commitment required was a leading reason educators were not pursuing principal positions (Whitaker, 2001). Moore (1999) reported the increased time commitment as a deterrent for applying for principal positions. The amount of time spent after hours on school business was a negative condition reported by newly hired principals in Pennsylvania (Herr, 2002). Superintendents surveyed by Educational Research Service (1998) reported the required time commitment as one of the top three reasons for not applying. The time commitment was one of the most commonly reported

obstacles to pursuing the principalship by Adams (1999), Dykiel (2003), Hintz (2002), McCreight (2001), and Schutte (2003).

Limited support for the principalship and school leadership career aversion.

Limited support or respect for the principalship was cited as a reason for not applying as often as increased time commitment (Adams, 1999; Broad Foundation & the Thomas B. Fordham Institute, 2003; DiPaola & Tschannen-Moran, 2003; Dykiel, 2003; Educational Research Service, 1998; Houston, 2000; McCreight, 2001; Whitaker, 2001). Adams (1999) reported that teachers had greater satisfaction in their current role than they expected in a principal position because of the lack of support for school administrators given the political environment of education. Herr (2002) reported the lack of respect for the position and the political aspects of the job. In addition to the lack of support given to principals by elected school board members, superintendents, and central office staff (Dykiel, 2003; McCreight, 2001), a lack of support by parents and community members was cited as a reason for the shortage of principals (Whitaker, 2001).

DiPaola & Tschannen-Moran (2003) reported the lack of supports in place for new principals as a deterrent for applying. The Broad Foundation & the Thomas B. Fordham Institute (2003) and Houston (2000) reported that principals often lack the support and authority to make changes at the school level. As part of the survey conducted by Educational Research Service (1998), more than 10% of the superintendents responding indicated that difficulty pleasing the parents and community was a reason fewer teachers are applying for principal positions.

Stress and school leadership career aversion. Stress brought on by the responsibilities of the position has been a consistent deterrent to potential principal

applicants. *The Occupational Outlook Handbook* (Bureau of Labor Statistics, 2008) cited the stress of the position as a deterrent to the pursuit of the positions of principal and assistant principal. Ten years earlier superintendents reported stress as a top reason when they were asked about why potential applicants were not applying (Educational Research Service, 1998). Students in a principal preparation program (Adams, 1999), novice principals (Herr, 2002), and experienced principals (Dykiel, 2003; Maryland State Department of Education, 2000) reported stress as a major deterrent for applying for the principalship. The job of the principal being generally too stressful was ranked second as the reason for not applying by Arkansas teachers qualified for the principalship but choosing not to apply (Carnine et al., 2008). As the principalship becomes more demanding, the stress of the position increases for a relatively small increase in pay.

Demands of the principalship and school leadership career aversion. The increased responsibilities of the principalship in comparison to the responsibilities of teaching positions are another reason teachers are not applying for principal positions (Bureau of Labor Statistics, 2008). The increased paperwork was one of the four reasons graduate students at Oakland University in Michigan were not applying for elementary principal positions (Moore, 1999). Additionally, professors of educational leadership have written about the unrealistic expectations of the principalship as a reason for the shortage of applicants (Chirichello, 2004; Cushing, Kerrins, & Johnstone, 2003).

Schutte (2003) reported that teachers licensed to be principals at the secondary level in Iowa felt there were too many responsibilities for secondary principals. Principals who were members of the Indiana Urban School Association reported that “always being on call” (Hintz, 2002, p.1204) was a major deterrent for those who could be aspiring to

the principalship. Herr (2002) reported the increased job responsibilities of the principalship conflicting with home responsibilities as a major obstacle. Superintendents in a western state reported the increased and changing demands of the principalship as one of the top five reasons potential candidates were not applying for principal positions (Whitaker, 2001).

Increased accountability and school leadership career aversion. In the age of accountability, particularly with all schools being required to make adequate yearly progress under the federal No Child Left Behind legislation of 2001, principals are responsible for ensuring that all students meet both state and national standards, while the school does not have control over all variables related to achieving those standards. The principal is responsible for correcting conditions, such as school attendance and related home conditions, which are out of the control of the school (McCreight, 2001). The accountability pressures of the position were the top reason for not applying by teachers in Arkansas (Carnine et al., 2008). Increased accountability in the principalship was cited as a deterrent for potential applicants by the Bureau of Labor Statistics (2008) and Educational Research Service (2000). Principals are held accountable for the success of their schools and students without being given the authority to make some of the changes that may be needed, such as hiring and terminating teachers (Broad Foundation & Thomas B. Fordham Institute, 2003; Houston, 2000).

Demographic characteristics and school leadership career aversion. No research was found to support the relationships between demographic characteristics and the decision to pursue the principalship. In a study of teachers in Arkansas, both male and female teachers ranked stress as one of the top reasons for not applying for the

principalship. Women ranked stress as the top reason, and men ranked stress second in the reasons for not applying (Carnine et al., 2008). As a principal, I saw several teachers, mostly female, with administrative credentials decide to remain in the classroom because of their family situations, including the need to care for either young children or adult dependents. At the same time, I was working with two male teachers who were actively pursuing administrative positions so that their spouses could stay home with small children. These two teachers each had less than 10 years of teaching experience and would see a sizable salary increase by moving to an administrative position. The salary increase is worth the increased responsibilities and time for these two teachers.

With the increased stress, time commitments, and job responsibilities of the principalship and the often relatively low increase in salary, potential applicants must weigh the opportunity costs associated with the decision to pursue the principalship. For example, if a potential candidate has significant stress in his or her home situation, the increased stress of the principalship may not be worth the increase in salary or the other positives that come with being a principal. There are both personal and job-related opportunity costs that qualified candidates incur when they take the principalship. Potential candidates seem to be weighing these costs when determining whether or not to apply for the principalship.

Definitions

For the purpose of this study, principal refers to both the principal and assistant principal positions of a school. Principals are responsible for the daily operations of the school and usually report to the superintendent or an assistant superintendent. Assistant principals assist principals in the daily operations of the school and report to the

principal. Qualified candidates are those holding the administrative license, or equivalent credential, to be a principal.

The constitutive and operational definitions of the variables in this study are in Table 2. Response codes are included.

Overview of the Dissertation

The context for the study, the statement of the problem, the background of the problem, the research questions, the underlying theory, and definitions of terms and variables are in Chapter 1. The methodology of the study, including descriptions of the population and sample, data collection, data management, and data analysis, is in Chapter 2. The findings are in Chapter 3, and conclusions, discussion, recommendations for future research and practice are in Chapter 4.

Table 2

Constitutive and Operational Definitions of Criterion and Predictor Variables

Variable	Constitutive definition	Operational definition and coding
Criterion		
Willingness to pursue the principalship	The desire of the participant to pursue or not pursue the principalship.	Thurstone scale items 1 through 11 on the survey instrument in Appendix A. These items are considered to be on an equal interval continuum from one to eleven, with item one representing the least willingness to pursue a principal position and item eleven representing the most willingness to pursue a principal position. The sum of positive responses is divided by the number of questions, resulting in a scale score where one represents the least willingness to pursue the principalship and eleven represents the most willingness to pursue a principalship.
Predictor		
Gender	Participant is male or female.	Male (1), Female (2)
Age	Age is how old the participant is as of the last birthday.	Age of the participant as of the last birthday in years
Grade presently teaching	Participants indicate the grade or grades (K-12) they are presently teaching.	Level where currently teaching: Elementary (1), Middle or Junior High (2), Secondary or Senior High

Variable	Constitutive definition	Operational definition and coding
Years of teaching experience	Participants indicate how many years of teaching experience they have, including the present school year.	(3) Years of teaching experience, including the present school year
Marital status	Marital status refers to whether the participant is presently unmarried or married.	Unmarried (1), Married (2)
Family status	Family status refers to whether or not the participant has dependents, including children or adults, for whom they are responsible.	No children (1), Preschool age children (2), School-age children (3), Adult children (4), Other adult dependent(s) (5)
Stress	Stress is the result of external forces on one's life.	This domain assesses the respondent's perception of the stress experienced by principals. Likert scale items 16, 24, 30, 34, 44, and 47 on the survey instrument in Appendix A.
Encouraged by others	Encouraged by others refers to positive support offered to potential applicants by family, friends, colleagues, and supervisors.	This domain assesses the respondent's perceptions of the role of encouragement by others in the decision to apply for a principalship. Likert scale items 14, 19, 26, 37, 41, and 46 on the survey instrument in Appendix A.
Time commitment	The respondent's perceived time commitment refers to both the length of the school day and the length of the year worked.	This domain assesses the respondent's perception of the time commitment one makes when becoming a principal. Likert scale items 17, 21, 27, 33, 42, and 53

Variable	Constitutive definition	Operational definition and coding
Willingness to change	Willingness to change is the respondent's desire to have circumstances remain status quo or to move to some more desired position or geographical area	on the survey instrument in Appendix A. This domain assesses the respondent's preference for remaining in his or her current position or geographical area. Likert scale items 12, 18, 22, 31, 39, and 52 on the survey instrument in Appendix A.
Competence	Competence is possession of the knowledge and skills to perform a duty, in this case the work of the principalship.	This domain assesses the respondent's perception of his or her knowledge, skills, and ability to perform effectively as a principal. Likert scale items 13, 20, 28, 36, 45, and 50 on the survey instrument in Appendix A.
Activity of the position	The activity of the position refers to the various tasks that a principal must complete on a daily basis.	This domain assesses the respondent's willingness to exert the energy required to carry out the numerous and varied responsibilities of the principalship. Likert scale items 15, 25, 29, 35, 40, and 49 on the survey instrument in Appendix A.

CHAPTER 2

METHODOLOGY

Chapter 2 is a description of the procedures used in this study. The population is identified, and the method for obtaining the sample is described for each part of the methodology. The development of the instruments for data collection is described. The methods for data management and data analysis are included.

Overall Design of the Study

This is a two-part study. The information gathered from the interviews conducted in the first part of this research was used to construct a questionnaire that was administered online in the second part of this research.

Part I: The Interviews

Data was collected by interviewing graduates of principal preparation programs. The graduates were selected from the most recent cohort of eight purposefully selected colleges or universities. The interview data were analyzed using the constant comparative method (Maykut & Morehouse, 1994).

Population. The population for the interviews was educators who had recently (December 2008 through June 2009) completed the requirements for the administration and supervision license at eight colleges and universities with faculty who were members of the National Council of Professors of Educational Administration in 2005.

Dr. Theodore Creighton, Executive Director of the National Council of Professors of Educational Administration, was contacted. Dr. Creighton provided a membership directory (Creighton, Lunenburg, Irby, & Nie, 2005) and indicated professors from eight institutions that he felt would be likely to respond to a request for names of recent

graduates. Of the eight institutions selected, six institutions were accredited by the National Council for Accreditation of Teacher Education. A letter (see Appendix B) was sent to each of the eight institutions requesting contact information, including the name, mailing address, e-mail address, and telephone number, for four graduates of their most recent cohort, two employed as principals and two who were not in principal positions and did not intend to apply for principal positions. The graduates not intending to apply were not to be serving in another leadership position. Only graduates of the most recent cohort in each college or university were included. In the instances where the university did not release the directory information for the recent graduates, the graduates were given the contact information for the researcher and asked to make initial contact.

From the eight institutions, six replied with contact information or by forwarding the information to the recent graduates. The four recent graduates at each of the six institutions were contacted via e-mail. Those not initially responding via e-mail were sent a follow up-email, a postal letter, and were contacted by telephone. See Appendix C for information regarding contact. Fourteen phone interviews were conducted with recent graduates from five institutions. There were no respondents from one institution.

Instrumentation and data collection. Two interview protocols were developed for use during the interview portion of this research. The interviews were conducted via phone from this researcher's office.

Development and content of the interview protocols. Two interview protocols were constructed, one for those who pursued the principalship and the other for those who did not. The protocols were constructed to optimize consistency in the questions asked of the people interviewed. The interviewer used open-ended questions to gather (1)

the reasons that the program graduates pursued the administration and supervision license; (2) why they were or were not pursuing a principal position; (3) the factors influencing this decision, such as family considerations; and (4) demographic characteristics of the interviewee. Questions were asked in a conversational manner to encourage interviewees to be candid in responding and to elaborate on their answers rather than respond with succinct answers. The open-ended format was used to allow for additional domains to surface (see Appendix D for the interview protocols).

Testing the interview protocols. The interview questions were tested on four teachers who were recent graduates of the educational leadership graduate program at George Mason University or University of Mary Washington and were employed in the same school district as the researcher, two planned to pursue a principal position and two did not plan to pursue the principal position.

The test interviews were conducted using phone conferences to mirror the setting anticipated in the actual administration of the interview protocol. The test interviews lasted from four minutes and thirty seconds to six minutes and thirty seconds after reading the informed consent information. Responses were recorded using Interview Recording Sheets (see Appendix E). The teachers were asked to rate the questions for clarity (see Appendix F) and offer suggestions for question improvement. The test setting for the questionnaire allowed the researcher to ensure that all necessary questions were asked, unnecessary questions were eliminated, and all respondents similarly understood the questions. The data were analyzed using the constant comparative method (Maykut & Morehouse, 1994) to determine whether the data collected were meaningful and useful in answering the research questions.

Clarity of the interview protocol items. The interview questions were reviewed for clarity using Appendix F. All four participants in the test interviews gave each question a clarity rating of three out of three (see Table 3). As a result, the protocol was not changed for the interviews in this part of the research.

Administering the interview protocols. Each educator selected was contacted by e-mail (see Appendix C) with an introduction to the survey. For those not responding to the e-mail, follow up contact with potential respondents was made by email, postal letter (see Appendix C), and phone call. For those responding, a mutually convenient time was scheduled via e-mail for the telephone interview. At the appropriate time, each person was contacted and the phone interview conducted. Responses were tape recorded with the permission of the interviewee. Notes were taken during the interview (see Appendix E). Each of the interviews was no more than 20 minutes.

Validity of the interview data. According to Merriam (2002), validity refers to researchers observing or measuring what they are meaning to observe or measure. Peer review is one way to ensure internal validity of the interview data. “Graduate students have a peer review process built into their thesis or dissertation committee” (Merriam, p. 26). The chair of this dissertation committee reviewed the data once organized into categories.

Table 3

Data for the Assessment of the Clarity of the Interview Protocol Items

Interview item	Number of respondents	Minimum rating	Maximum rating	Mean clarity rating	Standard deviation
1	4	3	3	3	0
2	4	3	3	3	0
3	4	3	3	3	0
4	4	3	3	3	0

Reliability of the interview data. “Reliability lies in others concurring that given the data collected, the results make sense” (Merriam, 2002, p. 26). One strategy employed to ensure consistency is consistent researcher behavior. For each interview, the protocol was read exactly as stated, with follow up questions asked as needed. Separate protocols were used for those not pursuing the principalship at the time and those pursuing the principalship at the time. The researcher confirmed the protocol to be used with each interviewee during the introduction for each interview. Data were recorded, and then transcribed so no information would be omitted or missed. Transcripts were reviewed against the recordings for accuracy in transcription prior to data analysis. Notes were taken during the interviews. Peer examination, completed by the chair of this dissertation committee, was used to assess the reliability of the coding of data.

Data management. Each interview recording was transcribed and coded as recommended by Maykut and Morehouse (1994). Transcripts were coded to include the initials of the interviewee, the type of data, the page of the data, and whether or not the interviewee was willing to apply for a principal position at the time of the interview (Y or N). For example, data from the first page (1) of the transcript (T) of the interview with Sam Smith (SS) who was willing to apply at the time of the interview is coded SS, T, 1, Y. Prior to any analysis, all data were copied, and the original documents with recordings were stored in a locked cabinet at the home of the researcher for safekeeping. The recordings and transcripts will be destroyed after the final submission of the dissertation.

Data analysis. The data were analyzed using the constant comparative method as described by Maykut and Morehouse. The data were divided into units of meaning. All parts of the transcripts were used in the process of unitizing. A table was created

electronically, initially with no headings. As the units of data were organized, tentative headings were added to the table as categories began to develop. The units of data were grouped into categories based on similarities. Each unit of data was compared with the data in existing categories. If the data belonged in an existing category, it was placed in that group. If it did not, a new category was formed. The categories were revised as needed throughout the process of analysis. Once all data were included, the categories were named and rules for inclusion in each category were stated (Maykut & Morehouse). The domains and statements in these data were used with the information found in the literature to formulate the questionnaire that was administered to the larger sample in the following part of this study.

Part II: The Questionnaire

The purpose of the questionnaire was to gather information from a larger sample, which may be generalized to a larger population. The domains in the questionnaire were based on the data gathered from the interviews in the first part of this research and from the literature.

Population and subpopulations. The population for this portion of the study was educators who had recently completed the requirements for an administration and supervision license at colleges or universities with faculty who were members of the National Council of Professors of Educational Administration (NCPEA) as listed in the 2008 online directory. The two subpopulations for this portion of the study were (1) those who were pursuing or had accepted principal positions and (2) those who were not pursuing principal positions. Only those from the most recent cohort of graduates from each college or university as of June 2009 were included in the population. There were

290 institutions in the United States listed in the NCPEA Educational Administration Directory.

Categorical samples. The two categorical samples were educators who were pursuing or had accepted positions as principals and educators who were not applying at the time of the study (2009) for principal positions. Each sample included 200 educators selected as follows: Fifty institutions from the directory were randomly selected. All institutions were numbered, and a random numbers table was used to select 50 colleges or universities. Duplicate numbers were only sampled once. The coordinator for each selected principal preparation program was contacted with a letter (see Appendix G) explaining the study and requesting contact information, including the name, mailing address, e-mail address, and telephone number, for each of eight recent graduates of their program, four who were pursuing or who had accepted a position as a principal and four who were applying at this time for principal positions. The graduates not intending to apply should not be serving in another leadership position. Colleges and universities preferring not to provide the contact information for their recent graduates were asked to forward the information regarding the study to their recent graduates (see Appendix H).

The initial response and two follow up requests for information resulted in thirty recent graduates responding to the survey. The chair of this dissertation committee, in collaboration with Dr. Ted Creighton, sent out a follow-up request for responses to the twenty institutions where no response to the requests for information had been received. A total of 43 responses were received.

Instrumentation and data collection procedures. A questionnaire was developed for this portion of the research. The questionnaire was administered on-line

using the Virginia Tech Survey Maker. The questionnaire is composed of Thurstone-scale questions, Likert-scaled questions, and demographic information.

Thurstone scale of willingness to accept a principalship after completing a principal preparation program. A Thurstone scale was developed to measure respondents' willingness to pursue a principal position upon completion of a principal preparation program. The Thurstone scale, as applied here, is an equal interval scale from one to eleven, with one being the least willingness to pursue a principal position and eleven being the most willingness to pursue a principal position.

Thurstone scale construction. Eighty-five items were created to measure the willingness of a recent graduate of a principal preparation program to apply for a principal position (see Table I1 in Appendix I). The items were developed using the interview transcripts, the review of literature, and personal experiences with educators who have recently completed principal preparation programs. The items were written as statements and were developed to represent a wide range of willingness to apply for a principalship. The items were reviewed carefully with the chair of the dissertation committee. Those that were unclear or attempted to measure multiple ideas with one question were revised.

Thurstone scale content validity. The list of 85 initial items was distributed to 77 purposefully selected school-based administrators via e-mail attachment. These administrators were members of this researcher's doctoral cohort or current administrators working in the same school division as this researcher. The administrators were asked to rate the items on a scale of 1 to 11 in terms of how much each statement indicated a favorable attitude towards willingness to accept a position as a principal. On

the equal interval scale, a score of one is the least willingness to apply, and a score of eleven is the most willingness to apply. The responses were returned via e-mail attachment.

The results of the ratings were entered into SPSS 16.0 for analysis. The median, interquartile range, and standard deviation for each item were calculated. A complete list of the items with the descriptive statistics for each is in Table I1 in Appendix I. The median, or midpoint, is the value at which 50% of the ratings fall both above and below the score. The interquartile range is the difference between the first and third quartiles. Items with the smallest interquartile range had the least variability among the judges (Trochim, 2001). Standard deviation was used in instances where there were several items with a very small interquartile range, as standard deviation is the measure of variability around the mean.

Two items for each median with the lowest interquartile range and standard deviation were selected for a test instrument. The test instrument was administered to ten recent graduates of a principal preparation program, and five returned the instrument. The recent graduates were asked to agree or disagree with each statement and offer any comments on the statements. Respondents had no concerns regarding clarity or understanding of the statements. The items were then reviewed by this researcher for inclusion on the final questionnaire. The final items measuring the respondent's willingness to apply for principal positions upon completion of a principal preparation program are in Table I2 in Appendix I.

Thurstone scale scoring. The score for willingness to pursue a principal position was calculated by taking the average of all of the scale scores for the statements with

which a respondent agreed. Respondents with higher scores on the Thurstone scale are considered more willing to apply for the principalship than lower scoring respondents.

Development and content of the Likert questionnaire. The second part of the questionnaire was a Likert scale measuring the factors asserted in the theory (see Figure 1) to influence the willingness of an educator to apply for a principal position upon completion of a principal preparation program. Demographic information, including gender, age, grade presently teaching, years of teaching experience, marital status, family status, and license held, were requested at the end of the questionnaire. The questionnaire, including the introduction and order of items, is in Appendix A.

Likert scale construction. Eight Likert scales were created to measure the eight domains of factors asserted to influence the willingness to apply for a principal position: ambition, stress, encouraged by others, time commitment, calling, willingness to change, competence, and the activity of the position. Items for the scales were created, in collaboration with the chair of this dissertation committee, using the data in the interviews, the review of literature and personal experience. A four-response scale (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree) was used in this portion of the questionnaire. The number of initial questions for each of the eight scales ranged from six to thirty-seven, with a total of 142 questions for the initial validation of the questionnaire (see Tables J1, J2, and J3 in Appendix J).

Likert scale content validity. The content validation process applied in this study provides evidence that items are directly associated with the concepts they are purported to measure and that they are clear in content and meaning. Members of the researcher's doctoral cohort and school district administrators having completed an educational

doctoral program completed a review of how well questionnaire items fit into specific domains. Twenty-five reviewers were asked to indicate to which domain they thought an item belonged, assess the association of the item with the domain, and indicated the clarity of the question asked. As current students or graduates of educational doctoral programs, these reviewers were familiar with this type of exercise. The target rate for level of agreement in domain placement was 80% with an association score of 3.5 or higher and a clarity score of 2.5 or higher.

Two rounds of validation were completed. The first round of validation included 142 items with eight domains: ambition, stress, encouraged by others, time commitment, calling, willingness to change, competence, and activity of the position. This round was completed by 21 individuals. A limited number of questions were validated for five of the domains. The results of this validation are in Tables J1 and J2. As there were limited statements validated in the first round, a second validation exercise was completed. This validation included 105 items in five domains: ambition, stress, willingness to change, competence, and activity of the position (see Appendix K). The second round validation was completed by 24 individuals. The results of this validation are in Tables K1 and K2.

As a result of the validation exercises, the domain of *calling* was eliminated. *Ambition* was excluded and replaced with *salary*. The validation of statements in the domain of ambition was limited, and this researcher, in collaboration with the chair of the dissertation committee, determined that salary was a clear term. The questionnaire items by domain are in Appendix L.

Reliability of the Likert scales measuring personal and job conditions. Alpha reliability coefficients were calculated for the measures of personal and job conditions

hypothesized as affecting the willingness of candidates to pursue the principalship. All of the scales have large amounts of measurement error; however, three of the scales (encouragement, salary, and willingness to change) have sufficient reliability ($\text{Alpha} \geq .700$) to use in exploring relationships between the predictor variables and the criterion variable. For those predictors with Alpha coefficients less than .700, one item was selected from the six items in each scale to represent the content of the scale in the analyses to follow. These items are in Table 4.

Table 4

Reliability Coefficients for Scales Measuring Personal and Job Conditions Affecting the Willingness of Candidates to Pursue the Principalship

Scale	Number of items in the scale	Numbers of items in the scale	Alpha coefficient
Activity of the position	6	15r, 25, 29, 35, 40, 49	.434
Competence	6	13, 20, 28, 36, 45, 50r	.258
Encouragement	6	14, 19, 26 37, 41, 46	.729
Salary	6	23, 32r, 38, 43, 48, 51r	.749
Stress	6	16r, 24r, 30r, 34r, 44r, 47r	.533
Time commitment	6	17r, 21r, 27r, 33, 42r, 53	.635
Willingness to change	6	12, 18r, 22, 31r, 39r, 52r	.769

Scoring. A four-response Likert scale (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree) was used on the questionnaire. A mean value was calculated across items in each scale. Thus, there were seven mean scale scores, one each for salary, stress, encouraged by others, time commitment, willingness to change, competence, and the

activity of the position. The scale score for each domain was calculated by summing the item scores for each scale and dividing by the number of items with scores.

Administration of the questionnaire. The online questionnaire was administered using survey software at survey.vt.edu. Dillman's (2000) recommended procedure for surveys was followed. Each college or university received a request to either provide contact information so the researcher could forward the message or forward the attached message with the link for the survey to eight students who had recently graduated or were preparing to graduate from the educational leadership program, four who were pursuing a principalship and four who were not at this time (see Appendix G).

In the instances where the universities were unable to share the contact information, the educational leadership department was asked to forward the information to the most recent graduates of their principal preparation program. The introductory notice and the directions for completing the questionnaire were sent via e-mail to the program director so that it could be easily forwarded (see Appendix H). Follow-up notices were sent to each program director for easy forwarding to recent graduates (see Appendix H). Thirty responses were received from these contacts.

Twenty of the selected colleges and universities did not respond. At this point, the chair of this dissertation committee and Dr. Ted Creighton mailed another request for student participation. A total of 43 responses were received. .

Data management and analysis. The survey data were returned through survey.vt.edu and exported into SPSS. The data were checked for accuracy by running descriptive statistics and frequencies to see if any data were out of range or if means or

variances were unexpectedly too high or too low. There were no identifiable problems with coding of data.

Relationships between and among demographic variables (gender, family status, marital status, grade presently teaching, years of experience, and administrative license held) and reasons for willingness to apply for a principalship were explored. The questions on the survey were grouped by scale. An average of responses for each Likert scale was calculated. This mean was the scale score for each respondent.

Differences between those holding the administrative license who were more willing to pursue principal positions and those who were less willing were analyzed. Descriptive statistics were calculated for the seven Likert scales and the Thurstone scale of willingness to apply. Inferential statistics were calculated. The Pearson correlation was calculated to test the relationship between the willingness to pursue the principalship and all scaled variables and continuous demographic variables. Independent t-tests were calculated to test the relationships between the willingness to pursue the principalship and categorical demographic variables with two levels. One-way analysis of variance (ANOVA) was calculated to test the relationship between the willingness to pursue the principalship and the categorical demographic variables with more than two levels. Multiple regression analysis was calculated to test the relationship between the willingness to pursue the principalship and all predictor variables. The analysis plan for the quantitative data is in Table 5.

Table 5

Analysis Plan for the Quantitative Data

Research question	Predictor variables	Criterion variable	Analytic method	Data presented
How do those who seek principal positions differ from those who do not seek principal positions upon completion of principal preparation programs in education?	Individual items within original domains	Willingness to pursue the principalship	Descriptive statistics	Mean, standard deviation, minimum, maximum
	Scaled variables: Job conditions—salary		Descriptive statistics	Mean, standard deviation, minimum, maximum
	Personal conditions-- encouraged by others, willingness to change		Descriptive statistics	Frequencies, percentages
	Categorical demographic variables: gender, marital status, family status, school level presently teaching, current position		Descriptive statistics	Mean, standard deviation, minimum, maximum
	Continuous demographic variables: age, years of teaching experience		Pearson correlation	r, p, r^2
All scaled variables and continuous demographic variables: salary,				

	<p>encouraged by others, willingness to change, age, years of teaching experience</p> <p>Categorical demographic variables—two levels: gender, marital status, family status</p> <p>Categorical demographic variables—more than two levels: school level presently teaching,</p> <p>All predictors (scaled and recoded demographic variables—encouragement, salary, willingness to change)</p>	<p>Willingness to pursue the principalship</p> <p>Willingness to pursue the principalship</p> <p>Willingness to pursue the principalship</p>	<p>Independent t-test</p> <p>One-way analysis of variance</p> <p>Multiple regression</p>	<p>t, group means, group standard deviations, n for each group, p, effect size</p> <p>F, group means, group standard deviations, n for each group, p for the overall test, Scheffe's post-hoc comparisons, effect size</p> <p>R^2, unstandardized regression coefficients, standardized regression coefficients, p</p>
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Note. The inferential statistics were run although the sample sizes are small and most likely not representative of the populations. Any results are tentative, at best.

Chapter 3

Results

The results of the qualitative and quantitative parts of the study are presented in this chapter. The results of the qualitative part of the study are presented first followed by the results of the quantitative portion of the study.

Part I: Results of the Qualitative Part of the Study

Data were collected by interviewing 14 recent graduates of principal preparation programs in five colleges or universities. The interviewees were those who volunteered from the most recent cohort as of 2008 of the participating colleges or universities.

Of the fourteen interviewees, eleven were applying for or had accepted positions as a principal, and three were not pursuing the principalship at the time the data were collected. The eleven interviewees applying for principal positions at this time were considered more willing to pursue a principalship, and the three respondents not applying were considered less willing to pursue a principalship at this time. Eight of the respondents were male, and six were female. Six of the males, five married, were pursuing the principalship at the time the data were collected. Five of the females, three married, were pursuing the principalship at the time the data were collected. An overview of the characteristics of the interviewees is in Table 6.

Eight themes were identified in the interview data. The themes are: ambition, stress, encouraged by others, time commitment, calling, willingness to change, competence, and activity of the position. An overview of the patterns and themes found in the interview data are in Table 7. Raw data matrices are in Tables M1 and M2 in Appendix M. Codes applied in the analysis of the data were: include the initials of the

Table 6

Characteristics of Graduates of Principal Preparation Programs at Purposefully Selected Institutions Participating in the Interviews

	More willing to apply (applied for or accepted a principalship)		Less willing to apply (did not apply for a principalship)		Total interviewees	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
All respondents	11	79	3	21	14	100
Gender						
Male	6	75	2	25	8	57
Not married	1	50	1	50	2	14
Married	5	83	1	17	6	43
Children						
No children	2	50	2	50	4	29
Preschool	3	100	0	0	3	21
School-age	2	100	0	0	2	14
Adult children	0	0	0	0	0	0
Female	5	83	1	17	6	43
Not married	2	100	0	0	2	14
Married	3	75	1	25	4	29
Children						
No children	1	100	0	0	1	7
Preschool	1	100	0	0	1	7
School-age	2	67	1	33	3	21
Adult children	1	50	1	50	2	14
Age						
<30	1	50	1	50	2	14
30-35	5	71	2	29	7	50
36-40	3	100	0	0	3	21
>40	2	100	0	0	2	14
School level of employment						

	More willing to apply (applied for or accepted a principalship)		Less willing to apply (did not apply for a principalship)		Total interviewees	
Elementary	5	83	1	17	6	43
Middle	3	75	1	25	4	29
High	3	75	1	25	4	29
Years of experience						
0-5	0	0	2	100	2	14
6-10	9	100	0	0	9	64
11-15	2	67	1	33	3	21

Table 7

Themes and Patterns in the Interview Data for Graduates of Principal Preparation Programs

Themes	Patterns	Groups	
		More willing to apply (applied for or accepted a principalship)	Less willing to apply (did not apply for a principalship)
Ambition	Increased salary	X	
	Goal of becoming a principal	X	X
	Principalship as a stepping stone to a higher position	X	
	Options other than teaching available with principal credentials	X	X
	Applying for and being appointed to principalships at younger ages	X	
	Affinity for leadership	X	X
	Stress	Stress	X
Encouraged by others	Family	X	
	Colleagues and peers	X	
	Mentors, administrators, and professors	X	X
	Time commitment	Longer days	X
Time commitment	Extra days	X	X
	Time from family	X	
	Calling	Larger impact on education	X
Willingness to change	Right thing to do	X	
	Geography	X	
	Preference for current position	X	X
	Familiarity with current school or		

Themes	Patterns	Groups	
		More willing to apply (applied for or accepted a principalship)	Less willing to apply (did not apply for a principalship)
Competence Activity of the position	school district	X	
	Timing	X	X
	Skills to perform	X	
	Challenge	X	X
	Responsibility	X	
	Working with adults	X	
	Working with others	X	

Note. The X indicates that this pattern existed in the interview data.

interviewee, the type of data, the page of the data, and whether or not the interviewee was willing to apply for a principal position at the time of the interview (Y or N). For example, data from the first page (1) of the transcript (T) of the interview with Sam Smith (SS) who was willing to apply at the time of the interview is coded SS, T, 1, Y.

Ambition. Ambition is the interest in pursuing the power, authority, or status of the principalship. Patterns were found in the data. A pattern is a reoccurring theme in the data. Patterns of ambition were increasing one's salary, reaching a short or long-term goal of becoming a principal, using the principalship as a stepping stone to a higher position, opening options other than teaching that may become available with principal credentials, applying for and being appointed to the principalship at young age, and believing that one has an affinity for leadership.

Salary. A salary that is incommensurate with the demands of the principalship was the most frequently cited reason for not applying for a principalship in the review of the literature. The salary of the principalship was not cited as a reason for not applying by the three interview respondents not applying for a principalship in this portion of the research. For the more-willing-to-apply group, increased salary was given as a reason to apply. One of the respondents commented, "I guess money is one attraction, but I don't think it is the attraction" (BH, T, 1, Y). Another teacher referenced the monetary gain (LD, T, 2, Y). This same teacher indicated that teacher salaries in the state are so low that teachers have to consider moving to an administrative position to get by (LD, T, 2, Y). The increased salary received for completion of the additional degree prior to applying for the principalship was reported by respondents. One teacher commented, "Having that master's, it did increase my pay even if I didn't wish to pursue any principalship. I would

still have the addition[al] income at the end of that” (KG, T, 1, Y). Another commented, “I really need to be putting these [courses] towards a master’s degree because our salary schedule increases with a master’s” (VS, T, 1, Y).

Principalship as a goal. The goal of attaining the principalship, either in the short-term or the long-term, was discussed by both those applying for the principalship and those not applying. Those not applying for the principalship considered the position a long-term goal, while those willing to apply considered it a short-term goal. One teacher started applying for principal positions as soon as the program was completed. This teacher shared, “Basically, I’ll be interviewing for jobs. I hope to interview and obtain a job starting in May or over the summer after the school year is complete” (LD, T, 2, Y). A teacher not willing to apply at this time indicated, “Probably I plan on being an administrator, but do not know when” (SW, T, 1, N).

The principalship as a stepping-stone to a higher position. The pursuit of the principalship as a stepping-stone to a higher position, such as superintendent or other central office administrator, was discussed by those willing to apply for a principalship. This concept was not mentioned by any of the respondents not willing to apply at this time. The concept of the principalship as a stepping-stone was not mentioned in isolation, but in conjunction with the pursuit of the principalship at a younger age and with other career options available to the respondents. One teacher shared, “The reason I chose to pursue a career in the principalship was basically [to] get a variety of things under my belt for later in life. I want to be a superintendent” (MS, T, 1, Y). Another teacher indicated that applying for the principalship sooner would “give [me] a head start if I wanted to work in a central office position” (MM, T, 1, Y).

Options, other than teaching, available with principal credentials. Having the principalship or another leadership position available as an option to leave the classroom was discussed by both those applying for the principalship and those not willing to apply for the principalship at this time. All respondents wanted to have the option of the principalship. The difference between the two groups was the time frame for applying. One teacher not applying for the principalship at this time shared, “It gives me an option if I ever want to get out of the classroom” (BW, T, 1, N). This teacher went on to share, “Maybe down the road, before I retire [I will] get into an administrative position, preferably like an athletic director position” (BW, T, 1, N).

Applying for and being appointed to a principalship at a younger age. Age was an item presented only by those willing to apply at this time in the context of being young principals. One respondent indicated that the appointment as principal at a younger age offered a “head start” in pursuit of other career goals (MM, T, 1, Y). Another respondent indicated that there was a trend toward younger administrators in his or her school district. “Several of the principals that have recently been hired are under the age of 35” (MM, T, 2, Y). Another respondent shared that at 32, she was “affecting [lowering] the mean age of administrators in our [district]” (KD, T, 2, Y).

Affinity for leadership. Affinity for leadership is the belief that one has a natural inclination or fondness for leadership. The affinity for leadership was presented by both groups of respondents. Some based their remarks on previous positions requiring leadership, including an officer in the military and a special education designee. One respondent willing to apply, at this time, shared, “The military side of what I have experienced ... [including] deployment to Iraq, just really all those things you look for in

a principal” (BH, T, 1, Y). Another respondent willing to apply at this time shared, “I feel I am a strong leader” (DC, T, 1-2, Y). One teacher not willing to apply at this time shared, “I was pretty much working in that capacity [as a leader] in my school building, because we did not have an assistant principal, and my principal always needed help” (LS, T, 1, N).

Stress. Stress resulting from the demands of the position is considered a deterrent to applying for principal positions in the literature (Bureau of Labor Statistics, 2008; Educational Research Service, 1998). Only one respondent willing to apply for a principalship generally mentioned the stress of the position, and it was not a deterrent in applying. He was making a statement of belief. He shared, “I think it will be more stress than coaching” (BH, T, 1, Y).

Encouraged by others. Encouragement to apply for the principalship was discussed by all of the respondents willing to apply for the principalship at this time and by one of the three respondents not willing to apply at this time. Two of the respondents willing to apply for the principalship referred generally to the encouragement to apply for principalship positions. Encouragement was offered by family members, colleagues and peers, and administrators, mentors, and professors.

Encouragement from family members. Encouragement from family members was the least frequently mentioned group from which encouragement to pursue the principalship was received. One teacher shared, “My parents were, I wouldn’t say pushy, but proud of me as a teacher, but especially my dad kind of wanted me to pursue this as well” (KG, T, 1, Y). Encouragement from family members was not discussed by any of the respondents not willing to apply for the principalship at this time.

Encouragement from colleagues and peers. Respondents willing to pursue the principalship at the time of the interview discussed the support of their colleagues and peers. Graduate program cohort members and coworkers offered encouragement to pursue the principalship. One referred to the encouragement received from “teachers I have worked with” (PW, T, 2, Y). Another teacher commented, “I was influenced by some peers that pursued theirs [principalships]” (BH, T, 1, Y). Respondents not willing to apply for the principalship did not mention encouragement from colleagues and peers.

Encouragement from mentors, administrators, and professors. Respondents willing to apply for the principalship discussed encouragement from mentors, administrators, and professors more frequently than encouragement from other sources. Eight of the eleven respondents willing to apply shared encouragement from a mentor, administrator, or professor. One teacher shared, “My professors in ...biology education ... encouraged me to apply for administration” (DB, T, 1, Y). Another teacher moving into the principalship shared, “I didn’t know that the whole time she had in mind for me to be her successor when she decided to leave” (KD, T, 1, Y). One male respondent not willing to apply for a principalship at this time referenced the encouragement of his current administrators to apply for positions. He shared, “They said I am geared for an administrative job” (SW, T, 1, N).

Time commitment. The time commitment of the principalship refers to the longer days of the position, the extra workdays of the position, and the time spent away from family. Five respondents willing to apply for the principalship spoke of these three factors when referring to the time commitment of the principalship. One respondent not

willing to apply for the principalship at this time generally mentioned that the principalship “requires a lot of time” (LS, T, 1, N).

Longer days. Three of the respondents willing to apply for the principalship mentioned the longer days required of the position but did not consider that to be a deterrent. Those mentioning longer days were already working extended hours and recognized the time demand of the principalship. Two of these three respondents mentioned the longer days in conjunction with the time spent away from family. One teacher shared, “I realize that if you get into administration, there will be longer hours” (MS, T, 1, Y). Another teacher shared, “I wasn’t an 8-3 teacher anyway. I was here extended hours” (VS, T, 1, Y). Longer days were not mentioned by the respondents not willing to apply for the principalship at this time.

Extra days. The longer contract of the principalship was mentioned by one respondent willing to apply for the principalship, and she referenced time spent working in the summer. This was discussed in conjunction with the time spent from family. She shared, “I talked to my kids about it before I decided to do that [apply for the principalship], because that meant summer time was gone” (MB, T, 1, Y). One respondent not willing to apply for the principalship at this time mentioned the time spent in the office on weekends. He shared, “So you have to spend your own time being in the office on the weekends to get caught up and organized” (BW, T, 1, N).

Time from family. Almost half of the respondents willing to apply for the principalship mentioned the time away from family. One respondent believed that the time spent away from family would be less than the time spent away from family while coaching. He stated, “I coach, and so I think an administrator position doesn’t really have

the coaching with it, so I think that I will have more time to be with my family” (BH, T, 1, Y). Others discussed the time away from family in conjunction with the longer days or the extra days. Acknowledging the long days and time from family, one teacher shared, “There may be some days that I will be home and my daughters will be asleep or my wife will be asleep” (MS, T, 1, Y). Another referenced the summer time spent working away from her children (MB, T, 1, N).

Calling. The calling to the principalship refers to the larger impact that principals may have on the education of students. It includes the concept of the pursuit of the principalship as the “right thing” to do. Both views were reported by respondents willing to pursue the principalship at this time. Calling was not mentioned by those less willing to apply at the time of the interviews.

Larger impact on education. Over half of the respondents willing to pursue the principalship at the time of the interviews discussed the impact they would make on education in the principalship. These respondents discussed the ability to have a larger scale, positive impact on students, teachers, and the school community as a whole. One teacher shared, “So, I really feel like people are becoming more passionate about being a principal, being an instructional leader, that type of desire to become a principal, not just for the authority, but really to make a greater difference” (MM, T, 2, Y). Another respondent willing to pursue the principalship said, “Basically, so that I can offer the help and assistance to those that need it” (PW, T, 2, Y). Similarly, another respondent shared, “Well, I think I can make a bigger difference. I can make a bigger impact” (BH, T, 1, Y).

The right thing to do. Over half of the respondents willing to pursue the principalship at this time discussed how they felt this pursuit was the right thing for them

to do. Some referenced a spiritual belief that it was the right thing while others felt it was the right time for them to pursue the principalship. One teacher said, “I felt like it was the right thing to do at the time, it is what I was supposed to do (VS, T, 1, Y). Another respondent shared a story about returning to teaching because “education was where my heart was” (LD, T, 1, Y). Another teacher shared this statement in referring to her decision to pursue the principalship, “I prayed about it all, and everything just seemed to fall into place from there, kind of hard to turn your back on” (KG, T, 1, Y).

Willingness to change. The willingness to change includes the location of the position; the preference for the current position, including coaching; the familiarity with the current school or school district; and the timing of applying for the position. The respondents willing to apply for the principalship referred to these points when discussing their willingness to apply for the principalship. The respondents not willing to apply for the principalship at the time of the interviews referred to the preference for their current positions and the timing of applying. One respondent felt that there would be no change in her family life, and as a result, she was willing to pursue the principalship (DC, T, 2, Y).

Geography. The location of the position is a consideration for those willing to apply. Only one respondent was willing to relocate to pursue the principalship. She said, “Young, single...as far as flexibility and hindrances, there is really none” (PW, T, 2, Y). Geography was mentioned in conjunction with the familiarity of the school or school district as a factor that influenced the willingness to pursue the principalship in the current school district only.

Preference for current position. Preference for remaining in the current position was discussed by two of the three respondents not willing to apply for the principalship at the time of the interviews, and this preference was targeted at being able to continue to coach. One respondent said, “Well, I also coach, and basically, my goal is ... to teach and coach right now” (BW, T, 1, N). Another teacher not willing to apply at this time stated, “Because I do coach, as well, and, see for me, coaching is like another teaching-leadership position, I’m not applying for one at this time” (SW, T, 1, N). One respondent willing to apply for the principalship mentioned the preference for the current position in conjunction with the timing for applying for the principalship. She shared, “I was not looking to leave the classroom. I love teaching” (VS, T, 1, Y).

Familiarity with school or school district. The familiarity with the school or school district was discussed by five of the respondents willing to pursue the principalship at the time of the interview. This was a positive factor in their willingness to pursue the principalship. One teacher shared, “I am in the same school district, so I think it is kind of different in my opinion.... I would be prepared to lead whichever school, but part of my thought process was staying in the same school district, you know” (BH, T, 2, Y). One teacher was a student at the school before teaching there and then moving into the principalship. “I’m an alumn[us] from here. This is my tenth year teaching here. It’s a piece of who I am” (KD, T, 2, Y). One respondent mentioned the familiarity in conjunction with the location of the school district. She stated, “I wanted to stay in the county where I was currently teaching. If I had been offered jobs outside of the district, it may have been a more difficult position whether to accept those jobs or not” (MM, T, 1, Y).

Timing. The timing of the pursuit of the principalship was discussed by all three of the respondents not willing to apply at the time of the interview, and they referenced family considerations. One teacher shared, “I have been married a little over a year, and, hopefully, we’ll start a family in the next couple of years.... When the kids are older, that would be the time to tackle an administrative position” (BW, T, 1, N). Another respondent shared, “I think I am just needed at home a little bit more right now” (LS, T, 1, N). The third respondent not willing to apply for a principalship stated, “I think I need more classroom time in order to become a better administrator” (SW, T, 1, N). One of the respondents willing to apply for the principalship felt that the timing was right for pursuing the position. She shared, “She asked me if I would be interested in taking it on an interim basis and then making a decision about whether I wanted to pursue it permanently or not” (VS, T, 1, Y).

Competence. Competence is possession of the knowledge and skills to perform a duty, in this case the work of the principalship. Only one respondent referenced his competence. He shared, “So I thought, well, I can do it, and I guess, once I worked my way through the degree” (BH, T, 1, Y).

Activity of the position. The activity of the position refers to the various tasks that a principal must complete on a daily basis. The activity of the position was referenced by four of the respondents more willing to apply for the principalship at this time. One respondent referred to the change in responsibility (VS, T, 1, Y). Working with adults (LD, T, 2, Y) was a consideration for one respondent. Another respondent commented, “I’ll be doing discipline, and I’m not looking forward to hanging out with

the 20% that are going to cause me all my headaches” (BH, T, 1, Y). He was still more willing to apply for the principalship even though this particular task was not appealing.

Summary of Results from the Interview Protocols

The themes of ambition, stress, encouragement by others, time commitment, calling, willingness to change, competence, and activity of the position were found in the data from the interviews with graduates of principal preparation programs. The themes and their subordinate patterns are in Table 8.

More of the six identified patterns within ambition were associated with those who were more willing to apply for a principalship. Benefits that they reported were increased salary, the principalship as a stepping-stone to higher positions, and the faster advancement that could come from acquiring a principalship at a young age. None of these benefits were identified by those who were less willing to apply. Members of both groups reported that they had a goal to become a principal, that the principal credential would help them with other employment options if they wished to apply, and that they believed they had an affinity for leadership.

The stress of the position was acknowledged by one respondent more willing to apply but was not mentioned as a deterrent by those less willing to apply at the time of the interviews. Similarly, the time commitment of the principalship was acknowledged more frequently by the respondents more willing to apply. Competence for the position was mentioned by one very confident male who expressed his ability to handle the job “better than any yahoo they bring in here...” (Y, BH, T, 2). The activity of the position, identified as the challenge and responsibility inherent in the position, was acknowledged

Table 8

Summary of Findings from the Interview Data

Themes	Patterns	Groups	
		More willing to apply (N)	Less willing to apply (N)
Ambition	Increased salary	1	0
	Goal of becoming a principal	4	2
	Principalship as a stepping stone to a higher position	3	0
	Options other than teaching available with principal credentials	3	2
	Applying for and being appointed to principalships at younger ages	4	0
	Affinity for leadership	3	1
	Stress	Stress	1
Encouraged by others	Family	2	0
	Colleagues and peers	4	0
	Mentors, administrators, and professors	6	1
Time commitment	Longer days	3	0
	Extra days	1	2
	Time from family	5	0
Calling	Larger impact on education	6	0
	Right thing to do	6	0
Willingness to change	Geography	1	0
	Preference for current position	1	2
	Familiarity with current school or school district	6	0
	Timing	1	3

Themes	Patterns	Groups	
		More willing to apply (N)	Less willing to apply (N)
Competence	Skills to perform	1	0
Activity of the position	Challenge	1	1
	Responsibility	2	1
	Working with adults	1	0
	Working with others	1	0

by both groups. However, only those more willing to apply mentioned the attraction of working with adults and others as benefits of the position of principal.

The encouragement of others was mentioned much more frequently by those more willing to apply. These respondents were encouraged by family, colleagues, and mentors. Encouragement was mentioned only once by those less willing to apply. A calling to the position of the principalship was a theme discussed only by those more willing to apply, and it was among the strongest patterns. They felt that they could have a larger impact on education and that it was the right thing to do at the time.

Those who were more willing to apply appeared to have a preference for staying within their school districts. Their familiarity with their school or school district influenced their willingness to apply. Timing was mentioned by both groups; however, its density was greater for those who were less willing to apply. Timing appears to be associated with such family conditions as presence of children, spouses, or spousal employment.

Discussion of Results from the Interview Protocols

An important difference between those more willing to apply and those less willing to apply is the timing. Two of the respondents less willing to apply were not interested in applying at the time of the interview but were planning to in the future. Those willing to apply at this time mentioned encouragement by others more frequently than those not willing to apply. Comments related to ambition were also mentioned more frequently. Those less willing to apply at this time had no comments related to stress, competence, or the activity of the position.

Additional themes were found in the interview data that were not found in the literature. The themes of ambition, stress, encouragement by others, calling, and competence emerged from the interviews but were not found in the literature. The theme of time commitment was found in

both the literature and the interview data. Preference for teaching was a pattern found in both the literature and the interview data, as was the activity of the position. Salary was mentioned as one of the most prevalent reasons for candidates not applying in the literature, and was mentioned by few respondents in the interviews. The increased accountability of the position and the lack of support for principals was a theme found only in the literature.

In an attempt to extract more meaning from the data, the motivational content in the themes was classified as either intrinsic or extrinsic. Extrinsic themes were stress, encouragement by others, time, and activity of the position. Intrinsic themes were ambition, calling, willingness to change, and competence. The raw data are in Table 8. The reclassified data are in Table 9.

The unequal numbers of respondents in the two groups were taken into consideration in the analysis in Table 9. One would expect more overall content from the larger group – those willing to apply for the principalship. Thus, expected frequencies were calculated for the data. The expected responses were calculated as follows: By chance with 11 more-willing respondents and 3 less-willing respondents, one would expect 11/14ths or 78.6% of the responses to be made by the more-willing and 3/14ths or 21.4% of the responses to be made by the-less willing respondents. Using this premise, one would expect 78.6% of the extrinsic motivation responses and 78.6% of the intrinsic motivation responses to come from the more willing group. For the less willing group, one would expect 21.4% of the extrinsic and 21.4% of the intrinsic responses to come from the less willing group.

The data in Table 9 indicate that there is more extrinsic motivational content and slightly more intrinsic motivational content in the responses of those who were more willing to apply for the principalship than those who were less willing to apply for the principalship. The expected

frequencies deviated from the observed frequencies for the more willing group by +5.8 percentage points and less willing group by -5.8 percentage points. Those who were more willing to apply for the principalship had slightly more (+1.4 percentage points) intrinsic motivational content in their responses than those who were less willing to apply (-1.4 percentage points). This is a tentative analysis because of the numbers of subjects, especially the small number in the less willing to apply group. More conclusive results must await further research.

Table 9

Sources of Motivation in the Interview Data for Those Less Willing and Those More Willing to Apply for the Principalship

	Less willing to apply				More willing to apply				Totals	
	Observed responses		Expected responses		Observed responses		Expected responses		N	%
	N	%	N	%	N	%	N	%		
Intrinsic motivation responses	10	20.0	10.7	21.4	40	80.0	39.3	78.6	50	61.0
Extrinsic motivation responses	5	15.6	6.8	21.4	27	84.4	25.2	78.6	32	39.0
Totals	15	18.3	17.5	21.4	67	81.7	64.5	78.6	82	100

Note. The expected number of items is based on the number and percentage of respondents who are less willing (N=3 or 21.4%) or more willing (N=11 or 78.6%) to apply for positions. There are more responses than people because multiple responses were accepted.

Part II: Results of the Quantitative Part of the Study

The results are presented in two parts: First, descriptive statistics are presented for all of the variables in the study. Second, the relationships between the predictor variables (the personal and job conditions—the Likert scales) and the criterion variable (the willingness to apply for principal positions—the Thurstone scale) are presented.

Descriptive statistics for the variables in the study. The descriptive statistics for the quantitative measures are presented in this section of the paper. Descriptive data for demographic

variables are in Table 10. Nearly two-thirds of the respondents were female, and over three-quarters were married. Over one-third of the respondents did not have children, were ages 30-35, and had 6-10 years of experience in education. The average age was 36.53 years, and the average experience was 10.35 years. There is a relatively even distribution of respondents by school level. Respondents indicated a range of positions. Respondents were district coordinators, teachers, principals or assistant principals, counselors, and other administrator and teacher combinations.

Descriptive data for willingness to pursue the principalship (criterion variable) and the predictor variables are in Table 11.

Table 10

Characteristics of Graduates of Principal Preparation Programs Participating in This Study at Responding Institutions

	<i>N</i>	<i>%</i>
All respondents	43	100.0
Gender		
Male	15	34.9
Female	27	62.8
Missing	1	2.3
Marital Status		
Married	34	79.1
Not married	8	18.6
Missing	1	2.3
Family Status		
No children	16	37.2
Preschool	6	14.0
Preschool & school age	6	14.0
School age	6	14.0
School age & adult child	2	4.7
Adult child	6	14.0
Other adult dependent	1	2.3
Age (<i>M</i> =36.53; <i>SD</i> =8.08; minimum=26; maximum=56)		
<30	7	16.3
30-35	15	34.9
36-40	6	14.0
41-45	5	11.6
46-50	4	9.3
>50	3	7.0
Missing	3	7.0
Level		
Elementary	13	30.2
Middle	14	32.6
High	15	34.9
Missing	1	2.3
Years of teaching experience (<i>M</i> =10.35; <i>SD</i> =5.59; minimum=3; maximum=26)		
0-5	9	20.9
6-10	18	41.9
11-15	9	20.9
16-20	5	11.6

	<i>N</i>	%
>20	2	4.7
Current Position		
District coordinator	6	14.0
Teacher	24	55.8
Principal or assistant principal	7	16.3
Counselor	4	9.3
Administrator and teacher	2	4.7

Table 11

Descriptive Data for Willingness to Pursue the Principalship and the Scaled Predictor Variables

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	Minimum	Maximum
Willingness to pursue the principalship ^a	43	7.86	1.33	4.40	10.00
Salary	43	3.16	.44	2.50	4.00
Encouragement	43	3.10	.50	2.17	4.00
Willingness to change	43	2.96	.58	1.33	3.83
Activity of the position	43	3.17	.29	2.50	3.83
Competence	43	3.25	.29	2.83	3.83
Stress	43	2.90	.39	2.17	4.00
Time commitment	43	3.01	.38	2.00	3.83

Note. The scores on the predictor variables are on the following scale: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree. ^aThe scores on this scale are average Thurstone equal appearing interval scores. The potential range of the scale is 1-11.

Inferential statistics for the variables in the study. Pearson correlation coefficients were calculated between the Thurstone measure of willingness to apply for the principalship and the sufficiently reliable (Cronbach's alpha $\geq .70$) scales measuring job conditions (salary) and personal conditions (encouragement and willingness to change) and the continuous demographic variables (age and years of teaching experience). Independent t-tests were applied to test for differences in willingness to apply for the principalship for two-level demographic variables

(gender and marital status), and one-way ANOVA and Scheffe's test for post-hoc comparisons were applied to test for differences in willingness to apply for the principalship for demographic variables with more than two levels (family status and school level). Multiple regression was applied to test the contributions of those variables found to be related to the willingness to apply for principalship positions in the correlation analyses, t-tests, and analyses of variance.

Pearson correlation analysis. Pearson correlation coefficients were calculated between the Thurstone measure of willingness to apply for principal positions (the criterion variable) and the reliable variables measuring job conditions and personal conditions and the continuous demographic variables. Encouragement and salary were the only variables with significant relationships ($\alpha \leq .05$) with the willingness to apply for principal positions. The coefficients of determination (r^2) for these variables were .261 and .186, respectively. The results of the correlation analysis are in Table 12.

Table 12

Pearson Correlation Coefficients for Willingness to Pursue the Principalship by Job Conditions, Personal Conditions, and Continuous Demographic Variables

<i>Variable</i>	<i>N</i>	<i>r</i>	<i>r</i> ²	<i>p</i>
Salary	43	.431	.186	.004
Encouragement	43	.511	.261	.000
Willingness to change	43	.295	.087	.055
Age	41	.128	.016	.424
Years of experience	43	-.252	.064	.103

Independent t-test analyses. Independent t-tests were completed to test for differences in the willingness to apply for principal positions by gender, marital status, and family status. These results are in Tables 13, 14, 15, and 16. There were no statistically significant difference between the responses of males and females ($p = .430$) or for levels of family status recoded in two ways

(1) respondents with no children and adult children compared to respondents with preschool children, school children and other adult dependents ($p=.162$) and (2) respondents with no children, school-age children, and adult children compared to respondents with pre-school children and other adult dependents ($p=.154$). Non-married respondents were more willing to apply for principal positions than married respondents ($p=.008$). Cohen’s d was .716 for marital status, which means that this can be classified as a large difference.

Table 13

Independent t-test: Willingness to Apply for the Principalship by Gender

Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Male	15	8.09	1.10	.80	40	.430
Female	27	7.74	1.47			

Note. Levene’s test for homogeneity of group variances was not significant; equal group variances were assumed.

Table 14

Independent t-test: Willingness to Apply for the Principalship by Marital Status

Marital status	<i>N</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>df</i>	<i>p</i>	<i>Cohen’s d</i>
Not married	8	8.46	.25	2.81	38.83	.008	.716
Married	34	7.71	1.46				

Note. Levene’s test for homogeneity of group variances was significant; equal group variances were not assumed.

Table 15

Independent t-test: Willingness to Apply for the Principalship by Family Status, Recode 1

Family status	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
No children or adult children	23	8.12	1.30	1.43	41	.162
Preschool children, school-aged children, or other adult dependents	20	7.55	1.33			

Note. Levene's test for homogeneity of group variances was not significant; equal group variances were assumed.

Table 16

Independent t-test: Willingness to Apply for the Principalship by Family Status, Recode 2

Family status	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
No children, school age children, or adult children	31	8.04	1.31	1.45	41	.154
Preschool children or other adult dependents	12	7.39	1.33			

Note. Levene's test for homogeneity of group variances was not significant; equal group variances were assumed.

One-way analyses of variance. A one-way analysis of variance (ANOVA) was conducted to test for differences in the willingness to apply for principal positions by the current position of respondents and the level of the schools where respondents were working. There were no statistically significant differences ($\alpha \leq .5$) in willingness to apply for principal positions when participants were grouped by position or school level (see Tables 17 and 19). Nor did the results change when the principal and assistant principal group was removed from the analysis (see Table 18). This group was removed because the members of the group had already applied for the principalship or were in administrative positions as principals or assistant principals.

Table 17

One-way Analysis of Variance: Willingness to Apply for the Principalship by Current Position

	<i>Sum of squares</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>p</i>
Between groups	12.788	3	4.263	2.704	.059
Within groups	61.489	39	1.577		
Total	74.278	42			

Table 18

One-way Analysis of Variance: Willingness to Apply for the Principalship by Current Position, Principals and Assistant Principals Removed From the Analysis

	<i>Sum of squares</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>p</i>
Between groups	7.990	2	3.995	2.321	.114
Within groups	56.801	33	1.721		
Total	64.791	35			

Table 19

One-way Analysis of Variance: Willingness to Apply for the Principalship by Employment Level

	<i>Sum of squares</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>p</i>
Between groups	4.302	2	2.151	1.206	.310
Within groups	69.552	39	1.783		
Total	73.854	41			

Multiple regression analysis. A multiple regression analysis was run using the following model:

$$\text{Willingness to apply for the principalship} = \text{Constant} + b(\text{salary}) + b(\text{encouragement}) + b(\text{marital status}) + e$$

The predictor variables in the model were selected because they were the significant variables in the previous analyses. All variables were entered at once in a linear regression analysis. The three variables accounted for 34.8 percent of the variance in willingness to apply for the

principalship ($F^{(df=3, 38)} = 6.764; p = .001$). Only encouragement was a significant contributor to the variance in willingness to apply for the principalship ($t = 2.566; p = .014$). The unstandardized regression coefficient for encouragement was .987 ($\beta = .373$). On average, for every point increase in encouragement, one can expect an increase of .987 in the willingness of principal candidates to apply for the principalship. The regression equation with the unstandardized coefficients follows:

Willingness to apply for the principalship = $3.074 + .845(\text{Salary}) + .987(\text{Encouragement}) - .532$
 (Marital status) + error.

Supporting data tables are in Appendix N.

Summary of Findings in the Quantitative Analysis

The majority of the respondents were married females with no children, aged 30-35 with 6-10 years in education. Respondents were distributed approximately the same across school levels.

Based on the calculations of Pearson correlation coefficients, statistically significant correlation coefficients were found between the willingness to apply for principal positions and encouragement and between willingness to apply for principal positions and salary. No statistically significant correlation coefficients were found between willingness to apply for principal positions and willingness to change, age, or experience.

When independent t-tests and one-way analyses of variance were applied, a significant difference was found for marital status. Married participants were less willing to apply for the principalship than non-married participants. There were no differences in willingness to apply for the principalship for males and females, participants with various family configurations (no children, preschool children, school-age children, adult children, other adult dependents), current

position (district level, teacher, principal or assistant principal, counselor, teacher-administrator), or school level (elementary, middle, high). With such a low return rate for this survey, all results should be considered highly tentative and should not be generalized to a larger population.

Chapter 4

Discussion, Implications for Practice, Recommendations for Future Research, and Reflections

The purpose of this study was to investigate the differences between those more willing and those less willing to apply for principal or assistant principal positions once they have completed preparation programs for school leaders. Conclusions from the research, a discussion of the findings, recommendations for practice, and recommendations for future research, and reflections are presented in this chapter. The qualitative part of the study consisted of interviews with 14 teachers who had completed administrative preparation programs. Eleven of these teachers were planning to apply for principal positions upon completion of their programs, and three were not planning to apply. The results of the interviews were used to create a questionnaire that was administered in the quantitative part of this study. The quantitative part of the study included 43 teachers who had completed leadership preparation programs. Fifteen males and 27 females participated in this portion of the research.

Conclusions

There are two parts to the conclusions: conclusions from the qualitative part of the study and conclusions from the quantitative part of the study.

Conclusions from the qualitative data. On the question of what motivates those who have prepared to become principals to apply for positions once they have finished their preparation, the interview data are clear that the primary motivation is intrinsic. Fifty of a total of 82 interview responses (61%), regardless of the level of willingness to apply for principal positions, had intrinsic motivation themes. These themes, with the number of responses in parentheses, were: ambition (23), willingness to change (14), the principalship as a calling (12),

and competence (1). Ambition was, by far, the primary intrinsic motivator, regardless of willingness to apply for principal positions.

Extrinsic motivation does come into play when those completing preparation programs consider applying for positions; however, it seems to be less important as a motivator than intrinsic motivation. Thirty-two of the 82 interview responses (39%), regardless of the willingness to apply for principal positions, had extrinsic motivation themes. These themes, with the number of responses in parentheses, were: encouraged by others (13), time commitment (11), activity of the position (7), and stress (1). Encouragement by others was the primary extrinsic motivator, regardless of willingness to apply for principal positions.

On the question whether those who are more willing and those who are less willing to apply for positions differ on type of motivation (intrinsic v. extrinsic), there is a relationship between type of motivation and willingness to apply for positions. Those who were less willing to apply gave fewer extrinsic motivation responses (15.6%) in the interviews than expected by chance (21.4%), and those who were more willing to apply gave more extrinsic motivation responses (84.4%) in the interviews than expected by chance (78.6%). The two groups differed only slightly in their intrinsic motivation responses in the interviews.

Conclusions from the quantitative data. Encouragement, salary, and marital status were found to be related to willingness to apply for the principalship. Encouragement by others to apply for the principalship had a modest correlation with willingness to apply for the principalship ($r^2=.261$). Salary was correlated somewhat less with the willingness to apply ($r^2=.186$). Non-married participants were more willing to apply for the principalship than married participants (Cohen's $d=.716$). However, in the exploratory multiple regression, both salary and marital status were found not to be statistically significant, and only encouragement

remained as a statistically significant contributor to the willingness to apply for the principalship ($\beta=.373$). No other variables were related to the willingness to apply for the principalship.

In response to the questions guiding this research, encouragement to pursue the principal positions separates those who are willing to apply from those who are not willing to apply. This was the consistent finding in this research. As far as other personal characteristics and conditions, unmarried participants were more willing to apply than married participants. Years of experience, gender, family status, and current position were not related to willingness to apply for a principal position. Salary was the only job condition that correlated with the willingness to apply for a principal position.

Discussions of Results

Encouragement by others was evident as an influence in the willingness to apply for the principalship in both the qualitative and quantitative portions of this research. While salary was correlated with the willingness to apply in the quantitative portion of the research, it was not a strong factor in the qualitative portion of the research. It was recorded only once for those who were more willing to apply for principal positions, while incommensurate salary was one of the most frequently cited reasons in the review of literature (Adams, 1999; Broad Foundation & Thomas B. Fordham Institute, 2003; DiPaola & Tschannen-Moran, 2003; Dykiel, 2003; Educational Research Service, 1998; Herr, 2002; Maryland State Department of Education, 2000; Schutte, 2003; Whitaker, 2001). There may be reluctance on the part of respondents in this research to discuss salary. It is generally not socially acceptable for individual teachers, in particular, to request additional compensation. As a group, teachers request salary increases through their representatives.

Other factors mentioned by respondents in the qualitative portion of the research were not significant influences in the quantitative portion of the research. These factors include the activity of the position, competence, stress, and the time commitment of the principalship. Yet, in the review of literature, time commitment was a deterrent in applying (Adams, 1999; Carnine et al., 2008; DiPaola & Tschannen-Moran, 2003; Doud & Keller, 1998; Dykiel, 2003; Educational Research Service, 1998; Herr, 2002; Hintz, 2002; McCreight, 2001; Moore, 1999; Pennsylvania Association of Elementary and Secondary School Principals, 2006; Schutte, 2003; Whitaker, 2001). Stress of the position was also a deterrent indicated in the literature (Bureau of Labor Statistics, 2008; Carnine et al., 2008; Dykiel, 2003; Maryland State Department of Education, 2000).

The willingness to apply for principal positions in the qualitative portion of this research was influenced by the location of the positions. Five of the respondents indicated that they were likely to apply in their school district. Only one respondent indicated that they would relocate to pursue a principal position.

Recommendations for Practice

Based on the results of this research, encouragement by others was a factor in the willingness for teachers with administrative credentials to apply for principal positions. Current principals should be mindful of this, as the practice of encouraging teachers to pursue administrative credentials and apply for principal positions may be an effective method for increasing the applicant pool for administrative positions. Encouragement by family members is also important to those willing to pursue principal positions. Faculty of principal preparation programs are another source of encouragement. Faculty could share known principalship vacancies with those nearing completion of their principal preparation programs.

Recommendations for Future Research

The purpose of this section is to recommend future research that will add to the knowledge on teachers pursuing administrative positions and the factors that influence their willingness to pursue administrative positions. At the time this research project was started, there was research supporting a shortage of applicants for principal positions (NAESP, 2000). Research should be updated to discover if this shortage of applicants is still present.

Using Pearson correlation coefficients, salary and encouragement were the only variables with significant relationships ($\alpha \leq .05$) with the willingness to apply for principal positions. Willingness to change was close to significant in the correlational analysis. Increasing $\alpha \leq .10$, the relationship between willingness to apply for principal positions and the variables of willingness to change and years of experience could be captured. Willingness to change is a variable that warrants further research. Specifically, are those pursuing principal positions more willing to apply to another school division if a home relocation is not required? What is the role of the location of the position?

A stronger measure for the activity of the position should be pursued. Are there specific roles or duties of the principalship that are enticing to potential applicants? Conversely, are there roles or duties that deter potential applicants? Further research focused on improving the measures in the study should be completed.

As the results of this research are highly tentative due to the low response rate, further research should be conducted to explore the factors that influence the willingness for teachers with administrative credentials to apply for principal positions.

Reflections

Based on my experience as a school principal, the findings of this research are reasonable. I do realize the role that encouragement plays in the willingness to pursue principal positions, as I pursued my administrative credentials at the recommendation of my administrators. I enrolled in a principal preparation program sooner than I intended as a result of the encouragement from my principal and assistant principal.

As a relatively young teacher transitioning to administration, the increase in salary was significant for me when I accepted a position as assistant principal. However, one of my classmates in the principal preparation program declined a position as assistant principal because the per diem rate of pay was lower than she was receiving as a teacher. Based on personal experience and the review of literature, I am somewhat surprised that salary was not a more significant factor in the qualitative portion of the research.

The relationship between marital status and willingness to apply is the opposite of what I have seen in my personal experience. As a principal, most of the teachers pursuing principal positions were married. This may be a result of the small sample size in this study.

The findings of this research are highly tentative based on the response rate. Caution should be exercised in generalizing these results to a larger population. Despite numerous attempts to contact graduate schools and students enrolled in administrative programs for both the qualitative and quantitative portions of the research, the response rate for this research is low. Dillman's (2002) recommended procedures for personalized messages and follow up were followed. Thirty responses of the 400 sought were received. Additional contact was made by the chair of this dissertation committee in conjunction with Dr. Ted Creighton via the U.S. Postal

Service. This contact realized 13 additional respondents. Another method for obtaining survey responses may be more effective and offer generalization of the research findings.

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Appendix A

This is a screen shot of the survey.



THE PURSUIT OF THE PRINCIPALSHIP

Theresa Aberg, Virginia Tech

Welcome! This questionnaire asks about some of the factors that may influence the decision to apply for a principalship upon completion of a principal preparation program. For this questionnaire, "principal" refers to principals and assistant principals.

Informed Consent Information

It is expected that this questionnaire will take no more than 30 minutes to complete. The questionnaire consists of 11 statements with which you will agree or disagree and 42 statements where you indicate your level of agreement. Demographic information is requested at the end of the questionnaire. There are no more than minimal risks involved in this research, and there are no direct benefits for participation. This research will be of benefit to school districts currently experiencing or anticipating a shortage of principals. Principal preparation program planners and managers may use this information to modify program offerings to ensure that they are relevant to the demands of the position and to help potential candidates analyze the costs and benefits of becoming a school principal. All information will be anonymous, and no names of participants will be used in any reports prepared from the data. Only the members of the dissertation committee will have access to the data. It is possible that the Institutional Review Board (IRB) may view this study's collected data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research. All data will be maintained in a locked cabinet for seven years following the defense of this dissertation, at which time it will be destroyed. There is no compensation for participating in this research, and you are free to withdraw from this research at any time without penalty. You may refuse to answer any questions asked. If at any time you have any questions about this research, you may contact me at ... or Dr. David Parks, my faculty advisor, at If you should have any questions about the protection of human research participants regarding this study, you may contact Dr. David Moore, Chair, Virginia Tech Institutional Review Board for the Protection of Human Subjects, telephone: (540) 231-4991; email: moored@vt.edu; address: Office of Research Compliance, 2000 Kraft Drive, Suite 2000 (0497), Blacksburg, VA 24060. You may also contact the Institutional Review Board for the Protection of Human Subjects at your college or university. Please print a copy of this information for your records. By agreeing to the following statement, you acknowledge the above and give your voluntary consent.

I voluntarily agree to participate in this study. I have responsibility for completing the following questionnaire. I have read the consent information and conditions of this project. I have had all my questions answered.

- Agree
- Disagree

Please indicate whether you agree or disagree with the first 11 statements.

1. I am excited to apply for a position as a principal.

- Agree
- Disagree

2. Under no circumstances would I apply for a position as a principal.

- Agree
- Disagree

3. I might be willing to accept a position as a principal.

- Agree
- Disagree

4. I am very interested in a principalship.

- Agree
- Disagree

5. I doubt I will apply for a position as a principal.

- Agree
- Disagree

6. I am undecided about pursuing a position as a principal.

- Agree
- Disagree

7. I am likely to move into a principalship.

- Agree
- Disagree

8. I do not plan to pursue a position as a principal.

- Agree
- Disagree

9. If the right principal position opens, I will apply.

- Agree
- Disagree

10. I am ambivalent about applying for a position as a principal.

- Agree
- Disagree

11. I am considering applying for a position as a principal, but I have not yet.

- Agree
- Disagree

To what extent do you agree or disagree with the following statements?

12. I am willing to move to another division if offered a principal position.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

13. I am a strong leader.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

14. Friends say I should apply for principal positions.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

15. Principals have fewer responsibilities than teachers.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

16. Lack of support in disputes with parents leads to increased stress for principals.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

17. The principalship takes too much time away from family activities.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

18. I am not willing to move.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

19. I was influenced by peers to pursue principal positions.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

20. My leadership experience as a teacher has prepared me for a position as a principal.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

21. Moving to a principalship would make demands on my time that I do not want right now.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

22. I am willing to move to pursue a principal position.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

23. I would prefer the salary as a principal.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

24. State accountability measures are a source of excessive pressure for administrators.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

25. The work of a principal is never complete.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

26. My family has encouraged me to apply for principal positions.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

27. Principals work long school days.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

28. I have the skills to lead a school in these times of accountability.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

29. Administrators have many varied responsibilities.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

30. The stress associated with the principal's role has increased in recent years.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

31. I am only interested in principal positions in the same district where I am teaching.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

32. There is no financial incentive for me to apply for the principalship.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

33. Principals have more time with their families than teachers.

- Strongly Disagree
- Disagree

- Agree
- Strongly Agree

34. Lack of support by central administration is stressful for principals.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

35. Principals are too busy with other responsibilities to focus on instruction.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

36. I am well prepared to take a principalship.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

37. My mentor has encouraged me to apply for a principalship.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

38. The salary of the principalship is sufficient for me to apply for positions.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

39. I am not ready to leave the classroom.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

40. There are many constituencies to manage as principal.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

41. My principal has encouraged me to pursue principal positions.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

42. The principalship requires a lot of time.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

43. The salary as a principal is better than a teacher's salary.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

44. The stress of the principalship is more than I wish to endure.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

45. I have the skills to create an effective school community as an administrator.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

46. My advisor has encouraged me to pursue principal positions.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

47. The principalship is more stressful than teaching.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

48. I would have a large increase in salary if I moved to a principalship.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

49. The principalship has more variety than teaching.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

50. I will be a better administrator with more teaching experience.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

51. The principalship is not worth the pay received.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

52. I am not pursuing a principalship because I want to continue to coach.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

53. I prefer the hours of the principal position.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Demographic Information: The following information will be used for statistical comparisons only. It will not be associated with any individual.

Gender:

- Male
- Female

Age:

Marital Status:

- Not married
- Married

Family Status (check all that apply):

- No children

- Preschool age children
- School age children
- Adult children
- Other adult dependent

Current level:

- Elementary
- Middle or Junior High
- Secondary or Senior High

Years of teaching experience (including this year):

Current Position:

Please click submit when you are finished.

Thank you for completing this questionnaire! Your response is important to this research. If you have any additional information to share regarding your decision to apply or not apply for a principal position, you may send your comments to Theresa Aberg via e-mail at

Appendix B

Part I Contact Letter and Information Form

<Date>

Dear <Professor>

My name is Theresa Aberg, and I am a doctoral candidate at Virginia Tech. I am studying the reasons educators holding the administrative license are or are not applying for principal positions. As part of the research, I am planning to interview educators who have recently completed principal preparation programs to gather data related to this decision.

I contacted Ted Creighton, Executive Director of the NCPEA, who indicated that you would be likely to respond to a request for assistance. My request is for the contact information for four graduates from your most recent cohort, two who have accepted principal or assistant principal positions and two who have not pursued and do not intend to pursue the principalship or any other leadership role at this time. A response form is attached for your convenience. I will use the information gathered from the interviews to create a survey that will be conducted nationally. All information will be held in confidence, and no names of participants will be used in any reports prepared from the data.

Thank you for your attention to this request. Your response is important to this research. If you have any questions, please contact me at ..., or contact my advisor, Dr. David Parks, at Thank you in advance for your assistance.

Respectfully,

Theresa P. Aberg

David Parks

Contact Information for <University Name>

Thank you for providing the contact information for four graduates from your most recent principal preparation cohort. I am requesting directory information for two graduates who have taken a principal or assistant principal position and directory information for two graduates who are have not pursued and do not intend to pursue the principalship at this time.

Contact information for two graduates in principal or assistant principal positions			
Name	Mailing address	E-mail address	Telephone number
Contact information for two graduates not intending to pursue the principalship			
Name	Mailing address	E-mail address	Telephone number

Thank you again for your time and attention to this request. Please return to Theresa Aberg at

Appendix C

Correspondence for Contacting Part I Participants

Initial E-mail Correspondence

Dear <Participant>,

I am Theresa Aberg, a graduate student at Virginia Tech in Blacksburg, VA. As part of the requirements for the doctoral program, I am researching the reasons why graduates of principal preparation programs apply or do not apply for a principal or assistant principal position. Your contact information was provided by your university as a recent graduate of the principal preparation program.

At your convenience, I would like to schedule a time for a phone conversation to discuss the reasons you pursued the principal preparation program and why you <pursued or do not plan to pursue> a principal position. The phone call should not take more than 30 minutes. Please let me know one or two times that would be convenient for me to call you and the number that I should call. I will confirm the time via e-mail.

Thank you for your assistance with this.

Sincerely,
Theresa P. Aberg

Follow-up E-mail Correspondence

Dear <Participant>,

I am Theresa Aberg, a graduate student at Virginia Tech in Blacksburg, VA. As part of the requirements for the doctoral program, I am researching the reasons why graduates of principal preparation programs apply or do not apply for a principal or assistant principal position. Your contact information was provided by your university as a recent graduate of the principal preparation program.

Your assistance would be most appreciated. At your convenience, I would like to schedule a time for a phone conversation to discuss the reasons you pursued the principal preparation program and why you <pursued or do not plan to pursue> a principal position. The phone call should not take more than 30 minutes. Please let me know one or two times that would be convenient for me to call you and the number that I should call. I will confirm the time via e-mail.

Thank you for your assistance with this.

Sincerely,
Theresa P. Aberg

Follow-up USPS Correspondence

<Date>

<Participant>

<Address>

<City, State Zip Code>

Dear <Participant>,

I am Theresa Aberg, a graduate student at Virginia Tech in Blacksburg, VA. As part of the requirements for the doctoral program, I am researching the reasons why graduates of principal preparation programs apply or do not apply for a principal or assistant principal position. Your contact information was provided by your university as a recent graduate of the principal preparation program.

Your assistance would be most appreciated. At your convenience, I would like to schedule a time for a phone conversation to discuss the reasons you pursued the principal preparation program and why you <pursued or do not plan to pursue> a principal position. The phone call should not take more than 30 minutes. Please let me know one or two times that would be convenient for me to call you and the number that I should call. I will confirm the time via e-mail.

Thank you for your assistance with this.

Sincerely,

Theresa P. Aberg

Appendix D

Telephone Interview Protocols and Informed Consent for Applicants and Non-Applicants for the Principalship

Telephone Interview Protocol for Those Pursuing the Principalship

Introduction: “Hello. Thank you for your time today. As I mentioned in my e-mail message, I am researching the reasons why graduates of principal preparation programs apply or do not to apply for a principal or assistant principal position. Before we begin, I have some consent information to share.”

<Informed Consent Document will be read here.>

1. Please start by telling me why you pursued a leadership program.

Probes:

- What did you hope to gain by completing this program?
- Please tell me about your career goals.

2. Why have you pursued a principal position?

Probes

- Tell me more about that.
- Why did you pursue the principalship now?

3. What factors influenced your decision?

Probes:

- Any family considerations? Would you share these?
- Were you encouraged by colleagues to apply? If so, who encouraged?
- Are there other reasons you pursued the principalship?

4. Is there any other information regarding this decision that you would like to share?

Conclusion: Before concluding the interview, I'd like to gather some demographic information:

- Current position,
- Gender,
- Age,
- Level of school where working,
- Years of teaching experience,
- Marital status, and
- Family status.

“Thank you for your time and thoughtful responses. Your assistance with this research is greatly appreciated.”

Telephone Interview Protocol for Those Not Pursuing the Principalship

Introduction: “Hello. Thank you for your time today. As I mentioned in my e-mail message, I am researching the reasons that factor into the decision of whether or not to apply for a principal or assistant principal position. Before we begin, I have some consent information to share.”

<Informed Consent Document will be read here.>

1. Please start by telling me why you pursued a leadership program.

Probes:

- What did you hope to gain by completing this program?
- Please tell me about your career plans.

2. Do you intend to apply for a principal or other leadership position? If so, when do you plan to apply? Why this time frame?

3. What would need to change or what factors would need to be present for you to apply for a principal position?

Probes:

- Any family considerations? Would you share these, please?
- Have you been encouraged by colleagues to apply? If so, who encouraged?
- Other considerations?

4. Is there any other information regarding this decision that you would like to share?

Conclusion: Before concluding the interview, I'd like to gather some demographic information:

- Current position,
- Gender,
- Age,
- Level of school where working,

- Years of teaching experience,
- Marital status, and
- Family status.

“Thank you for your time and thoughtful responses. Your assistance with this research is greatly appreciated.”

Informed Consent for Part I Participants

Subject Name _____

I. Purpose of this Research

The purpose of this research is to examine the factors that influence the decision to apply for principal or assistant principal positions after educators have completed the requirements for administrative credentials. Telephone interviews are being conducted with 32 recent graduates, one-half of whom are pursuing administrative positions, and one-half of whom are not pursuing administrative positions at this time.

II. Procedures

It is expected that this telephone interview will last no more than 30 minutes. The interview consists of open-ended questions and some specific questions on demographic characteristics.

III. Risks

There are no more than minimal risks involved.

IV. Benefits

School districts experiencing a shortage of qualified administrators may gain insight into how they could make the principalship more attractive, thereby increasing the pool of applicants.

V. Extent of Anonymity and Confidentiality

All information will be confidential, and no names of participants will be used in any reports prepared from the data. With your permission, this conversation will be audiotaped to ensure accurate collection of data. I will transcribe the tapes. They will be stored in a locked cabinet and will be destroyed after the final defense of this research. Only members of the research team will have access to the audiotapes and transcripts. May I tape our conversation?

VI. Compensation

There is no compensation for participating in this research.

VII. Freedom to Withdraw

You are free to withdraw from this research at any time without penalty and you may refuse to answer any questions asked.

VIII. Permission

Do you have any questions about this research? Do you voluntarily agree to participate in this study?

If at any time you have any questions about this research, you may contact me at ..., Dr. David Parks, Faculty Advisor, at ..., or David Moore, Chair of the Virginia Tech Institutional Review Board for the Protection of Human Subjects, at 540/231-4991 or moored@vt.edu.

Researcher verification of informed consent _____

Date _____

Appendix E

Interview Recording Sheets

Record Sheet for Telephone Interview Responses for Those Pursuing the Principalship

Voluntary verbal consent given for recording? Yes No for participating? Yes No
<p>1. Reasons for pursuing leadership program. Interests in the program?</p> <ul style="list-style-type: none"> • What did you hope to gain by completing the program? • Please tell me about your career goals.
<p>2. Reasons for pursuing the principalship?</p> <p>Time frame for applying?</p>
<p>3. Factors influencing decision to apply?</p> <p>Family considerations?</p> <p>Professional encouragement?</p>
<p>4. Any other information regarding this decision?</p>

Demographic Information:

Current Position: _____

Gender: M/F Age: _____ Grade(s) presently teaching: _____

Years of teaching experience: _____ Marital status: S/M

Family Status: (1) no (2) preschool (3) school age (4) graduate (5) adult

Record Sheet for Telephone Interview Responses for Those Not Pursuing a Principalship

Voluntary verbal consent given for recording? Yes No for participating? Yes No
1. Reasons for pursuing leadership program. Interests in the program? What did you hope to gain by completing this program? <ul style="list-style-type: none"> • Please tell me about your career goals.
2. Do you intend to apply for a principal or other leadership position? If so, when? Why this time frame?
3. What needs to be different in the principalship for you to apply? Family considerations? Professional encouragement?
4. Any other information regarding this decision?

Demographic Information:

Current Position: _____

Gender: M/F Age: _____ Grade presently teaching: _____

Years of teaching experience: _____ Marital status: S/M

Family Status: (1) no (2) preschool (3) school age (4) graduate (5) adult

APPENDIX F

Clarity Review of Telephone Interview Protocol

Clarity:

Please read each question and decide how clear it is. I am trying to address any confusion or ambiguity in these questions. Code the clarity as: 1 = Very unclear, change or delete, 2 = Somewhat clear, or 3 = Clear, leave as written. For any items you rate at 1 or 2 for clarity, please type your suggestions for improvement directly on the bottom of the instrument. Once you've responded to each item and made suggested revisions, please return it to me via e-mail (...). Thank you.

Questionnaire statements	Clarity
	1 2 3
1. Please start by telling me why you pursued a leadership program.	
Probe: What did you hope to gain by completing this program?	
Probe: Please tell me about your career plans.	
2. Do you intend to apply for a principal or other leadership position? If so, when do you plan to apply?	
Follow up: Why this time frame?	
3. What would need to change or what factors would need to be present in order for you to apply for a principal position?	
Probe: Any family considerations? Would you share these, please?	
Probe: Have you been encouraged by colleagues to apply? If so, who encouraged?	
Probe: Other considerations?	
4. Is there any other information regarding this decision that you would like to share?	
Recommendations:	

Appendix G

Part II Contact Letter and Information Form

<Date>

Dear <Professor>

My name is Theresa Aberg, and I am a doctoral candidate at Virginia Tech. I am studying the reasons that educators who have recently completed the administrative license are or are not applying for principal positions. As part of this research project, I have created a questionnaire to examine the factors that qualified candidates consider when deciding whether or not to apply for principal positions. This research project has been approved by the IRB at Virginia Tech and <Institution Name>.

I am contacting a sample of the colleges and universities that are members of the National Council of Professors of Educational Administration to participate in the study. The results of this study will be of use to preparation program planners and managers to ensure that their program offerings are relevant to the demands of the position and to help potential candidates analyze the costs and benefits of becoming a school principal.

I am requesting the contact information for eight graduates from your most recent cohort, four who have assumed principal or assistant principal positions and four who have not pursued the principalship. A response form is attached for your convenience. The questionnaire will be administered on-line using the Virginia Tech survey maker. All information will be held in confidence, and no identifying information for participants will be used in any reports prepared from the data. If you prefer not to provide the contact information, I have attached the introductory correspondence, including the survey link that may be forwarded directly by your department to those who have recently completed the principal preparation program.

Thank you for your attention to this request. Your response is important to this research. If you have any questions, please contact me at ..., or contact my advisor, Dr. David Parks, at Thank you in advance for your assistance.

Respectfully,

Theresa P. Aberg

David Parks

Contact Information for <University Name>

Thank you for participating in the study. Please provide the contact information for eight graduates from your most recent principal preparation cohort: four graduates who have assumed a principal or assistant principal position and four graduates who have not pursued the principalship at this time.

Contact information for four graduates in principal or assistant principal positions			
Name	Mailing address	E-mail address	Telephone number
Contact information for four graduates who have not pursued a principal or assistant principal position			
Name	Mailing address	E-mail address	Telephone number

Thank you again for your time and attention to this request. Please return to Theresa Aberg at

Appendix H

E-mail Message Contacting Part II Participants

Dear <Participant>,

I am Theresa Aberg, a graduate student at Virginia Tech in Blacksburg, VA. As part of the requirements for the doctoral program, I am researching the factors that influence recent graduates of principal preparation programs in their decision of whether or not to apply for a principal or assistant principal position. Your contact information was provided by your university as a recent graduate of the principal preparation program.

As part of this research, 400 recent graduates of principal preparation programs from colleges and universities across the United States are being asked to complete an online survey about the factors that may have influenced the decision to apply or not to apply for a principal position. The survey will take no more than 30 minutes to complete. All responses are collected anonymously, so there will be no personally identifying information connected to your responses. If you have any questions regarding this research, you may contact me at ... or my faculty advisor, Dr. David Parks at

Thank you for your assistance with this.

Sincerely,

Theresa P. Aberg

Appendix I

Thurstone Equal Interval Items

Table I1

Initial Set of Thurstone Equal Appearing Interval Items for Measuring the Willingness of Those Completing Principal Preparation Programs to Accept a Principal Position

Questionnaire item	Median ¹	Q^2	<i>SD</i>
1. I have no interest in pursuing a position as a principal.	1	0	.71
2. I am reluctant to pursue a position as a principal.	4	3	1.87
3. I will probably pursue a position as a principal.	7	2	1.83
4. I feel I can give more back to society by becoming a principal.	10	3	1.89
5. I am not sure if I will apply for a position as a principal.	5	2	1.39
6. I am anxious to move to a position as a principal.	9	4	2.29
7. I am excited to apply for positions as a principal.	11	1	1.02
8. I think I would like to be a principal.	8	2	1.81
9. I am indifferent about pursuing a position as a principal.	5	4	2.21
10. I will probably not apply for a position as a principal.	2	1	2.00
11. I am seeking principal positions.	10	3	2.54
12. I will consider applying for a position as a principal.	7	2	1.51
13. I do not intend to pursue a position as a principal.	1	2	1.08
14. I have not decided whether or not to pursue a position as a	5	1	1.26

Questionnaire item	Median ¹	Q^2	<i>SD</i>
principal.			
15. I will accept a principalship if offered.	9	4	2.46
16. I plan to pursue a position as a principal in a few years.	8	2	1.59
17. The principalship interests me.	8	2	1.17
18. I am apprehensive about pursuing a position as a principal.	5	2	2.42
19. I am thinking about applying for a position as a principal.	6	2	2.26
20. I am likely to apply for a position as a principal.	8	2	1.15
21. I want to make a difference in more students' lives by working with teachers.	10	2	1.46
22. Under no circumstances would I apply for a position as a principal.	1	0	.23
23. I am not interested in being a principal.	1	0	.54
24. I don't think the principalship is for me.	2	2	1.10
25. I might be willing to accept a position as a principal.	6	2	1.73
26. I am uncomfortable applying for a position as a principal.	4	2	1.41
27. I have not thought about applying for a position as a principal.	3	3	1.46
28. I would like to apply for a position as a principal.	8	2	1.26
29. I look forward to becoming a principal.	10	2	1.24
30. I will likely apply for a position as a principal.	8	2	1.34

Questionnaire item	Median ¹	Q^2	<i>SD</i>
31. I am passionate about becoming a principal.	11	1	2.16
32. I am looking forward to moving to a principal position.	10	2	1.77
33. I am very interested in a principalship.	10	1	1.42
34. I am pursuing principal positions now.	11	2	1.56
35. I might pursue a position as a principal.	7	2	1.27
36. I am not applying for principal positions.	2	2	1.77
37. I doubt I will apply for a position as a principal.	3	1	1.17
38. I am undecided about pursuing a position as a principal.	5	1	1.10
39. I don't think I will move into a position as a principal.	3	3	1.57
40. I will apply for a position as a principal if the situation seems right.	7	3	1.67
41. I will only apply for certain principal positions.	7	3	1.54
42. I am pursuing a position as a principal immediately.	11	1	1.27
43. I am likely to move into a principalship.	9	2	1.12
44. I am selective about the principal positions for which I will apply.	8	3	1.46
45. I do not plan to pursue a position as a principal.	2	1	1.07
46. If the right principal position opens, I will apply.	7	1	1.46
47. I will accept almost any position as a principal offered to me.	10	3	2.78

Questionnaire item	Median ¹	Q^2	<i>SD</i>
48. I will never pursue a position as a principal.	1	0	.50
49. I may apply for a position as a principal at some time.	5	2	1.20
50. Applying for a position as a principal is a good idea.	8	2	2.01
51. I am ambivalent about applying for a position as a principal.	4	1	1.41
52. A principalship in the near future interests me.	8	2	1.44
53. I am aggressively pursuing a position as a principal.	11	1	1.72
54. I am considering applying for a position as a principal, but I have not yet.	8	1	1.30
55. I am not likely to apply for a position as a principal.	2	1	1.87
56. The principalship is not for me.	1	1	.58
57. I may apply for a position as a principal.	5	3	1.95
58. I will only pursue local principal positions.	7	4	2.45
59. I am eager to pursue a position as a principal.	10	2	1.61
60. I will apply for a position as a principal under certain circumstances.	7	2	1.37
61. I am not really interested in a position as a principal.	2	2	.78
62. I am pursuing principal positions nationally.	11	1	2.08
63. I will consider applying for principal vacancies as I learn about each one.	8	3	2.06
64. I am not sure if I am interested in a position as a principal.	5	2	1.74

Questionnaire item	Median ¹	Q^2	<i>SD</i>
65. I am interested in pursuing a position as a principal at some time.	7	2	1.42
66. I will only apply for a position as a principal if I have to.	2	3	1.92
67. I will apply for every position as a principal of which I am aware.	11	2	2.12
68. Moving to a position as a principal is appealing to me.	9	3	2.33
69. It is possible that I will apply for a position as a principal.	7	3	1.67
70. I will not accept a position as a principal.	1	1	.68
71. I am hesitant about applying for a position as a principal position.	4	2	2.05
72. I am certainly going to apply for positions as a principal.	11	3	2.39
73. I am not considering applying for a position as a principal.	2	3	1.41
74. I am unsure about applying for a position as a principal.	4	2	1.57
75. I will probably accept a position as a principal if offered to me.	7	2	1.93
76. I am opposed to pursuing a position as a principal.	1	1	.84
77. I will accept any position as a principal offered to me.	11	3	3.12
78. There is no position as a principal of interest to me.	1	0	1.01
79. I am nervous about applying for a position as a principal.	6	4	2.24
80. I will possibly accept a position as a principal.	7	2	1.73
81. I have started pursuing principal positions.	9	2	1.58

Questionnaire item	Median ¹	Q^2	<i>SD</i>
82. I will accept a position as a principal if offered to me.	10	3	1.74
83. I may or may not apply for a position as a principal.	5	2	1.13
84. I am pursuing principal positions statewide.	11	1	2.12
85. I am interested in pursuing a position as a principal soon.	9	2	1.45

Table I2

Items Selected for Measuring Willingness of Those Completing Principal Preparation Programs to Accept a Principal Position

Questionnaire item	<i>N</i>	<i>Q</i>	<i>SD</i>
Scale Value = 1			
(Item 22/Q2) Under no circumstances would I apply for a position as a principal.	19	0	.23
Scale Value = 2			
(Item 45/Q8) I do not plan to pursue a position as a principal.	19	1	1.07
Scale Value = 3			
(Item 37/Q5) I doubt I will apply for a position as a principal.	19	1	1.17
Scale Value = 4			
(Item 51/Q10) I am ambivalent about applying for a position as a principal.	19	1	1.41
Scale Value =5			
(Item 38/Q6) I am undecided about pursuing a position as a principal.	19	1	1.10
Scale Value = 6			
(Item 25/Q6) I might be willing to accept a position as a principal.	19	2	1.73
Scale Value = 7			

Questionnaire item	<i>N</i>	<i>Q</i>	<i>SD</i>
(Item 46/Q9) If the right principal position opens, I will apply.	19	1	1.46
Scale Value = 8			
(Item 54Q11) I am considering applying for a position as a principal, but I have not yet.	19	1	1.30
Scale Value = 9			
(Item 43/Q7) I am likely to move into a principalship.	19	2	1.12
Scale Value = 10			
(Item 33/Q4) I am very interested in a principalship.	19	1	1.42
Scale Value = 11			
(Item 7/Q1) I am excited to apply for positions as a principal.	19	1	1.02

Note. The item number (e. g. Item 7) refers to the number of the item in the original set of items (see Table I1). Q plus a number refers to the item number on the final questionnaire on survey.vt.edu.

Appendix J

Instrument for Content Validation of Variables Associated with the Respondent's Willingness to Pursue the Principalship

Directions: Fill in the number of the appropriate response for each questionnaire item.

Please print the directions and domain definitions to use as a guide throughout the completion of the instrument. Each item requires three responses: **Domain**, **Association**, and **Clarity**.

Domain:

Read each statement, decide which domain the statement should be classified in, and fill in the number of that domain:

1 = *Ambition*, 2 = *Stress*, 3 = *Encouraged by Others*, 4 = *Time Commitment*, 5 = *Calling*, 6 = *Willingness to change*, 7 = *Competence*, 8 = *Activity of the position*

Association:

Decide how strongly the statement is associated with the domain you have selected and fill in the number: 1 = Very weak, 2 = Weak, 3 = Strong, or 4 = Very strong.

Clarity:

Read each statement and decide how clear it is. Here, I'm trying to address any ambiguity or confusion in statements. Code the clarity as: 1 = Very unclear, delete; 2 = Somewhat clear, revise; or 3 = Clear, leave as written.

For any items you rate as 1 or 2 for clarity or association, please include your suggestions for improvement directly on the page where the item is located.

If you have any questions, please contact me at taberg@vt.edu, taberg@staffordschools.net , or (540) 752-4026.

Once you've responded to each item (and made suggested revisions), please return the instrument to me at taberg@vt.edu or taberg@staffordschools.net .

Note: I won't use all of these statements ... only the strongest items. So, please, be honest!! I really appreciate your time and assistance. The entire process should take no more than 45 minutes. Your thoughtful responses are most appreciated!

DOMAIN DEFINITIONS

1. **AMBITION:** This domain contains items that assess the respondent's interest in pursuing the power, authority, or status of the principalship.
2. **STRESS:** This domain contains items that assess the respondent's perception of the stress experienced by principals.
3. **ENCOURAGED BY OTHERS:** This domain contains items that assess the respondent's perceptions of the role of encouragement by others in the decision to apply for a principalship.
4. **TIME COMMITMENT:** This domain contains items that assess the respondent's perception of the time commitment one makes when becoming a principal.
5. **CALLING:** This domain contains items that assess the respondent's belief that a person can have a larger impact on improving education in general.
6. **WILLINGNESS TO CHANGE:** This domain contains items that assess the respondent's preference for remaining in his or her current position or geographical area.
7. **COMPETENCE:** This domain contains items that assess the respondent's perception of his or her knowledge, skills, and ability to perform effectively as a principal.
8. **ACTIVITY OF THE POSITION:** This domain contains items that assess the respondent's willingness to exert the energy required to carry out the numerous and varied responsibilities of a principal.

Fill in the number of the appropriate response for Domain, Clarity, and Association for each questionnaire item.

(For any items you rate as 1 or 2 for association or clarity, please include your suggestions for improvement directly on this page.)

Questionnaire Item	Domain 1 2 3 4 5 6 7 8	Association 1 2 3 4	Clarity 1 2 3
1. Principals are often left without support in controversial situations.			
2. Salary as a principal is usually better than a teacher's salary.			
3. I am comfortable in leadership positions.			
4. There are many opportunities to apply for principal positions in my school district.			
5. Some college professors encouraged me to apply.			
6. Federal mandates have placed many new demands on administrators.			
7. The demands of a principalship are not worth the pay received.			
8. The position of classroom teacher is less stressful than that of the principal.			
9. Too much responsibility is placed on principals for ensuring that all students meet both state and national standards.			
10. I am only interested in principal positions in the same district where I am teaching.			
11. My family encourages (encouraged) me to apply for principal positions.			
12. Others my age and younger are applying for principal jobs.			
13. The principalship requires a lot of time.			
14. I do not have children at home.			
15. It is easier to get the job of the principal done than the job of the teacher.			

Questionnaire Item	Domain 1 2 3 4 5 6 7 8	Association 1 2 3 4	Clarity 1 2 3
16. My mentor encouraged me to apply for a principalship.			
17. I still enjoy teaching.			
18. The increased demands have made the principalship less appealing.			
19. I know what it takes to lead a school in these times of accountability.			
20. Administrative roles are more complex than ever before.			
21. Principals work long school days.			
22. I have much to learn as a teacher before moving into administration.			
23. I feel I am too old for the principalship.			
24. Teachers are more responsible for student success than principals.			
25. Principals should receive much higher salaries than they receive now.			
26. My family supports my career decisions.			
27. Principals work long school years.			
28. There are no principal positions available in my school district.			
29. Given my age, it is time for me to move up.			
30. I do not want to leave the classroom yet.			
31. It is difficult for women with children to apply for the position of principal.			
32. My principal has the authority to make most needed changes at my school.			
33. The principalship is more stressful than ever before.			
34. State mandates have placed many new demands on principals.			

Questionnaire Item	Domain 1 2 3 4 5 6 7 8	Association 1 2 3 4	Clarity 1 2 3
35. The pay difference between principals and teachers is not sufficient for the extra work.			
36. The person I am replacing encouraged me to apply for the principalship.			
37. The principalship leaves little time for leisure activities.			
38. I have the communication skills necessary to be an effective principal.			
39. Expectations for principals are clear.			
40. Teachers have more responsibilities than principals.			
41. Central administration too often fails to support principals.			
42. My administrators said I am geared for an administrative job.			
43. There is a lot more work to being a principal than a teacher.			
44. Colleagues I have worked with have pushed me toward administrative positions.			
45. I need more time in the classroom to be a better administrator.			
46. I am ready to pursue a principal position.			
47. The work of the principal is never done.			
48. I am not ready to leave the classroom.			
49. The salary received by principals I know is inadequate for the work they do.			
50. There are too many constituencies to please as a principal.			
51. Extra time is required as a principal because daily events are unpredictable.			
52. My spouse encouraged me to apply.			

Questionnaire Item	Domain 1 2 3 4 5 6 7 8	Association 1 2 3 4	Clarity 1 2 3
53. I can bring a school community together to meet current accountability requirements.			
54. The principals I know are not supported in disputes with parents.			
55. Upper-level administrators have groomed me for the principalship.			
56. Principals spend many days after the regular school year on school business.			
57. I am not willing to move.			
58. There is no financial incentive for teachers to apply for the principalship.			
59. Principals I know experience stress-related illnesses.			
60. I feel I can give back more to society in teaching than by becoming an administrator.			
61. There are few supports in place for new principals.			
62. Family is not a consideration for me when applying for a principal position.			
63. I was influenced by peers to pursue principalship positions			
64. My family's life would not change if I became a principal.			
65. Principals are often left to implement programs without central office assistance.			
66. My family supports my career plans.			
67. I pursued a principalship after working with great administrators.			
68. Principals spend many hours after school on school business.			
69. The number of responsibilities for school			

Questionnaire Item	Domain 1 2 3 4 5 6 7 8	Association 1 2 3 4	Clarity 1 2 3
principals is overwhelming.			
70. I am well prepared to take a principalship.			
71. Principals have more time with their families than teachers.			
72. I want to continue to coach.			
73. The political climate of schools has become vicious in recent years.			
74. I can administer a school better than my principal.			
75. There are people younger than me pursuing the principalship.			
76. Federal mandates are more demanding for teachers than principals.			
77. My advisor encouraged me to pursue principal positions.			
78. There are few opportunities to move to the principalship in my school district.			
79. Principals are accountable for success of school without the authority to make needed changes.			
80. The salary earned by principals I know is sufficient for the work they perform.			
81. Principals spend time in the office on the weekends to get caught up and organized.			
82. I would have a large increase in salary if I moved to a principalship.			
83. I feel I am a strong leader.			
84. Teaching is harder than being a principal.			
85. In my district, principals are always supported in disputes with parents.			
86. I prefer the hours of the principal position.			
87. Others with administrative credentials have encouraged me to apply.			

Questionnaire Item	Domain 1 2 3 4 5 6 7 8	Association 1 2 3 4	Clarity 1 2 3
88. I have family obligations that take much of my spare time.			
89. I want to continue teaching.			
90. My leadership roles as a teacher have prepared me for a principal's position.			
91. The expectations of the principalship are unreasonable.			
92. Principals have fewer responsibilities than teachers.			
93. Most new principals I know are under the age of 35.			
94. Friends said I should apply for principal positions.			
95. The time required by the principalship is more than I am willing to devote to the position.			
96. I believe that I have what it takes to help others achieve their educational goals.			
97. Moving to the principalship offers great financial compensation.			
98. The salary received by principals is not commensurate with the demands of their positions.			
99. The stress associated with the principal's role has increased in recent years.			
100. Having young children at home takes most of my spare time.			
101. Principals often lack the support to make changes at the school level.			
102. A teacher's days are more predictable than those of a principal.			
103. Fewer principals are being hired with 20-25 years of experience.			

Questionnaire Item	Domain 1 2 3 4 5 6 7 8	Association 1 2 3 4	Clarity 1 2 3
104. My family obligations would not prevent me from applying for a principalship.			
105. I enjoy the direct contact with children that I get in teaching.			
106. The principalship is more stressful than teaching.			
107. There are not enough hours in the day to do everything expected of a principal.			
108. Principals do not have enough time to focus on instruction.			
109. Pleasing the community is difficult for principals.			
110. I feel I can give back more to society by becoming an administrator than as a teacher.			
111. I have other interests at this time in my life.			
112. Principals often lack the authority to make changes at the school level.			
113. The salary of principals I know is sufficient for me to apply for open positions.			
114. State accountability measures are a source of excessive pressure for administrators.			
115. My principal has encouraged me to pursue principal positions.			
116. Moving to a principalship would make demands on my time that I do not want at this point in my life.			
117. Principals are more accountable for test scores than teachers are.			
118. The principalship takes too much time away from family activities.			
119. I have the ability to create an effective school community as an administrator.			
120. Parents usually agree with the principal at my			

Questionnaire Item	Domain 1 2 3 4 5 6 7 8	Association 1 2 3 4	Clarity 1 2 3
school.			
121. My principal encouraged me to apply for an assistant principal position.			
122. Principals generally make less per day than experienced teachers.			
123. The long hours needed to meet the responsibilities make the principal’s job unappealing to me.			
124. Members of my preparation program cohort encouraged me to apply for principalship positions.			
125. The principal’s job is less demanding than the job of a teacher.			
126. My principal relied on me when administrators were out of the building.			
127. The stress of the principalship is more than I wish to endure.			
128. I have enough teaching experience to be ready to move to a principalship.			
129. I am ready to leave the classroom for a principalship.			
130. Principals do not make enough money for the work that they do.			
131. I am meant to be a leader.			
132. I am not interested in pursuing a principalship at this time in my life.			
133. I am willing to move to another district if offered a principal position.			
134. I think my previous experience has helped me to develop the leadership needed as a principal.			
135. Principals spend long hours on tedious details.			
136. Pursuing an administrative position will be better			

Questionnaire Item	Domain 1 2 3 4 5 6 7 8	Association 1 2 3 4	Clarity 1 2 3
when my children are older.			
137. Pleasing parents is a serious problem for principals.			
138. Principals usually make more money than teachers.			
139. State mandates are more demanding for teachers than principals.			
140. Principals have too many responsibilities.			
141. This is the right time in my life to apply for a principal position.			
142. Principals are too often blamed when their schools don't do well.			

Table J1

Content Validation of Survey Assessing the Willingness of Those Completing Principal Preparation Programs to Accept a Principal Position: Classification of Items Into Domains By Experts, September 2008 (N=21)

Expected Domain	Domains															
	Ambition		Stress		Encouraged by others		Time commitment		Calling		Willingness to change		Competence		Activity of the position	
Item	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1 Activity of the position			19	90.5	1	4.8									1	4.8
2 Ambition	16	76.2			1	4.8	1	4.8			1	4.8			2	9.5
3 Calling	3	14.3	1	4.8					4	19			10	47.6	3	14.3
4 Willingness to change	5	23.8			2	9.5			2	9.5	10	47.6			1	4.8
5 Encouragement					20	95.2					1	4.8				
6 Activity of the position			16	76.2			1	4.8			1	4.8			3	14.3
7 Ambition			9	42.9	1	4.8	5	23.8	1	4.8					5	23.8

Expected Domain	Domains																
	Ambition		Stress		Encouraged by others		Time commitment		Calling		Willingness to change		Competence		Activity of the position		
Item	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	
8	Stress			17	81							2	9.5			2	9.5
9	Activity of the position			10	47.6									1	4.8	10	47.6
10	Willingness to change					1	4.8					20	95.2				
11	Encouragement					20	95.2	1	4.8								
12	Ambition	9	42.9			3	14.3	1	4.8	2	9.5			5	23.8	1	4.8
13	Time			1	4.8			19	90.5							1	4.8
14	Time			2	9.5			18	85.7							1	4.8
15	Activity of the position	2	9.5	1	4.8			1	4.8					9	42.9	8	38.1
16	Encouragement					21	100										
17	Willingness to change	3	14.3	1	4.8					7	33.3	9	42.9	1	4.8		
18	Activity of the position	1	4.8	9	42.9							1	4.8			10	47.6

Item	Expected Domain	Domains															
		Ambition		Stress		Encouraged by others		Time commitment		Calling		Willingness to change		Competence		Activity of the position	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
19	Competence			1	4.8									13	61.9	6	28.6
20	Activity of the position	1	4.8	2	9.5									3	14.3	14	66.7
21	Time							16	76.2							4	19
22	Competence									1	4.8	3	14.3	12	57.1	4	19
23	Willingness to change	1	4.8	1	4.8					3	14.3	6	28.6	8	38.1	1	4.8
24	Activity of the position			1	4.8					6	28.6			3	14.3	10	47.6
25	Ambition	8	38.1	2	9.5									1	4.8	9	42.9
26	Encouragement	1	4.8			16	76.2	1	4.8			2	9.5				
27	Time	1	4.8	1	4.8			16	76.2							2	9.5
28	Willingness to change	1	4.8	1	4.8	1	4.8			1	4.8	12	57.1			4	19

Expected Domain		Domains															
		Ambition		Stress		Encouraged by others		Time commitment		Calling		Willingness to change		Competence		Activity of the position	
Item		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
29	Ambition	9	42.9	1	4.8	1	4.8			1	4.8	4	19	3	14.3	1	4.8
30	Willingness to change	6	28.6					1	4.8	3	14.3	8	38.1			1	4.8
31	Time	3	14.3	3	14.3			10	47.6							5	23.8
32	Activity of the position	3	14.3							1	4.8	2	9.5	6	28.6	9	42.9
33	Stress			20	95.2											1	4.8
34	Activity of the position	13	61.9					1	4.8			1	4.8	1	4.8	5	23.8
35	Ambition	5	23.8	7	33.3			3	14.3	1	4.8	1	4.8			4	19
36	Encouragement					20	95.2							1	4.8		
37	Time			2	9.5			19	90.5								
38	Competence	1	4.8											16	76.2	4	19
39	Activity of the position	2	9.5							1	4.8	1	4.8	8	38.1	9	42.9

Item	Expected Domain	Domains															
		Ambition		Stress		Encouraged by others		Time commitment		Calling		Willingness to change		Competence		Activity of the position	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
40	Activity of the position	1	4.8	2	9.5			1	4.8	3	14.3	1	4.8			13	61.9
41	Activity of the position			18	85.7											3	14.3
42	Encouragement					20	95.2							1	4.8		
43	Activity of the position			3	14.3			6	28.6					1	4.8	11	52.4
44	Encouragement					19	90.5	1	4.8					1	4.8		
45	Competence	1	4.8							2	9.5	4	19	8	38.1	6	28.6
46	Ambition	14	66.7									2	9.5	5	23.8		
47	Activity of the position			4	19			7	33.3	1	4.8					8	38.1
48	Willingness to change	5	23.8							3	14.3	11	52.4	2	9.5		
49	Ambition	5	23.8	3	14.3			4	19	2	9.5	1	4.8			6	28.6

Item	Expected Domain	Domains															
		Ambition		Stress		Encouraged by others		Time commitment		Calling		Willingness to change		Competence		Activity of the position	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
50	Activity of the position			7	33.3			1	4.8					2	9.5	11	52.4
51	Time			1	4.8	1	4.8	14	66.7							5	23.8
52	Encouragement					20	95.2	1	4.8								
53	Competence									7	33.3			11	52.4	3	14.3
54	Activity of the position			18	85.7											3	14.3
55	Encouragement					17	81			1	4.8			3	14.3		
56	Time			1	4.8			17	81							3	14.3
57	Willingness to change											21	100				
58	Ambition	11	52.4	1	4.8			1	4.8			2	9.5			6	28.6
59	Stress			21	100												
60	Calling	1	4.8							20	95.2						
61	Activity of the position			19	90.5											1	4.8

Item	Expected Domain	Domains															
		Ambition		Stress		Encouraged by others		Time commitment		Calling		Willingness to change		Competence		Activity of the position	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
62	Time	5	23.8	1	4.8	3	14.3	7	33.3			1	4.8			4	19
63	Encouragement					20	95.2										
64	Time			3	14.3	1	4.8	10	47.6			4	19			3	14.3
65	Activity of the position	1	4.8	11	52.4									3	14.3	6	28.6
66	Encouragement	1	4.8	2	9.5	16	76.2					1	4.8			1	4.8
67	Calling	2	9.5			13	61.9	1	4.8	2	9.5			3	14.3		
68	Time			2	9.5			16	76.2							3	14.3
69	Activity of the position			10	47.6			1	4.8							10	47.6
70	Competence	3	14.3											18	85.7		
71	Time	1	4.8					18	85.7							2	9.5
72	Willingness to change	3	14.3					3	14.3	2	9.5	13	61.9				

Item	Expected Domain	Domains															
		Ambition		Stress		Encouraged by others		Time commitment		Calling		Willingness to change		Competence		Activity of the position	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
73	Activity of the position			19	90.5									1	4.8		
74	Competence	5	23.8							1	4.8			13	61.9	2	9.5
75	Ambition	9	42.9	2	9.5	1	4.8	1	4.8	1	4.8			4	19	3	14.3
76	Activity of the position			13	61.9											8	38.1
77	Encouragement					20	95.2	1	4.8								
78	Willingness to change	2	9.5	2	9.5							11	52.4			5	23.8
79	Activity of the position	1	4.8	11	52.4	1	4.8			1	4.8			1	4.8	6	28.6
80	Ambition	6	28.6	1	4.8			3	14.3							11	52.4
81	Time							17	81							4	19
82	Ambition	11	52.4	1	4.8			1	4.8	1	4.8	2	9.5			4	19
83	Calling	1	4.8							4	19			16	76.2		

Expected Domain	Domains																
	Ambition		Stress		Encouraged by others		Time commitment		Calling		Willingness to change		Competence		Activity of the position		
Item	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	
84	Willingness to change	2	9.5	5	23.8	1	4.8			1	4.8	1	4.8	2	9.5	8	38.1
85	Activity of the position			15	71.4	1	4.8									5	23.8
86	Time	1	4.8					19	90.5							1	4.8
87	Encouragement					20	95.2						1	4.8			
88	Time			2	9.5			18	85.7			1	4.8				
89	Willingness to change	3	14.3							3	14.3	12	57.1			3	14.3
90	Competence	2	9.5											19	90.5		
91	Activity of the position			7	33.3							1	4.8			13	61.9
92	Activity of the position			3	14.3			1	4.8			1	4.8	1	4.8	15	71.4
93	Ambition	8	38.1			1	4.8			2	9.5			4	19	5	23.8

Expected Domain	Domains															
	Ambition		Stress		Encouraged by others		Time commitment		Calling		Willingness to change		Competence		Activity of the position	
Item	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
94	Encouragement				20	95.2									1	4.8
95	Time		1	4.8			18	85.7			1	4.8			1	4.8
96	Competence		1	4.8					7	33.3			13	61.9		
97	Ambition		13	61.9			1	4.8			1	4.8			6	28.6
98	Ambition		3	14.3	4	19	2	9.5			1	4.8			11	52.4
99	Stress		20		95.2								1	4.8		
100	Time						21	100								
101	Activity of the position		16		76.2				1	4.8	1	4.8	1	4.8	2	9.5
102	Activity of the position		1	4.8			5	23.8			2	9.5			13	61.9
103	Ambition		4	19	1	4.8	1	4.8	1	4.8	2	9.5	9	42.9	2	9.5
104	Time		1	4.8			16	76.2			1	4.8	1	4.8	2	9.5
105	Willingness to change								7	33.3	12	57.1			2	9.5

Item	Expected Domain	Domains															
		Ambition		Stress		Encouraged by others		Time commitment		Calling		Willingness to change		Competence		Activity of the position	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
106	Stress			20	95.2											1	4.8
107	Time			2	9.5			13	61.9							6	28.6
108	Activity of the position			1	4.8			13	61.9							7	33.3
109	Competence			10	47.6					1	4.8			1	4.8	9	42.9
110	Calling									18	85.7			1	4.8	2	9.5
111	Willingness to change	2	9.5					4	19	2	9.5	12	57.1			1	4.8
112	Activity of the position	2	9.5	7	33.3					3	14.3			2	9.5	7	33.3
113	Ambition	13	61.9					1	4.8			1	4.8			6	28.6
114	Activity of the position			20	95.2	1	4.8										
115	Encouragement					20	95.2	1	4.8								
116	Time	1	4.8					18	85.7			2	9.5				

Item	Expected Domain	Domains															
		Ambition		Stress		Encouraged by others		Time commitment		Calling		Willingness to change		Competence		Activity of the position	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
117	Activity of the position			10	47.6									1	4.8	10	47.6
118	Time							21	100								
119	Competence									8	38.1			12	57.1	1	4.8
120	Activity of the position	1	4.8	4	19	1	4.8			1	4.8			4	19	10	47.6
121	Encouragement					20	95.2	1	4.8								
122	Ambition	7	33.3	1	4.8			2	9.5	1	4.8	1	4.8			9	42.9
123	Time			1	4.8			19	90.5			1	4.8				
124	Encouragement					20	95.2										
125	Activity of the position	1	4.8	4	19			3	14.3					1	4.8	12	57.1
126	Encouragement	1	4.8	2	9.5	3	14.3							14	66.7	1	4.8
127	Stress			18	85.7							3	14.3				
128	Competence	1	4.8							1	4.8	2	9.5	17	81		

Expected Domain	Domains															
	Ambition		Stress		Encouraged by others		Time commitment		Calling		Willingness to change		Competence		Activity of the position	
Item	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
129 Willingness to change	4	19									11	52.4	4	19	2	9.5
130 Ambition	4	19	3	14.3			3	14.3							10	47.6
131 Calling	7	33.3							10	47.6			4	19		
132 Willingness to change	7	33.3					5	23.8	2	9.5	7	33.3				
133 Willingness to change	1	4.8									19	90.5			1	4.8
134 Competence									1	4.8			20	95.2		
135 Time			2	9.5			12	57.1							6	28.6
136 Time	3	14.3	1	4.8			15	71.4			2	9.5				
137 Activity of the position			13	61.9					1	4.8					6	28.6
138 Ambition	10	47.6			1	4.8	1	4.8			1	4.8			8	38.1
139 Activity of the position	1	4.8	14	66.7									2	9.5	4	19

Item	Expected Domain	Domains															
		Ambition		Stress		Encouraged by others		Time commitment		Calling		Willingness to change		Competence		Activity of the position	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
140	Activity of the position			9	42.9											12	57.1
141	Ambition	6	28.6					3	14.3			10	47.6			2	9.5
142	Activity of the position			19	90.5											2	9.5

Table J2

Content Validation of Survey Statements about the Willingness of Those Completing Principal Preparation Programs to Accept a Principal Position: Strength of Association of Items With Domains (greater than 75% placement) and Clarity by Experts, September 2008

Item	Expected domain	Domains														
		Ambition			Stress			Encouraged by others			Time commitment			Calling		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1	Activity of the position				19	3.05	.705									
2	Ambition															
3	Calling															
4	Willingness to change															
5	Encouragement							20	3.75	.550						
6	Activity of the position															
7	Ambition															
8	Stress				17	3.41	.712									

Item	Expected domain	Domains														
		Ambition			Stress			Encouraged by others			Time commitment			Calling		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
9	Activity of the position															
10	Willingness to change															
11	Encouragement							20	3.90	.447						
12	Ambition															
13	Time										19	3.95	.229			
14	Time										18	2.83	.985			
15	Activity of the position															
16	Encouragement							21	3.81	.512						
17	Willingness to change															
18	Activity of the position															
19	Competence															

Item	Expected domain	Domains														
		Ambition			Stress			Encouraged by others			Time commitment			Calling		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
20	Activity of the position															
21	Time										16	3.75	.447			
22	Competence															
23	Willingness to change															
24	Activity of the position															
25	Ambition															
26	Encouragement							16	3.56	.629						
27	Time										16	3.37	.806			
28	Willingness to change															
29	Ambition															
30	Willingness to change															

Item	Expected domain	Domains														
		Ambition			Stress			Encouraged by others			Time commitment			Calling		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
31	Time															
32	Activity of the position															
33	Stress				20	3.85	.366									
34	Activity of the position															
35	Ambition															
36	Encouragement							20	3.80	.523						
37	Time										19	3.63	.761			
38	Competence															
39	Activity of the position															
40	Activity of the position															
41	Activity of the position				18	2.67	.840									

Item	Expected domain	Domains														
		Ambition			Stress			Encouraged by others			Time commitment			Calling		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
42	Encouragement							20	3.45	.686						
43	Activity of the position															
44	Encouragement							19	3.53	.772						
45	Competence															
46	Ambition															
47	Activity of the position															
48	Willingness to change															
49	Ambition															
50	Activity of the position															
51	Time															
52	Encouragement							20	3.85	.366						
53	Competence															

Item	Expected domain	Domains														
		Ambition			Stress			Encouraged by others			Time commitment			Calling		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
54	Activity of the position				18	2.89	.832									
55	Encouragement							21	3.48	.680						
56	Time															
57	Willingness to change										17	3.71	.588			
58	Ambition															
59	Stress				21	3.81	.512									
60	Calling													20	3.85	.366
61	Activity of the position				19	3.21	.976									
62	Time															
63	Encouragement							20	3.70	.470						
64	Time															
65	Activity of the position															

Item	Expected domain	Domains														
		Ambition			Stress			Encouraged by others			Time commitment			Calling		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
66	Encouragement															
67	Calling															
68	Time															
69	Activity of the position															
70	Competence															
71	Time										18	3.72	.826			
72	Willingness to change															
73	Activity of the position				19	2.89	.737									
74	Competence															
75	Ambition															
76	Activity of the position															
77	Encouragement							20	3.90	.447						

Item	Expected domain	Domains														
		Ambition			Stress			Encouraged by others			Time commitment			Calling		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
78	Willingness to change															
79	Activity of the position															
80	Ambition															
81	Time										17	3.71	.588			
82	Ambition															
83	Calling															
84	Willingness to change															
85	Activity of the position															
86	Time										19	3.63	.684			
87	Encouragement										20	3.60	.681			
88	Time										18	3.39	.778			
89	Willingness to															

Item	Expected domain	Domains														
		Ambition			Stress			Encouraged by others			Time commitment			Calling		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
90	change Competence															
91	Activity of the position															
92	Activity of the position															
93	Ambition															
94	Encouragement							20	3.85	.489						
95	Time										18	3.78	.548			
96	Competence															
97	Ambition															
98	Ambition															
99	Stress				20	3.90	.308									
100	Time										21	3.62	.590			
101	Activity of the															

Expected domain	Domains														
	Ambition			Stress			Encouraged by others			Time commitment			Calling		
Item	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
position															
102 Activity of the position															
103 Ambition															
104 Time															
105 Willingness to change															
106 Stress				20	3.80	.523									
107 Time															
108 Activity of the position															
109 Competence															
110 Calling													18	3.44	.616
111 Willingness to change															
112 Activity of the															

Item	Expected domain	Domains														
		Ambition			Stress			Encouraged by others			Time commitment			Calling		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
113	position Ambition															
114	Activity of the position				20	3.30	.657									
115	Encouragement							20	3.75	.444						
116	Time										18	3.89	.323			
117	Activity of the position															
118	Time										21	3.86	.359			
119	Competence															
120	Activity of the position															
121	Encouragement							20	3.80	.410						
122	Ambition															
123	Time										19	3.58	.607			
124	Encouragement							20	3.70	.733						

Item	Expected domain	Domains														
		Ambition			Stress			Encouraged by others			Time commitment			Calling		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
125	Activity of the position															
126	Encouragement															
127	Stress				18	3.83	.383									
128	Competence															
129	Willingness to change															
130	Ambition															
131	Calling															
132	Willingness to change															
133	Willingness to change															
134	Competence															
135	Time															
136	Time															

Item	Expected domain	Domains														
		Ambition			Stress			Encouraged by others			Time commitment			Calling		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
137	Activity of the position															
138	Ambition															
139	Activity of the position															
140	Activity of the position															
141	Ambition															
142	Activity of the position				19	3.00	.882									

Table J3

Content Validation of Survey Statements about the Willingness of Those Completing Principal Preparation Programs to Accept a Principal Position: Strength of Association of Items With Domains (greater than 75% placement) and Clarity by Experts, September 2008

Item	Expected Domain	Domains									Clarity		
		Willingness to change			Competence			Activity of the position			N	M	SD
		N	M	SD	N	M	SD	N	M	SD	N	M	SD
1	Activity of the position										21	2.67	.577
2	Ambition										21	2.86	.359
3	Calling										21	2.76	.539
4	Willingness to change										20	2.70	.571
5	Encouragement										21	2.95	.218
6	Activity of the position										21	3	.0
7	Ambition										21	2.76	.436
8	Stress										20	2.85	.366

Item	Expected Domain	Domains									Clarity		
		Willingness to change			Competence			Activity of the position			<i>N</i>	<i>M</i>	<i>SD</i>
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
9	Activity of the position										21	2.81	.512
10	Willingness to change	20	3.50	.827							21	2.86	.359
11	Encouragement										21	3	.0
12	Ambition										21	2.14	.854
13	Time										21	2.95	.218
14	Time										21	2.43	.870
15	Activity of the position										21	2.48	.750
16	Encouragement										21	3	.0
17	Willingness to change										21	2.76	.436
18	Activity of the position										21	2.76	.539
19	Competence										20	2.70	.470

Item	Expected Domain	Domains									Clarity		
		Willingness to change			Competence			Activity of the position			<i>N</i>	<i>M</i>	<i>SD</i>
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
20	Activity of the position										20	2.65	.489
21	Time										20	2.95	.224
22	Competence										20	2.80	.410
23	Willingness to change										20	2.65	.489
24	Activity of the position										20	2.65	.489
25	Ambition										20	2.55	.510
26	Encouragement										20	2.90	.308
27	Time										20	2.60	.598
28	Willingness to change										20	2.55	.605
29	Ambition										20	2.45	.606
30	Willingness to change										19	2.79	.419

Item	Expected Domain	Domains									Clarity		
		Willingness to change			Competence			Activity of the position					
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
31	Time										21	2.52	.602
32	Activity of the position										21	2.67	.658
33	Stress										21	2.90	.301
34	Activity of the position										21	2.90	.301
35	Ambition										21	2.76	.436
36	Encouragement										21	3	.0
37	Time										21	2.95	.218
38	Competence										21	3	.0
39	Activity of the position										21	2.76	.436
40	Activity of the position										21	2.62	.590
41	Activity of the position										21	2.57	.507

Item	Expected Domain	Domains									Clarity		
		Willingness to change			Competence			Activity of the position			<i>N</i>	<i>M</i>	<i>SD</i>
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>			
42	Encouragement										21	2.95	.218
43	Activity of the position										21	2.62	.498
44	Encouragement										21	2.81	.402
45	Competence										21	2.95	.218
46	Ambition										21	3	.0
47	Activity of the position										20	2.85	.366
48	Willingness to change										21	3	.0
49	Ambition										21	2.62	.498
50	Activity of the position										21	2.52	.602
51	Time										21	2.67	.658
52	Encouragement										21	3	.0
53	Competence										21	3	.0

Item	Expected Domain	Domains									Clarity		
		Willingness to change			Competence			Activity of the position					
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
54	Activity of the position										21	2.62	.498
55	Encouragement										21	2.86	.359
56	Time										21	2.90	.301
57	Willingness to change	21	3.81	.680							21	2.86	.478
58	Ambition										21	2.62	.590
59	Stress										21	2.95	.384
60	Calling										21	2.95	.218
61	Activity of the position										20	2.70	.571
62	Time										21	2.43	.676
63	Encouragement										20	2.95	.224
64	Time										21	2.62	.498
65	Activity of the position										21	2.67	.577

Item	Expected Domain	Domains									Clarity		
		Willingness to change			Competence			Activity of the position			<i>N</i>	<i>M</i>	<i>SD</i>
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
66	Encouragement										21	2.86	.359
67	Calling										21	2.76	.539
68	Time										21	2.95	.218
69	Activity of the position										21	2.95	.218
70	Competence				18	3.61	.608				21	3	.0
71	Time										21	2.86	.478
72	Willingness to change										21	2.48	.750
73	Activity of the position										20	2.5	.761
74	Competence										21	2.76	.539
75	Ambition										21	2.43	.676
76	Activity of the position										21	2.67	.730
77	Encouragement										21	3	.0

Item	Expected Domain	Domains									Clarity		
		Willingness to change			Competence			Activity of the position					
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
78	Willingness to change										21	2.62	.590
79	Activity of the position										21	2.71	.463
80	Ambition										21	2.62	.590
81	Time										21	2.90	.301
82	Ambition										21	2.67	.577
83	Calling										21	2.86	.359
84	Willingness to change										20	2.60	.598
85	Activity of the position										21	2.67	.577
86	Time										21	2.95	.218
87	Encouragement										21	2.90	.301
88	Time										21	2.86	.359
89	Willingness to										21	2.76	.436

Item	Expected Domain	Domains											
		Willingness to change			Competence			Activity of the position			Clarity		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
90	change Competence				19	3.37	.761				21	2.86	.359
91	Activity of the position										21	2.76	.436
92	Activity of the position										21	2.81	.512
93	Ambition										20	2.25	.851
94	Encouragement										21	2.86	.478
95	Time										21	2.95	.218
96	Competence										21	2.86	.478
97	Ambition										21	2.62	.590
98	Ambition										21	2.62	.590
99	Stress										21	2.90	.301
100	Time										21	2.90	.301
101	Activity of the position										21	2.67	.483

Item	Expected Domain	Domains									Clarity		
		Willingness to change			Competence			Activity of the position			<i>N</i>	<i>M</i>	<i>SD</i>
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>			
102	Activity of the position										21	2.48	.680
103	Ambition										21	2.33	.796
104	Time										21	2.90	.301
105	Willingness to change										21	2.71	.463
106	Stress										21	2.95	.218
107	Time										21	3	.0
108	Activity of the position										21	2.76	.539
109	Competence										21	2.57	.598
110	Calling										21	2.95	.218
111	Willingness to change										21	2.81	.512
112	Activity of the position										21	2.67	.483

Item	Expected Domain	Domains									Clarity		
		Willingness to change			Competence			Activity of the position					
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
113	Ambition										21	2.57	.598
114	Activity of the position										21	2.76	.700
115	Encouragement										21	3	.0
116	Time										21	2.90	.301
117	Activity of the position										21	2.48	.814
118	Time										21	2.95	.218
119	Competence										21	3	.0
120	Activity of the position										21	2.38	.740
121	Encouragement										21	3	.0
122	Ambition										21	2.67	.483
123	Time										21	3	.0
124	Encouragement										21	2.90	.436
125	Activity of the position										21	2.86	.359

Item	Expected Domain	Domains									Clarity		
		Willingness to change			Competence			Activity of the position			<i>N</i>	<i>M</i>	<i>SD</i>
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
126	Encouragement										21	2.57	.676
127	Stress										21	3	.0
128	Competence				17	3.41	.618				21	2.90	.301
129	Willingness to change										21	2.76	.436
130	Ambition										21	2.48	.750
131	Calling										20	2.85	.489
132	Willingness to change										21	2.86	.359
133	Willingness to change	19	3.89	.315							21	3	.0
134	Competence				20	3.50	.513				21	2.95	.218
135	Time										21	2.76	.625
136	Time										21	2.52	.750
137	Activity of the										20	2.60	.598

	Expected Domain	Domains									Clarity		
		Willingness to change			Competence			Activity of the position					
Item		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
	position												
138	Ambition										21	2.52	.680
139	Activity of the position										21	2.43	.870
140	Activity of the position										21	2.67	.577
141	Ambition										21	2.67	.577
142	Activity of the position										21	2.62	.590

Appendix K

Instrument for Content Validation of Variables Associated with the Respondent's Willingness to Pursue the Principalship

Directions: Fill in the number of the appropriate response for each questionnaire item.

Please print the directions and domain definitions to use as a guide throughout the completion of the instrument. Each item requires three responses: **Domain**, **Association**, and **Clarity**.

Domain:

Read each statement, decide which domain the statement should be classified in, and fill in the number of that domain:

1 = *Ambition*, 2 = *Stress*, 3 = *Willingness to change*, 4 = *Competence*, 5 = *Activity of the position*

Association:

Decide how strongly the statement is associated with the domain you have selected and fill in the number: 1 = Very weak, 2 = Weak, 3 = Strong, or 4 = Very strong.

Clarity:

Read each statement and decide how clear it is. Here, I'm trying to address any ambiguity or confusion in statements. Code the clarity as: 1 = Very unclear, delete; 2 = Somewhat clear, revise; or 3 = Clear, leave as written.

For any items you rate as 1 or 2 for clarity or association, please include your suggestions for improvement directly on the page where the item is located.

If you have any questions, please contact me at

Once you've responded to each item (and made suggested revisions), please return the instrument to me at

Note: I won't use all of these statements ... only the strongest items. So, please, be honest!! I really appreciate your time and assistance. The entire process should take no more than 30 minutes. Your thoughtful responses are most appreciate.

DOMAIN DEFINITIONS

1. **AMBITION:** This domain contains items that assess the respondent's interest in pursuing the power, authority, or status of the principalship.
2. **STRESS:** This domain contains items that assess the respondent's perception of the stress of the principalship.
3. **WILLINGNESS TO CHANGE:** This domain contains items that assess the respondent's willingness to leave his or her current position or geographical area to pursue a principalship.
4. **COMPETENCE:** This domain contains items that assess the respondent's perception of his or her knowledge, skills, and ability to perform effectively as a principal.
5. **ACTIVITY OF THE POSITION:** This domain contains items that assess the respondent's perception of the numerous and varied responsibilities of a principal.

Fill in the number of the appropriate response for Domain, Clarity, and Association for each questionnaire item.

(For any items you rate as 1 or 2 for association or clarity, please include your suggestions for improvement directly on this page.)

Questionnaire Item	Domain 1 2 3 4 5	Association 1 2 3 4	Clarity 1 2 3
1. Principals are often left without support in controversial situations.			
2. Salary as a principal is usually better than a teacher's salary.			
3. I am confident in leadership positions.			
4. I am willing to move to pursue a principal position.			
5. Principals are responsible for making sure federal mandates are met.			
6. The principalship is not worth the pay received.			
7. The position of classroom teacher is less stressful than that of the principal.			
8. Principals are responsible for ensuring that all students meet both state and national standards.			
9. Younger teachers are applying for principal positions.			
10. Since I do not have children at home, I have more time for a principal position.			
11. Principals have fewer responsibilities than teachers.			

Questionnaire Item	Domain 1 2 3 4 5	Association 1 2 3 4	Clarity 1 2 3
12. I still enjoy teaching and plan to maintain my current position.			
13. The responsibilities of the position have made the principalship less appealing to me.			
14. I have the skills to lead a school in these times of accountability.			
15. Administrators have many varied responsibilities.			
16. Principals work longer school days than teachers.			
17. I have more to learn as a teacher before moving into administration.			
18. I feel I am too old to move into the principalship.			
19. Teachers are more responsible for student success than principals.			
20. Principals should receive higher salaries than they receive now.			
21. I will have to move to pursue a principal position.			
22. Given my age, it is time for me to seek an administrative position.			
23. I do not want to leave the classroom yet for a principalship.			

Questionnaire Item	Domain 1 2 3 4 5	Association 1 2 3 4	Clarity 1 2 3
24. The principal has the authority to make most needed changes in a school.			
25. State mandates have placed many demands on principals.			
26. The pay difference between principals and teachers is not sufficient for the extra responsibilities that principals have.			
27. I have the communication skills to be an effective principal.			
28. Expectations for principals are clear.			
29. Teachers have more responsibilities with a greater impact on the education of students.			
30. Lack of support by central administration is stressful for principals.			
31. There is more work to being a principal than a teacher.			
32. I will be a better administrator with more teaching experience.			
33. I am eager to pursue a principal position.			
34. The work of the principal is never complete.			

Questionnaire Item	Domain 1 2 3 4 5	Association 1 2 3 4	Clarity 1 2 3
35. I am not ready to leave the classroom.			
36. The salary received by principals is inadequate.			
37. There are many constituencies to work with as a principal.			
38. I have the skills to bring a school community together to meet current accountability requirements.			
39. Lack of support in disputes with parents leads to increased stress for principals.			
40. There is no financial incentive for me to apply for the principalship.			
41. I feel I can give back more to society in teaching than by becoming an administrator.			
42. There are few supports in place for new principals.			
43. Principals are responsible for implementing programs, often without central office assistance.			
44. The number of responsibilities for school principals is overwhelming.			
45. I am not pursuing a principal position because I want to continue to coach.			
46. The political climate of schools has become vicious			

Questionnaire Item	Domain 1 2 3 4 5	Association 1 2 3 4	Clarity 1 2 3
in recent years.			
47. I am capable of administering a school as well as my principal.			
48. There are people younger than me with more ambition pursuing the principalship.			
49. Federal mandates require more from teachers than principals.			
50. I wish there were more opportunities for me to move to the principalship in my school division.			
51. Principals are accountable for the success of the school.			
52. The salary earned by principals is sufficient for the work performed.			
53. I would have a large increase in salary if I moved to a principalship.			
54. I feel I am a strong leader.			
55. I think it is easier to be a principal than a teacher.			
56. In my district, principals must manage many disputes with parents.			
57. I want to continue teaching for now.			

Questionnaire Item	Domain 1 2 3 4 5	Association 1 2 3 4	Clarity 1 2 3
58. My leadership experience as a teacher has prepared me for a principal's position.			
59. The responsibilities of the principalship are unreasonable.			
60. Principals have fewer responsibilities than teachers.			
61. Most new principals I know are under the age of 35.			
62. I believe that I have what it takes to help teachers achieve their educational goals.			
63. Moving to the principalship offers great financial compensation.			
64. The salary received by principals is not commensurate with the demands of their positions.			
65. Principals often lack the support to make changes at the school level.			
66. A teacher's days are more predictable than those of a principal.			
67. Fewer principals are being hired with 20-25 years of teaching experience.			
68. I prefer the direct contact with children that I get in			

Questionnaire Item	Domain 1 2 3 4 5	Association 1 2 3 4	Clarity 1 2 3
teaching.			
69. Principals are too busy with other responsibilities to focus on instruction.			
70. Principals must to be able to please the community.			
71. I feel I can give back more to society by becoming an administrator than as a teacher.			
72. I have other goals I want to pursue at this time in my life.			
73. Principals have the authority to make changes at the school level.			
74. The salary of principals is sufficient for me to apply for open positions.			
75. State accountability measures are a source of excessive pressure for administrators.			
76. Principals are held accountable for test scores more than teachers are.			
77. I have the skills to create an effective school community as an administrator.			
78. Good principals have the support of parents.			
79. Principals generally earn less per day than			

Questionnaire Item	Domain 1 2 3 4 5	Association 1 2 3 4	Clarity 1 2 3
experienced teachers.			
80. The principal's job has more variety than the job of a teacher.			
81. With my teaching experience, I am ready to move into a principalship.			
82. I want to leave the classroom for a principalship.			
83. Principals do not make enough money considering what they do.			
84. I am meant to be a leader.			
85. I am not interested in pursuing a principalship now.			
86. I think my previous experiences have helped me to develop the leadership needed as a principal.			
87. Principals spend much of their day on tedious details.			
88. Principals consider parent opinions when making decisions.			
89. Principals make more money than teachers.			
90. State mandates are harder for teachers to manage than principals.			
91. I am not interested in pursuing a principal position			

Questionnaire Item	Domain 1 2 3 4 5	Association 1 2 3 4	Clarity 1 2 3
because principals have too many responsibilities.			
92. This is the right time in my life to apply for a principal position.			
93. Principals are too often blamed when their schools don't do well.			
94. Principals are held accountable for the academic performance of their students.			
95. There is not enough time to meet all the expectations of the principalship.			
96. Principals often lack the authority to make needed changes in a school.			
97. I feel I do not have the motivation needed to perform the duties of principal.			
98. I am a strong candidate for the principalship because of my extensive experience.			
99. I have filled in for my administrators with few problems.			
100. I want to make a difference for more students as a principal.			
101. I would prefer the salary of a principal.			

Questionnaire Item	Domain 1 2 3 4 5	Association 1 2 3 4	Clarity 1 2 3
102. Principals have more responsibilities than teachers.			
103. I am a natural leader.			
104. My pay would decrease if I moved to a principal position.			
105. Lack of opportunities in my division deters me from applying.			

Table K1

Second Content Validation of Survey Statements Assessing the Willingness of Those Completing Principal Preparation Programs to Accept a Principal Position: Classification of Items Into Domains and Strength of Clarity By Experts, November 2008

Item	Expected domain	N	Domains										Clarity		
			Ambition		Stress		Willingness to change		Competence		Activity of the position		N	M	SD
			N	%	N	%	N	%	N	%	N	%			
1	Stress	24			19	79			3	13	2	8	24	2.88	.338
2	Ambition	23	19	83			1	4	2	9	1	4	23	2.91	.417
3	Competence	24	5	21					19	79			24	2.96	.204
4	Willingness to change	24	2	8	1	4	20	83			1	4	24	3.00	.000
5	Activity of the position	24			1	4	1	4	7	29	15	63	24	3.00	.000
6	Ambition	24	10	42	4	17	2	8	2	8	6	25	24	2.83	.482
7	Stress	24	2	8	17	71			1	4	4	17	24	2.88	.338
8	Activity of the position	24			3	13			7	29	14	58	24	2.87	.338
9	Ambition	24	17	71			1	4	5	21	1	4	24	2.62	.576
10	Activity of the position	24	5	21	2	8	2	8	6	25	9	38	24	2.83	.482
11	Activity of the position	24			5	21			3	13	16	67	24	2.63	.647

Item	Expected domain	<i>N</i>	Domains										Clarity		
			Ambition		Stress		Willingness to change		Competence		Activity of the position		<i>N</i>	<i>M</i>	<i>SD</i>
			<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%			
12	Willingness to change	23	3	13	1	4	13	57	3	13	3	13	24	2.88	.448
13	Activity of the position	24	2	8	8	33	3	13			11	46	24	2.92	.282
14	Competence	24	2	8					21	88	1	4	24	3.00	.000
15	Activity of the position	24							2	8	22	92	24	2.83	.381
16	Activity of the position	24			6	25	1	4			17	71	24	2.87	.338
17	Competence	24	1	4			5	21	17	71	1	4	24	2.92	.282
18	Willingness to change	24	6	25	2	8	11	46	3	13	2	8	24	2.83	.482
19	Activity of the position	24	3	13	1	4	2	8	7	23	11	46	24	2.83	.482
20	Ambition	24	13	54			1	4	2	8	8	33	24	2.83	.482
21	Willingness to change	24	3	13			21	88					24	2.79	.588
22	Ambition	24	16	67			7	30	1	4			24	2.83	.482
23	Willingness to change	24	6	25			17	71	1	4			24	2.88	.448
24	Activity of	24	6	25			2	8	3	13	13	54	24	2.96	.204

Item	Expected domain	N	Domains										Clarity		
			Ambition		Stress		Willingness to change		Competence		Activity of the position				
			N	%	N	%	N	%	N	%	N	%	N	M	SD
	the position														
25	Activity of the position	24			11	46			3	13	10	42	24	2.92	.282
26	Ambition	24	9	38	2	8	4	17	2	8	7	29	24	2.96	.204
27	Competence	24	2	8					21	88	1	4	24	3.00	.000
28	Activity of the position	24			3	13			10	42	11	46	24	2.79	.415
29	Activity of the position	24			1	4	3	13	7	29	13	54	24	2.71	.550
30	Stress	24			21	88	1	4			1	4	24	2.96	.204
31	Activity of the position	24	1	4	4	17			1	4	18	75	24	2.79	.588
32	Competence	24	1	4			2	8	21	88			24	2.92	.282
33	Ambition	24	18	75			6	25					24	2.96	.204
34	Activity of the position	24			6	25					18	75	24	2.83	.482
35	Willingness to change	23	3	13			18	78	1	4	1	4	24	2.79	.588
36	Ambition	24	6	25	5	21	3	13	1	4	9	38	24	2.79	.509
37	Activity of the position	24			3	13	1	4			20	83	24	2.83	.482

Item	Expected domain	<i>N</i>	Domains										Clarity		
			Ambition		Stress		Willingness to change		Competence		Activity of the position				
			<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	<i>M</i>	<i>SD</i>
38	Competence												24	3.00	.000
39	Stress	24			21	88			2	8	1	4	24	2.87	.338
40	Ambition	24	12	50			6	25	1	4	5	21	24	2.92	.282
41	Ambition	24	9	38			8	33	5	21	2	8	24	2.96	.204
42	Stress	24	1	4	18	75	1	4	2	8	2	8	24	2.88	.448
43	Activity of the position	24			8	33	2	8	3	13	11	46	24	2.83	.381
44	Activity of the position	24	1	4	13	54			1	4	9	38	24	2.75	.608
45	Willingness to change	24	4	17			18	75			2	8	24	2.92	.408
46	Stress	24	1	4	20	83	2	8			1	4	24	2.92	.282
47	Competence	24							22	92	2	8	24	2.88	.338
48	Ambition	24	16	67			5	21	2	8	1	4	24	2.67	.565
49	Activity of the position	24			5	21	1	4	2	8	16	67	24	2.92	.282
50	Willingness to change	24	13	54			11	46					24	2.79	.509
51	Activity of the position	24	1	4	4	17			7	29	12	50	24	2.92	.408

Item	Expected domain	<i>N</i>	Domains												Clarity	
			Ambition		Stress		Willingness to change		Competence		Activity of the position					
			<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	<i>M</i>	<i>SD</i>	
52	Ambition	24	8	33	2	8	2	8	3	13	9	38	24	2.88	.338	
53	Ambition	24	13	54	1	4	7	29			3	13	24	2.92	.282	
54	Competence	24	2	8					21	88	1	4	24	2.92	.282	
55	Activity of the position	24	3	13					19	79	2	8	24	2.67	.637	
56	Activity of the position	24			7	29			1	4	16	67	24	2.83	.482	
57	Willingness to change	23	7	30			16	70					24	2.96	.204	
58	Competence	24	2	8					22	92			24	3.00	.000	
59	Activity of the position	24			6	25	4	17	2	8	12	50	24	2.79	.509	
60	Activity of the position	24			1	4	1	4	2	8	20	83	24	2.83	.381	
61	Ambition	23	16	67			4	17	2	8	1	4	23	2.83	.388	
62	Competence	24	4	17					17	71	3	13	24	2.92	.282	
63	Ambition	24	14	58			6	25			4	17	24	2.88	.448	
64	Ambition	24	3	13	7	29	3	13	1	4	10	42	24	2.92	.408	
65	Stress	24			14	58	2	8	2	8	6	25	24	2.88	.338	
66	Activity of	24			4	17	3	13	2	8	15	63	24	2.79	.509	

Item	Expected domain	N	Domains										Clarity		
			Ambition		Stress		Willingness to change		Competence		Activity of the position				
			N	%	N	%	N	%	N	%	N	%	N	M	SD
	the position														
67	Ambition	24	6	25	1	4	5	21	6	25	6	25	24	2.71	.550
68	Willingness to change	24	4	17			15	63			5	21	24	2.88	.448
69	Activity of the position	23			3	13			1	4	19	83	23	2.91	.288
70	Competence	24			3	13	1	4	5	21	15	63	24	2.83	.381
71	Ambition	24	5	21	1	4	4	17	7	29	7	29	24	2.79	.415
72	Willingness to change	24	11	46			13	54					24	2.83	.482
73	Activity of the position	24	4	17			1	4	3	13	16	67	24	2.96	.204
74	Ambition	24	14	58	1	4	6	25			3	13	24	2.96	.204
75	Stress	24			20	83			2	8	2	8	24	2.92	.282
76	Activity of the position	24											24	2.96	.204
77	Competence	24	1	4					23	96			24	2.96	.204
78	Activity of the position	24			4	17			12	50	8	33	24	2.79	.509
79	Ambition	24	8	33	2	8	6	25			8	33	24	2.71	.550

Item	Expected domain	N	Domains										Clarity		
			Ambition		Stress		Willingness to change		Competence		Activity of the position				
			N	%	N	%	N	%	N	%	N	%	N	M	SD
80	Activity of the position	24					4	17			20	83	24	2.92	.282
81	Competence	24	2	8			6	25	16	67			24	2.83	.482
82	Willingness to change	23	14	61			9	39					24	2.79	.509
83	Ambition	24	6	25	4	17	4	17			10	42	24	2.83	.482
84	Ambition	24	13	54			1	4	10	42			24	3.00	.000
85	Willingness to change	23	13	56			10	44					24	2.83	.482
86	Competence	24	2	8			1	4	21	88			24	2.92	.282
87	Activity of the position	24			4	17	1	4	2	8	17	71	24	2.92	.282
88	Activity of the position	24			3	13			5	21	16	67	24	2.83	.482
89	Ambition	24	15	63			2	8	1	4	6	25	24	2.96	.204
90	Activity of the position	24			12	50	1	4	5	21	6	25	24	2.67	.702
91	Activity of the position	24	2	8	2	8	5	21			15	63	24	3.00	.000
92	Willingness to change	24	9	38			12	50	2	8	1	4	24	2.83	.482

Item	Expected domain	N	Domains										Clarity		
			Ambition		Stress		Willingness to change		Competence		Activity of the position				
			N	%	N	%	N	%	N	%	N	%	N	M	SD
93	Stress	24			14	58	1	4	2	8	7	29	24	2.92	.408
94	Activity of the position	24			6	25			3	13	15	63	24	3.00	.000
95	Activity of the position	24	1	4	13	54			1	4	9	38	24	2.92	.408
96	Activity of the position	24	3	13	9	38	1	4	4	17	7	29	24	2.96	.204
97	Ambition	24	15	63			2	8	6	25	1	4	24	2.92	.282
98	Competence	24	5	21					19	79			24	2.92	.282
99	Competence	24	1	4			2	8	20	83	1	4	24	2.96	.204
100	Ambition	24	13	54			4	17	6	25	1	4	24	2.87	.338
101	Ambition	23	18	75			4	17			1	4	23	2.91	.288
102	Activity of the position	24			4	17			1	4	19	79	24	2.96	.204
103	Competence	24	8	33			1	4	15	63			24	2.96	.204
104	Ambition	24	9	38	1	4	9	38			5	21	24	2.92	.408
105	Willingness to change	24	5	21			18	75			1	4	24	2.83	.381

Table K2

Content Validation of Survey Statements about the Willingness of Those Completing Principal Preparation Programs to Accept a Principal Position: Strength of Association of Items With Domains (greater than 75% placement) and Clarity by Experts, September 2008

Item	Expected Domain	Domains														
		Ambition			Stress			Willingness to change			Competence			Activity of the position		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1	Stress															
2	Ambition	19	3.11	.737												
3	Competence															
4	Willingness to change							20	3.70	.470						
5	Activity of the position															
6	Ambition															
7	Stress															
8	Activity of the position															
9	Ambition	17	3.24	.903												
10	Activity of the position															

Item	Expected Domain	Domains														
		Ambition			Stress			Willingness to change			Competence			Activity of the position		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
11	Activity of the position															
12	Willingness to change															
13	Activity of the position															
14	Competence										21	3.71	.463			
15	Activity of the position													22	3.68	.477
16	Activity of the position															
17	Competence															
18	Willingness to change															
19	Activity of the position															
20	Ambition															
21	Willingness to change									21	3.57	.676				
22	Ambition															
23	Willingness															

Item	Expected Domain	Domains														
		Ambition			Stress			Willingness to change			Competence			Activity of the position		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
	to change															
24	Activity of the position															
25	Activity of the position															
26	Ambition															
27	Competence										21	3.62	.498			
28	Activity of the position															
29	Activity of the position															
30	Stress				21	3.62	.590									
31	Activity of the position													18	3.33	.840
32	Competence										21	3.67	.483			
33	Ambition	18	3.56	.784												
34	Activity of the position													18	3.28	.895
35	Willingness to change							18	3.67	.686						
36	Ambition															

Item	Expected Domain	Domains															
		Ambition			Stress			Willingness to change			Competence			Activity of the position			
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
37	Activity of the position														20	3.35	.813
38	Competence																
39	Stress				21	3.57	.598										
40	Ambition																
41	Ambition																
42	Stress																
43	Activity of the position																
44	Activity of the position																
45	Willingness to change							18	3.33	.485							
46	Stress				20	3.35	.587										
47	Competence										22	3.50	.673				
48	Ambition																
49	Activity of the position																
50	Willingness to change																

Item	Expected Domain	Domains														
		Ambition			Stress			Willingness to change			Competence			Activity of the position		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
51	Activity of the position															
52	Ambition															
53	Ambition															
54	Competence										21	3.81	.402			
55	Activity of the position															
56	Activity of the position															
57	Willingness to change															
58	Competence										22	3.68	.568			
59	Activity of the position															
60	Activity of the position													23	3.39	.722
61	Ambition															
62	Competence															
63	Ambition															
64	Ambition															

Item	Expected Domain	Domains														
		Ambition			Stress			Willingness to change			Competence			Activity of the position		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
65	Stress															
66	Activity of the position															
67	Ambition															
68	Willingness to change															
69	Activity of the position													19	3.53	.513
70	Competence															
71	Ambition															
72	Willingness to change															
73	Activity of the position															
74	Ambition															
75	Stress				20	3.65	.489									
76	Activity of the position															
77	Competence										23	3.74	.449			
78	Activity of															

Item	Expected Domain	Domains														
		Ambition			Stress			Willingness to change			Competence			Activity of the position		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
	the position															
79	Ambition															
80	Activity of the position													20	3.45	.686
81	Competence															
82	Willingness to change															
83	Ambition															
84	Ambition															
85	Willingness to change															
86	Competence												21	3.67	.577	
87	Activity of the position															
88	Activity of the position															
89	Ambition															
90	Activity of the position															
91	Activity of the position															

Item	Expected Domain	Domains														
		Ambition			Stress			Willingness to change			Competence			Activity of the position		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
92	Willingness to change															
93	Stress															
94	Activity of the position															
95	Activity of the position															
96	Activity of the position															
97	Ambition															
98	Competence															
99	Competence										20	3.60	.598			
100	Ambition															
101	Ambition	18	3.50	.707												
102	Activity of the position															
103	Competence															
104	Ambition															
105	Willingness to change							18	3.17	.786						

Appendix L

Questionnaire Items by Domain with Descriptive Statistics

Items by domain	<i>N</i>	<i>M</i>	<i>SD</i>	Minimum	Maximum
Activity of the position	43	3.17	.29	2.50	3.83
15. Principals have fewer responsibilities than teachers. (R)	43	3.67	.61	1	4
25. The work of a principal is never complete.	43	3.40	.66	2	4
29. Administrators have many varied responsibilities.	43	3.74	.44	3	4
35. Principals are too busy with other responsibilities to focus on instruction.	43	2.14	.56	1	3
40. There are many constituencies to manage as a principal.	42	3.21	.61	1	4
49. The principalship has more variety than teaching.	42	2.86	.61	1	4
Competence	43	3.25	.29	2.83	3.83
13. I am a strong leader.	43	3.47	.63	1	4
20. My leadership experience as a teacher has prepared me for a principal's position.	43	3.28	.73	1	4
28. I have the skills to lead a school in these times of accountability.	43	3.42	.55	2	4
36. I am well prepared to take a principalship.	43	3.21	.41	3	4
45. I have the skills to create an effective school community as an administrator.	43	3.51	.51	3	4
50. I will be a better administrator with more teaching experience. (R)	42	2.62	.88	1	4
Encouragement	43	3.10	.50	2.17	4.00
14. Friends say I should apply for principal positions.	43	3.42	.73	1	4
19. I was influenced by peers to pursue principal positions.	43	2.51	.96	1	4
26. My family has encouraged me to apply for principal positions.	43	3.28	.70	1	4
37. My mentor has encouraged me to apply for a principalship.	42	3.12	.71	2	4
41. My principal has encouraged me to pursue principal positions.	43	3.05	.82	1	4
46. My advisor has encouraged me to pursue principal positions.	43	3.23	.78	1	4

Items by domain	<i>N</i>	<i>M</i>	<i>SD</i>	Minimum	Maximum
Salary	43	3.16	.44	2.50	4.00
23. I would prefer the salary of a principal.	43	3.47	.70	1	4
32. There is no financial incentive for me to apply for the principalship. (R)	43	3.05	.75	1	4
38. The salary of the principalship is sufficient for me to apply for positions.	43	3.14	.60	2	4
43. The salary as a principal is better than a teacher's salary.	43	3.37	.54	2	4
48. I would have a large increase in salary if I moved to a principalship.	43	2.91	.72	2	4
51. The principalship is not worth the pay received. (R)	42	3.02	.68	1	4
Stress	43	2.90	.39	2.17	4.00
16. Lack of support in disputes with parents leads to increased stress for principals.	42	2.83	.70	1	4
24. State accountability measures are a source of excessive pressure for administrators.	43	3.12	.76	1	4
30. The stress associated with the principal's role has increased in recent years.	43	3.56	.55	2	4
34. Lack of support by central administration is stressful for principals.	43	2.86	.77	1	4
44. The stress of the principalship is more than I wish to endure.	43	2.00	.69	1	4
47. The principalship is more stressful than teaching.	43	3.02	.80	2	4
Time commitment	43	3.01	.38	2.00	3.83
17. The principalship takes too much time away from family activities.	43	2.79	.71	1	4
21. Moving to a principalship would make demands on my time that I do not want right now.	43	2.16	.84	1	4
27. Principals work long school days.	43	3.30	.56	2	4
33. Principals have more time with their families than teachers. (R)	43	3.37	.54	2	4
42. The principalship requires a lot of time.	43	3.44	.55	2	4
53. I prefer the hours of the principal position. (R)	43	2.98	.56	2	4
Willingness to change	43	2.96	.58	1.33	3.83
12. I am willing to move to another division if offered a principal position.	43	3.00	.85	1	4

Items by domain	<i>N</i>	<i>M</i>	<i>SD</i>	Minimum	Maximum
18. I am not willing to move. (R)	43	2.74	.90	1	4
22. I am willing to move to pursue a principal position.	43	2.77	1.02	1	4
31. I am only interested in principal positions in the same district where I am teaching. (R)	43	2.77	.92	1	4
39. I am not ready to leave the classroom. (R)	41	3.10	.66	1	4
52. I am not pursuing a principal position because I want to continue to coach. (R)	41	3.44	.67	1	4

Note. R=recoded as follows: 1=4, 2=3, 3=2, and 4=1 to make high numbers reflect high amounts of the variable.

Appendix M

Raw Data Matrices for Interviews with Participants

Table M1

Raw Data Matrix (Direct Quotations) from Interviews with Teachers Completing Principal Preparation Programs and More Willing to Apply for Principal Positions

Ambition	Willingness to change	Encouraged by others	Calling
In order for my licensure to stay current, and I received that building level licensure in May of 2006, I need to have a job very soon - within three years - or I have to reapply to maintain my initial building level licensure. But, if I get a job, I'll have a job that will grant me the licensure and then they will put me in a mentorship program and I'll go to some conferences and something like that, but that is not through the university that is provided through the state of AK. (LD, T, 2)	Honestly, I was not looking to leave the classroom. I love teaching. I loved what I was doing, and but if I thought about that being a full time reading teacher really didn't appeal to me (VS, T, 1)	Well, on a lighter side, I was brainwashed and that lead into, "Oh yeah, well, I guess I could do something like that." As a teacher, I was given all the freshmen because our research here shows that freshman transition and a more successful freshman year in algebra 1 really does determine the success of a student in high school and in college both. So I was placed in there for that, and then also I was a coach of cheerleaders and dancers, and those are two sports at the same time. And, also, I was the freshmen teacher coordinator where all the teachers of the	so we felt like it was the right thing to do at the time, it is what I was supposed to do (VS, T, 1)
Being a principal, yes,	I, again, had no intention of immediately leaving the teaching area and going into administration (VS, T, 1)		I started in education at the University of Central Arkansas in 1992, and I received my bachelor's degree in 1997 in early childhood education k-6, and I was immediately became interested in a summer program I helped chaperone in the areas of gifted education, so I continued on getting my master's in elementary education with an emphasis in gifted and talented in August 98, and I took a position in the

Ambition	Willingness to change	Encouraged by others	Calling
<p>eventually that is something that I want to do, although I have not done it. That is something I really would like to get that experience because, like I said, I was an assistant principal for 2 years and I really want that experience to show how I think I can be as good as an administrator. You know, being the low man at the top, so that is a step I am planning to get into sometime in the future. (MS, T, 1)</p>	<p>processes, if that makes sense. I would be prepared to lead whichever school, but part of my thought process staying in the same school district, you know, (BH, T, 2)</p>	<p>freshman meet once every other week just to talk about students - find out patterns, commonalities, differences, all that kind of stuff. I've always had, with the administration that is leaving, I've always been given a lot of leadership roles and in a conversation I've had with her one time, she brought up "have you ever thought about pursuing your masters in administration and instead of education" and then I looked into it and realized that I had a lot of the classes that were the same for those two degrees. (KD, T, 1)</p>	<p>Little Rock school district where I taught one year, and I immediately was awakened. I left teaching for a year and then went to work for a major retail company, and after doing that for a year, I decided education was where my heart was and I pursued a job in the town where I went to school, Conway, Arkansas, and I got a position as an elementary GT coordinator. That was in the fall of the 2000-2001 school year. I did that for 3 years. (LD, T, 1)</p>
<p>I guess money is one attraction, but I don't think it is the attraction. (BH, T, 1)</p>	<p>Why not? And I'm not sure that mentality would be the same probably if I was going to go to a different district, and that brings up a whole different question that if I didn't get this job, what was I prepared to do? Go up and leave to go to a completely different district, and I wasn't going to, so I don't know. (BH, T, 2)</p>	<p>I did not know that that whole time she had in mind for me to be her successor when she decided to leave. She is always telling everybody that you need to be recruiting; you need to be picking who would be good within your building. You should be doing that all the time. (KD, T, 1)</p>	<p>I come from a home where there was a generation gap. I was raised by my grandparents who, one had an 8th grade education and the other completed a high school education, but had no formal training beyond that. Education was never a priority in my home, and I graduated high school without having a dictionary or an encyclopedia in my home. I had a fine</p>
<p>My family factors, you know obviously a personal gain, monetary gain, that certainly is a factor, especially in a rural state like Arkansas. (LD, T, 2)</p>	<p>After I finished, well I guess once you go through the program I mean, positions don't come open a lot, so I didn't really plan on waiting after I finished. But I probably would not have gone and I didn't apply outside of my county. (MB, T, 2)</p>	<p>Another factor that I would say</p>	
<p>My second factor, my monetary gain, and figure the money involved. Salaries aren't the best in our state. It almost takes being an administrator to get</p>			

Ambition	Willingness to change	Encouraged by others	Calling
<p>by, so that is a factor. (LD, T, 2)</p>	<p>had to play a part was that I wanted to stay in Montgomery County where I was currently teaching. If I had been offered jobs outside of the district, it may have been a more difficult position whether to accept those jobs or not, just based on family situations. That is pretty much why I wanted to be a principal, and the desire continued on and into the application process and hiring and still enjoy what I do. (MM, T, 1)</p>	<p>And the announcement of our principal leaving, she made the comment that I was in the sermon about all of this because she approached me in February about it and didn't announce it until the end of March. But she approached me about it because I've already told the head offices downtown that I'm putting my support in for you if you decide to apply for this job, and the teachers did it, too. As soon as she said she wasn't coming back, and I was thinking about doing it, the teachers all day that day kept saying you should do this. We are behind you 100%. So it's kind of like someone who isn't really sure if they want to go into it right away, having a one year old and had her faculty supporting her, my husband is very supportive, and the encouragement of the administrator that was here and all kinds of things. (KD, T, 1-2)</p>	<p>upbringing, but they were very sick and there was a huge, almost two-generation span there, and so emphasis was not placed on my education. I knew coming from a rural town in southwest Arkansas with a population of 1,800 people that there was always more out there beyond what I knew I had at that time, I just didn't know what. I've always been interested in obtaining a degree, however I think it is important to note that I worked for 10.5 years as a long term substitute teacher before even getting my bachelor's degree. So I started out as an aide in the public school. When my son was 9 months old, I filed for a divorce and at that time, that left me with no living family because my grandparents who were my only family had passed away. I realized the quality education my son Mathew would have was in direct correlation with the life I alone made for us, and at that time I decided to turn to</p>
<p>I guess that is a financial decision, because if I were to wait until I had 20 years of teaching under my belt before I became a principal, there really is no financial incentive to take on the extra responsibility or step over into that role. Doing it at a younger age, I'm 31 now, I was able to make greater leaps as far as financial compensation, just to support my family a little bit better. (MM, T, 2)</p>	<p>For a couple of different reasons. One was that she had finally decided that it was time for her to leave, and we have a lot of things going on here that someone from the outside wouldn't know about. We are members of the special practices network, which is part of the foundation built by Bill Daggett, which is also funded by Bill Gates. And it's for select high schools across the country. To my knowledge, it</p>	<p>My master's advisor - I talked</p>	
<p>Having that master's, it did increase my pay even if I didn't wish to pursue any principalship, I would still have additional income at the end of that, so having a family is always about they are not cheap. (KG, T, 1)</p>			
<p>I had thought a long time ago that I would do the leadership program when I first started</p>			

Ambition	Willingness to change	Encouraged by others	Calling
<p>teaching. I thought I would end up there and then I didn't think so much about it later. It was just really I've been teaching for 15 years so it seemed like a good time. Another thing that was big for me was that Tech was offering the program. I graduated from Tech so that was a big reason I chose the program now, and I wanted to do the program through Tech. (MB, T, 1)</p> <p>Right now, I am the assistant principal. I'm working towards a principalship at my own school. That is my main goal actually. (DB, T, 1)</p> <p>I interviewed for that job. I did not get the job. I found out in May that I needed just 12 more graduate hours to get my district level administrator licensure. Then I found out a couple of weeks ago that I do not actually get that licensure until I get hired as a principal. So anyway that is kind of</p>	<p>might have changed, but to my knowledge, we are the only Catholic high school in this program. But it's really hard to explain, but they pick schools that they feel are model schools from across the country, and it's a resource also. They have a program called Rigor and Relevance, which they want to start focusing your lesson plans on. They have 4 quadrants, and then eventually you build up to a gold seal type of lesson plan, and then those are posted on their website and you can go in and look at other peoples lessons. Get other ideas. It's basically just like a resource for schools all across the country that are members of this network. So we are a part of that. We are in our third year of our north central process, and it's a real good one, and the improvements we have been putting into our school for it, we are already seeing results from. So there are a lot of things going on that someone</p>	<p>to him a lot about it I said," This is a possibility for me. What do you think?" and he was very supportive. And I have really enjoyed the program that I'm in down at Southwest Baptist. I really enjoyed that and that makes a big difference, too. (KD, T, 2)</p> <p>but some circumstances developed here in our building and the principal in the building that I taught in, and what happened was our principal became the assistant superintendent and so she asked me because she was my mentor, I was interning under her for my educational leadership work, and she asked me if I would be interested in taking it on an interim basis and then making a decision about whether I wanted to pursue it permanently or not. (VS, T, 1)</p> <p>and he was very much in agreement with that. (VS, T, 1)</p>	<p>what I had always had a love for and an interest in, which was education. I had my bachelor's degree and my master's degree and begin working on my ed specialist degree in January are my plans. (DC, T, 1)</p> <p>I'm a very spiritual person, I understand the separation of church and state, and that is why I can't say "Merry Christmas" to any of the parents that walk in here today, but with respect to that, and these are my words and I feel free to say what I want to, I believe that I have been blessed. God has been very good to me and I believe that I have been given a gift that I would like to share with others, and I give all credit to him for helping me and allowing me to get to the point where I am at in my life today and I feel that I must give back and that I owe that to society. That's also why I work in a high poverty school</p>

Ambition	Willingness to change	Encouraged by others	Calling
<p>where I am now. Hey, while I've been there, I have managed to have 53 credit hours beyond my master's now, and they are all in doc work, and along the way, I have picked up that building level licensure. Actually, in Arkansas, it's an initial licensure so the initial license is good for three years.. So what I need to be working on now if I'm going to keep that licensure is getting a job. Once I'm placed into that job, then there is a two-year mentorship thing but that is something totally different and I am not even that familiar with it at this point. So, basically what I'm doing, I have 6 hours left next semester and although I'm going to take comps in February for my doctorate work because I'm through with all the doc work, I'll still take those 6 hours next semester to finish up that district level licensure so that can kick into effect once I get the building level. (LD, T, 1-2)</p>	<p>from the outside will either have to get educated on. And the model schools, we have to pay to be part of that. They could just say, "Well, I, don't want to do that," and our teachers really believe in it. (KD, T, 1)</p> <p>I'm an alumni from here, this is my tenth year teaching here, it's a piece of who I am and with enrollment issues as far as archdiocese schools go, I don't know how it is across country, but I know in the St. Louis area numbers are a big concern and I have to keep the continuity going. It's very important to the faculty as well. (KD, T, 2)</p> <p>I'd say that's really what drove it. Like I said, I was not looking at this time to make this change because I enjoyed teaching so much. I think part of it, too, was the group of people that are here. There are certain circumstances where it would be very difficult to move from</p>	<p>So finally, the lady that had been our principal my first two years had stayed in the county and had been moved to the high school when that gentleman went to central office. So I went up to talk to her one day and said, "Is there anything that I can do? I'm at my wit's end. Where is it that I can step in and offer some assistance, either for my stress or for others in the building?" And we sat down and talked and got to discussing what was going on, and she pretty much just told me you need to look possibly at principal prep. That is really where the decisions are made. You have the potential; you've got the training; you would be excellent at it. She said, "Well, get to it." I knew I wanted to pursue a master's had looked into special ed and I am currently teaching at a private special ed school and love that and them. The problem I was seeing was that little</p>	<p>with no parental involvement and almost all free or reduced lunches because these are the children that need me. (DC, T, 2)</p> <p>So, I really feel like people are becoming more passionate about being a principal, being an instructional leader, that type of desire to become a principal not just for the authority, but really to make a greater difference, that's pretty much it, all I can say about that subject. (MM, T, 2)</p> <p>Basically, so that I can offer the help and assistance to those that need it. Teacher to teacher, you've got some leeway but there are certain things that are above and beyond that you really can't do, and I like the idea of being able to help those in need whether it be the parents, whether it be the kids, whether it be the teachers. I like the whole sense of building a small knit community, really attracts me in the fact that a</p>

Ambition	Willingness to change	Encouraged by others	Calling
<p>The reason I pursued the leadership program, I wanted to better the view that I already had prior to that preparation of my undergraduate studies, and the reason I choose to pursue a career in the principalship was basically to get a variety of things under my belt for later on in my life. I want to be a superintendent, and I think it is necessary for me to get the necessary course work as well as on the job training to prepare for that position later on. (MS, T, 1)</p> <p>because that was my long term goal, (MS, T, 1)</p> <p>It will probably benefit me in the long run, as far as starting sooner in this position may give me a head start if I wanted to work in a central office position or some sort of consulting capacity or working with a university. I kind of felt like gave me a head start in many</p>	<p>being a peer to being the supervisor in this situation and there were some challenges with that, but overall, that was a smooth transition, and I think had I been in different circumstances that maybe that would have made me have second thoughts about doing that. (VS, T, 2)</p> <p>Sure, my wife is a teacher, so education is in the family. We keep the same schedule. We both teach in the same county, so if I were to apply to several districts outside, and been offered jobs there, it would have been more difficult to accept those jobs, because I would have had to have had at least some idea of what jobs were out there for her and at that point, in starting the program and things like that. But, we also have a young child; we have an infant. That also plays out into it as far as family goes, just basically my role as a husband and a father.</p>	<p>philosophy of once you get into special ed, you don't get out. And I had this whole fear of getting into something and kind of being stuck there so I kind of backed away from it, and in the middle of all of that, all this happened at school, so when I talked to the former principal she said, "Check into it." So I got to looking at the program – Tech has a program and Radford had the program and when I got to looking at the two programs, Tech's was more prestigious. Tech was overall a better fit for what I was looking for. So I had called up Dr. Parks and a couple of others and started the application process and ended up at Tech. (PW, T, 1-2)</p> <p>Teachers that I have worked with, family members, just a variety of former principals, former professors. I've got just a variety of people that are pushing me but at the same time they want to make sure</p>	<p>school is almost like a little mini society, you know having the opportunity to help prepare those teachers for, you know, other opportunities and, you know, additional degrees, whatever their dreams are. But also to help kids and parents and what they are going through and you know help them succeed to where they get to that high school graduation and college graduation. (PW, T, 2)</p> <p>Basically I'm at a point that I've got the experience both of the public and the private sector. I've got the experience of the gen. ed and special ed, so I've got a fairly well rounded variety of all of it. In May, I graduate with my EdS in curriculum and instruction, and I'm to the point where I would like to move on and be able to start helping more people with what I like to do. (PW, T, 2)</p> <p>Well, I think I can make a</p>

Ambition	Willingness to change	Encouraged by others	Calling
different areas. (MM, T, 1)	(MM, T, 1)	that it is within my time frame	difference. I can make a bigger
I already had those done, so I just decided, why not because it opens more doors up. (KD, T, 1)	Well, my only consideration is my son Matthew, and he is 8 years old and in 2 nd grade, so there is no one to consider other than Matthew and certainly I do consider him. If I were in the position of an assistant principal, his life would not be changed any, (DC, T, 2)	of when I feel ready, but mainly colleagues and people I have worked with or for that have pushed me. (PW, T, 2) I know I didn't wake up and say, "Gosh, I'm going to be a principal or I'd like to be." I think I was influenced by some peers that pursued theirs, and I said, "Well ok, I'll do it." So, then I started my degree. (BH, T, 1)	impact. The same with the students, I think you can reach a broader spectrum of the students (BH, T, 1)
I don't know I told myself I'm giving myself 10 years at this job. I don't want to feel like I am trapped, so I'm giving myself 10 years, and after that I don't know. (KD, T, 2)	and so Matthew's life would not be changed as a result of my change of position. (DC, T, 2)	The application process – not really. I think more of the idea that, "Hey, we're going to go ahead and pursue this degree. Why don't you do it, too? We think you'll be good at it." When it came down to the actual applying for the job, I guess, the head principal kind of talked to me, or the person that did get the head principal job, and they kind of said, "Hey, I think you'll do great and our personalities would be great together. But I mean there is still a huge process to go	Well, other than the kind of obvious that you want a school to kind of be yours, to kind of see what you can do with it. Do good things for schools. To be perfectly honest, I had a very poor principal at the end of my teaching time and that was almost as much of a reason for me to go into administration. She was a little cookie. I really hate that, but when you see somebody who is poor in that job and is doing it because they want more money, or they think of administration as somebody who misses the classroom. (MB, T, 1)
And I don't want to tell myself that I'm in this for the long haul because then I will start to feel trapped, and I don't want that because I want to want to be a part of it, not feel like I have to do it. (KD, T, 2)	No, not really at the moment. Young, single. I'm looking possibly at taking in a foster child, so there might be a child in the picture, but as far as flexibility and hindrances, there is really none, as far as actually family. (PW, T, 2)		The main reason is that I wanted to make a difference in more student lives, and I realized I could do that by training teachers who would, in
Well, interesting question. In Michigan, and I don't know if this applies across the US, I'm in the group of people who we have no permanent certification for teachers anymore. It's on a you have to have continuing education and credits, and you			

Ambition	Willingness to change	Encouraged by others	Calling
<p>have to accumulate 18 credits in your first six years and then six every five years after that. So when I looked at it, when I got to the point when I realized I really need to be putting these towards a master's degree because our salary schedule increases with a master's. I thought, "What do I want to get a master's in?" (VS, T, 1)</p> <p>and looking at the other options that were available, the one that appealed to me the most was educational leadership. So I went ahead and went into that program. I did it at a slow pace - it took a couple years to get it. I was doing it though one of our universities has an extension office at our junior college that is local, and our community college I guess I should say, and that made it more convenient for me to do that rather than travel a great distance to a college campus. So I finished that, actually last December I finished that up, a</p>		<p>through and it doesn't mean it will work but give it a shot. I had to sit thought a panel with my peers on an interview. I don't know, I don't think they were like "Oh yeah, you'll be the best." I think they were kind of "I don't know." That was kind of a strange thing thinking I may be in charge of them, yet here they are grilling me. But none of them were ever like "Oh yeah, you should do this." I would say they were guy friends and peers that were pursuing. (BH, T, 2)</p> <p>Encouragement by colleagues - yes, there are many people that I feel that I have the full support of and they feel that I would be a good administrator. I do seem to work well with people. (LD, T, 2)</p> <p>I've been encouraged to apply for assistant principalships. I've been encouraged at the elementary level; I have been encouraged to apply for</p>	<p>part, go into the classroom and teach students. The main reason would be to make a greater difference. (DB, T, 1)</p> <p>And I've coached by myself for the most part and always felt like I couldn't go into anything else unless I found someone to replace those girls, because I have that loyalty to them because both programs I have taken from the ground up and both have placed in state now, and it's just like, how do you have all those things and take care of that all? And then, this year, I had an assistant for the second time, and I said something to her if she would be interested in taking over if I ever decided to quit and right around the week before I was told my principal wasn't coming back, she told me that she would take it. So it's just like, you know, I don't know if time wise, I was 100% ready to step in, but it felt like the right thing to do and all the arrows were pointing at "Yeah, I think</p>

Ambition	Willingness to change	Encouraged by others	Calling
<p>year ago, and so, (VS, T, 1)</p> <p>and I teach math, and this is the honest to goodness truth, I felt like, “You know what? If this flops, and it’s horrible and I hate it, well everyone and their mom needs a math teacher somewhere, so I can just go back and teach math.” This was certainly part of my thought process (BH, T, 1-2)</p> <p>In the Spring of 2003, I became a little unsettled, and I felt like I needed a little more challenge, and I was somewhat in the position where I was missing the whole academic life of higher education, so I applied for and entered a doctoral program for educational administration school leadership at the University of Arkansas at Little Rock in fall of 2003. I have maintained my enrollment between 6- 9 hours a semester. I’m in the doctoral program there. The program that we’re</p>		<p>intermediate assistant principalships or at intermediate schools, which would be 6-8. (LD, T, 3)</p> <p>Well, I have a friend in the cohort, who also went through the cohort, and you know I would say the whole cohort talked about it. We talk about jobs, and we were very good for each other. You know about, like somebody said, well a couple of people actually got jobs before they actually finished and when they did. You know, we would, “Oh, cool.” You know as we were starting to finish up, people would talk about, well this just opened up in my county, so everyone was supportive of one another. The cohort thing is a good deal. (MB, T, 1)</p> <p>My principal and, also, some college professors. I have two master’s, one in administration and one in biology education. My professors in the biology education also encouraged me</p>	<p>you should do this.” A definite reason why I couldn’t say for sure. (KD, T, 2)</p> <p>I was in the classroom for six years, and normally if you make it past the five, you are marked from what I was told. You usually are a pretty good teacher in the field of education. I just felt that the time was right. (DB, T, 1)</p> <p>It just was thrown to me at that time. I don’t really know how to answer it beyond that I was 35 years old. I guess it just seemed to be the right time. It really fell into place. (KG, T, 1)</p> <p>Like I said I prayed about it all, and everything just seemed to fall in to place from there, kind of hard to turn your back on. (KG, T, 1)</p> <p>So even though it wasn’t what I intended to do at that time, because as I said I was very happy teaching, loved teaching,</p>

Ambition	Willingness to change	Encouraged by others	Calling
<p>in, we do not have a PhD track in our program at UALR, but we do have the regular practitioner, the EDAS practitioner’s educational doctorate, so that is what I am involved in. I’ve completed all my course work for my doctorate. Funny the way things work in Arkansas, we do not have licensure built into the doc program so you can have an educational doctorate, EdD, in educational administration and supervision without even being licensed to be a school administrator. So as I said, I have completed all my coursework. In May, I completed the building level internship, which is one of the classes required for the building level licensure or the principalship so I can pursue a job at my school. (LD, T, 1)</p> <p>Basically, I’ll be interviewing for jobs. I hope to interview and obtain a job starting in May or over the summer after the</p>		<p>to apply for administration. (DB, T, 1)</p> <p>My principal,..., and my co-worker,..., who neither of us work in administration. We are both coaches for Little Rock School District. She also has a bachelor’s degree, a master’s degree, and her ed. Specialist degree, and also has an Arkansas principal’s license, so she is very well qualified for a position as well. (DC, T, 2)</p> <p>I was, yes. (MS, T, 1)</p> <p>And in order to do it, I had to have agreement from her and for myself, and it worked out pretty well. (MS, T, 1)</p> <p>Yes, my principal always encouraged me to do that. They relied on me if they were out of the building. That I was the principal designee and just being put in those positions over time, I felt confident that I could do the job. And once they</p>	<p>loved what I was doing, loved who I was working with, but it felt like it was time to take advantage of this opportunity to try this side of the business out. So I did that on an interim basis from January through May of 2005, and then was finishing up my classes and decided that I wanted to go ahead and interview and was selected as principal. So now I’m beginning my second full year as a principal. (VS, T, 1)</p>

Ambition	Willingness to change	Encouraged by others	Calling
<p>school year is complete, while I'm actually working on my proposal in May and looking for a December or Fall of 2008 graduation with the EdD. I am going to be looking for jobs. When my professor in my class approached us about helping you out at VT, she wanted to know who was going to be pursuing the degree, basically your 2 sets of questions that you mentioned you had. I said, "Well, what if we are getting an EdD and we are not even sure if this is what we are going to end up doing or what we want to do?" So I feel it is necessary now to tell you that I'll certainly be looking to gain employment, I don't feel that education may be something I want to stick with even though I have all these hours towards it now. I have different opinions and ideas about all that so in terms of an introduction, how is that? (LD, T, 2)</p> <p>Coming up through school, I</p>		<p>had a chance to look at what I was doing at my internship, things that I would research or look into or try to suggest to other faculty members, they saw that I was trying to lead my colleagues, really be a teacher leader. So they knew that I would fit naturally into a principal position. (MM, T, 1-2)</p> <p>My principal at the time recommended me for the program, told me to do it, so I felt it would be a vehicle to get my master's degree. (KG, T, 1)</p> <p>So, yeah, they did, and my parents were, I wouldn't say pushy, but they were proud of me as a teacher, but especially my dad kind of wanted me to pursue this as well. (KG, T, 1)</p>	

Ambition	Willingness to change	Encouraged by others	Calling
<p>had a lot of principals with influence on me, and I like, from the outside looking in at a position that I had always strived for, and never did really think of it happening to me this soon. I've only taught school for four years, and I got into the assistant principalship in my fifth year and have done that for two years, and now I actually didn't make the principal position, but I'm an education specialist now for the middle school section. So I'm in and out of middle schools monitoring the curriculum and doing things like that. (MM, T, 1)</p> <p>When I was 27 I started teaching and I felt that was where I was going to be I didn't have any goals beyond that. I did not have any plans to get my master's. I obtained my master's and went further with that as far as this position. Never felt I would be here and so now I'm perfectly content</p>			

Ambition	Willingness to change	Encouraged by others	Calling
<p>where I am with the principalship. (KG, T, 1)</p> <p>This is a scary move, and I'm only 32 and going to the diocese dinner a couple weeks ago, I'm going to be affecting the mean age of administrators in our diocese. I felt out of place. And I had someone over the weekend at a town picnic thing, and there was a bookstand, and my husband is big on telling people I'm a principal, and they said, "No offense, but you look too young to me a principal." And that was a factor, too, my age - everyone has always been older. (KD, T, 2)</p> <p>I just turned 30 so I'm young enough that you know I could get in a program and start and not a few years from retirement, so I've got the age factor with me and just the fact that I've gone through school. (PW, T, 2)</p>			

Ambition	Willingness to change	Encouraged by others	Calling
<p>I think the decision to enter into it earlier, and I think that it's probably a growing trend. There's younger people pursuing that option, especially in Montgomery County, and I don't know if that's applicable, but it is a trend in our county. And I think that because, for the most part, young principals have been given jobs. Several of the principals that have recently been hired are under the age of 35. I really feel like this is kind of a shift of what we have traditionally had as principals, where it's just been someone who has really put in 20-25 years of time and moved over at that point. (MM, T, 2)</p> <p>I think, I mean to be honest with you, the military side of what I have experienced to include deployment to Iraq, just really all those things you look for in a principal. The leadership, the different styles, what an effective leader can do for a group of people. I came</p>			

Ambition	Willingness to change	Encouraged by others	Calling
<p>back and kind of watched what some of our principals are doing, and I thought, I know we're off. We don't say great job enough. We don't reward enough. I see too many teachers getting bitter about things because nobody just said, "thank you," or "great job, keep it up." (BH, T, 1)</p> <p>I feel like that I am a strong leader. I think that some people are more followers and others are leaders, and I do feel that I am a leader and I base that on my work experience even when I was a teacher's aide or a long term substitute teacher. I think that I can be an effective leader while being very approachable. Some people have called me demanding, and now that's not necessarily a trait that I would like being used to be described as, but I do think I can get a job done and try to get people on a team to get the job done. I have no problem in doing whatever is best for the children, because</p>			

Ambition	Willingness to change	Encouraged by others	Calling
<p>we are in the business to educate these children and when things are going on that conflict with that being done, I am a little bit aggressive in wanting to remove whatever stands in the way of doing what ultimately is our job to do. (DC, T, 1-2)</p> <p>I began a leadership program after dropping out of the curriculum and instruction program. It seemed to be that in my role as a special ed teacher that I was often put in a leadership position and authority, a false sense of authority. I had to make decisions that impacted several people, and I really got used to handling that type of situation so I thought I would at least start pursuing the degree and see if it was something I would be interested in. Turned out that I did love my coursework, loved my internship experiences so kind of knew that I was on the right track and</p>			

Ambition	Willingness to change	Encouraged by others	Calling
<p>it was something I wanted to pursue. I think that that had a big part in my immediately applying for several positions right out of graduate school, just wanting to put into practice what I had learned in the program. (MM, T, 1)</p>			
<p>I have a 6 year old and a 4 year old, and it was something I felt I could look at the time because I was 35. I could look two years down the road and look back on it all and say I have my master's now, and it's something that is behind me. And I got it, and it's done, or I could, two years down the road, still look at it in front of me, you know if I wish to pursue it. (KG, T, 1)</p>			

Time commitment	Stress	Competence	Activity of the position
<p>I coach and so I think an administrator position doesn't really have the coaching with it, so I think that I will have more time to be with my family (BH, T, 1)</p>	<p>Although, I think it will be more stress than coaching (BH, T, 1)</p>	<p>I also am an officer in the military and figured they would be very similar. So I thought, well, I can do it, and I guess, once I worked my way through the degree. (BH, T, 1)</p>	<p>Yes, I am married, but I don't have any children at home, but my husband and I talked about it because I knew it would be a change in responsibility, (VS, T, 1)</p>
<p>but the time factor won't be near as much. (BH, T, 1)</p>		<p>I guess I don't want to say that I think I could do it better. I think part of it was I thought, you know what, I guess this teaching thing - I have been teaching for 10 years. I've done most of what I thought I could do in the classroom, and I was just looking for another avenue to say, "Hey, I'll tackle this mountain, and hopefully do well at it. (BH, T, 1)</p>	<p>Absolutely, those are factors. If I were to rank my factors, the number one thing right now in terms of ranking what I want to do if I choose to pursue this field. The short term goal would be to get a job so I could immediately get out of the classroom. I mean I'm not in the classroom now, but a GT room, so I have pulled out kids that are identified GT.</p>
<p>My work hours would not be that much longer. I already work as a relief administrator or an acting administrator many days. (DC, T, 2)</p>		<p>I can do better than any yahoo they bring in here so, what is holding me back? (BH, T, 2)</p>	<p>However, I'm just ready to deal with adults, not kids. That's kind of where I am now. That would be my number one factor. (LD, T, 2)</p>
<p>I realize if you get into administration there will be longer hours. There may be some days that I will be home and my daughters will be asleep or my wife will be asleep, and basically had a conversation with my wife (MS, T, 1)</p>		<p>But you know, I'm thinking everything I have attempted to do or tried to do, I have been somewhat successful at it. So I'm kind of hoping this, usually people can't outwork me, so</p>	<p>Plus, I do like to relate to people and work with people, so that would be my third factor or my third reason behind my decision to pursue</p>

Time commitment	Stress	Competence	Activity of the position
<p>a bigger consideration for women. (MB, T, 1)</p>		<p>I'm thinking it might go just great. (BH, T, 2)</p>	<p>this still. (LD, T, 2)</p> <p>although I'll be doing discipline, and I'm not looking forward to hanging out with the 20% that are going to cause me all my headaches. (BH, T, 1)</p>
<p>And, therefore, time commitment, however I wasn't an 8-3 teacher anyway. I was here extended hours, (VS, T, 1)</p>			<p>It's a lot more work than I thought it was. Really, as far as being in classes, the information you get in class is pretty good but it's nothing like that actual on the job training. Because in administration no day is the same. One day may be a good day and everything is going smooth and the next day all of that has changed by one event, so it's a good experience for me. It's not something I would say I didn't want to do anymore because I love what I do. It's been a wonderful experience. I think it is really preparing me for the next level. (MS, T, 1)</p>

Table M2

Raw Data Matrix (Direct Quotations) from Interviews with Teachers Completing Principal Preparation Programs and Less Willing to Apply for Principal Positions

Ambition	Willingness to change	Encouraged by others	Calling
So I just understand it's a very big challenge, and if you're going to be good at it, and right now, I just don't have that commitment to doing that right now. (BW, T, 1)	Well, I also coach, and basically, my goal is to just to teach and coach right now (BW, T, 1)	I have, and it's been, not to apply for a specific job, but they said I am geared for an administrative job. I don't know if that fits your question or not. So not a specific job, and they were fellow administrators that were my administrators actually. (SW, T, 1)	Oh, yes, this is definitely a career goal, but, at the time, I just went ahead and pursued it a little bit faster than I intended to pursue it. I was going to wait a couple of years, but I decided to just go ahead and just do it, because it was a good time in my life to go ahead to get the credentials and go back for my masters and things like that. (LS, T, 1)
Well, being a teacher, I know I had to get my graduate work in. This was an option, and both of my parents had been a principal at one point or another, and this is just pretty much, it gives me an option if I ever want to get out of the classroom, and you know being a principal or athletic director or something like that, so I just wanted that card to play if I ever wanted to get outside of the classroom. (BW, T, 1)	I just have some other things I would like to do, like coaching, and at a lot of schools, you can't coach and be an administrator at the same time. They make you choose one or the other, so I would rather get the coaching out of my system for now and see how I end my teaching career, and see if anything opens up and look down that road of being an administrator. (BW, T, 1)		
The chance to become an	Because I do coach, as well, and see, for me, coaching is like another teaching leadership position. I'm not applying for		

Ambition	Willingness to change	Encouraged by others	Calling
<p>administrator one day that was one reason. That was an avenue I had my eye on so I chose that. Second, was to increase my classroom abilities, trying to do some research on how to become a better teacher since it is a leadership positions within the classroom as well. And then another one was, of course, in Illinois, you have to further your education to increase your teaching certification. Those are probably the top three reasons. (SW, T, 1)</p>	<p>one at this time, no time frame for when. (SW, T, 1)</p> <p>Factors would have to be years taught. So my own personal growing as a teacher. Really, I don't see any other factors like not liking the system or anything like that; I think it's more years of experience. (SW, T, 1)</p>		
<p>At the time, I really was considering becoming an assistant principal. I was pretty much working in that capacity in my school building, because we did not have an assistant principal and my principal always needed help. So, I thought, well, if I'm doing the work, I may as well go ahead and get my degree in that area. (LS, T, 1)</p>	<p>Yeah, definitely right now, I have been married a little over a year, and, hopefully, we'll start a family the next couple of years and being around for that part and down the road, when the kids are older, that would be the time to tackle an administrative position. (BW, T, 1)</p>		
<p>and maybe down the road,</p>	<p>I would say in the next two to three years. I have a daughter who just went to college and a son in third grade, so I would like to wait until he is a little bit older and can fend for himself a little bit more before I step into</p>		

Ambition	Willingness to change	Encouraged by others	Calling
before I retire get into an administrative position, preferably like an athletic director position. (BW, T, 1)	a position like that (LS, T, 1)		
My career plans, well, that's funny. I kind of waiver. Probably I plan on being and administrator, but do not know when. There is no short term or long term. (SW, T, 1)	I don't think if they changed anything, I still don't think I would apply at this particular moment at my life. It has nothing to do with the job. I think I am just needed at home a little bit more right now. (LS, T, 1)		
	I like what I am doing now but I think I need more classroom time in order to become a better administrator. (SW, T, 1)		

Time commitment	Stress	Competence	Activity of the position
<p>I don't know of anything right now. I know it's a big time commitment, especially seeing my mother who was an elementary principal. If you want to be really good, you have to put your time in. Especially it's tough getting things done during the school day with everyone popping up, or you never know what's going to happen with discipline and what not, so you have to spend your own time being in the office on the weekends to get caught up and get organized. (BW, T, 1)</p> <p>because I know it requires a lot of time. (LS, T, 1)</p>			

Appendix N

Multiple Regression Tables

Table N1

Multiple Regression Analysis: Pearson Correlation Coefficients, Means, and Standard Deviations

	Willingness	Salary	Encouragement	Marital status
Willingness	1.000	.441**	.512**	-.220
Salary		1.000	.419**	-.041
Encouragement			1.000	-.138
Marital status				1.000
<i>N</i>	42	42	42	42
Mean	7.85	3.17	3.10	1.81
<i>SD</i>	1.35	.44	.51	.40

** $p < .01$

Table N2

Multiple Regression Analysis: Model Summary

Model	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	<i>SE</i>	<i>Change statistics</i>				
					<i>r</i> ² change	<i>F</i> change	<i>df</i> 1	<i>df</i> 2	Sig <i>F</i> change
1	.590	.348	.297	1.129	.348	6.764	3	38	.001

Note. Criterion variable: Willingness to apply for principal positions. Predictors: (Constant), Marital status, Salary, Encouragement.

Table N3

Multiple Regression Analysis: Analysis of Variance Table for Willingness to Apply for the Principalsip by Predictors (Marital Status, Salary, and Encouragement)

	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Regression	25.850	3	8.617	6.764	.001
Residual	48.407	38	1.274		
Total	74.257	41			

Note. Dependent variable: Willingness to apply for principal positions. Predictors: (Constant), Marital status, Salary, Encouragement.

Table N4

Multiple Regression Analysis: Regression and Correlation Coefficients

Model	Regression coefficients			<i>T</i>	<i>p</i>	Correlation coefficients		
	<i>b</i>	<i>SE</i>	β			Zero-order	Partial	Part
(Constant)	3.074	1.696		1.813	.078			
Salary	.845	.439	.278	1.926	.062	.441	.298	.252
Encouragement	.987	.385	.373	2.566	.014	.512	.384	.336
Marital status	-.532	.448	-.157	-1.189	.242	-.220	-.189	-.156

Note. Criterion variable: Willingness to apply for principal positions.