The University of Hull

A Study into the Factors that Encourage Candidates to Apply or Discourage them from

Applying for Principal Positions in Catholic Second Level Schools in the Republic of

Ireland and Northern Ireland.

being a Thesis submitted for

the Degree of Doctor of Philosophy

in the University of Hull

by

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To Julia and John Healy.

Also, dedicated to the memory of my late brother John Gerard Healy.

It's not what you look at that matters, it's what you see.

H. D. Thoreau

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Glossary of Acronyms and Terms

ASCII:
American Standard Code for Information Exchange.

CCMS:
Council for Catholic Maintained Schools.

CES:
Catholic Education Service (Australia).

CMRS:
Conference for Major Religious Superiors.

CORI:
Conference of Religious in Ireland.

DENI:
Department of Education in Northern Ireland.

DES:
Department of Education and Science (Republic of Ireland).

DE & T:
Department of Education and Training, Victoria, Australia.

FIRE
Future Involvement of Religious in Education.

GBA:
Governing Bodies Association.

HIP
Headship Induction Programme (UK).

INTO:
Irish National Teachers Organisation.

ILSI:
Impediments to Leadership Succession Inventory.

NAPA
National Academy of Public Administration.

NAPD:
National Association of Principals and Deputy Principals.

NCSL
National College for School Leadership (UK).

NHDP
National Headship Development Programme (Wales).

PHIP
Professional Headship Induction Programme (Wales).

SAS
Statistical Analysis System.

Senior Teachers:
Includes deputy principals, assistant principals and special duties teachers in the Republic of Ireland. In Northern Ireland it includes deputy principals and management point holders.

SPSS:
Statistical Package for the Social Sciences.

STEPS:
Statistical Education through Problem Solving.

VSAT:
Acronym for the seven dioceses from the three states that participated in the original Australian study, Victoria, South Australia and Tasmania.

Abstract

This *ex post facto* piece of research, conducted in Catholic voluntary secondary schools in the Republic of Ireland, and Catholic grant maintained and voluntary grammar schools in Northern Ireland, is an exploration of contemporary leadership succession challenges. There would seem to be an impending shortage of applicants for school principalship- this research establishes empirical evidence as to the situation in the Irish context, North and South. Research questions include: what *personal* and *work related characteristics* of senior teachers predispose them to see certain features of the principalship as attractive or unattractive? What *conditions associated with the principalship* do senior teachers see as objectionable/attractive, i.e. what are the disincentives/incentives associated with the position? What are the *specific career intentions of the respondents* with regard to principalship in particular? 326 teacher questionnaires were used for analysis. The self-administered questionnaire consisted of 94 fixed-response items. These are used to identify the perceived disincentives and incentives to applying for principalship. Two open-ended statements invite teachers' personal comments on the factors that would influence their decision to apply or not to apply for school leadership. The qualitative data from these two items was used to nuance the quantitative findings. The fixed response items are preceded by 12 items relating to the personal and work-related characteristics of the respondents, with one item relating to their career aspirations. This study, after providing validation data, provides a necessary overview/profile of the study population. This is prior to the employment of inferential statistical analysis using the logistic regression technique. This method of analysis leads to an exploration of the impact of predictor variables on the outcome variable- career intention, which is dichotomous in nature. Results from the univariate and multivariate logistic regression analysis are presented. The study's research objective is the identification of those common or indeed, divergent factors that impact on senior teachers' decision to apply or not to apply for principalship. Six independent variables remain in the final regression model as having statistical significance in the determination of career intention. These include the age group of the respondents, their highest level of education achieved and the school type in which they work. It also includes their perceived lack of expertise, loss of close relationships and the perceived internal rewards connected with the position. It is concluded that there is association between these variables and career intention which is not accounted for by the covariates.

Chapter One

1   Introduction

1.1   The Present Study- A Leadership Succession Project

At present, the rôle of the principal is undergoing significant change and the exercise of principalship as we know it, will possibly be radically altered over the next ten years.

Indeed, there has been much speculation and discussion about what the future might hold for education in this third millennium. The topic for the present thesis stems from an interest and concern, on the part of this researcher, to ensure a steady flow of high quality and well-prepared educational leaders who will lead the Catholic schools of this country with vision and compassion in the new century.   Unfortunately the interest also arises from a concern that there is a perception that currently there are fewer persons applying for Principal positions in our schools than in previous years. Research, in the UK, for example, reports 'a reduction in the number of "good" applications for headships in Britain'. [1]

With this concern in education circles, there is a need, therefore, to develop a strategy to ensure an ongoing supply of well-qualified and highly motivated principals for schools. Research by Canavan[2], however, indicates that there is

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[1] Draper, J. and McMichael, P. (1996) Sitting on a lonely crag: Senior primary school staff consider applications for Headship. *Management in Education*, 10 (4) 3-31.
[2] Canavan, K. (1998) *Leadership Succession in Catholic Organisation: Planned or Unplanned* in Duignan, P *et al* (2001) *Planning for the Future Leadership of Catholic Schools in New South Wales-* a paper presented at the BERA 2001 Annual Conference Leeds (UK).

not much evidence that Catholic schools, the subject of this study, have embraced succession strategies. Indeed, anecdotal evidence indicates that many schools have had to re-advertise because of a lack of suitable applicants. Research by Caldwell[3], in fact, indicates that this is not a problem unique to Catholic schools but is experienced in a number of education systems in a variety of countries.

The speculation about educational leadership is occurring really at a time when society itself is in the middle of a cultural shift. There has been a focus on the millennium changeover and there is a feeling that society's attitudes to school and schooling are also changing.[4] Schools are expected to act in the parental rôle for discipline and conduct, also society expects schools to act as social architects and watchdogs[5]. This feeling may also translate into a perception that the leadership of those schools is not as attractive as in previous times and hence there are implications for the nature of the leadership of schools in the future.

A number of writers have described the broad dimensions of this immediate future. Drucker suggests that:

'Every few hundred years in Western society there occurs a sharp transformation ...(w)ithin a few short decades, society rearranges its world view, its basic

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[3] Caldwell, B.J. (2000) *Innovations and abandonment for successful leadership in schools in the third millennium* Paper given at 2000 Conference of NZ Principals' Federation and Australian Primary Principals.
[4] d'Arbon, T. (2000) *Priorities for educational leadership in the third millennium: Implications for the survival of the principalship.* Paper presented at the Education 2000 Conference; Priorities for the New Millennium July.
[5] Macgowan, C. (1999) Absentee plans 'unrealistic'. *Times Educational Supplement.* January 29.

values, its social and political structures, its arts, its key institutions. Fifty years later there is a new world ...we are currently living through such a transformation.'[6]

It is within this perceived societal transformation, and an ensuing decrease in the number of applicants for leadership positions, that the project proposed in this research aims to determine the nature of the challenges facing Catholic school leadership in an all Ireland context i.e. in the Irish Republic and in Northern Ireland. Leaders in schools and, indeed, in other frontline human services such as health, police and religious organisations, face, and must cope with, constant change. This creates challenges and ethical dilemmas. Leaders in these organisations may become stressed by the differing expectations placed upon them, by the challenges facing them, by financial constraints and the pressure to do more with less. In the opinion of this writer, this study is exciting and practical and may be of help to leadership practitioners and trustees of Catholic secondary schools since it aims to explore contemporary leadership challenges and their implications for practice. A framework for such practitioners may then be developed which will help them to respond to the uncertainty in their environments and thus provide an ethical framework for action.

In summary, the study is thus about an exploration of the perceived challenges and issues facing our school principals and how management bodies might respond to these.

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[6] Caldwell, B. & Spinks, J. (1999), *Beyond the self-managing school*. London: Falmer Press.

1.2 Further Background to the Study:

Leaders, therefore, in contemporary educational organisations, are seen to be confronted by external and internal challenges and expectations that make demands on their time, expertise and emotional well-being. They are seen, increasingly, to be held accountable for their performance. On the one hand, they are expected to comply with ethical and moral standards in their relationships and practices. On the other, the current emphasis in many educational organisations on corporate management values, strategies and practices has contributed to a feeling among some principals of excessive managerialism. All this naturally may cause leaders to experience confusion, even frustration, in their attempts to respond productively to these pressures. A general conclusion is that the rôle of, and expectation for, the principalship are increasing in intensity and complexity.

The findings from a recent three-year study funded by the Australian Government's Research Council on the leadership challenges faced by leaders of contemporary frontline organisations, including school principals,[7] indicate that the most difficult challenges facing educational leaders present themselves as dilemmas and tensions. These dilemmas and tensions are usually centered on people and on ethical choices that leaders have to make in many situations. Principals reported that their training programmes based on management competencies did not well equip them to deal with such tensions.

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[7] Duignan, P *et al* (2001) *Planning for the Future Leadership of Catholic Schools in New South Wales-* a paper presented at the BERA 2001 Annual Conference Leeds (UK).

An Australian study[8], for example, was conducted to investigate perceptions of rôles and workloads by principals. The majority reported that pressure in the rôle and hours worked per week had increased compared with earlier, and rôle overload, rôle ambiguity and rôle conflict now characterised the job to some extent. Within a policy environment characterised by demands for accountability and adherence to policies and practices emanating from education departments, Webb and Vulliamy[9] aptly noted that head teachers are likely to find themselves faced with competing interests. This is because principals are caught at the interface between the system and the school and are accountable to both bodies. The challenge facing principals to reconcile these contrasting expectations and demands is unlikely to be straightforward.

Another example of a competing tension confronting principals lies within the rôle itself. It is possible that the corporate managerialist demands inherent in the rôle may be at the expense of more pedagogical issues. The recently appointed minister for education in the Republic of Ireland, Mary Hanafin, has stated that one of her priorities in her new ministry will be the reduction of the number of administrative tasks to be completed by school principals. Instead, she emphasised the importance of their dealing with the pedagogical issues that arise in the day to day running of the school.[10]

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[8] Webb, R. & Vulliamy, G. (1996) The changing rôle of the primary school head teacher, Educational Management and Administration, 24(3).
[9] *Ibidem*
[10] Hanafin, M. (2004) In an address to the annual conference of the National Association of Principals and Deputy Principals, 15th October. Available at http://www.education.ie. Accessed 8/11/2004.

1.3 Rôle and Workload of the Principal

A considerable number of studies have investigated the changing nature and rôle of the principalship.[11] An implication of the changing nature of the rôle has inevitably resulted in an increased workload, and has also resulted in increasing tensions within it.

For Boyle[12], an increased workload came about because of the expanding rôle principals are now expected to play. Similarly, for Knight[13], in his 2000 study, one of the common concerns raised by principals was increased expectation of them, and, again, an increasing workload. Holdaway[14], in his 1999 research, reported that the increased stress associated with the principalship explains, in part at least, the reason for declining applications to the position. In terms of tensions facing principals, the work of Wildy and Louden[15] makes an important contribution. They identified three key dilemmas faced by principals. These include the need to provide shared and strong leadership, the need to be democratic and efficient in decision making, and the need to comply with, for example, government policies whilst also generating commitment, at school level, to these policies. Central to all of these tensions is the issue of participation and the implication that principals need collaborative interpersonal skills to be

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[11] Baker & Dellar (1999), Boyle(2000), Cranston(2000), Holdaway(1999), Knight(2000), Wildy & Louden (2000), Wildy & Wallace (1997), Wiley(1997) cited in Goodwin, R. H. (2002) *On the Edge of Chaos: A Delphi Study of the Changing Rôle of the Secondary Principal*. Unpublished doctoral dissertation, West Virginia University. Available from http://etd.wvu.edu/templates.

[12] Boyle, M (2000) The new-style principal: rôle, reflections and reality in the self-managed school, *Practising Administrator*, 22(4), p4-7, 22.

[13] Knight, S., (2000) The rôle of the primary school principal in a partially devolved system, unpublished EdD thesis, Monash University.

[14] Holdaway, E.A. (1999) The principalship: observations and conclusions from several counties, *International Studies in Educational Administration*, 27(20) p 2-11.

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able to make participation work well. Some studies, including the work of Cranston[16], Leithwood & Menzies[17], Wildy & Dimmock[18], have highlighted that one of the tensions facing principals is of rôle ambiguity in terms of leader or manager. These studies found that the dominant rôle played by principals was more managerial in nature, than orientated towards educational leadership concerns and thus may contribute to declining number of applicants for principalship positions.

The work by the researchers at the Catholic University, New South Wales, for example, is a response to the declining number of applicants for leadership positions in Australia. A similar situation is occurring in the UK as established in the research of Draper and McMichael[19] and James and Whiting.[20]

In fact, this whole leadership issue is being viewed so seriously in the Australian context that an ambitious programme to prepare future leaders for Catholic schools was recently launched at the Sydney Catholic Education Office (CEO).

The leadership succession initiative began in 1995, and has been progressively developed over the years by many Principals and staff, to culminate in the launch of the six major documents that make up the series.

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[15] Wildy, H. & Louden, W. (2000) School restructering and the dilemmas of principals' work, *Educational Management and Administration*, 28(2) p173-184.

[16] Cranston, N (1999) CEO or headteacher? Challenges and dilemmas for primary principals in Queensland, *Leading and Managing*, 5(2) p100-113.

[17] Leithwood, K. & Menzies, T. (1998) Forms and effects of school based management: a review, *Educational Policy*, 12(3), p325-346.

[18] Wildy, H. & Dimmock, C. (1993) Instructional leadership in primary and secondary schools in western Australia, *Journal of Educational Administration*, 3(2) p173-184.

[19] Draper, J. & McMichael, P. (1998) Preparing a Profile: Likely applicants for Primary School headship. *Educational Management and Administration* (Bemas) 26(2), 161-172 cited in Duignan, P *et al* (2001) *Planning for the Future Leadership of Catholic Schools in New South Wales*- a paper presented at the BERA 2001 Annual Conference Leeds (UK).

Speaking at the launch function, Br. Kelvin Canavan, Executive Director of Schools of the Archdiocese of Sydney said that in the increasingly complex and demanding world of education, it is more important than ever for today's leaders to take steps to prepare their successors.

He suggests that while succession planning has been widely used in a variety of organisations over the past 30 years, there is not much evidence that Catholic organisations have embraced succession strategies, apart from an ardent prayer that there will be someone 'out there' somewhere who will be able to fill the vacancy.

His interest in succession planning has grown out of the increased difficulty of filling executive leadership positions in Catholic education in the Archdiocese of Sydney. The trustees have struggled to find teachers suitable for, or willing to apply for, appointment as Principals or Assistant Principals in many schools.

Br. Kelvin continued by saying that the shortage of suitable applicants for leadership positions was a cause for concern in all of the eleven dioceses across NSW. The lack of applicants for principalship of large and complex schools is often a cause for disappointment. "Ours is a good school. Why weren't there more applicants?" is a question frequently heard when selection panels convene.

He also said that this is an international phenomenon, quoting a recent survey for the National Association of Head Teachers in England. This survey conducted in the 2002-2003 academic year, of over 2500 schools in England and

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[20] James, C. & Whiting, D. (1998) Career perspectives of Deputy Head teachers. *Educational Management and Administration* 26(4) 353-362 cited in Duignan, P *et al* (2001) *op cit*

Wales that had advertised a Leadership position, found many schools had little choice over whom to appoint. This was particularly the case when the vacancy was for a head teacher. Secondary schools only received an average of 18 applications for the position. Some church schools, especially Roman Catholic Schools, of special interest to this study, are still also receiving a below average numbers of applications.[21]

In the Irish context, there would also seem to be an impending shortage of school principals and it may be part of a developing worldwide reality in the provision of future leaders, not only in education. This research will establish empirical evidence as to the situation in the Irish context. If leadership succession is indeed an issue in Ireland, then the Irish authorities need, also, to be embracing succession strategies. The transition from Religious to lay leadership, for example, presents both trustees and aspiring principals with new challenges and expectations. Such challenges may prove a stumbling block or may discourage aspiring candidates from applying for leadership positions. These challenges may range from perceived lack of support services from Church authorities, for example, from perceived defective or unjust recruitment processes or from gender bias. It may stem from excessive demands/intrusion on the part of government agencies in educational decision making, from the technological aspects of schooling to a general feeling of being unsupported in an isolated leadership position. The proposed research will utilise clusters of items/scales around these and other general themes to ascertain respondents'

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[21] Howson, John (2003) Annual Report on the State of the Labour Market for Senior Staff in Schools. Accessed 09/10/03. Available from www.naht.org.uk.

perceptions of what would influence them to apply or not to apply for principalship positions.

1.4 The Research Context

Since this research is taking place in an all-Ireland context, some relevant information needs to be provided to the reader regarding the educational systems and contexts in both the Irish Republic and in Northern Ireland.

1.5 Republic of Ireland

1.5.1 The Present

The first cultural context of the research is the Republic of Ireland. At second level, there are four types of school in the Republic: voluntary secondary, of which there are 416 in 2004; comprehensive schools, of which there are 16 in 2004; community schools, of which there are 71 in 2004; and lastly, 247 (2004) vocational schools.[22] While the comphrensive, community and vocational schools are non-denominational, the vast majority of the voluntary secondary schools are Catholic. (There are, also a small number under Protestant and other management). It is these Catholic voluntary secondary schools that are the subject of the present study.

In the early years, the teachers in Irish second-level schools were drawn almost exclusively from the religious orders or congregations managing these schools,

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[22] Department of Education and Science Statistical Report 2004. Available at http://www.education.ie. Accessed 8/11/2004.

or from diocesan priests in the case of the 'junior seminaries', but, gradually, lay men and women were employed in smaller numbers. Following the Second Vatican Council and the start of the decline in religious vocations, the number of religious personnel in these schools decreased. At the same time, the enrolment in almost all of these schools increased rapidly, leading to many new teaching appointments, which went mainly to lay men and women. Student numbers in voluntary secondary schools jumped from 76,843 in 1961 to 157,234 in 1971[23], while the number of teachers increased by 40% between 1968 and 1974.[24] As the number of vocations to teaching congregations continued to fall, the religious personnel in second-level schools continued to decrease sharply. In voluntary secondary schools it was down to 50 per cent in 1966, fell to 34 per cent in 1971[25] and to 10 per cent in 1993.[26]

At present, the vast majority of teachers in voluntary secondary schools, and increasingly the principals, are lay people. Some Catholic second-level schools now have no religious or clerics on the staff and, with fewer and fewer young people entering the religious life, and even fewer opting for a teaching career in second-level schools, all indications are that this change will not be reversed for a generation or two, if ever.

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[23] Department of Education, (1996) *List of second-level schools*, 1995-1996. Dublin: Department of Education.
[24] Barry, D. cited in Feheney, J.M. (1998) *From Ideal to Action, The Inner Nature of a Catholic School Today* Dublin: Veritas.
[25] FIRE (1973) The Future Involvement of Religious in Education Report. Dublin: CMRS (Conference of Major Religious Superiors).
[26] CORI(1996) *The Trusteeship Of Catholic Voluntary Secondary Schools* Dublin: CORI (Conference of Religious in Ireland).

1.5.2 The Future

Catholic schools of the future will, as far as we can see, be staffed almost exclusively by lay people, be administered by lay principals and will be managed by Boards of Management that will be almost totally lay. The trustees, for the foreseeable future, however, will be the local Bishops or members of the religious congregation involved. It is obvious, therefore, that Catholic lay men and women will, in practice, be the chief custodians of the ethos of Catholic schools in the future. A very important question, therefore, is: How are we helping these lay men and women to prepare for this great task? I would suggest that there are two aspects to this preparation, one concerned with structures and the other with staff training and development. I would, moreover, contend that while we have made significant progress in developing appropriate structures for the future, we have been slow, if not negligent, in promoting staff training and development. The other cultural context of the present research is Northern Ireland. Following is a brief overview of its educational system.

1.6 A General Introduction to Education in Northern Ireland[27]

Education is administered centrally by the Department of Education and locally by five Education and Library Boards. Education is compulsory for pupils aged between four and 16. Pupils transfer from primary to secondary education at the age of 11 and, in most areas, secondary education operates on a selective basis.

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[27] Information published by the Executive Information Service, Castle Buildings, Stormont, BT4 3SR on President Clinton's visit to Northern Ireland December 2000. Available at http://www.nics.gov.uk/visit/section12.htm. Accessed 20/10/2002.

The main categories of schools are:

firstly, controlled schools provided by the Education and Library Boards and managed through Boards of Governors;

secondly, maintained schools, mainly under Roman Catholic or non-denominational management; they receive grant-aid from the Department of Education. (Schools where the curriculum is taught through the Irish language are included in this sector). The Council for Catholic Maintained Schools (CCMS) represents the interests of the Catholic maintained schools which are one focus of the Northern Ireland dimension of this research. In fact, it acts as the employer of teachers in that sector;

thirdly, voluntary grammar schools which may be under either Roman Catholic or non-denominational management;

finally, an increasing number of integrated schools which aim to educate Protestant and Roman Catholic pupils together.

The running costs of all schools are met in full from public funds and all schools have the opportunity to opt for full funding for capital development.

Respondents to the research questionnaire are drawn from the Catholic voluntary grammar schools and Catholic grant maintained schools in Northern Ireland since they are the focus of the research into Catholic school leadership.

1.7 The Research Objectives and Specific Aims of the Study:

There are a number of research aims formulated for the study. As mentioned, the development of the questionnaire utilised in the study is based on leadership succession research conducted in the Australian context in 2000 and 2001.[28] In the Irish context it elicits information in response to the following two main research aims :

the first aim of the study is the establishment of the nature of the significant factors that encourage senior teachers to or discourage them from actively applying for principalship positions;

the second aim is to ascertain the nature of the career aspirations of senior teachers in the Cork City and County geographical locations in the Republic of Ireland, and also of those senior teachers in Northern Ireland.

Popular press coverage and anecdotal evidence indicates that there seems to be a mounting concern about a possible decline in numbers applying for leadership positions and, in the context of this study school principalship positions.[29] For this reason, therefore, the question regarding what conditions tend to attract and what conditions tend to deter senior teachers from considering principalship seems germane, especially to those concerned with the recruitment of capable leaders. Moreover, among senior teachers, different subgroups such as those based on gender, for example, might find the various conditions associated with the principalship to be more or less salient to their decision to pursue or not to

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[28] Duignan, P. et al (2001) *op cit*
[29] See Chapter Two of this Thesis regarding evidence for the declining number of applicants for principalship. For example, see Howson, John (2003) *op cit*

pursue a position as principal. As mentioned, the first aim of the study is the establishment of the general nature of the significant factors that encourage senior teachers to, or discourage them from, actively applying for principalship positions. This study, in fact, addresses four specific research questions directly related to this first aim:

Firstly, what *personal characteristics* of senior teachers predispose them to see certain features of the principalship as

- unattractive and hence them being unwilling to apply or

- attractive and hence them being willing to apply?

Secondly, what *characteristics of the work context* of senior teachers predispose them to see certain features of the principalship as

- unattractive and hence them being unwilling to apply or

- attractive and hence them being willing to apply?

Thirdly, what conditions associated with the principalship do senior teachers see as objectionable, i.e. what are the disincentives associated with the position?

Fourthly, what conditions associated with the principalship do senior teachers see as attractive, i.e. what are the incentives associated with the position?

The fifth research question is related to the second research aim:

What are the specific career intentions of the respondents with regard to principalship in particular?

The answers to these research questions may lead to an understanding of unwillingness or willingness to apply, on the part of the questionnaire

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respondents. In essence, it aims to establish what personal and work related demographics are associated with being unwilling to apply for principalship. It aims to identify the negative perceptions of the rôle, i.e. the perceived disincentives. It also aims to identify the positive perceptions of the rôle, i.e. the perceived incentives. Finally, it seeks to establish the nature of the future career plans of senior teachers.

1.8   Methodology

The data will be collected through a survey. This research will be utilising an established instrument, a questionnaire developed and validated by researchers at the Catholic University of Australia. (The University's School of Educational Leadership was awarded a prestigious Australian Research Council grant for its initial work in this area- mid 1999). This instrument, which will be explored more fully in Chapter Three of the study, explores perceived key areas of impact relating to the rôle of principal. Ninety-four items pertaining to the perceived disincentives and incentives of principalship fall into ten scales (the previously mentioned cluster of items). These are, namely, personal and family impact, unsupportive external environment, religious identity demands, recruitment problems, systemic accountability, lack of expertise, male bias, loss of close relationships, internal rewards, and external rewards associated with the position of principal.

A further twelve items (item 1-12) elicit information on the demographic attributes of the respondents. These include characteristics such as gender, marital status, age-group, family status, educational level achieved, area, school location,

school size, school type, management position held, length of service and work status of the respondents. (One salient item elicits information relevant to their career aspirations, i.e. item 13).

In the study, the impact of these variables on the career aspiration/career intention variable is investigated. Thus, the twenty-two independent variables comprise the perceived disincentives and incentives of the principalship variables in addition to the personal and work-related demographics of the respondents, with their career aspiration/career intention acting as the dependent variable of the study.

Figure 1.1 below is a graphic representation of the relationship of the independent variables to the dependent variable under investigation in the research:

Figure 1.1: Graphical Representation of Study Variables

Independent Variables

- Gender
- Marital Status
- Age-Group
- Family Status
- Educational Level Achieved
- Area
- School Location
- School Size
- School Type
- Management Position Held
- Length of Service
- Work Status
- Personal and Family Impact
- Unsupported External Environment
- Religious Identity Demands
- Recruitment Problems
- Systemic Accountability
- Lack of Expertise
- Perceived Male Bias
- Loss of Close Relationship
- Internal Rewards
- External Rewards

Career Intention

1.9 Leadership Succession in the Irish Context

Catholic schools have been a major component of the Irish education system for many years. The question may be asked as to the future of Catholic denominational schools. Their existence may be justified in that they fulfill parents' rights in a democratic, free society to choose the schooling for their children that reflect their own values, beliefs and hopes as Irish citizens. They also offer the Catholic community and the people of Ireland and Northern Ireland, an educational foundation for life to the full- an education for the intellectual, physical, emotional and spiritual/moral aspects of the person.

Findings of earlier research by this writer, in relation to Catholic school principalship, highlight the need for adequate preparation and support in the rôle of principal.[30] While the impending shortage of future leaders has implications for schools in general, leadership in Catholic schools is particularly affected. Principals of such schools are expected, in addition to their other duties, to take up the rôle of religious leader formerly embraced by members of Religious orders. Many people may feel unprepared for such a demanding rôle. If there is to be a continuing supply of appropriately prepared leaders, then there is a need for succession planning. It is anticipated that findings from this research will provide input to policy and strategy development to assist in the planning for

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[30] Healy, G. (2001) *The Commitment of Principals, in the Irish Context, to the Spiritual Dimension of Catholic School leadership: An Exploration of the Ontological Basis of Motivation and Satisfaction Orientations* Unpublished material.

future leadership in Irish schools. Specifically, it is anticipated that it will lead to the development of a number of propositions, albeit a limited number, about the future of Catholic school leadship and how these propositions will impinge upon the principalship of the future.

The thesis presently turns to a review of relevant literature encompassing five main contexts:

firstly, the changing context of principalship;

secondly, the context of the goals of, and philosophy underpinning Catholic education will be reviewed. After all, expectations and implications for Catholic school Leadership, the subject of this study, cannot be defined unless the aims and philosophy underpinning Catholic schooling are taken into consideration.

Also, in the context of Catholic school goals,   the implications for leadership in such schools;

thirdly, the context of challenges facing schools, in a time of transition will be reviewed. The main challenge being one of procuring suitable candidates for principalship positions;

fourthly, current research on leadership succession will be outlined and

fifthly, research on the career perspectives of teachers will be presented.

Chapter Two will include reflections on current literature pertaining to these five contexts.

Chapter Two

2 Literature Review

2.1 Introduction:

The context for the research has been outlined in Chapter One. In Chapter Two, background information is developed through a preliminary literature review. This will provide additional context in which to study the issues of availability of qualified candidates for the principalship. The research framework has been structured around five main themes:

1. the changing context and rôle of principals

2. the specific responsibilities of principals of Catholic schools

3. the shortage of applicants for principal positions

4. research on leadership succession and

5. career perspectives of teachers.

2.2 The Changing Context and Rôle of the Principal: Global Phenomenon

Few rôle descriptions can have changed more fundamentally over the last number of years than that of school principal. Accordingly, since the changing context and rôle of the principal is a global phenomenon, this review moves from one national context to another.

2.2.1 School Management and Effectiveness: Current Challenges

Traditionally, as Leonard and Dundon point out, management was an activity conducted by the principal quite separately from the teaching done by the school staff.[1] It had in fact to do with issues of maintenance and supervision of school authority and with organisational procedure that were not the felt concern of the teaching body. There was little sense of shared responsibility or for that matter, shared authority.[2] The resulting outcome is that principals became very overburdened with the demands of the multiplicity of rôles. By the time that Leader and Boldt's study of the work of school principals was published in 1994[3], it had become obvious that the task of running a second level school was much too complex for any one person. The authors of the study noted that while principals were aware of the multifaceted leadership dimensions of their rôle, they acknowledged that much of their time was given to what might be described as contingency leadership.

In spite of this, there is consensus that the quality of the Irish education system has been a significant factor in contributing to the country's economic progress over the past decade.[4] The focus, at this point, however, is to ensure that schools become more effective and that they continue to provide an education that meets the contemporary needs

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[1] Leonard, D. and P. Dundon (1996) School Leadership Programme-Evaluation of the School Leadership and Whole School Development Programme. Dublin: Inservice Development Council.
[2] *Ibid* p 1.
[3] Leader, D. & Boldt, S (1994) *Principals and Principalship: a study of Principals in Voluntary Secondary Schools* Dublin: Marino Institute of Education.

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of the country. Research in the whole area of school effectiveness highlights such factors as good organisational climate, the maintenance of good communication channels with parents, knowledge and ownership by staff of the school's aims and values and, above all, good leadership from the principal.[5] In fact, the link between successful schools and good management is now well established in the literature with much attention being focused on the key rôle of the principal. The challenges faced in the rôle, however, are also widely documented:

'School management is now as complex as business management...(t)hose who work in schools operate in an atmosphere of rapid change and complexity, a situation, which calls for a serious focus on the skills of management.'[6]

The rôle of principal, the focus of this research, was, historically, perceived as being the sole administrator of the enterprise. This might especially have been the case in schools under the control of religious orders that evolved their own management style over time. In general, as O'Flaherty[7] points out, it might be said that they did not feel any need for a devolved management system. The responsibility for the leadership of schools, in particular those in the voluntary secondary system, the subject

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[4] Hyland, A. (1997) Primary and Secondary-Level Education in the Early Twenty-First Century in O' Muircheartaigh, F. (Ed) *Ireland in the Coming Times: Essays to Celebrate T. K. Whitaker's 80 Years* Dublin: Institute of Public Administration.
[5] Leithwood, K., Jantzi, D., Steinbach, R. (1999) *Changing Leadership for Changing Time* London: Falmer Press.
[6] Lyons, Jim (1998) *School 2000: Exploring the Relationships which Constitute Good Schools* Ennis: Clare Education Center, Ireland.
[7] O'Flaherty, L., (1998) Management Structures in Irish Second Level Education in Farrell, B. (Ed) *Issues in Education: Changing Education, Changing Society.* Dublin: ASTI.

of the present research, lay in the hands of the principal. Religious orders were to the forefront of managing such schools in that one of their members held the leadership position, usually for a period of six or seven years, at which point, they were transferred to another school. The individual appointed to the position may have had no previous training, and in some cases, might possibly have been unsuited or reluctant to embrace a leadership rôle. This had possible implications for schools when it is remembered that the principal controlled what was taught, and by whom, with little or no consultation with staff, parents or the community. However, due to the subsequent fall in numbers in religious congregations, lay principals for the most part now lead voluntary secondary schools, of which there are 416,[8] in a context that is regarded by many as a rapidly changing one.

2.2.2 A Changing Context: Economic, Social and Political Influences

Over the past 20 years, significant changes have taken place worldwide in the economic, political and social dimensions of society and these have had powerful and sustained consequences for school leadership and teaching. Leithwood, Jantzi and Steinbach describe the parameters of the changes in terms of an economic and educational restructuring.

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[8] *Department of Education and Science Statistical Report 2004.* Available at http://www.education.ie. Accessed 8/11/2004.

Around the world, schools, they conclude, and the societies of which they are a part, are confronting the most profound changes, the like of which have not been seen since the last great global movement of economic and educational restructuring more than a century ago...'(t) he fundamental forms of education that were designed for an age of heavy manufacturing and mechanical industry are under challenge and fading fast as we move into a world of high technology, flexible workforces, more diverse populations, downsized administrations and declining resources.[9]

Political forces have also helped shape educational structures and processes. Lingard *et al* report that Ministers of Education at both State and Federal levels in Australia, for example, have been more actively involved in the administration of education since the late 1980s and have attempted to control educational policies and outcomes:

> The managerialism within the state (at both Federal and State levels) has been characterised by a ministerialisation of policy making and a re-defined minister-bureaucrat relationship; and by governments at all levels pursuing narrower but more tightly controlled policy agendas with a

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[9] Leithwood, K. Jantzi, D. & Steinbach, R. (1999) *Changing Leadership for Changing Times*. Philadelphia: Open University Press. p vii.

related emphasis on policy outcomes in a situation of limited financial inputs.[10]

This situation pertains too to the Irish context where governmental legislation makes increasing demands on the educational system.

Also, societal changes have led to increasing expectations for the principalship. At a recent conference of the International Confederation of Principals, Flockton reviewed the changing and expanding rôle of schools and the impact this has had on re-defining the work of principals far beyond the core functions of teaching and learning:

> Many of today's schools feed, counsel, provide health care
> for body and mind, and protect students, while they also
> educate and instruct. The principal is expected to be legal
> expert, health and social services co-coordinator,
> fundraiser, diplomat, negotiator, adjudicator, public relations
> consultant, security officer, technological innovator and top
> notch resource manager, whose most important job is the
> promotion of teaching and learning.[11]

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[10] Lingard, B., Porter, P., Bartlett, L & Knight, J. (1995). Federal/State Mediations in the Australian National Education Agenda: From the AEC to MCEETYA. 1987-1993". *Australian Journal of Education*, 39 (1), 41-66.

[11] Flockton, L. (2001). Tomorrow's Schools: A World of Difference. Paper presented at the 5th International Confederation of Principals, Kyongju, South Korea, 17th-20th July, p 17-30.

As an example of the increasing demands on schooling in the Irish context, legal expert, Dr. Dynmpha Glendenning, speaking of the implications of recent legislation for different spheres of life in denominational schools, lists the school documents required by such legislation. These include school plans, admission policies, procedures for informing parents on the operation and performance of the school, procedures for informing students on the activities of the school and code of behaviour documents, to mention but a few.[12]

At the same time, governments today are requiring more accountability data from schools with regard to student learning outcomes. This has increased the pressure on principals to re-focus on the teaching and learning dimensions of school leadership. Indeed the principal is seen as being particularly central to change in the learning culture of the school. In fact, the enactment of recent Irish legislation has clearly specified the rôle and responsibilities of the position. The *Education Act of 1998*, for instance, gives a detailed account of what the rôle involves. It specifies:

> The responsibility for the day to day management, the provision of leadership, the creation of a school environment that is supportive of learning, consultation with the board of

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[12] Glendenning, D., (2002) Recent Developments Relating to School Discipline; The Role of Principals and Management. Paper presented at conference: *Suing Post-Primary Schools; How to Reduce Exposure to Liability*, School of Law: Trinity College Dublin.

management, teachers, parents and the encouragement of involvement by parents and students.[13]

The principal has responsibility for the development of a school plan as just mentioned, for example, and for the publishing of an annual school report. It may be argued, of course, that the clear definition of the rôle of principal is something to be welcomed. However it is also worth noting that the *Education Welfare Act*[14] of 2000, which lays responsibility for, among other things, the tracking and recording of pupil absenteeism, places what could be described as an onerous responsibility on principals and is an example of a contributory factor to the changing context of school principalship.

Hill[15] reinforces, also, the increasing requirement for accountability data from schools with regard to student learning outcomes when he argues that:

The last fifteen years have been times of great change in which more and more has been expected of principals as leaders of complex organisations, but as leaders who may be less, rather than more, connected to the core business of

[13] Government of Ireland (1998) *Education Act.* Accessed 01/12/02. Available at www.irishstatutebook.ie p 23-25.
[14] Government of Ireland (2000) *Education Welfare Act.* Dublin: Government Publications p 17.

schools, namely teaching and learning. At the same time, however, powerful forces have also emerged that appear to require principals to refocus on the core business of schools and to have a highly structured and very deep knowledge of teaching and learning.

Keeping in mind this increased call for accountability, some educational commentators hold the view that there is, in fact, a crisis in the recruitment of principals.[16] In view of our litigious culture and the ensuing responsibilities of the rôle, the position may possibly be viewed no longer as an attractive career option. Accordingly, the present research seeks to establish the nature of the perceptions of senior school staff in the Irish voluntary secondary school sector, of such a rôle.

There are many demands, with the constant impact of change. Of critical importance, however, is each school's individual context. Day, Harris and Hadfield, commenting on the English context, report that different kinds of schools and contexts required different kinds and mixes of leadership abilities and actions. They comment that:

The characteristics of successful leaders and their ability to

be simultaneously people-centered whilst managing a

number of tensions and dilemmas highlight the complexity of

[15] Hill, P., (1999) *What Principals need to know about Teaching and Learning* Incorporated Association of Registered Teachers of Victoria: Melbourne p 1.

the kinds of **values-led contingency** leadership exercised

by these successful heads (bolded in the original text).[17]

While all recent Irish educational legislation put forward the concept of

joint management and shared authority, the reality is that ultimate

accountability and responsibility rests with the principal for this

contingency leadership, shared or otherwise. Overall, great emphasis has

been placed on the potential of the principal to   transform *almost* the whole

culture of the school.

2.2.3 The Concept of Shared Leadership

It is now acknowledged, however, that the successful execution of this

onerous task is dependent on the leader's ability to develop what has

become known as a culture of shared leadership. Theorists are calling for

a new perspective on leadership: 'one which involves a decentralised,

devolved and shared approach to leadership within the school.'[18] Walsh,

for example, speaks of the importance of extending the management

structures in schools with a resultant sharing of responsibility.[19] The

Secretariat of Secondary Schools, in the Irish context, in a recent

document, writing of the need for teachers to share in the vision being

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[16] Sugrue, C. (2003) Principals' Professional Development: Realities, Perspectives and Possibilities in *Oideas:* Journal of the Department of Education and Science, vol 50. Dublin: Government Publications p 29.
[17] Day, C., Harris, A. and Mark Hadfield (2003) Teachers' perspectives on Effective School Leadership in *Teachers and Teaching: Theory and Practice* vol 9, 1 Oxford: Carfax Publishing p36.
[18] *Ibid* p 67-77.

created for the school, states that 'a key leadership rôle is the establishment of a collective will about the mission of the school. This collective will ...results from a shared understanding of why the school exists and what it seeks to achieve'.[20]

Indeed the demands of the job are perceived in such a way in the literature on educational leadership that there is a need for a new approach. Such literature emphasises the multi-faceted nature of school leadership and writes of various interdependent dimensions: personal leadership involving the possession of key personal values, attributes and convictions; instructional leadership involving the capacity to manage the curriculum; organisational leadership involving strategic management and transformational leadership.[21]

From the above brief résumé, it may be seen that both policy and structural changes have resulted in a significant expansion of both the work of principals and the pressures on them to meet government and community expectations and hence to challenges which may lead to succession problems. These succession problems may be even more marked in denominational schools, for example Catholic schools, where there are additional responsibilities attached to the rôle of principal.

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[19] Walsh, J., (1999) *A New Partnership in Education: From Consultation to Legislation in the Nineties.* Dublin: Institute of Public Administration.
[20] Secretariat of Secondary Schools (1998) *In School Management: Guidelines for the Establishment of In-School Management Structures.* Dublin: Secretariat of Secondary Schools p 3.
[21] Bannon, S., Flood, P. and Eileen O' Connor (2002) Leadership Development of Schools, School Leadership-a Profile. Ennis: Clare Education Center Ireland p 12-20.

2.3 The Specific Responsibilities of Principals of Catholic Schools: Institutionalising Catholic Traditions

2.3.1 Goals of Catholic Education and Responsibilities of the Principal

The goals of Catholic education, the philosophical and theological underpinnings, give rise to specific responsibilities for those involved in Catholic school leadership in particular. Massucci's 1993 study[22] indicates that witnessing the gospel by school personnel is the most important characteristic of the Catholic school mission and the principal is, after all, the *primus inter pares* of such personnel. In addition, in relation to Catholic school leadership, many dissertations have emerged in the USA and elsewhere, treating the topic of spiritual leadership, faith leadership or ministerial leadership.[23] The principal concern underpinning these pieces of research, and indeed a concern of this present research, is whether the Catholic identity of Catholic schools and the consequent challenges and responsibilities will receive proper attention given the rapid shift from religious to lay leadership. It is relevant, given this change in leadership, to consider the concern over the performance of lay leadership and to look at the unique identity and demands of Catholic schooling on such leadership personnel.

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[22] Massucci, J. D (1993) *The Unique Identity of Catholic High Schools: A Comparison of the Church's Expectations and a school community's experiences and beliefs.* Unpublished doctoral dissertation: University of Dayton.

2.3.2 Pastoral Competencies and Professional, Educational and

Managerial Competencies Unique to Catholic School Leadership

Heft is specific in describing what he expects of a Catholic school leader who is attempting to foster Catholic identity; this process he views as 'the institutionalising of Catholic traditions and doctrinal emphases'.[24] One may assume that spiritual leadership, faith formation, faith leadership, pastoral and moral leadership are all encompassed within institutionalising Catholic traditions and doctrinal emphases. In a sense, what is required of a Catholic principal is a modeling of gospel values in the school setting, but if a Catholic school principal is wondering what actions should be taken in regard to the specifics of doctrinal emphases and institutionalising Catholic traditions, then reference may be made to what Manno, in his seminal work in 1985[25], called pastoral competencies of the principal.

Wallace,[26] even though he uses the term faith leader, acknowledges Manno's preference for designating specific competences. Joseph,[27] citing Manno, designates certain 'pastoral competencies' that are *unique* to the

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[23] Wallace, T. J. (1995); Moore, L. (1999) and Compagnone, N. (1999) cited in Nuzzi, R. (2002) Faith Leadership in Hunt T, Joseph, E and Ronald Nuzzi (Eds) *Catholic Schools still make a Difference: Ten Years of Research.* Washington DC: NCEA.
[24] Heft, J. L. (1991a) Catholic identity and the Catholic schools *in Catholic identity and the Catholic schools* Washington: National Catholic Educational Association p 5.
[25] Manno, B. (1985) *Those who would be Catholic school principals: their recruitment, preparation and evaluation.* Washington DC: NCEA.
[26] Wallace, T.J. (1995) *Assessment of the preparedness of lay Catholic high school principals to be faith leaders,* Unpublished doctoral dissertation: University of Dayton.

Catholic school principal. Such principals should be familiar with and create an environment where the process of moral development and religious education can be applied.

They should know and apply Church documents and other religious resources that relate to schools. They should be capable of providing opportunities that foster the spiritual growth of staff and students and should be capable of leading the school community in prayer. The articulation of the Catholic educational vision and a sensitivity to the demands of justice in making financial decisions should also be included in their list of capabilities. Finally, the Catholic school principal should be able to integrate Gospel values and Christian social principles into the curriculum and the life of the school.

Joseph also cites Manno's elaboration of the professional, educational and managerial competencies, which may be *unique* to the Catholic school leader and at the same time common to any school leader. These include capabilities that are well documented in the school leadership literature and include working collaboratively with a variety of different groups, the ability to promote staff morale and a sense of community among teachers. Principals must have the ability to shape a school policy, which reflects the unique character of the school, and be able to initiate subsequent appropriate staff development activities. They

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[27] Joseph, Ellis (2002) Faith Leadership in Hunt T, Joseph, E and Ronald Nuzzi (Eds) *Catholic Schools still make a Difference: Ten Years of Research.* Washington DC: NCEA.

should also be able to provide leadership in curriculum development, including the integration of Christian values in that curriculum.[28]

2.3.3 Integration of Gospel Values: a Contextual and Intellectual Dimension

As may be seen, the integration of Christian values is classified as a pastoral and also as a professional and managerial competency. Since Catholic schools are educational institutions and not merely religious institutes, it seems that, for Joseph, the most challenging task for the Catholic school leader, is to focus upon, in an intellectually defensible and sophisticated manner, that unique Catholic identity as it permeates the subjects in the curriculum. 'After all, the Church's magesterium is counter cultural. It demands faith, discipline and sacrifice',[29] and it demands that Catholic school students are expected to hold views that might not be shared by others. As Joseph views it, the daunting task of integration is made arduous by both contextual and intellectual factors.

In 1994, Gleason[30] addressed the contextual by referring to young American Catholics who questioned why they should have separate institutions that expected students to hold views different from their wider

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[28] Conroy, James (1999) *Catholic Education: Inside-Out/Outside-In*, Dublin: Veritas.
[29] *ibid* p 4.
[30] Gleason P (1994) *What made Catholic identity a problem?* Dayton: The University of Dayton Press.

culture. Today, in the Irish setting,[31] the contextual challenge to the principal's task of integrating counter cultural Catholic values in a student population may indeed be very great. This will be explored in fact, through analysis of the *unsupportive external environment* scale of the present research (See Chapter Three of study).

In addition to contextual factors, the task of integration is also made challenging by intellectual factors. For Joseph, the integration of Gospel values and Christian social principles into the life of the school is also 'an intellectual task requiring broad as well as in-depth intellectual capacity in Catholic school leaders'.[32]   He distinguishes between instructional and intellectual leadership. The former is well documented in research literature, however little reference is made to that broad and in-depth intellectual capacity which Joseph deems necessary for the competency of intellectual leadership of a school. 'There are few, if any, models in research literature on Catholic schools that would discuss the distinction between intellectual and instructional leadership. He cites, however, the contributions of sources such as Feynman,[33] while not directed at Catholic education, as being excellent examples of the depth and breadth of knowledge required should Catholic school *intellectual* (as contrasted to *instructional*)[34] leaders decide to treat the issue of

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[31] Brennan, O. V. (2001) *Cultures Apart? The Catholic Church and Contemporary Irish Youth.* Dublin: Veritas Publications.
[32] Joseph, E. (2002) *op cit* p 5.
[33] Feynman, R. (1998) *The Meaning of it all* , Reading MA: Perseus Books.
[34] Emphases are Author's own.

integrating unique Catholic identity into the subjects of the school's curriculum.

Joseph acknowledges that many Sacred Congregation educational documents stress the capability of integrating gospel values into the curriculum, but at the *level of principle*[35] - indeed they did not intend to provide the kind of scholarship that specifically examines how integration occurs in the given disciplines taught. Maybe this is one of the challenges facing those in charge of Catholic school leadership. Each discipline contains intellectual issues particular to its methodology of inquiry. Principals, while they cannot be experts in every discipline, should be acquainted with the intellectual issues in each discipline. Joseph cites the example of the teaching of art, in which the power of the vertical line has often been recognised. 'Secular formalism would have us merely study the intricacies of line...(t)he Catholic school would encourage students to gaze upon it for a sense of majesty, exaltation, uprightness and moral worth'.[36] He acknowledges that in much of the research literature on the Catholic school principalship, one would be hard pressed to find an advocate for the notion that leadership belongs to intellectuals or scholars. He sees this as perpetuating a situation, which finds unique Catholic identity averred on the level of principle only and neglected at the point of permeating the academic subjects of the curriculum. While Mass, prayer, religious symbols and rituals are all necessary, the Catholic school

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[35] Emphasis is author's own.
[36] Joseph, E. (2002) *op cit* p 6.

is also about education. Good persons of faith are required to lead the former, good persons of faith and broad intellects are needed for the latter. As Porath[37] has stated: 'the Catholic school is more than an institute of religious formation. It has an academic character that is devoted to imparting a specific concept of the world, of human beings and of history. It includes all forms of knowing and strives for a unity of knowledge'. Instructional leadership, dealing with such issues as teamwork, educational technology and so on, does not in fact address intellectual issues. An intellectual disposition, on the part of the principal and those in charge of Catholic education, may well be what is required to understand and appreciate the philosophical and theological issues underpinning the identity of such a system. In the present research, the *religious identity demands scale* will, on analysis, give an indication of the respondents' perception of the rôle and their ensuing willingness or reluctance to accept it. However, before such issues can be discussed, it needs to be established what are the constitutive elements of Catholic educational identity that principals are expected to uphold.

2.3.4   Catholic Identity of Institutions

Ex Corde Ecclesiae: A Worldwide Vision for Catholic Education

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[37] Porath, J. (2000) The academic character of Catholic schools in J. Youniss, J.J. Convey & J. A. McLellan (Eds) *The Catholic character of Catholic schools* p 219-240 Notre Dame: University of Notre Dame Press.

The decade 1990-2000 has witnessed, in the USA for example, an increasing interest in this question of identity, especially as it relates to universities and higher learning institutions. This has occurred in light of Pope John Paul II's Apostolic Constitution, *Ex Corde Ecclesiae.*

James Heft,[38] American scholar and prolific writer in the area of Catholic education (the context of the present study), sees the 1990 Papal Apostolic Constitution on Catholic higher education as having ramifications also for the secondary school sector. In his 2001 publication, he sees *Ex Corde Ecclesiae,* as providing a worldwide vision for Catholic education and a list of general norms for the implementation of that vision. Heft, although writing for the American context, acknowledges that a world-wide vision of Catholic education transcends, at least to some extent, national cultures and ideologies, and is therefore more likely to provide a vision of faith and learning that is more than just a reflection of one particular culture. Indeed one of the great advantages of being part of an international Church is that one is lifted beyond a merely national identity.[39]

In the long run, Heft believes that documents such as *Ex Corde* can help Catholic schools to deepen their identity. They will offer an education that will be clearly different from that offered by secular institutions. What may be called for is a clearer sense of what is characteristic of Catholic education. Indeed, *Ex Corde,* in its vision for Catholic education, includes, among others, the following characteristics. It espouses an incarnational vision of reality, which grounds the

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[38] Heft, James (2001) *Ex Corde Ecclesiae* and the Catholic High School. Washington: National Catholic Educational Association.

sacredness of creation and the sacramental sense of religious practices. It espouses the importance of ecclesiastical tradition and the lives of persons gone before us marked with the sign of faith. In fact, such ecclesiastical tradition, Christian hope and spiritual fulfillment, McClelland[40] sees as achieving meaningful relationship within the doctrine of the communion of saints.

Ex Corde, in its vision, also espouses a commitment to love: to work for justice where necessary, to speak for the common good, and to seek holiness above all else.

While such a vision for education may be inspiring, Heft acknowledges that Catholic educators work in the trenches, trying to untangle complex issues of budgets and staff. However, that vision commits such educators to the building and sustaining of educational institutions that impart a Christian inspiration to the building of community, to service and justice. The dispositions of Catholic school leaders who institutionalise this vision at praxis level are derived from the mission, goals and identity of Catholic education.[41]

So what constitutes the identity of a Catholic school? This Chapter now presents a review of the various responses that have been proffered to this core question and contextualises those responses in a framework that attempts to organise some of the answers that have been proposed. These include responses from educators and theologians.

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[39] *Ibid* p 3.
[40] McClelland, V.A. (2002) Religious Instruction in Schools: A Theology of Catholic Education in Redford, J. (Ed.) *Hear, O Islands: Theology & Catechesis in the New Millennium,* Dublin: Veritas p 134.

2.3.5 Theological Responses to the Catholic Identity Question

The question might be asked as to how theological disciplines can inform the Catholic identity question at second level schooling. Such schools are unaccustomed to professional theological discourse in relation to their work. For Nuzzi,[42] this is regrettable, since some scholars believe that theological issues are at the heart of the identity question. He cites Joseph[43] thus:

'What makes Catholic schools Catholic are the theological truths which govern and give guidance to both philosophy and to persons of Catholic faith. These truths have made the Catholic church a counter cultural church...the failure on the part of Catholic schools to understand that their guidance emanates from theology and not solely from philosophy, may account for their problems with identity and distinctiveness'.

Catholic Identity at the level of the individual

Nuzzi draws on important works that have shaped the general nature of responses to the identity question. These include, among others, an issue of the theological journal *Concilium*, which contains a number of articles

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[41] Heft, J. (2001) *op cit* p 4-6.
[42] Nuzzi, R. (2002) Catholic Identity in Hunt T, Joseph, E and Ronald Nuzzi (Eds) *Catholic Schools still make a Difference: Ten Years of Research*. Washington DC: NCEA.
[43] Joseph, E., (2001) The philosophy of Catholic education in Hunt T, Joseph, E and Ronald Nuzzi (Eds), *Handbook of research on Catholic education*, Westport, CT: Greenwood Press.

dedicated to the identity question.[44] Nuzzi credits Provost and Walf with the anticipation of the Catholic identity question becoming a polemical one for institutions. 'Practical measures, such as the visible presence of clergy or religious, are becoming less reliable as laity take on a rightful and increasingly visible rôle in church life'. Greinacher, interestingly, sees the identity challenge as occurring very much at an individual level.

This emphasis on the individual response is of particular interest in this study involving religious demands of school leadership on individual principals. 'Catholic identity has become more difficult to live out since the Second Vatican Council...(f)irst of all it has to be *sought*,[45] certainly within the Christian community, but in the last resort individually, and it must be sought again and again... (b)eing Catholic has become more demanding...but also more liberating and enriching'.[46]

Catholic Identity at the level of the institution

Nuzzi, in his exploration of religious identity, also draws on an article written by moral theologian Charles Curran in *Theological Studies*.[47] Curran sees the struggle for clarity in relation to the question of Catholic identity as occurring, not only at an individual level, but at an institutional level as well. He examines the question as it relates to three kinds of Catholic organisations: hospitals, social services and education. These

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[44] Provost, J. & Walf, K. (Eds) (1994) *Catholic Identity* London: SCM Press.
[45] Emphasis author's own.
[46] Greinacher, N, (1994) Catholic identity in the third epoch of church history in Provost J, and K Walf *op cit* p 12-13.

organisations have many things in common as Curran sees it: all having been created to meet a perceived need in the context of a Catholic culture. As all grew, they became more professional and open structured. All three experienced tremendous growth because of help from government funding. Also, all experienced dramatic staffing changes, especially in leadership positions, in response to the declining numbers of priests, clergy and vowed religious. In such distinctly changed circumstances within the last thirty years, it is no wonder that the issue of Catholic identity arises.

Curran openly wonders whether it is even possible to have such organisations exist today as identifiably Catholic. Observing that much of the literature generated around the question of Catholic identity comes out of these very institutions Curran rightly points out that the possibility and desirability of such Catholic institutions is simply taken for granted in contemporary discourse. They are, after all, not only good for the Church but for the public at large. They provide high quality, professional services for both Catholics and non-Catholics and promote the common good as evidenced by, for instance, Bryk, Lee and Holland in their 1993 educational research.[48] Curran is raising, in essence, the question of their continuing Catholic identity: 'many outsiders would be amazed that such institutions can be Catholic. How can one be a Catholic institution while

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[47] Curran C., (1997) The Catholic Identity of Catholic Institutions in *Theological Studies*, vol 58.
[48] Bryk, A., Lee, V.E., & Holland, P.B. (1993) *Catholic schools and the common good*. Cambridge, MA: Harvard University Press.

at the same time serving the general public, having non-Catholics on staff...and receiving government aid of various types?'[49].

The inclusiveness of Catholic schools

Whatever it is becoming, the Catholic school, for Curran, cannot be defined in purely sectarian terms, as Catholic identity has never identified itself in such terms as   against all other human and secular reality. For Curran, 'Catholic always includes catholic with a small c. The Catholic understanding involves and touches all reality. The Catholic theological tradition has always insisted on the basic goodness of the human and has seen the divine mediated in and through the human'[50].

Also, for Curran, it is possible for these institutions to be Catholic since it is distinctive of Catholic institutions to be inclusive. They display uniqueness in that they have a Catholic pastoral ministry and they demonstrate a special intentionality and motivation for what is done.

The question asked as to how theological disciplines can inform the Catholic identity issue at second level schooling has been partly addressed. As alluded to earlier, the search for a Catholic identity is as much an individual challenge as an institutional one. This search may be more arduous as a result of the context in which principals finds themselves- indeed this research aims to gauge the extent to which perceptions of an unsupportive external environment in a particular

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[49] *ibid* p 92.
[50] Curran (1997) *op cit* p 92.

setting, among other factors, impact on a potential candidate's decision to apply for principalship. Catholic school principals may find themselves in difficult situations where they have to draw on personal inner resources, very often in a context in which spiritual and transcendental issues may not be viewed as a priority.

2.3.6 Spirituality in the Context of School Leadership

We live, today, in what Gallagher terms, 'a spiritual climate'.[51] Because the alternatives have defaulted, 'we are in the midst of a shift in cultural consciousness of major proportions, where people turn again to religion, mysticism and spirituality'.[52] While this turning to mysticism and spirituality appears hopeful, the situation, in this post-modern age, is fraught with ambiguity. There is a shift in tone that may influence the possibility of faith, yet various responses to this shift include a 'frightened and frightening fundamentalism' on the one hand, and a 'more glossy but vague fashion of New Age spirituality' on the other.[53]

Heft, reflecting on the spiritual dimension of school leadership, for example, sees this interest in spirituality - especially by writers on educational leadership and management - as a good thing. However, for him, Christian leaders need to understand that this spirituality ought to be

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[51] Gallagher, M., P. (1993) The New Agenda of Unbelief and Faith in Lane, Dermot (Ed.) *Religion and Culture in Dialogue, A Challenge For The Next Millennium.* Dublin: Columba Press p 138.
[52] Fowler, James W. (1991) *Weaving the New Creation: Stages of Faith and the Public Church.* P 13. Kansas City: National Catholic Reporter Publishing.
[53] Gallagher, M., P. (1993) *op.cit* p 138.

embedded in a Christian tradition involving a genuine following of Christ. This tradition, with its various practices, fosters a rich and multifaceted spirituality, one that is simultaneously personal and communal and encompassing the accumulated wisdom of humankind throughout the ages. In the Christian tradition, Heft finds a 'palpable realism' and a source for understanding leadership. For him, this tradition sheds light on central concepts such as community, on the rôle and responsibilities of leaders within such communities and on what he alludes to as 'the actual situation of ordinary human beings.'[54]These actual situations include ordinary activities of human life. These activities, in the Rahnerian way of thinking, may be regarded as opportunities for the living out of one's faith. The 'here and now' aspect of a lived spirituality is emphasised, too, by Murray. In his words, 'the Lord walks with us on the road that we are actually on; the new creation is being prepared here in the real world'[55]- in the existential now. Gallagher sees the here and now as the time for 'the call to hear the cry of humanity'.[56] However, for Heft, Catholicism reaches back beyond this existential now, and, as a tradition, represents the collective thought and wisdom of literally millions of people over the centuries. The more deeply a person appropriates this multifaceted

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[54] Heft, James (2000) Truths and Half-truths About Leadership in Hunt, T., Oldenski, E., and Thedore Wallace, (Eds.) *Catholic School Leadership: An Invitation to Lead.* London: Falmer Press p 206.
[55] Murray, Donal (1998) A Great Pilgrimage in *The Furrow*, vol 49, number 12.
[56] Gallagher, M.P., (1993) *op cit* p 148.

tradition, the more one transcends being merely contemporary and the more one 'can bring the wisdom of that tradition to bear on the present'.[57] In all of this, Heft is merely restating, in the context of school leadership, the teachings of the Second Vatican Council and the reflections of contemporary Catholic theologians, Ratzinger being one such theologian. The Second Vatican Council has itself impacted greatly on a contemporary understanding of spirituality, as has the inspiration drawn from such Catholic writers and thinkers as Newman and de Chardin, in whose work and spirit one can find the marks of an inclusive Catholic spirituality.[58] Indeed, in the work of Teilhard de Chardin, traditional Catholic spirituality receives a peculiarly modern reading. He helps to impart an optimistic affirmative mood to contemporary spirituality. The immanence of God in all creation, he sees, as a source of celebration, as are the essential goodness of the material world and the intrinsic value of all human activity. Interestingly, in the context of this study and to be discussed, this final conviction has been incorporated in a contemporary lay spirituality of work as possessing an intrinsic goodness. A spirituality as witnessed in the life and work of Josemaría Escrivá.[59]

The focus of the Second Vatican Council in relation to Christian spirituality is probably best captured, however, in the thought and writings

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[57] Heft, James (2000) *op cit* p 207.

[58] Tracy, David (1996) Recent Catholic Spirituality: Unity and Diversity in Dupré, L. and Don Saliers (Eds) *Christian Spirituality: Post Reformation and Modern*. New York: Crossroad.

[59] Opus Dei, is a personal prelature of the Catholic Church. It was founded in Madrid on October 2, 1928, by Saint Josemaría Escrivá. Currently over 84,000 people from every continent belong to the prelature. Its headquarters, together with its prelatic church, are in Rome.

of Rahner, one of its central theological figures. Rahner's view of spirituality is profoundly Ignatian, and thus elements of his incarnational vision refer to the everyday and the mundane. He insists that Christian spirituality is not only to be found in the extraordinary experiences, but in the 'action-in-the-world for the neighbour and our most ordinary actions...as disclosures of the reality of God'.[60] Thus, the approach to and understanding of spirituality present in his theology is seen, by this writer, as central to a lived spirituality, embracing both prayer and work, in the motto of the Benedictines, *laborare est orare*. It is seen as balancing and reconciling opposites and integrating the mystical and the practical. It is in tune with the broader movement of Catholic spirituality, as discussed in the introductory Chapter, towards integration, unification and a holistic approach. In the context of this study, Rahner's incarnational anthropology is seen as central to school leadership spirituality, integrating at the praxis level the school's religious mission with its professional and academic endeavors.

For Lonergan, the Canadian Jesuit, spiritual growth is both eminently practical and mystical- again a unifying and holistic approach- it involves a humble charity based on insight and a living out of an uncomplicated life-style intelligently chosen and directed. It is centered on the conversion process - one begins in experience, gains insight into it, makes judgments about these insights and acts on these judgments. In harmony with the Catholic *caritas* tradition, Lonergan insists that, in this

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[60] *Ibidem.*

religious conversion, love must precede knowledge. By centering spirituality on the reality of the experience of God's love, Lonergan provided the way to formulate the traditional insistence on the indwelling presence of the Spirit in the human being.

However, since Catholic school leadership, in this study, is viewed as an ontological concern - rooted in one's character and one's perceptions, in one's personal values and convictions, and involving the everyday and the mundane, - there is always the inherent risk of reductionism. Grace may be viewed as a created reality - human based and human developed - rather than 'God's gratuitous self communication'.[61] Thus the mystical dimension of spirituality needs to be acknowledged and expanded at this point.

2.3.7 Mystagogical Theology

It is to the Rahnerian viewpoint that we now turn. In his later 'mystagogical theology', Rahner shows 'how all theology is, at its best, "a reduction to mystery" and how even our most comprehensible theological reflections must ultimately yield to the radical incomprehensibility of God and ourselves'.[62] Indeed, grace, as a gift is a central and essential element of Rahner's view of spirituality, as it is in the writings of many contemporary writers. Gallagher, for one, speaks of the vision of faith as a

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[61] Bacik, J. J. (1993) Contemporary Spirituality in *The New Dictionary of Catholic Spirituality*, Michael Downey (Editor) Collegeville, Minn: Liturgical Press. P 225.
[62] Tracy, David (1996) *op cit.* p 151.

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gift, 'independent of the upward striving of my consciousness'.[63]

McDonagh, too, speaks of becoming a child of God, which is at once 'gift and task- a creative gift of the divine spirit and a slow and painful process of creative reception by the human spirit'.[64]

The aesthetic dimension of this giftedness and divine revelation is captured beautifully in the work of von Balthasar.[65] His is a traditional spirituality that speaks of God as the source of all beauty and splendour and deserving of reverent worship in the Liturgy.[66] His major contribution to a modern spirituality that is subject 'to being formless', is viewed by some contemporary theologians, as being one of conservation of tradition.[67]

Thus, even from a brief outline of a limited number of theological reflections, it can be seen that Catholic spirituality is inclusive, a both/and concept; it can be viewed as either a descending or ascending spirituality, from God to the human being or from the experience of the human up to God. It is, indeed, as Heft termed it, 'multifaceted', and its development in oneself calls for a Christian maturity based on an incarnational anthropology, which involves the fusion of the sacred and the secular, the

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[63] Gallagher, M.P., (1993) op cit. p 147.
[64] McDonagh, Enda (2000) For What We are About to Receive-Grace Before Seventy in The Furrow, vol. 51, 6.
[65] von Balthasar, H.U. (1986) Prayer, San Francisco: Ignatian Press.
[66] von Balthasar, H.U. (1982-1989) The Glory of the Lord- 7 volumes. San Francisco: Ignatian press. In this regard, see also John Paul II, (1995) Letter to Families: Dead Letter or Good News in Communio, p 70-71. Also, see Jacques Maritain (1962) Art and Scholasticism. New York: Scribners Press. See in particular, chapter 5- Art and Beauty, p.166.
[67] Tracy, David (1996) op cit p 158. In relation to this, see also Nichols, A. (1999) Christendom Awake: On Re-Energising The Church in Culture. Edinburgh: T. &T. Clark. See especially Chapter XIV, Resituating Modern Spirituality, p 203-217.

human and the divine, faith and life; that balance of opposites as proposed by Rahner.

2.3.8   (a) Responses from Educators to the Catholic Identity Question

Introduction

Those involved in Catholic education have attempted, from their own vantage point, to answer the question regarding what constitutes Catholic identity. Several of their responses are summarised below.

2.3.9   (b) American Responses-Groome and Shimabukuro

Thomas Groome, introduced a proposal for Catholic identity in 1996, stating that 'the distinctiveness of Catholic education is prompted by the distinctive characteristics of Catholicism itself, and these characteristics should be reflected in the whole curriculum of Catholic schools.[68] Following this logic, a Catholic school takes its identity from the Catholic Church, so the characteristics unique to a school must be rooted in and configured to the faith of the Church.[69]

Nuzzi, summarising Groome's philosophy, articulates a collage of eight characteristics of an education that is Catholic. Five of these are theological in that they have their roots in a Catholic worldview. The five theological

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[68] Groome, T., (1996) What makes a school Catholic? In T. McLaughlin, J.O'Keefe & B. O' Keeffe (Eds), The Contemporary Catholic School: Context, identity and diversity London: Falmer Press.
[69] Nuzzi R., (2002) op *cit* p 12.

characteristics are that Catholicism is committed to tradition, and therefore honours the weight of history and human experience. Catholicism has a positive anthropology, acknowledges sin, but believes in the basic goodness of all people. It has, in addition, a sense of sacramentality, believing that life's experiences are enduring channels of God's grace. A communal emphasis, calling believers into a shared responsibility for the common good and an appreciation of rationality and learning are also distinctive characteristics of Catholicism, and by extension, of a Catholic education. In addition to these theological insights, three additional themes can be found in the traditions that have relevance for Catholic education. Groome terms these themes 'cardinal characteristics'-they are the hinges that hold the five theological characteristics together and they include a commitment to individual personhood, to justice at all levels and to a Catholicism that is committed to catholicity, in its broadest, ethymological, universal sense.

Another response to the question of Catholic identity addresses the rôle and nature of Catholic staff. Shimabukuro, through an examination of the relevant Church documents, during and since the Second Vatican Council, for emerging and repeated themes, identified five such themes that comprise the Catholic identity of school staff. The literature on Catholic education from 1965 onwards is probably best summarised by Shimabukuro in terms of five dimensions or recurring themes descriptive of the Catholic educator.

In this present study the terms educator, teacher and principal are used interchangeably since Church documents related to Catholic education generally do not differentiate the position of school principal. Indeed there are sparse references to school leaders. One interpretation may be that the term 'teacher' is used in its generic sense where principals and teachers are equally accountable for and contribute to the mission of Catholic education. This lack of distinctive terms and undifferentiated rôles may, also, be a consequence of the principal being regarded as 'head teacher' - primus inter pares- so to speak.

The five themes depict the educator as a community builder who is, additionally, committed to his or her ongoing personal spiritual/religious formation and professional development while also being committed to the spiritual/religious formation and human development of his or her students. These aspects of the educator's rôle need to 'meld into one another in a foundational complex' if they are to be in keeping with the holistic approach of Catholic education.[70]

Limitations of space, however, permit us only to summarise relevant aspects of these five recurring themes, which define the Catholic identity of education.

Educator as Community Builder

Community in the Catholic school has its foundations in the life of the Spirit,

which 'unites its members in an unique fellowship'.[71] Individual formation occurs

as 'persons in community'. Under the influence of Maritain this theme of

community pervades the post- Vatican II documents, specifically The Catholic

School. The school organised as community, with its emphasis on the 'person-in-

society' and the 'common good' is seen as an irreplaceable source of service to

society.[72] Indeed, the effectiveness of the concept of community has been proved

empirically by Coleman and Hoffer in their 1987 American study, *Public and*

Private High Schools: The Impact of Communities. The Religious Dimension of

Education in a Catholic School speaks of a community in which the climate is

'humanly and spiritually rich'[73] and, which 'reproduces, as far as possible, the

warm and intimate atmosphere of family life'.[74]Jean Roland Martin develops the

metaphor of the school as a school-home that is 'responsive to the needs of

children.... at the end of the 20th Century'.[75] To be responsive, the educator

needs to develop caring relationships with students. Such relationships are the

most important factor in the ministry of teaching.[76] This point is further

[70] Bowman, L.E. (1990), *Teaching for Christian Hearts, Souls and Minds.* San Francisco: Harper & Row.p.40.
[71] National Conference for Catholic Bishops (1972) *To Teach as Jesus did.* Washington DC: United States Catholic Conference.a.22.
[72] Bryk, A., V.E., Lee and Peter Holland (1993) *Catholic Schools and the Common Good* Cambridge: Harvard University Press.p.53.
[73] Congregation for Catholic Education (1988) *The Religious Dimension of Education in a Catholic School.* Dublin: Veritas. A.28.
[74] *Ibidem* a.40.
[75] Martin, J.R., (1992) *The Schoolhome: Rethinking Schools for Changing Families.* Cambridge, MA: Harvard University Press p.33.
[76] Nouwen H., (1971) *Creative Ministry.* New York: Doubleday.

underscored by Sr.Teresa McCormack of CORI in an Irish Times article on improvement of teacher-pupil relations.[77]

(ii) The Educator as committed to Lifelong Spiritual Growth

Particularly relevant to this present study is the educator's commitment to spiritual growth. Rather than view themselves strictly as professionals, Catholic school educators include in their identity their function of ministry. As stated in the Declaration on Christian Education' this vocation requires special qualities of mind and heart'.[78]Specific emphasis, in the Church documents and official commentaries, is given to the personhood of the educator. In fact, their 'life style and character are as important as their professional credentials'.[79]In 1977, The Catholic School continued to emphasise the person of the educator, referring to the Catholic school professional as being engaged in an 'authentic apostolate'.[80]Lay Catholic in Schools: Witnesses to Faith also emphasised the well-rounded formation of educators. They require in addition to spiritual formation, 'solid doctrinal instruction... in theology, ethics and philosophy'.[81] Shimabukuro stresses the importance of Catholic educators exploring the 'Catholic faith dimension that distinctly defines each person's spirituality'.

[77] Irish Times, Jan. 31st, 2000. In this article, Emmet Oliver reports on the CORI Conference, which heard that one of the main reasons for early school leaving was poor teacher-pupil relationships. Sr. McCormack calls for a more caring and supportive climate in schools to improve these relationships.
[78] Congregation for Catholic Education (1965) Declaration on Christian Education. London: Catholic Truth Society.a.5.
[79] National Conference for Catholic Bishops (1976) Teach Them. Washington DC: United States Catholic Conference.a.7.
[80] Congregation for Catholic Education (1977) The Catholic School. London: Catholic Truth Society.

Opportunities for prayer, retreats, study of Catholic theology and celebration of

liturgies, she views as being very important in the building up of the faith aspect

'that is most crucial to the Catholic identity of our schools'.[82]

(iii) Educator as Committed to Lifelong Professional Growth

Professional development received scant attention throughout Church literature

on education but what is mentioned has implications for contemporary education.

In the Declaration on Christian Education the educator is urged to be aware of

and accept 'the advances in psychological, pedagogical and intellectual

sciences'[83] and to have a 'constant readiness to accept new ideas and to adapt

the old'.[84] In fact, the educator is urged to 'have an openness to the contemporary

world' and to be 'an innovator and collaborator with the secular educational

community'.[85]

(iv) The Educator as Committed to Students' Human Development

Like the last theme, the human development of students also received scant

attention in Church documents. The Declaration on Christian Education urged

educators to educate the whole child. The Catholic School stated that this meant

'helping to provide every child with an education that respects his complete

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[81] Congregation for Catholic Education (1982) *Lay Catholics in Schools: Witnesses to Faith*. London: Catholic Truth Society.a.65.
[82] Shimabukuro, G., (1998) A Call to Reflection: *A Teacher's Guide to Catholic Identity for the 21st Century*, Washingtn: NCEA, P.27.
[83] Congregation for Catholic Education (1965) *Declaration on Christian Education op.cit.* A.1.
[84] *Ibid* a.5.
[85] Shimabukuro, G. (1998) *op.cit.* P.35.

development'.[86] While these references to the students' development may seem sparse, their implementation at a practical level is foundational and presents a serious challenge to the contemporary school if it is to fulfil its Catholic educational mission.

(v) The Educator as Committed to Students' Spiritual Formation

Three closely related themes predominate throughout the Church documents on education that help to expand upon the religious dimension of the Catholic school: firstly, the integration, throughout the curriculum of religious truth and values with the lives and cultures of the students. Secondly, the promotion of the spiritual and religious formation and transformation of the students, and, thirdly, the development of an appreciation of Christian service in students. In the foreseeable future, these commitments will be carried out primarily not by priests and religious, as in the past, but rather by lay people. Hence, it is important for them to have a clearly delineated conceptual framework from which to work. This framework should encompass the concept of lay spirituality. For many lay Catholic school principals, their spirituality is being manifested in their daily work and ordinary tasks.

Shimabukuro's insights are important for those who exercise leadership responsibilities for Catholic schools today. Plans to strengthen Catholic identity should, in fact, consider the important rôle of all staff. The crucial rôle of staff in creating and sustaining a Catholic ethos in the school is echoed by the

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[86] Congregation for Catholic Education. (1977) *The Catholic School. Op.cit.* a.82.

Congregation for Catholic Education in its document The Catholic School on the

Threshold of the Third Millennium. School leaders need to be aware that 'prime

responsibility for creating this unique Christian school climate rests with teachers

as individuals and as a community'.[87]

2.3.10 The Identity Question: An International Perspective

In addition to the already outlined American contributions of Groome and

Shimabukuro, many Catholic educators in other countries have been addressing

the question of Catholic identity, for example, Conroy in the UK context.[88]

An Australian response

Australia, with a vibrant Catholic school system, has been wrestling with the

question of the Catholicity of its schools. Treston, for example framed the

question of identity in terms of ethos-the Catholic ethos of a school is rooted in a

2000 year old tradition- it 'is not an optional appendium to the identity of the

school but a fundamental reference point for its ethos and the shape of its

education'.[89] Duncan, another Australian educational commentator, suggests that

the ethos and culture of a school rest very firmly with the leaders of the school,

indeed a challenging task. Arguing that much of behaviour is learnt through

modeling, thus echoing the sentiments of Heft as discussed earlier in this

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[87] Congregation for Catholic Education (1997) *The Catholic School on the Threshold of the Third Millennium*. Rome: Libreria Editrice Vaticana.
[88] Conroy, J.C. (1999) *Catholic Education: Insid- out/ outside- in*. Dublin: Veritas Publications.
[89] Treston, K., (1997) Ethos and Identity: Foundational concerns for Catholic schools in Keane, R. & D. Riley *op cit* p 16 cited in Nuzzi, R. (2002) *op cit*

Chapter, Duncan challenges Catholic educational leaders in Australia to be

sensitive to the ramifications of leadership behaviours of theirs that move to

strengthen Catholic identity. Duncan sees leaders as negotiating Catholic ideals

through the process of 'cultural politics' since these are at the heart of political

battles over competing ideologies, e.g. secularism of the wider society with an

emphasis on materialism and consumerism as against the gospel way of life with

its emphasis on sharing and respect for the dignity of the individual.[90]

Barry Dwyer,[91] respected scholar of Australian Catholic education, reflects on the

conscious effort on the part of many school leaders to develop mission

statements. These share commitments to the foundational activities of Catholic

schooling already discussed. While this is promising, he calls for greater

reflection on the aims of Catholic schooling as well as a more generative

approach in terms of focusing on growth and development. He also advocates a

more communal approach-incorporating connectedness and interdependence.

A UK Response: threats to distinctivness: Commonality and Lack of Judgement

In the UK, Terence McLaughin considers the distinctiveness of the Catholic

school identity and counsels school leaders about elements that might threaten

that distinctiveness. He sees these as being the temptations of commonality and

a lack of balanced judgment. Echoing Ellis Joseph's call, as alluded to earlier, for

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[90] Duncan, D. (1998) Leadership, Catholic school culture and Catholic identity in Duignan, P. & T. d'Arbon (Eds) *Leadership in Catholic education 2000 and beyond*. Strathfield Australia: Australian Catholic University. Cited in Nuzzi, R. (2002) *op cit* p18.

a broad and in-depth intellectual capacity within the person of the leader,

McLaughin sees a necessity for a balanced judgment, as Catholic school

leaders, are today, faced with matters of faith that are increasingly complex:

'school personnel can never settle for a superficial understanding of the faith'.

Also echoing Shimabukuro's call for the necessity of ongoing spiritual formation

for school leaders, McLaughin urges such leaders not to be content with their

own spiritual development, for the life of faith is a journey undertaken daily, not a

harbour forever enjoyed once arrived.[92]

The attractions of commonality, according to McLaughin,[93] are those tendencies

that move leaders, and those involved in Catholic education, to articulate the

distinctive elements of the Catholic school in ways that might be predicated on

other schools, whether Catholic or not. He cites a research effort focused on a

Catholic school, under the trusteeship of a religious order. It indicated that in

many instances, there was evidence of the founder's charisms present in the

school. Yet these were described in a way that expressed values commonly

recognised in society as a whole. Thus, the founders' personal virtues were

replicated in the school, but their Catholic purposes were not. Identity is based on

a sound philosophy and theology. Thus having looked at the identity question of

Catholic schooling it is appropriate at this point to turn again, in summary, to the

[91] Dwyer, B. (1993) *Catholic Schools: Creating a new culture*. Newton, Australia: E.J. Dwyer Publishing.
[92] McLaughin T. (1999) Distinctiveness and the Catholic school: Balanced judgment and the temptations of commonality in Conroy, J.C. *op cit* cited in Nuzzi, R. (2002) *op cit* p 18.
[93] McLaughin, T., (1998) Catholic schools for the twenty-first century: Challenges for educational leadership in Duignan, P. and T. d'Arbon *op cit* p 24-41.

actual core philosophies or knowledge base that undergird the Catholic educational system.

2.3.11 Core Philosophies of the Catholic Education System

In addition to the responsibilities of all school principals, principals of Catholic schools have particular obligations. The Catholic Education Commission of Victoria's *Policy Statement on Lay Principals Under Contract in Catholic Secondary Schools*[94] for instance, articulates their leadership rôle, in the Australian context, in these terms:

> Catholic secondary schools exist in the context of the Church's official mission to proclaim the Gospel message and to promote the formation of its members. The leadership of these schools involves the principal more directly and officially in the Church's mission. Hence the rôle of the lay principal is an integral part of the church's official educational ministry and involves obligation to give witness both sacramental and general to that ministry.

The Gospel message is usually interpreted in schools in terms of key values. Sullivan reinforces and expands this argument in defining the rôle of heads of Catholic schools in the U.K., when he states that

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[94] Catholic Education Commission of Victoria (1993). *Policy Statement on Lay Principals Under Contract in Catholic Secondary Schools*. Melbourne. P 4.

Values are the very heart of the head's work: articulating the

central values of the school, inspiring others to pursue these

values, promoting and explaining them with all partners and

constituencies, defending them from undermining influences

from within and without, securing their permeation through

the life and work of the school, and, above all, reconciling

them one with another (for values can conflict) and

reconciling those who interpret them differently.[95]

However, these value-based challenges are occurring at a time when

there is a serious decline in the number of priests, the average age of

priests continues to rise, and the number of people attending church on a

regular basis is declining. This latter issue is particularly true for young

people who perceive little relevance of the institutional church to their

daily lives. As a consequence, the Catholic school has become the major

experience and presence of Church for an increasing number of young

people and their families. In many subtle and unintended ways, this is

adding to the rôle of the principal, who is now expected to be the Faith

leader as well as the educational leader of the Catholic school

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[95] Sullivan, J. (1997). Leading Values and Casting Shadows: Moral Dimensions of School Leadership. *Pastoral Care*, September, 8-12.

community.[96] It is possible that such a range of challenges contribute to varying degrees of fear and unwillingness of eligible applicants to apply for the principalship.

2.4   Shortage of Applicants for Principal Positions

2.4.1   Introduction

Because of the relatively recent interest in the whole question of school leadership succession, there is naturally a paucity of empirical research in this area. However, there is a growing body of research in a number of Western nations, which is providing evidence of a shortage of applicants for the position of school principal.

2.4.2   Reflections from the USA Context: Quality versus Quantity

In the USA, a number of reports including Olson (1999)[97] and the National Association of Elementary School Principals (1998)[98] have highlighted the current shortage of qualified candidates applying for principalship. Both the National Association of Elementary School Principals (*NAESP*) and Secondary School Principals (*NASSP*)[99] have been concerned about the growing issue of principal supply and demand. Stories abound about the

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[96] d'Arbon, T., Duignan, P., & Duncan, D.J. (2002). Planning for future leadership of schools: an Australian study. *Journal of Educational Administration*, 40 (5), 468-485.
[97] Olson, L., (1999) Demand for Principals growing, but candidates aren't applying. *Education Week.* Available at http://www.edweek.org.
[98] NAESP (1998) *Is there a Shortage of Qualified Candidates for Openings in the Principalship? An Exploratory Study.* Accessed 31/05/03. Available at www.naesp.org.

principal positions they cannot fill. For example in New York City in 1999, two hundred schools opened with temporary leaders. Retired principals are being called back to full-time service, and districts are being forced to go to ever increasing lengths to recruit qualified candidates.[100] Inherent in the problem is the fact that not enough school districts have structured recruitment programmes that systematically seek out the best principal candidates, or implement training programmes to develop future leaders. School districts are also seen not to have made enough effort to encourage women to apply for these leadership positions.[101]

As the professional organisations that support principals, the *NAESP* and the *NASSP* are taking the lead in examining the problem of principal supply and demand in order to ensure that every school in the nation is being lead by effective leadership. They joined forces with the highly regarded Educational Research Service (*ERS*)[102] to seek answers to several questions, including whether districts that recently filled principal positions had a sufficient number of qualified candidates and what factors might be discouraging promising candidates from applying. Disturbing anecdotal evidence was commonplace about schools that lacked such qualified applicants, but an exploratory study was required to address key questions about this problem. It was acknowledged that much research points to the existence of an adequate number of persons

[99] NASSP (2001) The Principal Shortage. Accessed 15/10/2003. Available at www.principals.org.
[100] *ibidem*
[101] *op cit* p 1.

suitably qualified to fill current and future positions. In fact a preliminary

review of the literature indicated that the problem is not as much one of

quantity as of quality. There is reason to believe that the number of 'highly

capable' applicants may be dwindling.[103]

In its Federal Relations Report the National Association of Secondary

School Principals stated that

Cities and states nationwide report principal vacancies and

only a trickle of qualified applicants, if any, willing to fill the

positions. A recent study by the Educational Research

Service estimates that more than 40 percent of public

school principals will retire over the next ten years.[104]

The reasons given in the report for this lack of qualified applicants and

possible future shortages are many. They include the relatively high

average age of principals (in 1993-94 this was 47.7 years) and the fact

that principals were dealing with increased job stress, as well as with time

demands and accountability requirements. It also included the fact that

there was a lack of professional development for principals that focused

on instructional leadership and school-wide reform; and that too few

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[102] The Educational Research Service is a nonprofit foundation serving the research and information needs of the USA nation's education leaders.
[103] Anderson, M (1991) Principals: How to Train, Recruit, Select, Induct and Evaluate Leaders for America's Schools University of Oregon: Eric Clearing House on Educational Management.

school districts had structured recruitment programmes for the principalship.

Findings from a recent study (2003), published by the Centre on Reinventing Public Education at the University of Washington,[105] again underscore the issue of quality versus quantity of candidates for school principalship. Although some districts and areas are experiencing difficulties finding good school principals, there are far more candidates interested in assuming school leadership roles than there are principal vacancies to fill. Based on a written in-depth survey of educational human resource directors, this study concludes that, despite widespread publicity about a universal shortage of principals, 'shortages' are not the norm; perceptions of the 'shortage' are driven by demands for a new and different kind of school principal. In many ways, according to this study, the purported 'shortage' is a matter of definition. With respect to the study of principal candidates, the study finds that the average district receives 17 applicants for each principal's position it is trying to fill. However it does acknowledge that within each area, the problem is one of distribution, not inadequate supply. That is to say that prospective principals avoid some districts. Schools with the fewest applicants are typically those with the most challenging working conditions, higher

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[104] National Association of Secondary School Principals (2001). The Principal Shortage. *Federal Relations Report*, January, USA, http://www.nasp.org/services/frr/06120frr_prin_short.html, p 1-3.
[105] Roza, M., (2003) *A Matter of Definition: Is There Truly a Shortage of School Principals?* Washington: Center on Reinventing Public Education.

concentrations of poor and minority students and lower salaries for principals.

2.4.3 Reflections from the UK Context

This section reviews and makes reference to the ninth Report (1998) and the research of Draper and McMichael (1998) at the University of Edinburgh.

In the U.K., the *Ninth Report of the House of Commons Select Committee on Education and Employment*[106] reporting on the declining number of applicants for headships, states that on average primary schools in London received only five applications for each post, and only five per cent of London primary schools received more than 10 applications. There is a similar picture at the interview stage: 98 per cent of London primary schools short-listed five or fewer candidates and 28 per cent of London primary schools interviewed no candidates at all. Many schools had to re-advertise their head teacher posts: 63 per cent of the schools surveyed in London had to re-advertise compared to 25 per cent in the Home Counties and 22 per cent elsewhere.

The report described the situation in secondary schools, as being slightly better, although with significant variation across the different regions. In the course of their inquiry, the select committee was particularly interested in examining models of school leadership,

acknowledging that schools will be very different places in a short number of years. Such models included those currently in operation in the Swiss cantons of Zurich and Aargau, which operate without head teachers, as they are understood in the UK and Ireland. Some evidence obtained during the inquiry, again questioned, as in the USA context, not the quantity but the quality of applicants for principalship. Approximately one third were regulars who had no realistic chance of being appointed.

Draper and McMichael

Echoing USA findings, and those in *The Ninth Report,* falling numbers of applicants are not the core concern, either, of Draper and McMichael, researchers at Edinburgh University. Rather their main concern centres on the quality of the applicants for the position.[107] Their studies paint an interesting picture of application for headship as carefully considered, selective and strategic. Rather than being simply a response to negative changes in the rôle of head teachers, these researchers see the drop in applications as actually stemming from a multitude of factors. Moreover, while their research established a clear recognition, by applicants, of the ultimate accountability of headship, this did not seem of great concern to those who saw headship as a likely career move.

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[106] Select Committee on Education and Employment (1998) *Ninth Report.* Accessed 01/03/03. Available at www. Parliament.the –stationary-office.co.uk.
[107] Draper, J., McMichael, P., (1998) How Many Applicants for Headship do We Need? In *Research in Education*, no. 63. Accessed 20/10/03. Available at www.scre.ac.uk.

If applicants are better informed, according to these researchers, and more realistic about the rigours of headship and choose not to apply, that is quite possibly better for all. If some actively choose to stay more directly involved in education in classrooms rather than move to a more managerial rôle, that is surely beneficial. In practice, few staff in schools will wholly escape some involvement in such matters as financial accountability and the marketing of schools, issues normally considered to pertain to the principal's job specification. While there may be concern expressed over fewer applications for headship, Draper and McMichael, in what one might consider a somewhat circular argument, see it in the light that there would be similar concern if most teachers sought headship.

Disincentives to Leadership Succession

These researchers acknowledge the clear disincentives, which discourage some teachers from applying for headship. However, they see effective career decision making as being likely to be based as much on knowing when and where not to apply as on when (and where) to apply. It is seen to involve making a realistic assessment of one's own strengths (and weaknesses) in relation to a particular post.

Their suggestion, therefore, is that at least two further factors, other than the much publicised negatives of headship, reduce the number of applications made. These are: firstly, strategic informed decision making by deputies (and other teachers), where they weigh the pros and cons of

making an application. Secondly, the use of management approaches, which encourage staff participation and involve deputies and teachers in school posts other than principalship, may almost satisfy the need for management experience.

A desire for high numbers implies that more is better. But, according to Draper and McMichael, sheer numbers of applicants may not be the most relevant issue. Surely what is actually needed is a good 'fit' between the selected applicant and the needs of the particular post (and school). One appropriate candidate may be better than fifty who are less suitable, and large numbers of applicants mean large numbers of disappointed candidates, a situation that might not lead to cooperation. Since application takes considerable time and effort and only one person in each case can actually be successful, it is probably wasteful if many strong candidates apply for many posts. Provided those who apply are ultimately those who are most appropriate for the post, a reduction in the number of applications may not, in itself, be a problem. In fact these researchers are providing a positive spin to what may be otherwise a potentially negative situation.

Howson Research

However, since the above research has been carried out the situation seems to have worsened. In a survey prepared for the National Association of Head Teachers, by Professor John Howson of Education Data Surveys and an

authority on the labour market for senior staff in schools,[108] and submitted as evidence to the School Teachers Review Body, reveals a deterioration in application for headship and deputy headship posts. The report deals with the recruitment scene during the school year from September 1999 to July 2000, and covers the appointment of 1280 head teachers in maintained schools whose posts were advertised in the *Times Educational Supplement* in that time period. As in previous years, the data was collected from the Education Data Survey's database of posts advertised in England and Wales and from questionnaires sent by the National Association of Head teachers to schools that placed advertisements for heads and deputies.

The survey contained the following key points: the number of advertised vacancies for senior staff rose during the final three months of the 1999-2000 school year to levels not seen since 1997, the year of the mass stampede after the government changed the early retirement rules. For example, May to July 1999 had 334 advertisements, compared to the same period in 2000, which had 640 advertisements. The trend continued in September 2000 with 399 advertisements as opposed to 243 for September 1999. The survey also indicated that schools in London faced the greatest difficulty in filling posts. Roman Catholic schools are reported as well as facing significant difficulties. (For Catholic schools, there is the issue of reduced teacher supply from what is a diminishing number of Catholic colleges of education). In general, concern about the quality of the

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[108] Howson, John (2000) *Annual Report on the State of the Labour Market for Senior Staff in*

applicants was the most significant reason for not filling some of the senior staff positions. Also, from a gender point of view, an element of this current study's exploration, women were far less likely to be appointed to such positions. So recruiting senior staff is seen as becoming an increasingly difficult process. Most senior staff are leaving before the usual retirement age and all too often there are few candidates to replace them. Church schools and schools in the greater London area seem to have the greatest difficulty in attracting new senior staff to fill vacancies as they arise.

The survey reaches the conclusion that the workload associated with the introduction of performance related pay has affected head teachers and has undoubtedly led to some retirements and resignations. Additional feedback reflected the fact that many heads still feel under pressure. Many also indicated that they no longer felt excited by their work.[109] David Hart, General Secretary of the National Association of Head teachers, cites workload, bureaucracy, salaries and high stress levels as discouraging senior staff from applying for leadership positions.[110] Kirkman,[111] writes in a similar vein in the *Times Educational Supplement*: '(t)he signs are that many heads simply find the work too stressful, whether they teach in an inner city or in a leafy suburb where parental expectations are sky-high'. She cites a NAHT survey of

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Schools. Accessed 09/10/03. Available from www.naht.org.uk.
[109] *op cit* p 49.
[110] Hart, D., (2001) *NAHT Now* issue 6. Accessed 13/10/03, available at www.naht.org.uk

Warwickshire heads that found that forty percent were suffering from stress-related illnesses, while fifteen percent said that work pressures had driven them to alcoholism. Professional management training is now mandatory for new heads and may help to alleviate the stresses involved in the rôle. The National College for School Leadership in Nottingham will build on this scheme by providing scholarship and research opportunities, exchanges with managers in other sectors and networking with more experienced heads-these strategies, to be discussed in greater detail at a later stage in the research may help to alleviate some of the difficulties associated with the rôle.

The situation, however, has not improved since the Howson survey of the 1999-2000 academic year was carried out. A press office release from the National Association of Head teachers in October 2003[112] points to advertisements for head teachers still attracting relatively few applications. A survey, as recent as in the 2002-2003 academic year, of over 2500 schools in England and Wales that advertised a Leadership position, found many schools had little choice over whom to appoint. This was particularly the case when the vacancy was for a head teacher. Secondary schools only received an average of 18 applications. Some church schools, especially Roman Catholic Schools, of special interest to this study, are still also receiving below average numbers of applications.

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[111] Kirkman, Susannah (2000) So you want to be a... head teacher? In the *Times Educational Supplement*. Accessed 06/12/02. Available at www.tes.co.uk.
[112] National Association of Head teachers. Accessed 14/10/03, available from http://www.naht.org.uk.

Professor John Howson again conducted the survey. David Hart, General Secretary NAHT again comments:

'The lack of applicants for head and deputy headship posts is running at dangerously low levels. Matters have been made worse by the funding crisis, continuing excessive bureaucracy and workload, and by over-ambitious government demands to raise standards'.[113] Professor John Howson comments:

'With many senior staff set to retire in the next decade, the government will need to ensure there are sufficient numbers of applicants coming forward; schools can't be left leaderless'.[114]

These latest survey findings also indicate that while women accounted for most of the new appointments in primary schools, in secondary schools, the majority of new head teachers were men. It indicated a better gender balance at deputy and assistant head levels however. It also indicated that most head teachers were appointed in their 40s, although nearly one in five was over 50 on appointment.

2.4.4 Reflections from the Australian Context-Demand and Supply

In Australia, Preston,[115] who has tracked the trends in principal supply and demand, identified the following key factors that impacted both on the demand and supply side of the labour market for principals:

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[113] Hart, D. NAHT. Accessed 01/09/03.Available at http://www.naht.org.uk.
[114] Howson, John (2003) *Annual Report on the State of the Labour Market for Senior Staff in Schools.* Accessed 09/10/03. Available from www.naht.org.uk.
[115] Preston, B. (2002, December). Tracking trends in principal and teacher demand and supply. Paper presented at the Australian Association for Research in Education conference, Brisbane.

Key factors in the **demand** side of the labour market for principals include:

- the current rate of change in principal's positions – especially the expansion or contraction in the number of schools. School student enrolment growth or contraction is usually the major factor;

- the ageing profile of current principals; and

- the nature (attractiveness) of principals' work relative to alternatives (including retirement) for principals of different ages.

Key factors in the **supply** side of the labour market for principals include:

- the size and other characteristics of the age cohort/s below that of current principals – this is usually related to recruitment rates of teachers in the previous decades, and the circumstances of shortage or surplus around that time of recruitment;

- the professional development, workplace and career experiences of the age cohort/s below that of current principals; and

- the nature (attractiveness) of principals' work relative to alternatives (including classroom teaching, other work in school systems, academic employment, and other occupations/activities).

This evidence relates to the shortage of qualified and experienced applicants for principalship and has important implications for all education authorities to develop and implement leadership succession strategies.

2.5 Research on Leadership Succession

2.5.1 Introduction- Leadership Succession and Business Strategies:

Much has been written on the topic of leadership succession in the business world. Hence it will be discussed before succession in the education scene, the topic of the current research. Rather than a single dramatic movement, the smooth succession of a leader, ideally, should more resemble a flow of events that occurs over time. Like a well-run relay race, the handing over of leadership should be graceful, carefully strategised and well executed if it is to be successful. However, in reality, less than fifteen percent of companies address the need for a top leadership plan. Blunt,[116] senior consultant with the National Academy of Public Administration and Price Waterhouse, sees the serious

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[116] Blunt, Ray (1997) Give every Senior Manager a Piece of the Action in GovExec.com, Oct issue *GovExec.com* is the USA government's business news daily and the premier Web site for federal managers and executives.

implications of this for any organisation about to lose its top leader. Such an organisation needs to know how to identify the pool of candidates for future leadership. More importantly, it needs to know what competencies will be needed in future leaders to help guide its strategic decision and then be able to assess these competencies in potential candidates. For Blunt, the matter of succession is of some urgency. The organisation's future is at stake and only a new generation of leaders will be able to preserve and extend its work. He acknowledges that organisations have been somewhat successful in developing managers that are people who are good at planning, organising, directing and controlling. But they have not thought about developing leaders- people who have vision, people who motivate others by removing barriers and giving away power and who make a connection between what employees do and the overall mission of the organisation. He cites recent surveys by the National Academy of Public Administration that clearly show that organisations have too many managers but too few leaders. He sees, therefore, the urgency of developing the next generation of leaders- really a pool of prepared leadership candidates, and not simply coming up with a slate of candidates to replace the retirees. The urgent need for a pool of prepared candidates must be tied to the survival of the organisation, not simply to installing an improved process. However, the key to successful succession is the support of existing top leadership. They must develop an effective succession approach, which encompasses a proposal for identifying, developing and selecting a leadership pool. After all, good leaders look to the future. Also companies lose top people because there is no clearly

defined pathway of progression for them. On the other hand, succession planning provides a clear message to a worker's real potential within a company.[117] Looking at it from a very practical angle, it avoids the uncertainties that may arise from lack of leadership. The United States has a succession plan installed in its constitution since its inception.

Recently, the *Financial Times* published a series of articles on leadership and leadership succession. Grooming future leaders is seen by Professor Kakabadse of the Cranfield School of Management,[118] to be a task of some urgency for management teams within organisations. Once the company understands the kind of leader it needs, the question arises as to where the next generation of leaders is going to come from. Kakabadse cites Bass, a UK brewer, as an example of a company, where in the past, its executives would create a 'chairman's list' of the top one hundred managers according to ability and contribution- with a view to grooming them for the future. Today's equivalent of the Bass cadre is the corporate university. Leadership succession is now considered, among the top companies, to be of such importance that grooming of the next generation of leaders has become a profession. In the past few years, selection centers and their methods have become more popular. Selection procedures are typically designed to identify the competencies required for a particular rôle. Gone are the days when the chairman would single out one or two 'bright sparks' for special attention. Corporations today aim to develop good

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[117] Change Management Group (2002) Executive Succession Plans. Accessed 21/08/2002. Available at www.changemanagementgroup.com.
[118] Kakabadse, A. (2002) Groomed for the Top. Published in Mastering *Leadership* (Financial Times Supplement) November 1. p 11.

managers whose market awareness, corporate loyalty and sensitivity to managing relationships and alliances provide the backbone of the organisation.

There are a number of interpretations of what leadership succession encompasses. The National Academy of Public Administration[119] provided the following definition:

Managing succession is more than fingering a slate of replacements for certain positions. It is a deliberate and systematic effort to project leadership requirements, identify a pool of high potential candidates, develop leadership competencies in those candidates through intentional learning experiences, and then select leaders from among the pool of potential leaders.

Thus, it may be seen that the corporate world views the whole area of leadership succession as an increasingly important one.

2.5.2 Leadership Succession and Education

The world of education, being increasingly influenced by the world of business, is also now looking at strategies designed to insure continuity of leadership and development of future leaders. In fact, the issue of leadership succession in

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[119] National Academy of Public Administration (1997) Managing Succession and Developing Leadership: Growing the Next Generation of Public Service Leaders. Washington: HRM Series 111, p 7.

education has received much more attention in recent times because of the increasing shortage of applications for principalship. Lacey (2001),[120] in a study of succession planning for leadership in education, conducted with the support of the Victorian Department of Education and Training (DE&T), reported that the consequences of a number of workplace perceptions of many people in middle level leadership positions, posed serious challenges for leadership succession. She recommended that schools develop a strategic approach to succession planning in order to address a range of issues including:

- recruitment, development and retention of staff;

- developing a workplace culture that encouraged aspirants to actively seek senior leadership positions;

- the provision of flexible work options; and

- support for family and spouse relocation.

An interesting study at the University of Calgary deals with the leadership succession issue in Canadian schools.[121] Previously, the replacement of a principal was examined solely through the experiences of principals and teachers. This case study reports on the previously neglected perspectives of students, staff and parents. It revealed that principal succession affects all members of a school community and that all members contribute to the outcome of the succession.

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[120] Lacey, K. (2001, September). Succession Planning in Education. In *Hot Topics*, Australian Council for Educational Administration, No. 4.
[121] Jones, Jeffery and Webber, Charles (2001) *Principal Succession: A Case Study.* A paper presented to the annual meeting of the American Educational Research Association.

2.5.3 Leadership Succession and Education-The Catholic School Context

With regard to Catholic schools, the system is dependant upon the quality of its entire staff, but especially on the commitment and enthusiasm of those teachers willing to seek positions of responsibility and ultimately those of leadership as head teachers.[122] Thus the importance of leadership succession.

In the UK, early in the autumn term 2001, the Catholic Education Service, embarked upon the development of a strategy for teacher recruitment, retention and progression to leadership. A working group comprising representatives of Directors of Religious Education, Catholic Higher Education Colleges and the Catholic Education Service met for the first time in December 2001 with a fixed term brief to review practice and to make recommendations regarding possible approaches to be developed. The working group, concluding its review in February 2002, proposed that: the vocation of teaching be celebrated, that current practice for recruitment, retention and leadership planning be reviewed and that a survey of teacher aspiration and attitude be conducted.

In the Australian context, with regard to leadership succession in Catholic schools in New South Wales, Canavan[123] stressed the need for

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[122] Catholic Education Service (CES) (2002) Teacher Recruitment, Retention and Progression to Leadership. Accessed 20/10/02.
[123] Canavan, K., (2001) Leadership Succession in Catholic Organisations: Planned or Unplanned in *Catholic Education: A Journal of Enquiry and Practice*, 5 (1) p 72-84.

Catholic Education Authorities to develop and implement a planned strategy at diocesan and school level to ensure the adequate provision of future leaders. While Canavan sees the compelling impetus for the succession planning initiative as being one of the growing shortages of applicants for leadership positions, this he does not regard as being the sole impetus. His work is based on the premise that it is always a key responsibility of leaders to develop leadership in others and at all levels of their organisations. He sees education offices, consultants and especially existing school principals, as being in ideal positions to bring about this development. After all, sooner or later every Catholic school or school system must decide how to manage leadership succession. For Canavan, one option could be to wait until a particular vacancy occurs and then quickly put in place a selection process to seek out the best available person.

However 'a second more proactive option is the development of a succession management plan designed to ensure that when a vacancy does occur, the school has available a group of people, or at least one or two, who have received some preparation for the position'.[124] Consequently, those responsible for the new appointment can then begin the whole selection process, confident in the knowledge that some of the applicants at least will have significant potential for succeeding in the position. Canavan sees an effective succession plan as reducing the like

[124] Canavan, K., (2001) *Building Blocks for Leadership Succession in Catholic Education.* Sydney: Catholic Education Office.

hood of making a 'risky' appointment or of having to decide to readvertise the position. It is also more likely to achieve a smooth leadership transition.

Grooming future leaders, as previously discussed, is seen to be a task of some urgency for management teams within organisations. We have seen that a brief review of the literature reveals that commercial organisations in North America, and to a lesser extent in the UK, have taken positive steps to ensure the preparation of leaders for all levels of their organisations. However, while the literature on leadership succession is expanding, there is some evidence of resistance, according to Canavan, with a gap between theory and current practice. Even in the business world, where succession planning and leadership development are hot topics in boardrooms and where there will be no dearth of benchmarking opportunities from organisations that are doing it well, many large companies do not get around to making the long term time and financial commitments involved. Companies, possibly, are somewhat reluctant to install succession plans since their focus is an immediate profit orientated environment. Also daily pressures are so demanding that when someone talks about the future, it is a very difficult conversation to have.

In the educational scene, development of what Canavan refers to as 'leadership capacity' in school staff is a system priority and is vital to the provision of strong leaders for Catholic schools in the future. He indicates,

however that there is not much evidence that Catholic organisations have embraced successive strategies.

His interest in succession planning grew out of increasing difficulty in filling executive leadership positions in Catholic education in the Archdiocese of Sydney. Those in charge of school appointments struggled to find teachers for, or willing to apply for, appointment as principal or deputy principals. The increasing number of acting principals was one indication for him of the need for succession planning. The small number of female applicants for secondary principals and deputy principal's positions in Sydney provided a further challenge. The availability of suitable applicants for leadership positions is also a cause for concern for many Diocesan Directors and leaders of Religious Institutes. Bishops, for example, have struggled to find Diocesan directors; Provincials struggle to fill significant leadership positions. The falling numbers for school leadership positions are evidenced in the following figures: for the 2001 school year, twenty seven principalship vacancies were advertised in the Archdiocese of Sydney. A total of thirty-nine applications were received. In the previous year, twenty-six applications were received for seventeen vacancies. In both years, some positions were readvertised and some acting principals appointed.

In the USA, experiencing similar challenges, Sr. Mary Peter Traviss, of the University of San Francisco reported in the National Catholic Education Authority (NCEA)   that there were increased vacancies for

Catholic school principals and superintendents.[125] As alluded to earlier, the USA press contained accounts of school districts struggling to hire suitable principals and superintendents.

Identifying the factors contributing to the shortage of applicants for leadership positions in Catholic schools is seen as a priority for Canavan. Much work is being done on the changing nature of schools and the rôle of principals[126] and the pressure on school leadership resulting from societal changes. In a project carried out at the Australian Catholic University, entitled 'Why are more persons not applying for principalship positions in Catholic schools in New South Wales?' analysis of data indicated that fifty-two percent of the respondents do not intend seeking principalship in the future, nearly one fifth were unsure and the remainder were planning to apply for a principalship at some stage in the future. Different categories were identified for analysis, for example the effect of principalship on family life, the time pressures and demand for excessive accountability. The findings of the research will be explored at a later stage in the thesis, since they will provide the basis for a comparative study with the present research which is occurring in the Irish context.

At the personal level, there are many factors, which impinge on an individual's choice to seek, or not to seek, a leadership position. These range, according to Canavan, from the ability to handle pressure

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[125] Traviss, Mary Peter (1999) 'Where have all the teachers gone?' NCEA Notes/ September p 15.
[126] Ramsey, R. D. (1999) *Lead, Follow or Get out of the Way: How to be a More Effective Leader in Today's Schools.* California: Corwin Press.

associated with the increasing complexity of Catholic education, to the location of the position, with associated travel and housing costs. He also points out that the dearth of leadership is not limited to education. Bolt,[127] for example, contends that the leadership crisis in the USA is, in reality, a leadership development crisis. Staff development is not adequate or comprehensive, it very often offers a 'quick fix' and it ignores leadership. Interestingly, the lack of interest in principalship may be a generational thing, according to Conger.[128] He postulates reasons why those born after 1960 may exhibit declining interest in leadership positions.

Whatever the reasons for the lack of interest in leadership positions, Canavan views the purpose of succession planning as being the enhancement of the long-term viability of an organisation and its leadership capacity by identifying and developing potential leaders. He cites Rothwell's definition of succession planning: 'any effort to ensure the continued effective performance of an organisation, division, department or work group by making provision for the development and replacement of key people over time'.[129] This replacement involves looking at leadership several years ahead; and looking at those teachers who possibly may be able to fulfil the demands implicit within these roles. For

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[127] Bolt, J.F. (1996) 'Developing Three Dimensional Leaders', in *The Leader of the Future, Drucker Foundation*. San Francisco: Jossey Bass.
[128] Conger, J.A. (1997) 'How Generational Shifts will transform Organisational Life', *The Organisation of the Future, Drucker Foundation*, San Francisco: Jossey Bass.
Also see Conger, J. A.; Benjamin, B. (1999). *Building Leaders: How Successful Companies Develop the Next Generation*. San Francisco, CA: Jossey-Bass.
[129] Rothwell, W.J., (2001) *Effective Succession Planning: Ensuring Leadership Continuity and Building Talent from Within*, 2nd edition. New York: AMACOM, cited in Canavan (2002*) Building*

key leadership roles specific people may be targeted for preparation and development. All this may be done by current principals who are familiar with the demands of the rôle. An interesting aspect of this is that by developing leadership in others, current leaders also develop their own leadership capacity, thereby ensuring that they continue to grow with the rôle. However succession planning is not a stand-alone process. It needs to be integrated with other processes within the organisation. In particular, it may be integrated with school planning and development, a topic regarded by some as being potentially arid and mechanistic.

The whole concept of building leadership capacity is indeed a very Christian concept, in that it involves the bringing forth of the full potential of each individual. It is about developing people both personally and professionally in those areas that relate to leadership of individuals, teams, communities and organisations. Developing people is obviously about learning-by both the principal and potential leader, hence the need for awareness of adult learning principals and styles. This whole concept of developing leadership capacity incorporates a view of work as a potential learning situation as opposed to mere performance. The development of leadership capacity, irrespective of the abundance or shortage of leaders in an organisation, is a key responsibility of the principal's rôle, according to Canavan. It is, for Maxwell in fact, the

highest level of leadership.[130] It presumes the preceding levels of knowing where one is going, having the ability to get there and being able to persuade others to cooperate in achieving similar goals. Canavan's work in the leadership succession area involves a twelve-phase management process based on five major assumptions that emphasise the need to:

- enhance the long-term evangelisation thrust of Catholic schools;

- encourage all schools to realise their goals;

- ensure leadership continuity at all levels of systems and schools;

- identify future leadership requirements for Catholic schools;

- develop a pool of potential leaders for Catholic education.

Maxwell acknowledges that building leadership takes planning and hard work. Essentially, for principals to develop leadership in others, they themselves must be real leaders. Principals, who are not real leaders, will tend to create followers rather than developing the real potential in others. Maxwell postulates some reasons as to why this may be the case. There may be a need to receive affirmation from doing it oneself, or a possible inability to see the talents of others. There may also be an undue emphasis in the leader's development on the pastoral care and service ministry as opposed to leadership. Whatever the leadership skills

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[130] Maxwell, J. (1998) *Developing the Leaders Around You: 1 Leading from the Highest Level, 2. How to Evaluate Potential Leaders, 3. How to Equip Potential Leaders, 4. How to empower*

possessed by the leader, intrinsic to any attempt to develop leadership capacity in another is a quality relationship marked by integrity, honesty, respect, acceptance, trust and above all, 'a knowing of the person's mind and heart'.[131] Canavan's advice to any principal developing leadership capacity in another is that the relationship has to be explicit and agreed to by both parties. It may be a full mentoring relationship or alternatively, it may be a temporary relationship agreed to for a specific event. The principal may act as a rôle model for an aspirant principal. Yet, one cannot assume that just by acting in a certain way that modeling will occur. For modeling to be effective, it needs to be supported by explanation and discussion, preferably both before and after the action. In sum, effective succession planning focuses on the identification of the competencies and attributes that educational systems require in its future leaders. This includes investing in their development through such strategies as continuing professional development and mentoring, Canavan points out the advantages to principals of developing leadership capacity in their staff. Fundamentally, they are contributing to the achievement of the goals of Catholic education when they facilitate the development of good leaders to ensure continuity in the mission of Jesus. In terms of personal gain, principals who develop leadership in others experience less stress. After all, they know that they will have a competent team of people who will be able to manage whatever

Potential Leaders. Nashville: Thomas Nelson Publishers.
[131] Canavan, K., (2002) op cit p 5.

circumstances arise and who will take forward the goals to achieve the mission of the school. Also, when principals are willing to hand on the particular tasks in which they already have gained some expertise, then they are freed to take on new areas and extend their own learning.[132]

2.6   School Leadership Challenges

2.6.1   Introduction

This section deals with the complexities of school leadership and draws on chaos and complexity theory in an effort to delineate issues relevant to this study's instrument.

2.6.2   Complex Issues

That the principalship is the key position in an effective American schooling system has been well established in the professional literature.[133] Yet contemporary principals report growing concern about increased responsibilities and decreased autonomy and authority.[134]

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ibid p 6.

[133] Educational Research Service. (2000). *The principal, keystone of a high-achieving school: Attracting and keeping the leaders we need.* Arlington, VA: Educational Research Service. Also see Institute for Educational Leadership (2000) Leadership for student learning: Reinventing the principalship. A Report of the Task Force on the Principalship. Washington, DC: Author. Available at www.iel.org. Accessed 04/07/2003.

[134] Educational Research Service (1999) Study of the principalship. ERS Bulletin, 26(6). Available at http://www.ers.org/ERSBulletins. Accessed February 18, 2003.
See also Kennedy, C. (2000) Summary of responses to NAESP/NASSP/NMSA survey questions, Principals' Leadership Summit, July 24-26, 2000, Washington, D.C.
Malone, B. G. & Caddell, T. A., (2000). A crisis in leadership: Where are tomorrow's principals. Clearing House, 73 (3), 162-5.

School systems today are dynamic, complex organisations, and Fullan postulates that discussions of the complexity of the principalship should not be based on the assumption that the position is rational and the work is linear, for, in reality, it 'is inherently, ineluctably, hopelessly non-linear'. He continues this thinking by suggesting that one could draw on chaos theory to portray the non-linear, dynamically complex reality of today's school leadership.[135] Recognising the complexity of the rôle, in fact, led Goodwin[136] to use chaos and complexity theory to analyse critically the findings of her 2002 USA study on the contemporary rôle of the school principal. Her research aims to describe and understand the changes that have occurred in the rôle and their ensuing impact. While her work is based in an American context, the nature of the changes in the principalship rôle are applicable to an Irish context, living as we are in a global village.

As discussed earlier in the Chapter, both anecdotal and empirical evidence indicate that although there are adequate numbers of persons qualified for the principalship, there is a shortage of applicants for vacant posts in the

Portin, B. S., Shen, J. & Williams, R. C. (1998). The changing principalship and its impact: Voices from principals. NASSP Bulletin: The Journal for Middle Level and High School Leaders, 82 (602), 1-8.
Yerkes, D. L. & Guaglianone, C. L. (1998) Where have all the high school administrators gone? In Thrust for Educational Leadership, 28 (2), 10-15.
[135] Fullan, M. (1997) What's worth fighting for in the principalship? New York: Teachers College Press.
[136] Goodwin, R.H. (2002) On the Edge of Chaos: A Delphi Study of the Changing Rôle of the Secondary Principal. Unpublished doctoral dissertation, West Virginia University. Available from http://etd.wvu.edu/templates.

USA.[137] Furthermore, although shortages exist at all levels, they appear to be particularly acute at the secondary level.[138]

Several factors have been suggested as contributing to the shortage. Contemporary principals report growing concern about the barriers of stress and time as well as about changes in the principalship, including increased responsibility and decreased autonomy and authority[139] Several studies document the reluctance, on the part of qualified certified teachers, to seek this important position.[140] Because of the concerns expressed by current principals and the fact that there is a shortage of qualified applicants for vacant positions, it seems logical to infer that the shortage is an unintended consequence of changes in the rôle of principal. Such changes are possibly reflected in the metaphors used to describe school leadership.

Metaphors are the substance of poetry, but they are also used by theorists to help generate an understanding of education. Beck and Murphy[141] trace the history of the principalship by examining the metaphors used in educational literature over a 70 years time span. In the 1990s, leader, servant, organisational architect, social architect, educator,

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[137] Educational Research Service (1998) Is there a shortage of qualified candidates for openings in the principalship: An exploratory study. Available at http://www.naesp.org/misc/shortage.htm. Accessed 31/05/03.
Hough, J. (2000) Principal supply and demand report. Charleston, WV: West Virginia Department of Education.
Institute for Educational Leadership (2000) op cit
[138] Yerkes, D. L. & Guaglianone, C. L. (1998) op cit
[139] Educational Research Service (1999) op cit;
Institute for Educational Leadership (2000) op cit;
Portin, Shen, & Williams, (1998) op cit
[140] Educational Research Service (1999) op cit
Institute for Educational Leadership (2000) op cit
[141] Beck, L. G. & Murphy, J. (1993). Understanding the principalship: Metaphorical themes, 1920s-1990s. New York: Teachers College Press cited in Goodwin (2002) op cit p 10.

moral agent, person in the community described the contemporary principal. In addition, metaphors of maintenance, survival and vision, which were employed, provide further insight into the rôle of the principal. Bredeson, as far back as the beginning of the nineties, argued that the survival metaphor, characterised by crisis-based management and the maintenance metaphor characterised by efficient and effective management, were being employed to describe the nature of principalship work. He conceded that, at that point in time, the vision metaphor was already problematic and affected by the constraints of the system, but he also asserted that it 'was the greatest hope for the further evolution of the principalship'.[142]

So, in an effort to discern what changes practising principals believe have occurred in the secondary principalship and what changes they believe should occur, Goodwin began a national study to examine the contemporary school principalship. In her study, principals from every state described the rôle of the contemporary principal. They also described changes that had occurred, in their view, within it.

Major themes emerged in the analysis of the research findings. These themes reinforce the conclusions of other studies that the principalship has increased in complexity.[143] The themes indicate that there is a substantial degree

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[142] Bredeson, P. V. (1989). "An analysis of the metaphorical perspectives of school principals" in Burdin, Joel L. (Ed.)(1989). School leadership: A contemporary reader. Newbury Park, CA: Sage Publications. P 315 cited in Goodwin (2002) p 9.
[143] Educational Research Service (1999); Institute for Educational Leadership (2000) cited in Goodwin, R., Cunningham, M. and Ronald Childress (2003) The Changing Rôle of the Secondary Principal, NASSP Bulletin. Available at www.principals.org Accessed 01/11/2003.

of conflict, dichotomy and tension, in fact, inherent in the principals' perceptions of their roles. These themes include conflicts within their roles, within their accountabilities, their autonomy and responsibilities.

2.7   Rôle conflict

2.7.1   Introduction

For principals, rôle conflict involves a tension between the roles of instructional leader, organisational leader, community leader and strategic leader. (See lack of expertise scale, Chapter Three). Since the 1980s, instructional leadership has been asserted as the primary responsibility of the principal, and Goodwin's study confirms that principals accept that claim. The participant principals identify that being an instructional leader is their primary rôle. Consequently, they see the need to possess an expertise in teaching and learning. Despite the principals' emphasis on instructional leadership, they, however, also identified a dichotomy between the aforementioned instructional leadership and organisational leadership. The latter is understood broadly to encompass 'efficient management' type leadership. So, the contemporary principalship continues to be stretched in the historical tension between management and instructional leadership.[144] This tension is seen as contributing to job dissatisfaction when certain situations arise. For instance, if a principal

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[144] Franklin (2000); Lewis & Lee (2000) Mertz & McNeely (1998) Wolk, (1999) cited in Goodwin, R., Cunningham, M. and Ronald Childress (2003) The Changing Rôle of the Secondary Principal NASSP *Bulletin* vol 87 no 634, p 3. Available at www.principals.org . Accessed 01/11/2003.

who has been socialised in preparation programmes to the rôle of instructional leader, but finds that, once on the job the expectations are for those of a manager, this inevitably leads to tensions.[145] Terozzi[146] also acknowledges tensions associated with principalship. He contends that principals today are being trained to be managers, but he contends that instructional leadership is what currently is required.

2.7.2 The Instructional Leader

Regardless of the construct of the syllogism, this conflict between the principals' ideal rôle of planning, goal setting, supervision, and curriculum development and the actual rôle of attention to details, crisis management, monitoring of pupil behaviour, and required routine activities, exemplifies the complexity of the expectations for those who lead schools.[147] The complicated question of rôle conflict has been extended further by the assertion that the principalship has evolved from manager to instructional leader to transformational leader.[148]

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[145] Avant & Miller (1992); Crow & Glascock (1995) cited in Goodwin, R., Cunningham, M. and Ronald Childress (2003) The Changing Rôle of the Secondary Principal NASSP Bulletin. Available at www.principals.org Accessed 01/11/2003.
146 Terrozi commenting on the National Association of Elementary School Principals Press Release (2000) "Study confirms powerful link between the principal and school success." Available: http://www.naesp.org/comm/prss4-12-00.htm
[147] Holland, W. D. (1997). The high school principal and barriers to change: The need for principal credibility.NASSP Bulletin, 81 (585), 94-98.
[148] Hallinger (1992) Malone & Caddell (2000) cited in Goodwin R. (2002) op cit

2.7.3 The Transformational Leader

The transformational leader or moral change agent is a visionary with the skill to motivate others to transcend limiting expectations and self-interest to make sound changes that will improve the school and the lives of those in the school.[149] As a transformational leader, the principal works collaboratively with the staff to identify problems and to develop solutions. Wolk[150] defined this approach as 'distributed leadership', and explained that the principal's task is to recognise the expertise of others and to give it status. This requires the time to work in a collaborative mode and the skill to lead group interactions.[151]

Instructional and transformational leadership styles are taken, therefore as being ideals by principals. The reality is that organisational leadership is what is most often required in practice. In fact descriptors employed by principals, in areas of organisational leadership, reflect the complexity of principals' work. It is in this area that the research discussions incorporate the often-cited barriers of stress and time. I is in this area, also, that study participants find reasons for the shortage of principals.

The consensus statements reflect the multiplicity of programmes that have to be initiated by principals, the resultant need for skills in collaboration and cooperation, and their concerns about paperwork and security. The rôle of secondary principals, as they perceive it, has changed in many ways, but the most significant is that, for them, they no longer see themselves as instructional

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[149] Checkley, K. (2000); Fullan (1997) Malone & Caddell (2000) cited in Goodwin R. (2002) *op cit*
[150] Wolk, R.A. (2000) cited in Goodwin, R. (2002) *op cit*

leaders for their schools, but increasingly, as security specialists and fundraisers among other things.

Goodwin's study also indicates that principals recognise the expectation that they should look outward toward the community, however, they seem to be concerned with more pressing internal issues such as the threat of litigation and so forth.

(a) Daily demands-a Disconnect

There are also consensus statements from the principals, categorised under their perceived strategic leadership roles that demonstrate the many demands of the job. However, they identify a 'disconnect' between what they perceive as being important and what the daily demands of the job actually are. Whereas they reinforce the importance of establishing the mission and vision for the school and importance of being leaders for change, for example, principals maintain that these take second place to the pressing issues that seem to arise on a constant basis in the course of their day.

(b) Accountability conflict

Accountability conflict, the second theme to emerge in Goodwin's research, is seen by principals as the conflict between being inclusive and being accountable, between meeting the diverse needs of students and meeting high standards. Principals recognise the effect that the ongoing emphasis on standards, assessment, and accountability has had on their work, but they contrast

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[151] Checkley, K. (2000) cited in Goodwin, R. (2002) *op cit*

initiatives in those areas with increased demands in other areas and especially

demands created by more serious student needs arising from poverty,

unemployment, illiteracy, crime and drug addiction.[152] They reiterate the stress

they and their staff members experience as a result of striving to meet higher

standards and more stringent measures of accountability in contrast with the

responsibility of meeting the growing academic, social, emotional, physical, and

moral needs of students.

(c) Autonomy in Leadership

The principals in this study also identified a conflict between being responsive to

external mandates and being autonomous. This theme of the need for autonomy

recurred in strategic, instructional, organisational, and political areas of

discussion. Principals argued that a loss of autonomy brought about by

legislative and bureaucratic mandates conflicted with a sense of responsibility to

build the relationships that generate and nurture student growth and

development, the purpose of the school.[153]

(d) Complexity of the Rôle

The fourth theme arising from the research involves the complexity of the

principalship and the conflict between increased responsibility and the need for

both professional and clerical assistance. Murphy asserted, 'a nearly universal

concern is the expanded work load confronting principals in restructuring

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[152] Murphy (1998) cited in Goodwin, R. (2002) *op cit*
[153] Goodwin, R. (2002) *op cit*

schools'.[154] Government legislation, funding issues, and equity issues have had immense impact on the daily operation of schools.

Overall, the principals in this national study validate the importance of their rôle as the strategic leaders of the school by describing the power of the principalship and the importance of the principal's rôle as a visionary and a change agent. However, at the same time they recognise that as the principalship has increased in complexity, the disconnection between the expectations of instructional leadership, strategic leadership, organisational leadership, and community and political leadership has also increased. The principals perceived the current rôle of the secondary principal as one that is complex and under stress because of increased organisational and political demands that have the power to diminish the instructional and strategic leadership of the secondary principal.

Interestingly, although these conflicts create frustration and may contribute to the shortage of applicants for the position, the American study indicates that current principals value their work and believe in the importance of what they do. Principals have indicated that they find their job intrinsically rewarding, and that they understand the power they have to influence profoundly their school and community.[155]

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[154] Murphy, J. (1994) cited in Goodwin, R. (2002) *op cit*
[155] Lewis, J. & S. Lee (2000) Mann, L. M. (2002); Marnik, G. (1998); Sennett, F. (2001) cited in Goodwin, R. (2002) *op cit*

2.7.4 Principalship-a Rewarding Task

In spite of the barriers to success, to job satisfaction, and to recruitment, the paradox is that most principals find their job rewarding, and they recognise the opportunity they have to affect profoundly the school and the school community.[156] Fifty-five percent of public school principals plan to remain a principal as long as they are able and less than 3% plan to leave as soon as possible[157] Furthermore, in response to the question, 'Why do you remain in your high school administrative position?', principals' answers were heartening to Yerkes and Guaglione--referring to the love of children, to making a difference in lives, to providing direction to the school, to being influential, and to having 'a job worth doing'.[158] Candidates for the position, however, may not intuitively grasp the intrinsic rewards that come with this demanding job: 'It is a vantage point that comes with maturity on the job'.[159]

2.7.5 Goal and Rôle Ambiguity

In the present research in the Irish context, an indicator may be provided of the extent to which respondents/potential principals have grasped the intrinsic rewards that come with this demanding position. Principals in other contexts

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[156] Lewis, J. & S.Lee (2000) Marnik, G (1998) cited in Goodwin, R. (2002) *op cit*
[157] National Center for Education Statistics (1995) cited in Goodwin, R. (2002) *op cit*
[158] Yerkes, D.L & Guaglione, C.L. (1998) *op cit*
[159] Malone, B. G. & Caddell, T. A. (2000) *op cit*

have indicated that the concerns expressed by practising principals are barriers to their decision to become applicants for the position.[160] The barriers, however, predominantly, seem to be the conflicts, ambiguities and tensions involved in the principalship rôle. For principals, conflicting expectations lead to both goal and rôle ambiguity[161] Rôle ambiguity and its resultant stress are the products of tensions in the principal's position.[162] Ripley identified different kinds of tensions that confront principals and pull them in different directions. They are tensions of leadership (collaborative vs. authoritarian, masculine vs. feminine, instructional leader vs. manager, leader vs. servant), tensions of needs (needs of one vs. needs of many, teacher as teacher vs. teacher as whole person, teacher growth vs. student growth), and social and cultural tensions (principal's vision vs. communal vision, rhetoric vs. reality, stability vs. change). Balancing the tensions imposed by divergent forces is crucial to the daily work of principals.

2.7.6   Brevity, Interruption, Uncertainty, and Fragmentation

In a multiple case study four major characteristics of the principal's job were identified: brevity, interruption, uncertainty, and fragmentation.[163] The complexity and range of responsibility of the principal from both people and paperwork meant that she or he was frequently moving from

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[160] Institute for Educational Leadership (2000); Yerkes, D.L. & C.L.Guaglione, (1998) *op cit*
[161] Goens, G (1998) Too Many Coxwains: Leadership and the Principal in NASSP *Bulletin*, 82 (600).
[162] National Policy Board for Educational Administration. (2001); Ripley, D. (1997) cited in Goodwin, R. (2002) *op cit* p 53.

one task to another and that the type of work varied widely from planning to purchasing, to personnel issues. Many tasks lasted only a minute or so and it was not uncommon for a principal to address fifty matters in an hour with the most frequent activity being short verbal exchanges in person or on the phone.[164] The work of the principal was also characterised by frequent interruptions from both internal and external sources[165]

A third characteristic highlighted in the study, was the uncertainty on the part of principals, regarding the adequacy of their technical expertise (see *lack of expertise scale,* Chapter Three of the study); and their interpersonal skills. Finally, fragmentation was imposed on the work because much of the principal's work is in response to other people's initiatives, a situation that often leads to stress, frustration, and dependency[166]

2.7.7 Salary, Stress, Time and other Concerns

In the case study, just mentioned, characteristics of the principal's job including brevity, interruption, uncertainty, and fragmentation obviously lead to tensions and stresses. The Educational Research Service (1998) found consistent responses, regardless of grade level or community type, which indicate that salary, stress, and time were the top-ranked barriers to

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[163] Currie, G. & Rhodes, J. (1991) cited in Goodwin, R. (2002) *op cit* p 54.
[164] Currie, G. & Rhodes, J. (1991); Mertz, N. T. & McNeely, S. R. (1998) cited in Goodwin, R. (2002) *op cit* p 54.
[165] Ferrandine, V. L. & Tirozzi, G. N. (2000) cited in Goodwin, R. (2002) *op cit* p 54.

applicants. 'Fewer people are interested in taking on a job that many say is marked by heavy pressure, long hours, and inadequate pay'.[167]

The pay differential between principal and teacher salaries (see external rewards scale Chapter Three) has, in fact, narrowed and this minimal differential continues to be an issue.[168] Superintendents interviewed in the 1998 Education Research Service study indicated that compared to the job responsibilities, the compensation for the principal position is not sufficient to encourage applications.[169]

Studies also provide evidence that the principals have experienced more change in restructuring schools than any other segment of the educational community.[170] Murphy determined that while expectations are being added, little is being deleted from the principal's rôle.[171] Stress, as a consequence, has been identified as one of the greatest barriers for applicants considering the principalship[172] and this would support Murphy's contention that rôle overload and rôle ambiguity often lead to increased stress for principals involved in fundamental change efforts (see personal and family impact scale Chapter Three).

Since principals reported spending 62 hours per week on work related

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[166] Currie, G. & Rhodes, J. (1991); Ferrandine, V. L. & Tirozzi, G. N. (2000); Fullan, M. (1997), Goens, G (1998) cited in Goodwin, R. (2002) *op cit* p 55.
[167] Kimble, K. & Sirotnik, K. A. (2000) cited in Goodwin, R. (2002) *op cit*
[168] Gilman, D & Lanman-Givens, B. (2001) cited in Goodwin, R. (2002) *op cit*
[169] Educational Research Service. (1998) *op cit*
[170] Ferrandine, V. L. & Tirozzi, G. N. (2000) cited in Goodwin, R. (2002) *op cit*
[171] Murphy, J. (1994) cited in Goodwin, R. (2002) *op cit*
[172] ERS (1998); Gilman & Lanman-Givens (2001) cited in Goodwin, R. (2002) *op cit*

activities including supervision of evening activities, it is difficult to suggest that more time on the job would solve this problem.[173] Other studies reinforce the fact that principals perceive that too much time is required.[174]

In addition to salary, stress, and time, other concerns which principals identified as attendant to the position are: (a) constituent and staff expectations, (b) paperwork, (c) state and district requirements, (d) society's complex social issues, (e) the reluctance of secondary teachers to work collaboratively, (f) testing and accountability pressures (see system accountability scale Chapter Three) (g) parental and community demands, (h) inadequate school funding, (i) lack of respect, (j) negative media, and (k) district public relation problems[175]

2.8 Career Progression: Perspectives of Teachers

2.8.1 Introduction

Of late, much research has occurred in the whole area of career perspectives of teachers with regard to principalship. Since the present study intends to look at job perspectives held by senior teachers in Irish second level schools, the writer considers it appropriate to expand, at this point, on the body of knowledge available in this interesting and progressive research area. The research model adapted by Duignan *et*

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[173] Gilman, D & Lanman-Givens, B. (2001) cited in Goodwin, R. (2002) *op cit*
[174] Yerkes, D. L., & Guaglianone, C. L. (1998) cited in Goodwin, R. (2002) *op cit*

al[176], used in their study into leadership succession in New South Wales and subsequently in Victoria, South Australia and Tasmania was developed by James and Whiting in their 1998 research at the University of Glamorgan, into the career perspectives of deputy head teachers in the United Kingdom.[177] The present research utilises a similar model to that used by Duignan *et al*, albeit slightly modified for the Irish context.

2.8.2 Accession to Principalship-a Complex Process

James and Whiting acknowledge that there is a large body of knowledge surrounding the process of acquiring principalship, that provides valuable insight into the planned and unplanned career progression of principals, citing research carried out by Bullock *et al*, Evetts and Ribbin and Marland[178] as examples. Collectively, these studies confirm 'that accession to headship is typically a complex process embracing both professional and personal dimensions'.[179] For James and Whiting, the aforementioned professional dimensions are supported, in the main, by management development of a range of kinds, both formal and informal, that equip headteachers to fulfil their roles. However, it is to personal dimensions involved, that these researchers gravitate. They indicate,

[175] ERS (1998) Ford, D & A.Bennett (1994) Gilman D. & Lanman-Givens, B. (2001) cited in Goodwin, R. (2002) *op cit*
[176] Duignan, P. d'Arbon, T, Dorman, T., Carlin, P. and Neidhart, H. (2003) Leadership Succession for Catholic Schools in Victoria, South Australia and Tasmania, Australian Catholic University.
[177] James, C. and Whiting, D. (1998) The Career Perspectives of Deputy Headteachers in *Educational Management and Administration*, vol (26) 4 p 353.
[178] Bullock, K. James C.R., and Jamieson, I.M. (1995), Evetts, J. (1994), Ribbins, P. and Marland, M. (1994) cited in James, C. and Whiting, D. (1998) *op cit*

citing Bullock *et al* in support, that in fact, progression to headship is 'highly individual and idiosyncratic and the subject of unpredictable influences'.[180] Management development's failure to look at the ways in which individual careers are constructed, they see as an omission. If such development aims at preparing teachers ultimately for headship, then there is a compelling need to understand the career perspectives of those most likely to be eligible. Consequently, these researchers created a 'career anchorage model' which enables the identification of those teachers who, firstly, were applying or intending to apply for principalship; secondly, those who had previously applied but were no longer doing so and thirdly, it identified those teachers who had never applied and did not envisage doing so. As the name suggests, the notion of a 'career anchorage model' involves two components, first recognition that one's occupational life is part of a career, and second, identification of an anchorage point against which present or future occupational positions may be evaluated. For the purpose of their research, James and Whiting found it useful to consider the career anchorage perspective of deputy head teachers, their chosen area of research, broadly in terms of two success models, namely 'limited' and 'unlimited'.

2.8.3 Limited and Unlimited Success Models

In the limited success model, individual deputy head teachers would be satisfied either with maintaining their current position, or with gaining modest advance-

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[179] James, C. and Whiting, D. (1998) *op cit* p 353.

ment, for example, a further deputy headship in a larger school. In contrast, in the unlimited success model, the main aim of the deputy head teacher would be to reach the apex of the career hierarchy, which would include headship and possibly beyond.

The research of James and Whiting is of particular interest in that their area of emphasis is those deputy head teachers who could be identified as limited successors, that is, those who stated that they would not be actively seeking headship.

The rationale for their focus is that, already, signposts exist which inform the career perspectives of unlimited successors from headship studies conducted previously[181] and, collectively, these studies provide authoritative insights into the motivations and factors which can determine career progression to headship. James and Whiting, however, perceived a need to fill the gap in the understanding of the decision-making processes of those deputy head teachers who do not actively seek headship. [182]

2.8.4 Career Hindrance

An additional interesting aspect to the work of James and Whiting is the degree to which they emphasise the personal dimension of the whole process of career progression and indeed, of what they term, career hindrance. Healy and

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[180] *ibidem*
[181] Draper, J. and McMichael, P. (1996); Evetts, J. (1994) Ribbins, P. (1996) cited in James, C. and Whiting, D. (1998) *op cit*
[182] James, C. and Whiting, D. (1998) *op cit* p 354.

Kraithman[183] cited in James and Whiting, also provide authoritative insights into women's multidimensional career patterns, indicating that the personal dimension is a significant contributory factor to the career patterns of women teachers, which tend to be more varied than those of their male counterparts. Information such as this, coupled with national statistics which confirm that the number of men holding deputy or head teacher posts in secondary schools is disproportionate to the distribution of all qualified teaching staff by gender, have for James and Whiting, resulted in a number of diversified accounts surrounding the career perspectives of both male and female deputy head teachers. Appropriately, in conducting their research, there was a need to explore explicitly the personal dimension of the career perspectives of the deputy head teachers.

Initially, the research investigated the career anchorage of deputy head teachers in terms of their conceptions of their own career as either limited or unlimited success models. At a basic level, the issue of concern was whether deputy head teachers actually aspired to headship and the identification of any contributory factors which may have influenced this decision. The deputy head teachers were asked to provide details of their career profiles indicating years of service, qualifications and career progression to date— including positions held, type of school, reasons for leaving and so forth. In terms of current and future career plans, the deputy head teachers were asked to respond to whether they had ever applied for headship and/or did or did not envisage doing so in the future. In a

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[183] Healy, G. and Kraitman, F. (1996)) cited in James, C. and Whiting, D. (1998) *op cit*

follow-up to this question, they were also asked to identify the three most important factors which had informed this decision.

As mentioned previously, it was the career perspectives of the deputy head teachers who had either applied and were no longer doing so, or had never applied and did not envisage doing so which the research sought to explore further through focused interviews, in the second phase of the research. This category of deputy head teachers is located, it will be recalled, within the *limited successors model*. From their research, James and Whiting discerned interesting indicators of the career perspectives of their study participants. From the survey, a typology of five distinct career anchorage categories emerged which are directly related to this current study.

2.8.5 Career Anchorage Categories

These categories are:

- active aspirants: deputy head teachers who are currently actively seeking headship posts.

- potential aspirants: deputy head teachers who have not yet applied for headship but envisage doing so in the future

- unpredictables: deputy head teachers who have applied for headship in the past but are unsure if they will continue to do so

- settlers: deputy head teachers who have never applied for headship and do not envisage doing so in the future

- unavailed aspirants: deputy head teachers who have applied for headship in the past and will not do so in the future.

The main findings of the research indicate that proportionally fewer women deputy head teachers apply for the headship than their male counterparts. From the settlers and unavailed aspirants group, it would seem that the most significant impetus not to apply for headship was the demands of the top job in schools. In fact, it was regarded by over half of the respondents as more of a poisoned chalice than a positive challenge. In general, rôle overload and the possibilities of rôle stress were the most frequently cited explanations presented for not pursuing headship.[184] Also it would seem that a large number of the sample counterbalanced any aspirations they may have had for headship with contentment in their current rôle and increasing concerns for the wide variety of expectations placed on head teachers today. The concern regarding assuming ultimate responsibility was, for example, cited as a reason for not seeking headship. It also emerged, interestingly, that deputy head teachers were afraid of failure and the public disclosure of mistakes, and expressed uncertainty regarding their proficiency to fill the rôle. Indeed, the research laid open the fact 'that a number of respondents...made ambiguous subjective assessments about their professional competence and retained fluctuating levels of confidence'. In sum, the research of James and Whiting, indicated that 'concerns for not seeking headship centered broadly on not wanting to jeopardise current satisfactions with the

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[184] James, C. and Whiting, D. (1998) *op cit* p 358.

multifarious requirements of headship and on any uncertainties that individuals may have felt in their ability to fulfill the headship rôle'.[185]

2.8.6 Draper and McMichael-Further Research

Research in a similar vein to the above has been carried out at the University of Edinburgh by Draper and McMichael.[186] Acknowledging also the increasing 'perils and pains' of headship in the UK, these researchers see the possibility of decreasing number of applicants for the position. They suggest that as deputy head teachers (DHT) 'observe the levels of hard work, stress and diminishing external support offered their head teacher colleagues they might well regard the prospect of promotion warily, settling for the supportive rôle of DHT rather than the isolated and highly accountable position of head'.[187]

Draper and McMichael, informed by existing research, make a number of initial suggestions and comments before they embark on their own line of enquiry. They suggest, for example, as did James and Whiting, that gender influences perceptions of the headship. They see the deterrent effects of head teacher stress, citing Jones[188] in support, as appearing to impress men rather less than women. They also suggest that men have fewer difficulties to face in obtaining promotion having rarely had to cope with family commitments leading to a major break in service and to subsequent difficulties in re-entering the job market in a promoted

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[185] *ibid* p 360.
[186] Draper, J. and McMichael, P (1998) Preparing a Profile in *Educational Management and Administration,* vol (26) 161-172.
[187] Draper, J. and McMichael, P (1998) *op cit* p 161.
[188] Jones, M. (1990) cited in Draper, J. and McMichael, P (1998) *op cit* p 161.

post. On the whole, it is suggested that men are, more likely than women to consider a career path, which leads to headship. Also it would appear, citing Jayne[189] in support, that men have fewer doubts of themselves when making applications. They also acknowledge the limitations in expectancy of career by women. These limitations have largely been expressed in terms of self-definitions as the principal carer in a family or in a belief in the primacy of working with children rather than in administration. However, regardless of gender and family responsibilities, the researchers acknowledge that there are daunting elements to headship, which may in themselves prevent even the well-prepared and widely experienced DHT from applying for promotion. It is these perceived deterrents that they do, in fact research. They do acknowledge that the assumption that being a head teacher requires more expenditure of effort, more time commitments and more involvement with parents, might not necessarily be a correct one. They cite the work of Webb and Vulliamy in support, which suggests that the rôle of deputy head has indeed expanded very rapidly, in fact, to such an extent that they hardly have time to familiarise themselves with the rôle of head.[190]

Bearing in mind the complex factors upon which career decision-making rests, Draper and McMichael acknowledge that the decision 'has elements of vision and reality, reality applied to self and preferred lifestyle and reality applied to the job itself'.[191] Thus, they turn to deputy heads to pose some relevant questions. Had they had opportunities for familiarisation with the post of head teacher? How did they see their rôle, for example, as deputies comparing in range of responsibilities with that

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[189] Jayne, E (1995) cited in Draper, J. and McMichael, P (1998) *op cit* p 161.
[190] Webb, R. & Vulliamy, G. (1995) cited in Draper, J. and McMichael, P (1998) *op cit* p 161.

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of head? Were they planning to apply for a headship, and had this been part of a career plan and, finally, what were the most compelling motives and the greatest deterrents to applying for the position?

From the data at their disposal, the researchers put together a profile of those most likely to apply as opposed to those who were lukewarm or unlikely to seek this promotion. Draper and McMichael, like James and Whiting, also give special attention to deterrents to headship, and to their differential effect on application likelihood as, indeed the study of the present researcher hopes to do.

Their results make for interesting reading. In response to the question of having acquired a view of headship, the Scottish deputy heads indicated that they indeed, had many opportunities, by one means or another, to familarise themselves with many of the responsibilities that heads might undertake. There were few who had not had many chances of participation in work both alongside their heads and independently of their heads, assuming parallel responsibilities. Nearly all had substituted for heads in their absence at meetings, conferences and training sessions, sometimes for several days at a time. So, for Draper and McMichael, it might be argued that if deputy heads are reluctant to apply for headships, it would 'not be for lack of exposure'.[192]

In response to the question posed by the researchers regarding the perceived differences between the roles of head and deputy, the deputies indicate that the view of their 'existing present', of their current reality, in fact, took in little differences between the two roles. Exceptions to this are issues such as finance, appraisal and the school

[191] Draper, J. and McMichael, P (1998) *op cit* p 162.
[192] *ibid* p 163.

management board, areas in which heads were perceived to exercise significantly more responsibility. Thus the question for the researchers is now one of determining if there are relatively few differences between one rôle and the other, what is it that draws deputies forward to headship, what are their motives or conversely, which disincentives act as a deterrent?[193]

Responses to possible motives for applying for headship are categorised according to perceptions of self, perceptions/vision of the job, and lastly areas of personal concern that might affect willingness to apply. These areas of personal concern, for example larger salary and family circumstances were not deemed to be important motives for applying. Much more important, were their views of what they could do if they were heads. Implied in this is a perception of the job where they could introduce their own ideas and influence events. However, the most important motive to apply for headship took into account their views on their own experience and readiness for headship. Interestingly, their own self-assessment was of greatest importance-assessment of their experience in management and in all areas of school functioning. So what of the disincentives to application for the post?

2.8.7   Disincentives to the Post

As mentioned earlier, Draper and McMichael are particularly interested in such disincenctives. A list of these disincentives is presented to the respondents, generally exploring five different areas. The first three areas are designed to reflect the influence of the head as model-the job as perceived through the eyes of a close observer of

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[193] *ibid* p 164.

headship. Emerging results indicate that daily observations of many heads' attempts to attend to the requirements of school management in a time of increasing demands and accountability is a significant deterrent for many deputies.

These disincentives include a reduced quality of life as exemplified in loss of time for family and friends.

In fact their state of happiness with their present rôle as deputy was also quoted as an additional significant disincentitive as were relationship losses with students and staff. Indeed, the anticipation of a diminished quality of life as a head possibly made for a reappraisal of their present lifestyle and existing post.

The fact that a number saw their present happiness as a disincentive to application for headship posts suggests to the researchers that this, together with observed headship stresses, would limit applications.

The two other general areas of disincentives reflect the sense of self as worker with responsibilities. This included the respondents' own professional abilities and these were indeed a concern to nearly half the sample. The respondents felt that they needed longer to develop the necessary skills for headship and a wider experience of different kinds of schools. Many, in fact, declare themselves as unready for headship, thus supporting the strong influence that a perceived readiness exerts on applications.

In sum, Draper and McMichael found that there are many disincentives to headship applications, ranging from the head teacher's job itself to a sense of professional inadequacy in the rôle. Also, present job satisfaction in addition to anticipated dissatisfaction as a head contribute to reluctance to apply.[194] These findings

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[194] *ibid* p 166.

in relation to deputy heads in the Scottish scene clearly echo those of James and Whiting, whose respondents were drawn from both England and Wales.

Further, when Draper and McMichael analysed respondents' motives and disincentives with their likelihood of application, they were able to construct a profile of those who are most likely to apply. Men rather than women are more likely to apply, as are those in the younger age groupings. Those who apply have less experience, yet they consider themselves ready and have included headship in their career plans. In general, they do not fear the administrative burdens of headship and are undeterred by possible effects on their quality of life. In fact, they see challenging opportunities in the job. What is of special interest to Draper and McMichael is that some of the elements in the profile concern perceptions of self and of the job and are therefore open to influence. Training, delegation and experience in schools could provide such influence. This will be explored at a later stage in the thesis.

2.8.8 Career Strategies

Further research carried out in the UK scene by Draper, Fraser and Taylor, also has relevance to the present study, in that it explores the past 'decision-making' and future career intentions of a group of teachers. Their data were used to construct a typology of career strategies. Such career strategies, according to Draper *et al* are shaped by internal or intrinsic influences such as the need for achievement, and as discussed in the work of Draper and McMichael, by the perceptions of the job. External influences such as personal circumstances of teachers and the state of the labour market also shape career paths taken.

2.8.9   Influences on Career Patterns

Self-perception, self-efficacy, job satisfaction, gender

For Draper *et al*, it is necessary 'to delve into teachers' views of themselves in work' in trying to understand how teachers think and decide about their careers.[195] After all, there are many indications in educational literature of the importance of self-perception and self-efficacy in attainment. For Draper *et al*, citing Raymond *et al*[196] in support, there is considerable emphasis on the link between personal and professional development, suggesting that professional development evolves from personal development. Whatever the influences on teachers' careers are, Draper *et al* see that these careers have been increasingly proletarianised. For these researchers, however, there is value in thinking of teaching as a job of work as well as a profession since this allows for a variety of comparisons to be made with alternative jobs. There are, for example, several concepts in the literature on people at work, which can illuminate our thinking about teachers' careers. Theories of job satisfaction, which highlight the significance of physical working conditions and changing conditions of service, have, for Draper *et al*, clear relevance to an understanding of teachers at work. They cite, for example, Hargreaves's concern with the increasing 'intensification' that invariably accompanies significantly increased workload and accountability. Literature indicates that gender differences in attitude to promotion also influence career patterns. It also indicates that an increased emphasis on career planning and strategic decision-

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[195] Draper, J. Fraser, H. & Warick Taylor (1998) Teachers' Careers: accident or design? In *Teacher Development*, vol 2, no. 3, 1998.

making about work. For Draper *et al* there is little evidence of career planning in teaching. When it does exist, it is viewed as commitment to moving through the status hierarchy of the profession, indeed a vertical perspective on career. Many teachers may seek horizontal opportunities, and it is against this broader backcloth that Draper *et al* seek to position teachers as they make decisions about their careers.

2.8.10 Typology of Principalship Applicants

Past career decisions and future intentions

Findings from their research suggest a typology of careers. In this study of career patterns, information is drawn on the past career decisions and future career intentions of teachers. Such past decisions reflect opportunities that have arisen - these may or may not have been taken up. Future intentions, in contrast, reflect aspirations and possibilities for teachers. Putting together these two choices, past and future, produces a set of four combinations that form the basis of Draper *et al's* proposed typology.

1. Some teachers who have not sought promotion in the past and who do not intend to do so in the future are named *stayers*.

2. In contrast, those who have sought promotion in the past and intend to do so in the future are named as *movers*.

3. A third group, *starters* have not applied in the past but intend to do so in the future.

4. The fourth group, *stoppers* have sought promotion before but do not intend to in the future.

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[196] Raymond, D., Butt, R. & Townsend, D. (1992) cited in Draper, J, Fraser, H. & Warwick Taylor

It needs to be emphasised at this point that research refers to promotion in general in schools, not just specifically promotion to principalship. It is relevant, however, in that it gives additional information about teachers' career choices. One feature of the results is that nearly half the group can be termed movers and almost a further quarter as starters. This would indicate that there is substantial interest in seeking promotion in general. Unsurprisingly, Draper *et al* find that the less experienced teachers feature more in the starter category. The researchers postulate that this may be a 'consequence of cultural shifts in perceptions of career'. It may be that new teachers are a different breed- attitudes to promotion 'may reflect the new managerialism in education'.[197] The research is interesting in that the classification of teacher career strategies generated by its career typology is potentially a useful framework. It offers a way of encapsulating past career decision-making and future career intentions and in this sense; it provides a contemporary research backcloth to the present approach of this thesis.

The studies of James and Whiting and Draper and McMichael document the stresses that leaders in schools face each day. While the social, political and national contexts may vary; the daunting challenges facing principals seem to be common across the globe. In the United States, for example, 2001 research by Pounder and Merrill[198] looks at the desirability of the high school principalship.

(1998) *op cit*
[197] Draper, J, Fraser, H. & Warwick Taylor (1998) *op cit* p 380.
[198] Pounder, D & Merrill, R (2001) Job Desirability of the High School Principalship: A Job Choice Theory Perspective in *Educational Administration Quarterly* vol (37), 1 p 27-57.

2.8.11 Pounder and Merrill

Job perceptions and job intentions

It is interesting to the present research in that it, too, looks at factors that influence potential candidates' job perceptions and job intentions regarding school principalship. As suggested by literature cited earlier in this Chapter, there is indeed, a shortage of suitably qualified candidates for the position in the USA. The issue appears to be one, it may be recalled, as much of perceptions of quality as of quantity. This is highlighted by the literature emanating from organisations such as the National Association of Secondary School Principals and Portin *et al* in the USA[199] and from researchers such as Draper and McMichael[200] in the UK. However, Pounder and Merrill draw attention to the fact that most of the attention given to the USA school principalship shortage has been written and studied from the perspective of employing districts. This may be true too in the UK, where, it may be recalled, the Howson report[201], to cite but one example, documented data regarding head teacher shortages. Pounder and Merrill highlight the paucity of research being conducted on school principal shortage from the perspective of the candidate. Their research focuses on the potential school principal candidate as a decision maker, indeed on the perspective of the candidate's evaluation of the specific attributes deemed to be required for such a position. Their study examines which attributes of the job have the greatest influence on a potential candidate's attraction to a school principalship as well as on their intentions to seek and accept such a position.

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[199] NASSP (1998), Portin, B, Shen, W. and Williams, R. (1998) cited in Pounder, D & Merrill, R (2001).
[200] Draper, J., McMichael, P., (1998) *op cit*
[201] Howson, J. (2000) *op cit*

2.8.12 Job choice theory

The Pounder and Merrill study uses job choice theory as the conceptual framework to examine the perceptions of potential candidates and their job intentions as specifically related to leadership in a school setting. Job choice theory encapsulates three separate theories of job choice, namely, objective theory, subjective theory and critical contact theory. [202]

These are briefly outlined as this writer deems them to be salient to her current research.

(a) Objective Theory

The objective theory of job choice views candidates as being, in a sense economic beings who maximise their economic status by joining the organisation that is perceived to be the most economically competitive.[203] The theory presumes, in essence, that the position selection process is based on a weighing of the advantages and disadvantages of a position offer in terms of objectively measurable factors such as salary, benefits packages, prospects for advancement and educational opportunities that combine with on the job experience. These items are weighted by the candidate in terms of its relative importance to the individual, and the results are then combined into some over all index of job desirability. *The National Survey of Salaries and Wages in Public Schools* support the notion that school principals in the USA are considered to be

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[202] Behling, O., Labovitz, G. & Gainer, M. (1968) cited in Pounder & Merrill (2001) *op cit* p 29.

relatively highly paid [204]. The salary, however, may be insufficient to maintain a commitment to apply for principalship. It may be, as Pounder and Merrill suggest, that in spite of relatively high salaries, the financial rewards may seem less attractive when compensation relative to time worked is calculated. In support, it may be recalled that the National Association of Secondary School Principals sponsored 1998 study conducted by the Educational Research Service, and cited earlier in the Chapter, reported that insufficient compensation is the strongest barrier for filling high school principalships, followed by the perception of the job as just being too stressful, but also too time demanding.[205] The objective theory dimension of job choice theory may be taken to explain this attention to things 'economic' by potential principal candidates in formulating their index.

(b) Subjective Theory

In addition, there is the subjective theory of job choice that recognises candidates as psychological beings, hence it explains their inclination to view the value of a position in terms of meeting their particular psycho-social needs. Intrinsic needs such as the urge to improve and advance may be included here, as might the need to influence work situations.   Pounder and Merrill, citing relevant research in support, also argue that an individual may choose an occupation as a means

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[203] Young *et al* cited in Pounder & Merrill (2001) *op cit* p 29.
[204]National Association of Secondary School Principals (1998) cited in Pounder & Merrill (2001) *op cit* p 30.
[205] Pounder & Merrill (2001) *op cit* p 31.

of implementing their own self-concept. In addition, the image and specific climate of the workplace they select may also influence job choice decisions. [206]

(c) Critical contact Theory

A third dimension to job choice theory is a critical contact theory which proposes, in the view of Young *et al*,[207] that candidates are rational beings who are mainly concerned with the work itself and work perspectives. Thus, the specific job requirements and job expectations, often communicated through an initial contact, are important to the candidate when they consider application for a specific appointment. This initial contact may be a principal rôle model or indeed, an interviewer. In fact, the level of knowledge an interviewer has about what is essentially important for a certain position correlates with a candidate's perception of the interviewer, and by extension, of the work context. This interpretation of critical contact theory argues that perceptions of the work itself have the greatest influence on employee recruitment and job intentions.[208]

What informs the works perspective of candidates? The complexity of a public high school, as mentioned earlier in the Chapter, may discourage some applicants from pursuing the principalship.[209] The influence of multiple responsibilities, working conditions and environmental influences on job desirability can, in part, be understood using job choice theory as a conceptual framework. Pounder and Merrill examine specific job attributes that influence the potential candidate as a decision maker in

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[206] *ibid* p 32.
[207] Young *et al* cited in Pounder & Merrill (2001) *op cit* p 33.
[208] *ibid* p 33.
[209] The Educational Research Service (1998) *op cit* p 7.

the recruitment process. Unlike other studies, they use a theoretical framework that examines the job from objective, subjective, critical contact and work perspectives. Their research model provides a means of examining the relationship between attributes of school principalship and potential candidates' career intentions regarding the position.[210]

2.8.13 An integrated Approach

The three theories of job choice i.e. objective/economic, subjective/intrinsic and critical contact/work perspectives each have inherent strengths and weaknesses. However, no theory is likely to explain fully the job decision made by a candidate. Instead, in varying degrees and circumstances, each applicant will probably be influenced by elements of each theory. As suggested by Young, Rinehart, and Heneman: 'Jobs are comprised of multiple attributes or characteristics (and) virtually all attraction models suggest that these attributes play a prominent rôle in influencing attraction outcomes'.[211]

Results from Pounder and Merrill's research explain the relationship between the job attributes of the high school principal position and potential candidates' evaluation of the job's desirability. It is interesting that respondents' view of their probability of receiving a job offer was the strongest single predictor of job attraction and job intentions.

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[210] Pounder & Merrill (2001) *op cit* p 36.
[211] Young, Rinehart, and Heneman (1993) cited in Pounder & Merrill (2001) *op cit* p 34.

This finding was not surprising and is consistent with expectancy theory. [212] That is, if one does not expect that one could reasonably receive a high school principalship job offer, then there is much less motivation to seek such a job.

Respondents, when identifying those job characteristics that are most attractive about the position of principal, indicate a desire to make a difference; a desire to exercise leadership; a desire to empower school change and the desire to improve and offer a vision to a school. They also expressed their own need for personal and professional growth. Thus these findings suggest that potential candidates are most likely to be attracted to and seek the position to fulfil psychological needs represented by the subjective factor expressed as a desire to achieve, personally and professionally and a wish to improve education. By contrast, from a critical contact/work perspectives point of view, the job characteristics they found least attractive were balancing the demands of job and family; job stress; pressure from interest groups; the extended work day required; teacher grievances and union complaints. Thus, time demands of the position and difficulty balancing one's professional and personal life had the second strongest influence on job desirability, probably a reflection of respondents' concern about overall quality of life. Lastly, salary and benefits, an objective/economic factor had the third strongest significant relationship to job desirability, reflecting the perceived pecuniary advantages of the high school principalship over many other educator positions. [213]Two of the factors, that is the desire to improve and influence education and the salary attached to the job are perceived favourably by respondents. However, the

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[212] Vroom (1964) cited in Pounder & Merrill (2001) *op cit* p 46.

time demands of the position are perceived as an unattractive job attribute. Thus, a certain tension or dilemma is created for those who might consider seeking a high school principalship. On balance, Pounder and Merrill suggest that the scale is slightly tipped toward a favourable view of the high school principal position, but they regard this as hardly being an unambiguous view of the rôle's desirability.[214]

2.9 Conclusion

This Chapter has looked at principalship succession from five main perspectives. Firstly, it looked at the changing context and rôle of principal, the specific responsibilities of Catholic school principals and the shortage of applicants for principalship positions. Finally it looked at some of the available research on leadership succession and the perspectives of teachers on their career paths. In the process, it has reviewed the concepts of shared leadership, the roots of Catholic identity and the philosophical and theological underpinnings of Catholic education. The Chapter has reviewed research from the USA, Australia and the UK in relation to the shortage of applicants for principalship positions. Incentives and disincentives to such a position have been outlined and discussed. The relevance of this research to the formation of study scales has been highlighted in passing, as have been models of career progression and career strategies. Consequently, a typology of principalship applicants has been outlined in

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[213] Pounder & Merrill (2001) Lost Luster in *The School Administrator* Web Edition. Available at www.aasa.org/publications/sa/2001-11/pounder.htm. Accessed 14/11/03.
[214] Pounder & Merrill (2001) *op cit* p 46-47.

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conjunction with job choice theory. The study now turns to Chapter Three, which

deals with methodological considerations.

Chapter Three

3 Methodology

3.1 Introduction:

The purpose of this Chapter is to report the overall research design of the study, including a description of the population of the participating senior teachers and the sampling methods employed, of the development of the preliminary scales and the instrument employed, and of the administrative procedures utilised in the course of the study. Also, its function is to identify major variables and their operational definitions and to present procedures for analyses. Accordingly, the Chapter is divided into five main units:

3.2 Description of Population and Sampling Methods Employed

3.3 Research Design

3.4 Instrument and Scale Formation

3.5 Administrative Procedures

3.6 Analysis Design and Procedures

3.2   Description of Population and Sampling Methods Employed

3.2.1   Introduction

In general, sampling allows the researcher to draw conclusions about a whole by examining a part - it enables the estimation of characteristics of a teaching population by directly observing a portion of the entire population. In essence, the researcher is not interested in the sample itself, but in what can be learned from the survey and how this information can be applied to the entire population. It allows the researcher to estimate or predict facts about the population's features.

3.2.2   Sample Survey – Steps towards Definition and Organisation

It is essential that a sample survey be correctly defined and organised. Leading data collection and statistical agencies e.g. Statistics Canada[1], generally recommend that the following steps be taken when selecting a sample, thus ensuring that the sample will fulfil its goals.

The Survey's Objectives

The first step involves the establishment of the survey's objectives. In the present research, the survey seeks to clarify the nature of the career aspirations of senior teachers in Irish and Northern Irish Catholic schools. It sets out, also, to establish what significant factors encourage senior teachers to or discourage them from

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[1] Statistics Canada: Power from Data. Information on sampling methods available at www.statcan.ca/english/edu/power/ch13/sample/sample.htm . Accessed on 11/01/2002.

actively applying for principalship positions. What *personal characteristics* of

senior teachers predispose them to see certain features of the principalship as

- unattractive and hence them being unwilling to apply or

- attractive and hence the teachers being willing to apply?

What *characteristics of the work context* of senior teachers predispose them to

see certain features of the principalship as

- unattractive and hence them being unwilling to apply or

- attractive and hence them being willing to apply?

Also what conditions associated with the principalship do senior teachers see as

objectionable, i.e. what are the disincentives associated with the position?

And finally, what conditions associated with the principalship do senior teachers

see as attractive, i.e. what are the incentives associated with the position?

Defining of Target Population

The <u>second step</u> involves a defining of the target population and a production of

a description in terms of characteristics that clearly define them.

The target population is essentially the one for which information is required. In

the present research context this comprises all senior teachers in Catholic

voluntary secondary schools in the Cork area, and those in the Catholic grant

maintained and voluntary grammar schools in Northern Ireland. For practical and

operational reasons the researcher decided to confine the research in the

Republic to the Cork region because the profile of teachers in the Republic of

Ireland is deemed to be homogeneous. The researcher is based in Cork and selecting Cork as the target population has the following benefits:

It minimises survey costs;

It makes the initial contact with principals easier and the list of schools from the Department of Education and Science was coded and sorted by county.[2]

The rationale for choosing Northern Ireland as a research context included the following:

Firstly the researcher was involved in Co-operation Ireland's Civic-Link Education Programme[3] in 2000-2002. This programme aims to foster the proactive engagement by young people in their communities and in co-operation with a partner group in Northern Ireland or the Republic of Ireland. Sponsored by the governments of the Republic of Ireland, the United States, and the Northern Ireland Executive, it involved contact by the researcher with teachers from the latter two cultural contexts. Through discussions, it emerged that teachers had very definite ideas about the whole issue of applying for principalship positions Thus the researcher thought it of interest to acquire empirical evidence regarding this issue.

Secondly, assuming a certain homogeneity between Catholic schools, both in the Republic and Northern Ireland, the researcher deemed it of interest to

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[2] List of Post Primary Schools, 2001-2002, Department of Education and Science.
[3] Available at http://www.cooperationireland.org. accessed 03/14/2003. Also available at http://www.ccivic-link.org. Accessed 03/14/2004.

investigate what significant factors encourage senior teachers to or discourage them from actively applying for principalship positions in both cultural contexts.

To clarify the terminology used, senior teachers in the Republic are deputy principals, assistant principals and special duties teachers. In Northern Ireland, they are deputy principals and management point holders.

The Setting of a Level of Precision

The third step involves the setting of a level of precision and a taking into account of sampling error.

The researcher is aware that there is a level of uncertainty associated with estimates coming from a sample due to sampling error. Such sampling error will arise naturally in any research where a population's characteristic is estimated by looking at only a portion of the population rather than the entire population. In general, it decreases as the sample size increases, so it is minimised in this research by having a relatively large sample size (349 in Republic and 307 in NI).

Also, the researcher is aware that a higher level of uncertainty is acceptable in a piece of research in a social science area as opposed to research in a very exact scientific area of study, e.g. the physical sciences. The end use of this survey's results, after all, will be in the establishing of *general trends* in attitudes held by the survey population.

Sampling error also depends on the variability of the characteristic of interest in the population. In general, this researcher suspects that there is a

certain degree of homogeneity within the teaching profession and additionally, among the teaching profession within Catholic schools in both the Republic and Northern Ireland, and indeed, for that matter, internationally.[4]

The size of the sampling error can be reduced greatly by the development of an efficient sampling plan. In this research case, it involves a simple random sample within a cluster sampling framework, a plan deemed by this researcher to be of such an efficient nature.

Thus having detailed the survey's objectives, having defined the target population and having set the level of precision, the researcher now turns to the actual sample plan/design of this piece of research.

3.2.3 The Sample Design

Again, statistical experts[5] recommend specific steps that lead to the complete determination of the sample design:

1. determination of the survey population

2. choice of most appropriate sampling frame

3. the defining of the survey units

4. the establishment of the sample size and;

5. the selection of a sampling method

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[4] Egan, Josephine(1988) *Opting out: Catholic Schools Today* Leominster, Herts: Fowler Wright Books.

1. Determination of the Survey Population

The target population of senior teachers in the Republic and Northern Ireland geographical areas has been defined. The target population is the entire group in which a researcher is interested; the group about which the researcher wishes to draw conclusions.[6] In this study, this target population comprises (859) senior teachers (post holders) in Catholic voluntary secondary schools in the Cork area and the estimated 2,976 senior teachers in Catholic grant maintained and voluntary grammar schools in Northern Ireland (See Appendix VI for estimation procedure for N Ireland). Because of the obvious operational constraints of time and finances, the researcher however confines herself to the survey population. The target population is essentially the population we *want* to observe, whereas the survey population is the population that we *can* observe.

2. Choice of Sampling Frame

The sampling frame is, in essence, the tool used to gain access to the population. Lists of teachers are not available from either the Department of Education and Science (DES) in the Republic or from the Department of Education in Northern Ireland (DENI) as a result of confidentiality and data protection considerations. A list of schools, however, is available for both the Republic and Northern Ireland. These are lists identifying each school with the potential to participate in the research. These are those Catholic voluntary

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[5] Statistics Canada *op cit*

secondary schools in the Cork City region (Cork County Borough) and in the County of Cork in the Republic of Ireland. This information is obtained from the most recent List of Post Primary Schools (2001-2002) published by the Department of Education and Science. In Northern Ireland, the list of Grammar schools and Catholic grant maintained schools is published at the Department of Education in Northern Ireland's website (DENI).[7] Supplementary information on the number of post-holders in each school in the Republic of Ireland research context, was made available by the salary section of the Department of Education and Science (DES). However, similar information was not available from DENI. Contact was then made with The Council for Catholic Maintained Schools (CCMS)[8] and The Governing Bodies Association (GBA)[9], who look after the interests of Voluntary Grammar Schools. Both these organisations were also unable to provide the requested information. An estimate, however, was made of the number of management point holders using Republic of Ireland data.

The sampling frames for both the Republic and Northern Ireland are complete and up to date. Therefore, no member of the survey population is excluded. Also, the researcher has checked that no member of the survey population has been represented more than once. This is deemed to be important since the sampling frame chosen will directly impact on the selected survey population.

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[6] Statistical Education through Problem Solving (STEPS). Available at http://www.stats.gla.ac.uk/steps. Accessed on 11/12/2002.
[7] Department of Education in Northern Ireland (DENI). Accessed on 21/02/02 at http://www.deni.gov.uk .
[8] The CCMS was created in 1990 and is responsible for the employment of teachers in Catholic maintained schools. The Council's headquarters is in Holywood, County Down, but it also operates through through a network of Diocesan offices. It is funded 100% by the Department of Education.

3. Defining of the Survey Units

Three types of units are accurately identified for the current research context in order to avoid problems during the selection, data collection and data analysis stages. These are the sampling unit, the respondent unit and the unit of analysis.

The Sampling Unit

The sampling unit is each *school* that becomes the basis of selection of the sample. They are part of the frame and are therefore subject to being selected. These are the *de jure* Catholic voluntary secondary schools in the ownership of Religious Orders and *de jure* Catholic voluntary secondary schools in lay ownership in the Cork region and Catholic grammar and grant maintained schools in Northern Ireland.

The Respondent Unit and Unit of Analysis

The respondent unit – the person who provides the information needed by the survey, and the unit of analysis - the unit about which information is provided, are one and the same in this research context. They are the individual senior teachers within Catholic voluntary secondary schools in the Cork area and within the Catholic grammar and grant maintained schools in Northern Ireland.

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[9] http://www.governingbodiesassociation.com/html/aboutus.htm.

4. The Sample Size

Another step required to complete the determination of the sample design is the establishment of the sample size required.[10] As discussed, the researcher is aware that this is a compromise between the level of precision to be achieved and the operational constraints of time and budget. The sample size of this study (659) is deemed to be adequate for the nature of the research concerned. This gives a sampling error of +/- 3.8%.[11]

5. The Selection of a Sampling Method

The sampling method overall involves simple random sampling in that the selection of the sample from the population of teachers is based on the principle of chance. Since units (schools) are randomly selected, each unit's probability of inclusion can be calculated, thus reliable estimates can be produced and inferences can be made about the population of teachers involved. The sampling method employed in this research is basically simple random cluster sampling[12.]

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[10] DDS, a research firm specialising in work in the medicare sector, provide good guidelines for sample size and sample error calculation. Available at http://www.dssresearch.com/toolkit/sscalc/size.asp. Accessed 04/08/02.
[11] *ibid*

Cluster Sampling

This is a sampling technique where the entire population is divided into groups, or clusters, each school being a cluster. All observations in the selected clusters are included in the sample.

Simple random samples of schools were selected in both research locations using random numbers generated by a random number generator.[13]

Cluster sampling is typically used when the researcher cannot get a complete list of the members of a population, but can get a complete list of groups or 'clusters' of the population. This sampling technique may well be more practical and/or economical than simple random sampling or stratified sampling.[14]

In this study, a list of schools (clusters) is available from the Department of Education and Science in the Republic[15] and the Department of Education in Northern Ireland[16], whereas a list of senior teachers is not readily available, as mentioned. Prior contact was made with principals in the selected schools. Questionnaires were distributed to the principals in those schools, who were requested to distribute them to all senior post holders. Completed questionnaires were returned directly to the researcher to preserve the confidentiality of the

[12] Cluster sampling creates pockets of sampled units instead of spreading the sample over the whole territory. A list of all clusters may be readily available, whereas a list of individual units may well not be, as is the case in the list of individual post holders in the above schools. See Statistics Canada *op cit*
[13] http://www.randomizer.org/index.htm Accessed on 03/10/2002.
[14] Statistical Education through Problem Solving (STEPS) *op cit*
[15] List of Post Primary Schools, 2001-2002, Department of Education and Science. This is the most recent list available at the time of writing. Two schools on the list are not included as they are under Church of Ireland management. There are fifty schools listed. An amalgamation has occurred, however, since the time of printing-thence forty-nine schools constitute the sampling frame.
[16] Department of Education in Northern Ireland (DENI). Accessed on 21/01/03 at http://www.deni.gov.uk.

survey. Thus the sampling methodology, as mentioned previously, is one of simple random sampling within a cluster sampling framework[17].

Sample Selection

As mentioned earlier, in order to minimise the cost of conducting the research, it was decided to confine the study to two broadly similar but distinct geographical areas. Northern Ireland was chosen as was the geographical area comprising Cork City and County in the Republic of Ireland. Both geographical locations give a combination of large urban areas as well as mixed large/small town and rural areas. The researcher is based in the Cork area, thus facilitating an ease of approach in initial contact with school principals. The samples from both research locations are deemed by the researcher to be representative of the overall population since they were selected by a random sample selection procedure.

Table 3.1: *Population and Sample Details*

Area		Schools	Teachers
Cork City	Population	49	859
&	Sample	16	349
Cork County	Response	16 (100%)	197 (56%)
Northern Ireland	Population	120	2,976
	Sample	21	307
	Response	21 (100%)	129 (42%)

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[17] The main drawback of cluster sampling is that one does not have total control over the final sample size. Not all schools have the same number of post holders, and each post holder in a selected school has to be included, the final size may be larger or smaller than expected.

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Non-sampling Error

The issue of sampling errors has already been alluded to earlier in this Chapter in relation to the sampling design of the study. Aside from the sampling errors, however, associated with the process of selecting a sample, a survey is also subject to non-sampling errors. Random errors are the unpredictable errors resulting from estimation, but these generally cancel out, since there is a large enough sample taken in this study. Then there is the area of response errors. To take an example from the current research, senior teachers, for instance, may be inclined to give answers that appear more 'socially desirable' to the open questions (items 95 and 96) as outlined below:

95. Please provide up to the three most important factors that would influence your decision not to apply for a principalship in a Catholic school (please specify)
a)
b)
c)

96. Please provide up to the three most important factors that would influence your decision to apply for a principalship in a Catholic school (please specify)
a)
b)
c)

There is also the whole area of non-response errors. It has been established by the researcher through inspection of the returned questionnaires that partial non-response error, whereby incomplete information is obtained from the respondents has occurred to only a slight degree. This may be attributed to the high degree of care taken in the design and testing of the questionnaire in the initial research context (Australian). Complete non-response error whereby potential respondents refuse to participate in the survey may be due in part, in the opinion of the writer, and indeed supported by the literature in the area and anecdotal evidence, to an increasing reluctance of senior teachers to apply for principalship positions. This may be attributed to factors such as excessive time demands and high degrees of responsibility as already discussed in Chapter Two of this thesis.

3.3   Research Design : Non-experimental, Quantitative and Passive

There are five main research questions in the current study.

Firstly, what personal characteristics of senior teachers predispose them to see certain features of the principalship as attractive and certain other features as unattractive?

Secondly, what characteristics of the work context of senior teachers predispose them to see certain features as attractive and certain other features as unattractive?

Thirdly, what conditions associated with the principalship do senior teachers see as objectionable, i.e. what are the disincentives associated with the position?

Fourthly, what conditions associated with the principalship do senior teachers see as attractive, i.e. what are the incentives associated with the position?

Fifthly, the survey seeks to clarify the nature of the career aspirations of senior teachers in Irish and Northern Irish Catholic schools.

The answers to these specific questions may lead to an understanding of unwillingness or willingness, on the part of the research respondents, to apply. The overall plan for addressing these research questions constitutes a research design that covers multiple aspects of the study's organisational structure.

It is basically a *non-experimental quantitative piece of research* in which the research questions can be addressed by what is referred to as *a passive design*. In this type of design, the researcher observes phenomena as they naturally occur without intervening in any way. Many of the independent variables of interest in the study, gender and age for example, cannot be manipulated, hence the non-experimental nature of the design. Designs that use these types of variables are called *ex post facto* designs. The name literally means 'after the fact'. In other words, the investigation takes place after the groups or conditions have been formed.

3.3.1 Aspects of the Research Design –a Rationale: Key Factors in the Research Approach

The current research design provides the basic structure within which the investigation takes place and there are some key factors in the study's research approach as outlined below:

Firstly, in order to ensure interpretable results, comparisons will be developed. These comparisons, on relative rankings, are made at the inter-group level, between Northern Ireland senior teachers and those from the Cork research context.

Secondly, because of the importance of the time dimension in designing research, this study may be categorised in terms of how it deals with that time dimension. The research involves a cross-sectional design since data are collected at one point in time;

Thirdly, the research setting is naturalistic in that questionnaires are administered in the participants' place of work, i.e. secondary schools in the Irish Republic and Northern Ireland;

Fourthly, prospective study participants are initially informed about the specific research aims, that is the establishment of the nature of career intentions of senior teachers and of the factors which encourage them to or discourage them from applying for principalship positions. This information is provided in writing at the head of each questionnaire, as is the email address of the researcher, should further clarification be sought by any of the participants on a particular issue;

Fifthly, a lack of bias in the data is of great importance to a research design. This study seeks to eliminate such bias by choosing a sample that does not systematically differ from the population from which it is drawn. Also, as inferences about the population of senior teachers are made from the observations in the sample, the validity of those observations will be dependent on how well the sample represents the population.

Lastly, representativeness is also an important part of any research design. It is ensured by a random sample selection procedure. Statistical theory allows the calculation of the probability that an obtained mean, for example, is an arbitrary distance from a specified population value, thus establishing whether the sample is representative of the population from which it was drawn. Also, this study has a relatively large sample (659), which is more representative of the population than a smaller one.

3.3.2 Rationale for Design Utilised

Non-experimental in nature

Overall, the rationale for utilising a non-experimental passive design is as follows. Firstly, many studies involving human subjects, are non-experimental in nature as many human characteristics are inherently not subject to experimental manipulation. Such characteristics include, for example, in this study, beliefs regarding the principalship in a school. Consequently, the effect of these characteristics on some phenomenon of interest cannot be studied experimentally.

Appropriateness of the design

Secondly, one of the fundamental requirements of a research design is that it should be appropriate to the research questions being asked. The nature of the research questions in this study, in essence, involves clarification of the beliefs, perceptions and aspirations of senior teachers in schools. Hence the utilisation by the researcher of a design that allows her to capture what people think, feel and do in their naturalistic environments. In this piece of *ex post facto* research into the career aspirations of senior teachers and their perceptions of disincentives and incentives to applying for a principalship position, a passive design is employed to examine the relationship between the main independent variables and the dependent variables.

The independent variables include personal demographic information about the respondents (i.e. *gender, marital status, age group, family status, educational level achieved*) and work related demographics (*school location, school type, school size, management position held, length of service and work status*). The instrument also included variables related to the conditions of principalship. Each respondent was asked to rate on a five point Likert scale the extent to which a specific condition would affect his or her decision to pursue a position as principal. The variables were organised into ten scales reflecting the types of concerns that, based on previous research, seemed to be salient. Eight of these comprise *disincentives* or 'impediments to leadership' scales encapsulating themes of unsupportive external environment, systemic accountability, explicit religious identity, lack of expertise, personal and family impact, gender bias, interview problems, loss of close relationships. Two

incentive scales include the perceived internal and external rewards associated with school leadership. In the study, the impact of these variables on the career aspiration variable is investigated. Thus, the twenty-two independent variables comprise the perceived disincentive and incentive variables in addition to the personal and work-related demographics, with career aspiration acting as the dependent variable of the study.

As outlined in Chapter One, Figure 3.1 below is a graphic representation of the relationship of the independent variables to the dependent variable under investigation in the research:

Figure 3.1: Graphical Representation of Study Variables

Independent Variables

Gender
Marital Status
Age-Group
Family Status
Educational Level Achieved
Area
School Location
School Size
School Type
Management Position Held
Length of Service
Work Status
Personal and Family Impact
Unsupported External Environment
Religious Identity Demands
Recruitment Problems
Systemic Accountability
Lack of Expertise
Perceived Male Bias
Loss of Close Relationship
Internal Rewards
External Rewards

Career Intention

The graphic linking of the independent variables to each other, in Figure 3.1 above, represents possible interactions between any number of them which may cause them to have not only separate but combined effects on the dependent variables.

The analysis design-binomial logistic regression

The analysis design of the study includes univariate and multivariate binomial logistic regression as an inferential modeling technique for studying the separate and collective contributions of one or more of the above independent variables of the study to the variation of the dependent variable, career intention.

What in effect the study seeks to establish is the proportion of variance in the dependent variable that can be explained by the independent variables. Explained here does not necessarily imply a causal relationship, but rather an association of the dependent variable with variability in the independent variables. The present non-experimental study represents a search for such associations and relationships. While the study is predominantly quantitative in nature, there are also qualitative dimensions to the study.

Some *ad hoc* qualitative data are obtained from a number of items. Two 'comment-on' type questions (items ninety-five and ninety-six) provide qualitative data - item 95 elicits information on the three most important factors influencing a potential candidate not to apply for a principalship position. In a similar vein, item 96 elicits information regarding the three most important factors that would

influence a potential candidate actually to apply. The evaluation of this textual

data will employ an analysis technique that is a relatively new focus area of

statistics[18]. By use of the SAS[19] analytic software, Text Miner[20], teachers'

responses to the open-ended questions will be analysed to uncover underlying

themes or concepts contained in the text collection. Thus combined with the

inferential modelling endeavours of binomial logistic regression, it is envisaged

that text mining will provide an added richness to, and help nuance the data

analysis[21].

3.4   Instrument and Scale Formation

3.4.1   Introduction

This study is based on an adapted survey; the original was used by Catholic

Educational Leadership, a Flagship of Australian Catholic University, in their

study addressing the perceptions of senior leaders regarding   principalship

(VSAT Project). The final report for this project was presented in April 2003[22].

The Catholic Diocesan authorities had been concerned for some time about the

decline in the number of qualified and experienced candidates that were applying

for the position of principal in Australian schools. It may be recalled, as

mentioned in Chapter Two, that *The Tablet* carried an article reporting similar

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[18] By applying data mining techniques, companies, for example, can exploit data about customers' buying patterns and behaviour to gain a greater understanding of consumer motivations.
[19] SAS, a software vendor, has developed Text Miner to highlight relevant patterns in documents and to quantify text-based information.
[20] Available at http://www.tgc.com/dsstar. Accessed 01/04/04.
[21] Cerrito, P.B. (2004) Solutions to the Investigation of Healthcare Outcomes in Relationship to Healthcare Practice, SAS Users Group International Annual Conference 2004.

situations worldwide- in New Zealand, the United States and in the UK.[23] Given

the substantive research which confirms the central rôle of the principal as the

educational, pastoral and community leader[24], the Catholic Education

Commission in New South Wales authorised a project to determine why more

persons were not applying for principal positions in that State. The study was

undertaken in 2000 by the Australian Catholic University. Following consultation

with the Commission, with education offices and groups of school administrators,

it was decided to survey school personnel who would be deemed to form part of

the leadership team of such schools. Thus, a starting point in this research

agenda was the development and validation of a survey instrument that would

assess the important dimensions of leadership succession in Catholic schools.

The study researched the question: Why are more persons not applying for

principal positions in Catholic schools in New South Wales? A final report was

completed and forwarded to the Catholic Education Commission in New South

Wales[25]. The longitudinal[26] use of this instrument with congregational and

diocesan school personnel in New South Wales provided important trend

information for Catholic school employers.

Thus, in 2001, the Catholic Education Commission of Victoria

commissioned the research group at Australian Catholic University to undertake

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[22] Carlin, P., D'arbon, T., Dorman, J., Duignan, P. & Neidhart, H. (2003) *Leadership Succession for Catholic schools in Victoria, South Australia and Tasmania.* Final Report, April 2003. Sydney: Australian Catholic University.
[23] Pyke, N. (2002) Counting Heads in *The Tablet* February.
[24] See *The Jossey-Bass Reader on Educational Leadership* (2000) for an extensive treatment of the various aspects of school leadership.
[25] d'Arbon, T. Duignan, P., Duncan and Goodwin (2001) Planning for the Future Leadership of Catholic Schools in New South Wales. A Paper presented at the BERA 2001 Annual Conference, Leeds, U.K., Sept.

a follow-up study in Victoria, South Australia and Tasmania (VSAT Project).[27] Their research was undertaken in collaboration with Directors of Catholic Education and aimed to build on the New South Wales' study. The study analysed data from Catholic education offices, from principals and aspiring principals in Catholic schools across the three States in order, firstly, to identify the opportunities and challenges that impinge on principal succession in the twenty-first century, and secondly to make recommendations for improving the preparation of aspiring principals. A similar study is currently being conducted in Catholic schools in the Northern Territory.[28]

This current research, being carried out in Catholic schools in the Irish context, both in the Republic and Northern Ireland, aims to replicate relevant parts of the Australian VSAT project.

3.4.2 Methodological Considerations:

The questionnaire used in this present research and also used in the Australian research, was employed for a number of reasons:

The Catholic school leadership studies conducted by Duignan *et al* at the Australian Catholic University, whose slightly modified instrument this present research is utilising, represents a significant advance on other studies in that

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[26] A research project, utilising a longitudinal design, allows for data collection, at more than one point in time.
[27] Duignan, P.; d'Arbon, T., Carlin, P. and Neidhart, H. (2003) *Leadership Succession for Catholic Schools in Victoria, South Australia and Tasmania*. Strathfield, NSW: Australian Catholic University.
[28] d'Arbon, T. (2003) Future Principals for Schools of the Future. Paper presented at the National ACEL Conference, *Thinking about Tomorrow*. Darling Harbour, 29th September-1 October.

their work shows exemplary regard for the issues of research design and statistical methodology.

Another argument for using an existing instrument is that the more it is used in research, the more one learns about its properties.

There is also an additional consideration. Research results from different studies are more easily compared, integrated and synthesised if the same measuring instrument for central variables has been used. Because of this consideration any comparisons of the findings of this study of Catholic schools in the Irish context with those of Duignan *et al* in the Australian context will be seen to be all the more valid;

Additionally, since this study adopted a 'mapping' rather than a 'mining' strategy in that it aims to establish 'trends' in the perceptions of senior post holders across schools in the Republic and Northern Ireland, it was felt that a self-administered questionnaire in such a context would be a more efficient, less expensive and a less time-consuming method of data-collection than the interview, and the time factor is a central one in all research projects.

Finally, the questionnaire could be easily administered to large numbers of post-holders at much the same time and it thus is a speedy method of data collection in the schools represented in the study.

3.4.3 A Qualitative Element:

An invitation to the participating senior teachers to respond to two open-ended questions in relation to the most important factors that would influence their decision, firstly, not to apply for a principalship in a Catholic school, and secondly, to apply for a principalship, add a limited qualitative dimension to the study. As mentioned, by use of the SAS analytic software, Text Miner, teachers' responses to the open-ended questions will be analysed to uncover underlying themes or concepts contained in the text collection.

3.4.4 General background to the instrument used in the study

Designing the Dependent Variable-Four Guiding Criteria

The basic purpose of the dependent variable[29] in the study, that is career intention, is to measure the construct that is hypothesised to be the effect of the independent variables of the study, namely the demographic variables and disincentives and incentives to principalship. Consequently, selecting and designing this dependent variable are critical activities for the researcher.

The development of the instrument (used in this study) by the researchers at the Catholic University of Australia was guided by four criteria.

Firstly, it was essential that the instrument would provide a good coverage of the leadership succession literature and concerns of potential principals.

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[29] SticiGui, an online statistics guide from Professor Philip Stark, University of California at Berkley. Accessed 31/02/02 at http://www.stat.berkeley.edu/~stark/SticiGui/index.htm
The dependent variable in a regression model, is the variable whose values are supposed to be explained by changes in the other variable , that is the independent or explanatory variable. Usually one regresses the dependent variable on the independent variable.

Secondly, the instrument's structure should be consistent with general psychometric principles[30] in that it should possess several internally consistent,[31] mutually exclusive scales.

Thirdly, individual scale items should be sensitive to different levels of concerns of potential applicants. That is, ceiling and basement effects[32] should be avoided. Fourthly, the instrument should be relatively economical to administer and score.

3.4.5 Intuitive-rational and Factor-analytic Approaches to Scale Development

In designing the questionnaire, the first step for the researcher is to develop specific questionnaire items for the concepts that are employed in the research questions, in this case the disincentives and incentives for senior teachers to apply for principalship. This involves for a researcher, the translation of what are often vague and abstract concepts into specific and concrete indicators of the

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[30] There are a number of issues related to the design and selection of dependent variables. The first to be examined usually are the psychometric properties of the variable-namely reliability and validity as considerations in understanding the degree to which a construct is properly operationalised.

[31] Composite scales, as employed in this research, are often evaluated in terms of their internal consistency. Ideally, scales designed to measure an attribute are composed of a set of items, all of which are measuring a critical attribute and nothing else. Internal consistency of a measure is, actually, a form of reliability, referring to the extent to which all of the items constituting that measure are measuring the same thing. If they are measuring similar things each item should correlate with the other items in the measure. See Howitt, D. & Cramer, D. (2000) *An introduction to Statistics in Psychology: A Complete Guide for Students*. London: Pearson Education Limited p 397.

[32] The reliability of a set of scores is the degree to which the scores are due to systematic rather than chance factors. It is important to keep in mind the fact that reliability is based on the scores and not on the instrument from which they are derived. A vital consequence of this distinction is that reliability estimates are restricted to the types of subjects on whom, and conditions under which, the psychometric study was conducted. An instrument may perform adequately for one type of subject but not for another. That is, an instrument may be very sensitive to midrange differences in a particular factor, but insensitive at the upper range. This is called the ceiling effect. The problem may also manifest itself at the bottom of the range, creating a floor effect. See Heppner, P., Kivlighan, D. & Wampold, B. (1999). *Research Design in Counselling* (2nd ed). Pacific Grove, CA: Brooks/Cole.

concept, in other words the operationalisation of the concepts. This process, in essence, involves 'descending the ladder of abstraction'[33] since it involves defining the concept, identifying its different dimensions and sub-dimensions of the concept and finally, developing indicators for these dimensions and sub-dimensions.[34]

To operationalise the above criteria, both intuitive-rational and factor analytic approaches to scale development were employed by the Australian researchers.[35] The intuitive-rational approach requires the researchers to identify salient dimensions, write tentative scale items, and conduct field testing. Because these tasks are performed by the researcher, the validity of intuitive-rational scales rests heavily on the subjective opinions of the researcher and other experts in the field. Factor analytic scales are therefore developed through the application of factor analysis[36] that assign items to scales. With the ready availability of techniques like factor analysis, contemporary instrument design should be an amalgam of intuitive-rational and factor analytic approaches.

Duignan *et al*, at Australian Catholic University, adopted a four-stage validation procedure for their work.[37]

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[33] Greenfield Tony, (2002) Research Methods for Postgraduates London: Arnold. P 174.
[34] See de Vaus (2001b) Surveys in Social Research, 5th edn, London: Routlage.
[35] Dorman, J & d'Arbon, T. (2003) Assessing Impediments to Leadership Succession in Australian Catholic Schools in *School Leadership and Management*, vol 23, no. 1, p 25-40.
[36] Factor analysis is applied as a data reduction or structure detection method. See footnote 12.
[37] Dorman, J & d'Arbon, T. (2003) *op cit*

A four-stage validation procedure

Firstly, a review of relevant educational leadership literature was conducted. *Secondly,* experienced administrators from schools and diocesan Catholic education offices who are responsible for schools within their respective dioceses were consulted on impediments to taking up a principalship position. Interestingly, the list of concerns was very extensive-this writer suspects that a similar response would occur in the Irish context. Accordingly, the researchers at the School of Educational Leadership at the Australian Catholic University, with a view to enhancing the parsimony of the overall instrument, conducted a review of the concerns presented.[38]

From this *third stage,* nine areas of concern for leadership succession in the Australian context were identified. These include,

• lifestyle issues, especially those related to balancing personal (e.g. family) and professional expectations;

• increasing demands of society on the personal and professional life and time commitment of the principal;

• gender concerns, especially those related to women's perceptions of their accessibility to the principalship;

• city and country placement issues;

• disruption to family life by relocation to take up a new position;

• income concerns;

• increasing responsibilities of the position;

• transition from 'religious' model to 'lay' model of school leadership; and

• recruitment pathways to the principalship.

Finally, in the *fourth stage* of their procedure towards an instrument development, a pool of sixty-three items were written and field tested by the research team with a sample of 977 potential school leaders. The research team included experts in educational measurement and leadership who reviewed the items for faults and ambiguities. Each item employed a five-point Likert response format with anchors of 1 (not at all important) to 5 (very important). Items were assigned to a particular scale and exploratory and confirmatory factor analyses[39] were employed to group items into scales. These were labelled by the researchers. Naming the derived factors is a second important decision for the researcher employed in the development of an assessment instrument such as the Impediments to Leadership Succession Inventory (ILSI) of the present study. The researcher, who examines all the items that make up a factor, attempts in essence to identify a name that captures the conceptual meaning inherent in the items. Validation procedures were employed throughout to ensure the sound structural characteristics of the final form of the instrument.[40]

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[38] *ibid* p 29.
[39] In confirmatory factor analysis, the researcher first identifies theoretically the number of dimensions they expect to find and the items in the data set that will load on or form each factor: this is called the model. Then the researcher examines how well the model fits the actual relationships observed in the data. The analysis can confirm or disconfirm the researcher's model. See StatSoft, Inc. (2004). Electronic Statistics Textbook. Tulsa, OK: StatSoft. WEB: http://www.statsoft.com/textbook/stathome.html.
[40] Dorman, J & d'Arbon, T. (2003) *op cit* p 30.

3.4.6 Instrument Validation

As mentioned, 977 questionnaires were returned in the Australian context and these responses were used to validate the instrument.[41]

The exploratory principle components factor analysis with an equamax rotation was performed on the data for the 63 items. Based on this analysis, the Australian researchers identified 32 items that fell into 8 factors. A second analysis using these 32 items extracted the same eight factors with eigenvalues greater than 1.00. A scree test supported this eight factor structure. Thus this 8 factor structure was considered a valid representation of the overall structure of the instrument.

To confirm the factor structure, a confirmatory factor analysis was conducted using the data from the above 32 items. A two-level measurement model for leadership succession with 8 first-order latent variables assessed by the 32 items identified in the exploratory factor analysis and one second-order latent variable assessed by the 8 first-order latent variables was hypothesised. A confirmatory factor analysis using LISREL 8.3 was performed. Three fit indices[42] confirmed the sound fit of the model to the data. We now turn to a description of the Questionnaire as used in the Irish context.

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[41] For the principles involved in guiding the design of questionnaire items see de Vaus, D.A. (2001b) Surveys in Social Research, 5th edn, London: Routlage.
[42] The three fit indices confirming the sound fit of the model to the data included the Root Mean Square Error Approximation, The Tucker Lewis Index and the Parsimony Goodness of Fit Index. See Dorman, J & d'Arbon, T. (2003) op cit p 33.

3.4.7 Leadership Succession in the Irish Context-the Research Instrument

As mentioned, the development of the questionnaire used in this research context (Republic of Ireland and Northern Ireland), is based on leadership succession research conducted, under the directorship of Prof. Patrick Duignan, in Australian Catholic schools, the final report of which was published in April 2003. The researcher, having made contact by email with Prof. Duignan, obtained a copy of the questionnaire used in the research initiative by the School of Educational Leadership at the Australian Catholic University in Sydney. Prof. Duignan granted permission and encouraged use of the research instrument in the Irish context. Since Duignan *et al*'s work was such a large scale study, with financial support from the Australian Government's Research Council and the Catholic Education Commission in New South Wales, the questionnaires had been professionally printed and presented. Financial limitations of an individually conducted, self-financed piece of doctoral research indicated that the researcher had some decisions to make regarding the layout and structure of the questionnaire in the Irish context.

Layout and structure of the questionnaire in the Irish context

The format of the Australian questionnaire was deemed to be suitable to the Irish context, a fact established in the pilot study. As the readability of an instrument is critical to its psychometric performance, the researcher was concerned that the questionnaire was designed in such a fashion as to increase the desirability of its layout, while at the same time including all items. The researcher was conscious

of the use of space in what is a self-administered questionnaire[43] She wanted to avoid cluttering the questionnaire while at the same time presenting it in as an appealing a fashion as possible. She eventually decided on the A3 duplex option as the most appropriate.

The questionnaire was produced using the software package Microsoft Excel 2000 and use was made of formatting features such as "merge and centre", "footnote" and "borders" to improve the appearance of the questionnaire. The covering letter was written in Microsoft Word 2000 and embedded in the spreadsheet as an object. The instrument was printed on a Hewlett Packard A3 laser printer. The duplex option and advanced printing option "2 per page" were used to fit the questionnaire on a single A3 page. To get the correct page sequence the covering letter was on the last page of the Excel worksheet. Multiple copies of the instrument were printed on the laser printer.

The first section of the questionnaire (items 1-12) profiles the respondents. It is based on factors that were identified by the literature and research team (at the Australian Catholic University) to obtain data that would assist in the identification of common or divergent factors relevant to the research questions. For senior teachers, the data provided a 'snapshot' of their personal and work-related characteristics.

Item 13 sought information from the respondents regarding their leadership aspirations. It invited senior leaders to indicate if they were:

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[43] Greenfield Tony, (2002) Research Methods for Postgraduates London: Arnold. Greenfield gives a concise account the layout and structure of a questionnaire. See page 176-178.

1. Actively seeking a principal position;

2. Have not yet applied for principalship, but do envisage doing so in the future;

3. Have applied for principalship in the past, but are unsure if they will in the future;

4. Have applied for principalship in the past, but do not envisage doing so in the future;

5. Have applied for principalship in the past, but will not do so in the future; or

6. Would only apply for principalship if it was in a suitable location for them.

In the remaining section of the questionnaire (Likert type items, 1-94), senior leaders provide responses to one of the main research questions of the study: what are the most significant factors that encourage or discourage senior leaders from applying for principalship. Thus a set of fixed-response items are utilised to identify the disincentives to applying for principalship.

In addition to these disincentives to principalship scales, information was collected on the reward structure of senior leaders. A five-point response format[44] was used for each item: *strongly discourage, discourage, no influence, encourage, strongly encourage.*

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[44] This Likert rating scale requires respondents to select one alternative from a set of ordered categories. Including a middle alternative, for example 'no influence' in this case is deemed to be a good option since,

As discussed, when responses to these items were factor and scale reliability analysed in the Australian research context, most of the items (but not all) were grouped into ten distinct, internally-consistent scales which assess a particular attribute.

Each scale comprised a fixed number of items. Items that were negatively worded were reverse scored. (Negatively worded items serve as a check on the consistency of responses). The attributes or scales, whose scale names attempt to reflect the items in that scale, comprise additional independent variables of the study and explore the following areas:

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while it does give respondents the option of sitting on the fence, it eliminates the danger of artificially creating opinions. See Greenfield, T. (2002) *op cit*

Table 3.2: *Descriptive information for eight Disincentives to Principalship and two*

Incentives Scales

Scale Name	Instrument Items	Sample Item
Personal and Family Impact	1,10,19,28,37,46,55,64	The time pressures on principals are high.
Unsupportive external environment	2,11,20,29,38,47,56,65	Schools are experiencing a decrease in parental support.
Religious Identity Demands	4,13,22,31,40,49,58,67	Principals are expected to show explicit religious behaviour.
Recruitment Problems	5,14,24,32,41,50, 59,68	The position of principal is often 'filled' prior to advertising.
Systemic Accountability	6,15,25,33,42,51,60,69	Principals have to be accountable to too many external bosses.
Lack of Expertise	7,16,26,34,43,52,61,70	Principals are not prepared for their roles.
Male Bias	8,17,27,35,44,53,62,71	Men are valued more than women as principals
Loss of Close Relationships	9,18,28,36,45,54,63,72	No one on staff ministers to the principal
Internal Rewards	80,82,84,86,88,90,92,93,94	Principals have the opportunity to make a difference in the lives of others
External Rewards	81,83,85,87,89,91	The salary package offered to principals is very attractive

As outlined, these ten scales were identified. Eight of these scales reflect the attitudes of senior teachers to what they perceive to be the disincentives to applying for principalship. The remaining two, that is internal and external

rewards scales, reflect their attitudes to perceived incentives to apply for principalship. Each scale is a composite measure of an attribute, each consisting of several items as outlined above. All items in an individual scale have a logical relationship to each other. Each scale involves the assignment of a score to place subjects- i.e. senior teachers- on a continuum with respect to an attribute.

These scales or clusters of items, with underlying patterns of relationships, are more reliable than individual items in giving a comprehensive insight into chosen aspects of disincentives and incentives to applying for principalship.

3.5 Administrative Procedures

The fieldwork was carried out during 2003. It was preceded by a period of planning, organisation and clarification of approach. Advice was sought from a consultant statistician at University College Cork who advocated, among other things, the carrying out of a pilot study to assess its overall feasibility.

Pilot study

The pilot survey was sent to a number of Catholic voluntary secondary school senior teachers, ten in all. It was also sent to ten senior teachers in Northern Ireland. A pilot study, in essence, a small-scale study conducted prior to the actual research; tests the procedures and techniques, specifically the questionnaire, in the case of this study, as the main instrument used.

From a practical point of view, it revealed that it was possible to secure the cooperation of senior teachers, by the intended procedures. It revealed that the

respondents understood the answering procedures and the general instructions. All agreed that the flow of the questionnaire made sense in that it commenced with factual, concrete questions, worked through the Likert format items and ended with the two comment-on type questions.

Importantly, the pilot study revealed that the procedural issue of the time involved to complete the instrument was not a problem for the respondents. After all subjects will be reluctant to volunteer for a study that demands a large amount of time to complete the questionnaire. Additionally, if they do volunteer, on account of too great a time demand, they may respond carelessly to items towards the end of the assessment period, thus increasing error variance. The time required for the completion of the questionnaire was established - approximately fifteen to twenty minutes. Such a short completion time was deemed satisfactory since the required data are obtained in a time interval that is not too demanding on the busy schedule of a senior teacher.

At this piloting stage, items may be corrected or deleted and a second pilot study will lead to the final form of the survey instrument. Such procedures help to clarify the wording of questions and alert one to omissions. In relation to the present study some items were reworded to provide clarification. The issue of the comparatively small font size used in the questionnaire was alluded to during the pilot study, but the researcher opted not to change, in order to preserve the A3 duplex option for printing, thus ensuring a maximum of four pages to the questionnaire.

As a preliminary to the actual fieldwork, principals of the schools involved in the survey, received an explanatory telephone call informing them of the intent and scope of the study. Contact was made with the person responsible for the administration of the questionnaires to arrange for their distribution and collection and they took personal responsibility for this task. The respondents were guaranteed confidentiality. The questionnaires were returned in the prepaid envelope provided. A second contact with the schools was made by the researcher in order to thank them for their cooperation.

3.6 Analysis design and Procedures

3.6.1 Procedures for Analysis

Once the data were collected, they were then processed. Data processing involved the following procedures: coding, data capture, editing/quality control and producing results.[45]

Coding

The coding of the data involved labeling the survey responses with simple numerical codes in order to facilitate data entry and data processing. Each returned questionnaire was coded by hand by the researcher, with an individual respondent number, 1-197 for the Cork research context and, 1-129 for Northern

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[45] For a comprehensive treatment of data processing procedures see Statistics Canada at www.statcan.ca/english/edu/power/ch13/sample/sample.htm .

Ireland. Also a research context code was assigned to both sets of questionnaires.

The responses to Likert-type items 1-94, all being closed questions to which a fixed number of predetermined survey responses were allowed, were coded on a five-point Likert scale ranging from 5-'strongly discourage', 4- 'discourage', 3-'no influence', 2-'encourage' and 1-'strongly encourage'. Missing data are coded −1.

The questionnaires were then prepared for data capture. They were reviewed by the researcher to ensure that the minimum required data were reported and that they were decipherable.

Data Capture-Quantitative

All the codes were then entered directly into a data entry package. Batch keying was employed as a method of data capture. Data were saved in ASCII format[46] which is later imported into SPSS[47] for data analysis.

Data Capture-Qualitative

Item 95 and 96, it will be recalled, constitute the qualitative dimension of the study and seek responses to the following questions:

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[46] ASCII-*A*merican *S*tandard *C*ode for *I*nformation *I*nterchange is a set of standarised codes to represent keyboard characteristics. See Polit, D., Hungler B.(1995) *Nursing Research: Principles and Methods*, Philadelphia: J.B. Lippincott Company p 487.
[47] SPSS –Statistical Package for the Social Sciences, Version 11 for windows.

Q.95 What are the three most important factors that would influence your decision not to apply for a principalship in a Catholic school?

Q.96 What are the three most important factors that would influence your decision to apply for a principalship in a Catholic school?

The responses to these two open questions were entered as character strings.[48] The evaluation of this textual data will employ, as discussed, the SAS analytic software, Text Miner.[49] Once data had been entered into the database, the next step involved editing of the data.

Data Editing/Quality Control

This ensured that all the information provided was accurate and consistent. This was done by means of the editing facilities within the SPSS software package. A validity edit checked for invalid characters and, also, that essential fields were completed.

These regulatory procedures ensured that there was quality control within the data processing activities before results were produced.

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[48] Responses are entered in text form-they can then be content analysed.
[49] Accessed 01/04/04. Available at http://www.tgc.com/dsstar.

Producing Results

The data, in the study, are analysed by the SPSS statistical package[50] (version 11 for Windows), using the reliability and binomial univariate and multivariate logistic regression routines[51]. The results of the analysis will be utilised to provide answers to the research questions.

Data analysis is based on (129) survey responses from Northern Ireland and (197) from the Republic. Patterns within the response set are summarised by descriptive statistics and a profile of the study population will be presented.

In the univariate analysis employed in the study, an 'odds ratio' is utilised to test the statistical significance of the associations between the personal demographics, work related demographics, disincentives and incentives, with the response variable, i.e. career intention. Univariate analysis will identify how each variable *individually* influences this response.

It will also be established how the independent variables *collectively* impact on career intention. A binomial logistic regression model will be developed to study the associations between the binary response variable, *career intention* and possible covariates (related characteristics). Twenty-two variables will be entered into the regression model. Backward stepwise[52] regression, run as the

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[50] Bryman, Alan, Cramer, Duncan (1997) *Quantitative data analysis with SPSS for Windows: a guide for social scientists.* London: Routledge.
[51] Binary logistic regression is a form of regression that is used when the dependent variable is a dichotomy, as it is in this study. Logistic regression, being one special class of regression models, is well suited to the study of categorical variable outcomes such as intention to apply for principalship and this technique is increasingly applied in educational research.
[52] Firstly, all the variables are introduced into the regression model. Backward stepwise elimination of individual variables then occurs, followed by their subsequent re-introduction. It is re-introduced into the model on the grounds that its significance may or may not improve in a different combination of variables.

chosen model selection procedure, will eliminate unnecessary variables from the model until the most parsimonious model of independent variables is achieved. Results of the descriptive data analysis are presently shown in Chapter Four, which follows.

Chapter Four

4 Initial Analysis of Data: Descriptive Statistics: Profiling the Study Sample

4.1 Introduction

As outlined briefly in Chapter One and subsequently clarified and re-iterated in the methodology chapter, a number of research aims were formulated for the study. As mentioned in Chapter Three, the development of the questionnaire utilised in this study was based on leadership succession research conducted in the Australian context in 2000 and 2001. In the Irish context it elicits information in response to the following two main research aims :

- the first aim of the study is the establishment of the nature of the significant factors that encourage senior teachers to or discourage them from actively applying for principalship positions.

- the second aim is to ascertain the nature of the career aspirations of senior teachers in the Cork City and County geographical locations in the Republic of Ireland and, also of those teachers in senior management positions in Northern Ireland;

Factors salient to career intentions

As discussed in the literature chapter, popular press coverage indicates that there seems to be a mounting concern about a possible decline in numbers applying for leadership positions and, in the context of this study, school

principalship positions. For this reason, therefore, the question regarding what conditions tend to attract and what conditions tend to deter senior teachers from considering principalship seems germane, especially to those concerned with the recruitment of capable leaders. Moreover, among senior teachers, different subgroups such as those based on gender, for example, might find the various conditions associated with the principalship to be more or less salient to their decision to pursue or not to pursue a position as principal. As mentioned, the first aim of the study is the establishment of the general nature of the significant factors that encourage senior teachers to, or discourage them from, actively applying for principalship positions. This study, in fact, addresses four specific research questions directly related to this first aim:

Firstly, what personal characteristics of senior teachers predispose them to see certain features of the principalship as attractive and certain other features as unattractive?

Secondly, what characteristics of the work context of senior teachers predispose them to see certain features as attractive and certain other features as unattractive?

Thirdly, what conditions associated with the principalship do senior teachers see as objectionable, i.e. what are the disincentives associated with the position?

Fourthly, what conditions associated with the principalship do senior teachers see as attractive, i.e. what are the incentives associated with the position?

The fifth research question relates to the career intentions of the respondents with regard to principalship in particular.

The answers to these specific questions may lead to an understanding of unwillingness or willingness to apply, on the part of the respondents to the research questionnaire.

Personal and contextual characteristics

In this chapter, the personal characteristics of the respondents, as well as the work-related, contextual characteristics will be explored. This will be the first step towards answering the first and second research questions, outlined above, regarding the nature of the personal and contextual/work-related characteristics of senior teachers which predispose them to see certain features of principalship as attractive and certain other features of the job as objectionable? As may be recalled, the research instrument elicited such personal socio-demographic information about the respondents through their responses to the following categorical variable questions: *gender, marital status, age group, family status* and *educational level achieved.* As well, it elicited information from the respondents regarding the following work-related demographics -*school location, school type, school size, management position held, length of service* and *work status*. Such information will be used, as mentioned, in providing answers to the two initial questions.

Perceived disincentives and incentives

The instrument also included numerical variables related to the conditions of principalship. Each respondent was asked to rate on a five point Likert scale the extent to which a specific condition would affect his or her decision to pursue a position as principal. The variables were organised into ten scales reflecting the types of concerns that, based on previous research, seemed to be salient. Analysis on these ten numerical scales, using the logistic regression technique, will establish what conditions associated with the principalship, senior teachers regard as objectionable or, indeed, favourable and which could influence their career intentions. Essentially, the objective of the analysis is to establish what teachers regard as the perceived disincentives and incentives associated with applying for the position of principal, and to what extent they are possibly associated with their unwillingness to apply for the position? Analysis findings (at both univariate and multivariate levels) will be used to answer the third and fourth research questions pertaining to the nature of these disincentives and incentives and their respective associations with career intention. Such findings will be shown in Chapters Five and Six of the study.

Career aspirations

The second aim of the study is to ascertain the nature of the career aspirations of senior teachers in the Cork City and County geographical locations in the Republic of Ireland and of those in Northern Ireland.

This aim leads to the fifth research question of this work:

What are the specific career intentions of the respondents with regard to principalship in particular?

Chapter outline: descriptive aspects of data analysis: overview of the study population and their career aspirations

This chapter will present, at exploratory and descriptive levels, the results of the study of senior teachers as outlined in the previous methodology chapter. The purpose of such descriptive statistics is to organise, summarise and, where possible, to graph and generally relate the quantitative information obtained from the initial data analysis. Descriptive statistics, presented in this chapter, will provide information on the following:

Firstly, validation data for the eight disincentives and two incentives scales. Thus, the results of reliability analyses on these scales, as well as means and standard deviations for each scale are presented.

Secondly, information will then be supplied on the response rates, percentage unwilling, percentage willing and so on.

Thirdly, this section of the study, comprising the descriptive statistical aspects of the data analysis, sets out to profile the study population.

As mentioned in Chapter Three, the demographic section of the questionnaire (items 1-13) was based on factors that were identified in the literature as being relevant to the research questions. In essence, the function of the demographic section is to assist in the identification of those common or indeed, divergent factors that will impact on senior teachers' decision to apply or not to apply for

principalship. The profiling data of senior teachers in the research provide, initially, a 'snapshot' so to speak, of the following personal socio-demographic characteristics: *gender, marital status, age group, family status, highest educational level achieved, religious affiliation* and *area (cultural context)*.

Information is then supplied on work-related characteristics of senior teachers, such as location of current school, school size, school type, management position held, length of service and work status.

Fourthly, it may be recalled, data on the career aspirations of the respondents were obtained using one salient item, i.e., item thirteen on the questionnaire. The responses of the senior teachers to all of the demographic items will be presented in this chapter, thus providing, as mentioned, an overall profile of the respondents in relation to their career intentions.

Fifthly, the chapter will provide further exploratory analysis, employing cross tabulations of various variables.

Lastly, in keeping with the evaluative and comparative nature of the study, initial comparisons will be made with the original Australian study.

This chapter, therefore, after providing validation and response data, provides a necessary overview of the study population, prior to the employment of statistical analysis using the logistic regression technique. This method of analysis will lead to an exploration of the impact of predictor variables on the outcome variable-career intention, which is dichotomous in nature (teachers are either unwilling or willing to apply for principalship). Logistic regression establishes possible associations between explanatory variables and the binary outcome variable

which is career intention. Results from the univariate logistic regression analysis will be presented in the following chapter (Chapter Five), and those for the multivariate logistic regression analysis in Chapter Six of the study. Firstly, however, the reliability analyses and descriptive statistics are examined for the major scales.

4.2 Reliability Analysis

The questionnaire adopted and adapted for use in this study is known to function reliably among senior teachers in Catholic schools in Australia.[1] Exploratory item analyses identified the items of the eight scales as cohering to produce scales with the following reliability coefficients.[2] Such reliability statistics for the eight *disincentives scales*, as well as scale means and standard deviations, in the Irish context, are presented in Table 4.1 below:

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[1] Duignan, P., d'Arbon, T., Carlin, P. and Neidhart, H. (2003) *Leadership Succession for Catholic Schools in Victoria, South Australia and Tasmania.* Strathfield, NSW: Australian Catholic University. P 14.
[2] Reliability is a central concept- it basically means consistency. The alpha coefficient- Cronbach (1951)- provides an estimation of this reliability. Multiple items are used in this questionnaire to help us infer the level of the latent traits i.e. the two motivation orientations and religiosity. The question arises as to the extent to which these items are consistent with each other or all working in the same direction. This is referred to as the internal consistency or reliability of the instrument. Measures, which have high reliability, produce observed results, which are close to true scores.

Table 4.1: *Validation data for eight disincentives to principalship scales*

Scale Name	N	Internal Consistency (Cronbach alpha)	Scale Mean	Scale Standard Deviation	Scale Minimum Score	Scale Maximum Score	Number of Items
Personal and Family Impact	298	.88	31.05	5.32	8	40	8
Unsupported External Environment	298	.84	29.61	4.84	10	40	8
Religious Identity Demands	300	.82	25.08	4.60	8	40	8
Recruitment Problems	291	.77	27.98	4.08	12	40	8
Systemic Accountability	301	.83	29.10	4.52	10	40	8
Lack of Expertise	280	.84	26.99	5.19	8	40	8
Perceived Male Bias	258	.90	26.80	5.27	8	40	8
Loss of Close Relationships	299	.86	28.88	4.62	11	40	8

Table 4.1, showing the validation data for the eight disincentives scales, indicates that all the scales have very sound internal consistency with Cronbach coefficient alpha ranging from .77 for recruitment problems to .90 for the perceived male bias scale.[3]

Table 4.1 above also shows the means and standard deviations[4] of these eight scales. In the study sample, senior teachers are asked to use a five point Likert

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[3] Suggested guidelines for interpreting coefficient alpha are: <. 60 unacceptable, 0.06-0.70 minimally acceptable, 0.70-0.80 respectable, 0.80-0.90 very good. See Dukes, K., (1998) Cronbach's Alpha in Armitage, P. and Colton, T., *The Encyclopedia of Biostatistics*, Chichester: John Wiley & Sons. p1027.

[4] For each of these variables we have scores for each senior teacher i.e. a distribution. Two main concepts are used to summarise this distribution- a 'central tendency' or mean and variance. The common term for mean is average, but technically it is the point in the distribution about which there is least variance. It is an

scale from strongly discourage(1) to strongly encourage(5), to indicate the importance of each of 94 items[5] in influencing their decision to apply for Catholic school principalship. As mentioned, these items group into ten distinct internally consistent scales that comprise the dependent variables of the study. These items are in fact used to operationalise the disincentives and incentives scales. The means are all relatively high, with personal and family impact, for example, having a scale mean of 31.05, unsupported external environment a scale mean of 29.61 and systemic accountability a mean of 29.10 out of a maximum of 40. It should be noted that in the study sample, senior teachers are asked to use a five point Likert scale from strongly discourage(1) to strongly encourage(5), to indicate the importance of each of 94 items[6] in influencing their decision to apply for Catholic school principalship. In the original Australian research, high scores on these scales signified the greatest discouragement to apply for principalship. Hence this researcher recoded the five point Likert scale as strongly discourage(5) to strongly encourage(1) to maintain a uniformity in approach between the two studies. Hence, high scores on these disincentives scales imply that respondents view these aspects of principalship as serious impediments to applying for the job, i.e. as 'limiting factors' when considering their choice to apply or not to apply for principalship. What then of the incentives scales?

The validation data for the two incentives to principalship scales are presented in Table 4.2 below:

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effective statistic when the scores within the distribution do not vary too much. The variance is the square of the standard deviation.
[5] See Appendix V.
[6] See Appendix V.

Table 4.2: *Validation data for two incentives to principalship*

Scale Name	N	Internal Consistency (Cronbach alpha)	Scale Mean	Scale Standard Deviation	Scale Minimum Score	Scale Maximum Score	Number of Items
Internal Rewards	283	.89	33.47	5.55	9	45	9
External Rewards	297	.74	20.19	3.49	6	30	6

Again, the validation data indicate that both incentive scales have very sound internal consistency: internal rewards with a Cronbach coefficient alpha of .89 and external rewards with coefficient of .74. Table 4.2 above also shows the means and standard deviations[7] of these two scales. The incentives are not recoded as were the disincentives scales. High scores on the incentives scales therefore signify that respondents are encouraged to apply, i.e. they see these aspects of principalship as rewarding. The means are all relatively high, with internal rewards, for example, having a scale mean of 33.47(scale maximum score is 45) and external rewards having a scale mean of 20.19 (scale maximum score is 30). These findings indicate, therefore, that senior teachers view these aspects of leadership as rewarding aspects of the job when considering their choice to apply or not to apply for principalship.

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[7] For each of these variables we have scores for each senior teacher i.e. a distribution. Two main concepts are used to summarise this distribution- a 'central tendency' or mean and variance. The common term for mean is average, but technically it is the point in the distribution about which there is least variance. It is an effective statistic when the scores within the distribution do not vary too much. The variance is the square of the standard deviation.

Editing facilities

As mentioned in Chapter Three, to ensure that all the information provided initially is accurate and consistent, editing facilities within the SPSS software package were utilised. These checked for invalid characters and, also, that essential fields were completed. These regulatory procedures ensured that there was quality control within the data processing activities before results were produced. However, such editing is of little value to the overall improvement of the actual survey results, if no corrective action is taken when items fail to follow the rules set out during the editing process.

Imputation procedures

When a review was performed on the disincentives and incentives scales, it was noted that while a majority did answer the eight items composing the disincentives scales, and the nine and six items composing the incentives scales, a substantial number of respondents omitted just one item in particular scales.[8] In this research, therefore, where cases were found to have missing data due to non-response to certain items, imputation procedures[9], already decided upon during the planning and development stages of the research, were utilised. An 'estimator' method of imputation uses information from other answers, and through mathematical operations, derives a plausible value for the missing data.

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[8] 164 respondents, in fact, did not answer at least one item on a minimum of one scale.
[9] Imputation-when a scale is missing one, but not more than one item, the average of the other scored items in the scale is calculated and this mean is then substituted for the missing item. See Statistics Canada. Imputation. Accessed 15/10/2003. Available at www.statcan.ca.

In effect, these imputation procedures are designed to fill the gaps since non-response impacts on the quality of the survey. Imputation, in fact, limits the biases caused by not having a complete and accurate record.[10] The approach taken by the researcher was, where a scale was missing just one item,[11] the average of the other scored items was calculated and then substituted for the missing item (mean imputation). Subsequently, this procedure was subjected to a reliability analysis. Such reliability statistics for the eight *disincentives scales* (after substituting for missing data), as well as scale means and standard deviations are presented in Table 4.3 below:

[10] *Ibidem*
[11] Missing data are a serious problem in many fields of research. Mean substitution is a widely recognised approach to handling databases with incomplete cases. It involves substituting a variable's mean value computed from available cases to fill the missing data values on the remaining cases. The option is available in SPSS procedures. As a general rule, if fewer than 10% of items are left blank by the respondents, then the mean of the scores of the other items may be substituted for the missing values. Imputation for missing data involves maximising the data, in that maximum usage is made of information that might otherwise be lost. Further information available at http://www.utexas/its Accessed on 2/03/2003.

Table 4.3: *Validation data for eight disincentives to principalship scales (after substituting for missing data)*

Scale Name	N	Internal Consistency (Cronbach alpha)	Scale Mean	Scale Standard Deviation	Scale Minimum Score	Scale Maximum Score	Number of Items
Personal and Family Impact	323	.87	31.09	5.31	8	40	8
Unsupported External Environment	323	.84	29.56	4.84	10	40	8
Religious Identity Demands	322	.82	25.03	4.58	8	40	8
Recruitment Problems	314	.78	28.04	4.21	12	40	8
Systemic Accountability	319	.82	29.10	4.47	10	40	8
Lack of Expertise	318	.84	26.90	5.14	8	40	8
Perceived Male Bias	313	.90	26.65	5.10	8	40	8
Loss of Close Relationships	319	.86	28.92	4.62	11	40	8

Table 4.3, showing the validation data for the eight disincentives scales after substituting for missing data, indicates that all the scales have still very sound internal consistency with Cronbach coefficient alpha ranging from .78 for recruitment problems to .90 for the perceived male bias scale.

Table 4.3 above also shows the means and standard deviations[12] of these eight scales. In the study sample, senior teachers are asked to use a five point Likert

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[12] For each of these variables we have scores for each senior teacher i.e. a distribution. Two main concepts are used to summarise this distribution- a 'central tendency' or mean and variance. The common term for mean is average, but technically it is the point in the distribution about which there is least variance. It is an effective statistic when the scores within the distribution do not vary too much. The variance is the square of the standard deviation.

scale from strongly discourage(1) to strongly encourage(5), to indicate the importance of each of 94 items[13] in influencing their decision to apply for Catholic school principalship. In the original Australian research, as previously mentioned, high scores on these scales signified the greatest discouragement to apply for principalship. Hence this researcher recoded the five point Likert scale as strongly discourage(5) to strongly encourage(1) to maintain a uniformity in approach between the two studies. Hence, high scores on these disincentives scales imply that respondents view these aspects of principalship as serious impediments to applying for the job.

Ten scales

As mentioned, items group into ten distinct internally consistent scales that comprise the dependent variables of the study. These items are in fact used to operationalise the disincentives and incentives scales. The means are all relatively high, with personal and family impact, for example, having a scale mean of 31.09, unsupported external environment a scale mean of 29.56 and systemic accountability a mean of 29.10 out of a maximum of 40. These findings indicate, therefore, that senior teachers view these aspects of leadership as 'limiting factors' when considering their choice to apply or not to apply for principalship. What then of the incentives scales?

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[13] See Appendix V.

The validation data for the two incentives to principalship scales, after substituting for missing data, are presented in Table 4.4 below:

Table 4.4: *Validation data for two incentives to principalship scales (after substituting for missing data)*

Scale Name	N	Internal Consistency (Cronbach alpha)	Scale Mean	Scale Standard Deviation	Scale Minimum	Scale Maximum	Number of Items
Internal Rewards	316	.89	33.30	5.58	9	45	9
External Rewards	319	.74	20.13	3.50	6	30	6

Again, the validation data indicate that both incentive scales have very sound internal consistency: internal rewards with a Cronbach coefficient alpha of .89 and external rewards with coefficient of .74.

Table 4.4 above also shows the means and standard deviations[14] of these two scales. The incentives are not recoded as were the disincentives scales. High scores on the incentives scales signify that respondents are encouraged to apply, i.e. they see these aspects of principalship as rewarding. The means are all relatively high, with internal rewards, for example, having a scale mean of 33.30 (scale maximum score is 45) and external rewards having a scale mean of 20.13 (scale maximum score is 30). These findings indicate, therefore, that

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[14] For each of these variables we have scores for each senior teacher i.e. a distribution. Two main concepts are used to summarise this distribution- a 'central tendency' or mean and variance. The common term for mean is average, but technically it is the point in the distribution about which there is least variance. It is an effective statistic when the scores within the distribution do not vary too much. The variance is the square of the standard deviation.

senior teachers view these aspects of leadership as rewarding aspects of the job when considering their choice to apply or not to apply for principalship.

Logic of the study's comparative nature

As mentioned in the initial part of the chapter, in keeping with the evaluative *and* comparative nature of the study, initial comparisons will be made with the original Australian study. In terms of validation data, the alpha coefficients obtained in the Irish context compare very favourably with those in the Australian context.[15] It may be said that cultural differences between Australia and Ireland may impede the comparative process. However, this researcher justifies the logic of the comparative approach on the grounds that the principles of Catholic education are equally binding on all Catholic schools throughout the world. Indeed, the Catholic school is not just an integral part of the particular cultural context that surrounds it, but is also 'bonded to a world-wide Church which has a rich tradition of beliefs and underlying values which are reflected, expounded upon and celebrated'[16] in various rituals and ceremonies. Thus, an examination of aspects of Catholic school leadership, in another western cultural context, against a framework of well established and reliable dimensions of Catholic school leadership research[17] can provide a more balanced judgment regarding the disincentives and incentives to apply for leadership in Irish second-level Catholic schools.

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[15] The Australian disincentives and incentives scales have alpha coefficients ranging from .74 for recruitment problems to .91 for loss of close relationships. See Duignan, P., d'Arbon, T., Carlin, P. and Neidhart, H. (2003) *op cit* p 14.

4.3 Response Rate for the Study

As mentioned previously, descriptive statistics are utilised, on the whole, in the initial sections of the chapter and procedures are employed to organise, summarise, and where appropriate, to graph and, in general, to describe the quantitative information obtained from data analysis. Such descriptive statistics are employed to provide a profile of the study sample and provide an indication of the overall response rates for example. The number of questionnaires distributed to and returned by senior teachers is presented in Table 4.5 below:

Table 4.5 *Population and response rates for senior leaders' questionnaires*

Group	Questionnaires Distributed	Questionnaires Returned	Percentage Response Rate
Senior Teachers	659	326	49.5%

As may be seen from Table 4.5 above, from the overall sample of 659, there were 326 responses giving an overall response rate of 49.5%.

4.4 Sample Profiles

In providing a profile of the sample, details are presented in relation to the characteristics of the respondents. For purposes of presentation and statistical

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[16] Ramsay, W. & Clark, E., (1990) *New Ideas for Effective School Improvement* London: Falmer Press p 184.
[17] This research includes the seminal work of Manno (1985), Ciriello (1988 and 1994), Tarr (1992) *op cit.*

analysis, these characteristics have been further sub-divided into the following

categories: *personal background variables* and *work-related variables*.

4.5 Personal Socio-Demographic Characteristics of Study Participants

The personal variables of interest are *area (cultural context), gender, marital status, age group, family status, highest educational level achieved* and *religious affiliation.* Some of these categorical variables had their categories collapsed as the number of cases in the original categories were small and would make for unreliable analysis. Only ten respondents, for instance, were in the thirty and under age group, so these were combined with those in the thirty-one to thirty-five age group to give a total of twenty-three in the new category. All the categorical variables that were collapsed are outlined at the commencement of the inferential analysis section. Table 4.6 below presents data on the cultural context variable:

Table 4.6: *Senior Teachers Classified by Cultural Context*
(N= 326)

		N	%
Area	Northern Ireland	129	39.6
	Republic of Ireland	197	60.4
Total		326	100.0

The results in Table 4.6 above show that three-fifths of sample respondents

(senior teachers) are drawn from the Republic of Ireland with the remaining two-

fifths coming from Northern Ireland. The data on cultural context are presented graphically in Figure 4.1 below:

Figure 4.1: Percentage of Senior Teachers by Cultural Context /Area

Another aspect of the personal background variables of senior teachers is gender. Table 4.7 below presents data on this personal characteristic of the respondents:

Table 4.7: *Senior Teachers Classified by Gender*
(N=326)

		N	%
Gender	Male	156	47.9
	Female	170	52.1
Total		326	100.0

The results in Table 4.7 show that just under a half (47.9%) are male, the remaining, just over a half of the respondents (52.1%) are female. Thus there is a even distribution of responses based on gender.

The data on gender are presented graphically in Figure 4.2 below:

Figure 4.2: Percentage of Senior Teachers by Gender
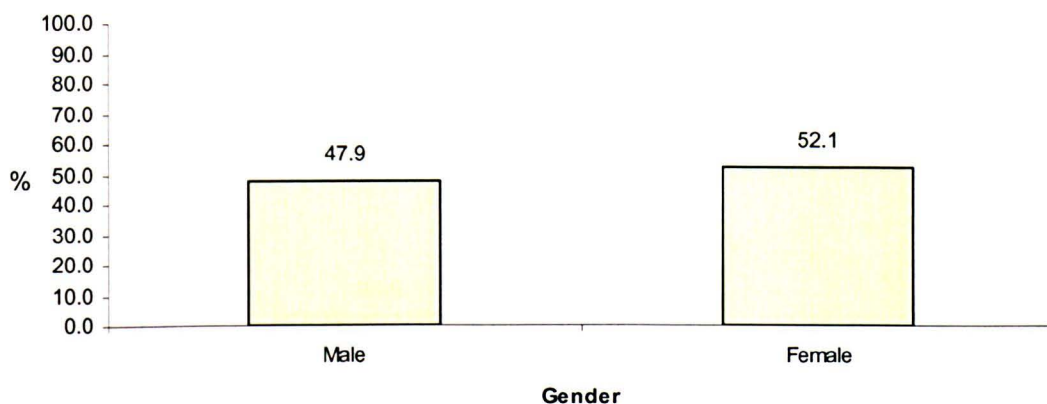
Of interest also, in the study, are the characteristics , firstly, of personal and secondly, family status. Table 4.8 below presents the results for the personal status background variable:

Table 4.8: Senior Teachers Classified by Personal Status
(N= 325)

		N	%
Marital Status	Married	260	80.0
	Not Married	65	20.0
Total		325	100.0

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Here, some categories were also collapsed. Those categories for the single (50 responses), religious (2 responses), separated (5 responses) or other unspecified states (8 responses) were collapsed to form a 'not married' category containing 65 responses. Exactly four fifths (80.0%) of the respondents are married, with the remaining fifth (20.0%) unmarried. Percentages of senior teachers by personal status across the study sample are presented graphically in Figure 4.3 below:

Figure 4.3: Percentage of Senior Teachers by Personal Status
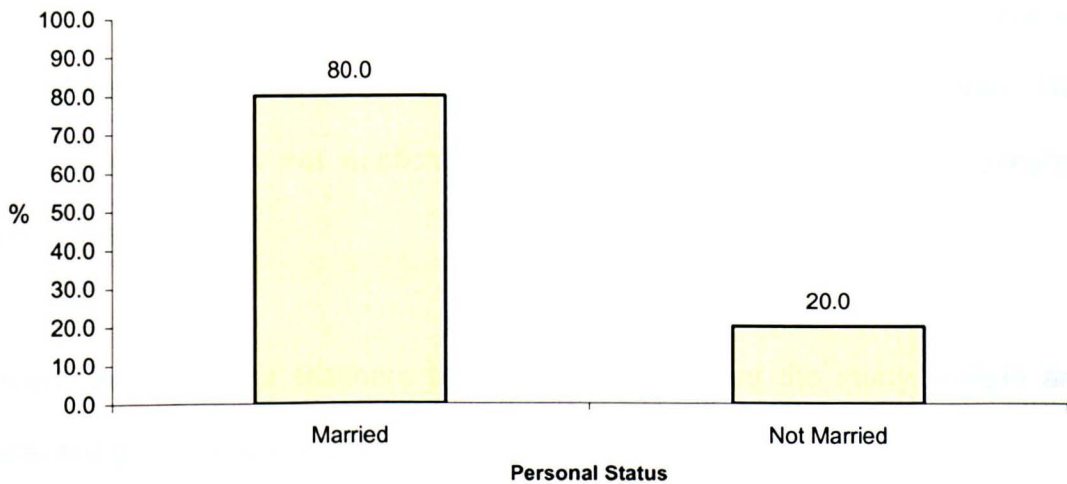
Details are presented, also, in relation to family status, another personal characteristic of interest. Results are shown in Table 4.9 below:

Table 4.9: *Senior Teachers Classified by Family Status*
(N=324)

		N	%
Family	Dependent Children	227	70.1
Status	No Children	52	16.0
	Non Dependent Children	25	7.7
	Not Applicable	20	6.2
		324	100.0

It may be seen from Table 4.9 that a majority (70.1%) of respondents have dependent children. This group constitutes over two thirds of the respondents. The findings indicate, also, that approximately a sixth (16.0%) of survey respondents have no children, while 7.7% have non-dependent children. The survey question was not applicable for the remaining 6.2% of the research participants.

Percentages of senior teachers by family status across the study sample are presented graphically in Figure 4.4 below:

Figure 4.4: Percentage of Senior Teachers by Family Status
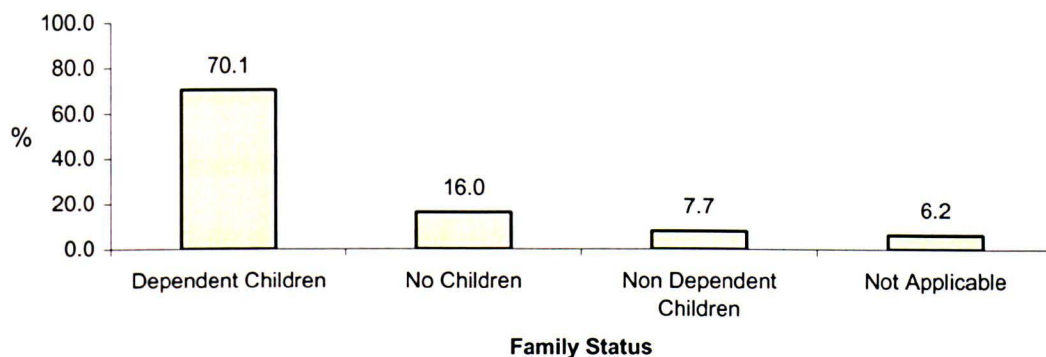
Another aspect of the personal background variables of senior teachers is their age. As shown in Table 4.10 below, age is categorised into six age bands:

Table 4.10: *Senior Teachers Classified by Age Group*
(N=325)

		N	%
Age Group	< 35	23	7.1
	36-40	46	14.2
	41-45	63	19.4
	46-50	81	24.9
	51-55	74	22.8
	56+	38	11.7
Total		325	100.0

As mentioned previously, only ten respondents were in the thirty and under age group, so these were combined with those in the thirty-one to thirty-five age

group to give a total of twenty-three in the new category. The results show that nearly a quarter of the senior teachers surveyed are in the 46 to 50 age bracket (24.9%). The second largest group, 51 to 55, is slightly less with more than a fifth (23.1%) of the cohort. The 41 to 45 age bracket also makes up just over a fifth (22.8%) of the sample while the 36 to 40 age group constitute 14.2% of those surveyed. The data on age are presented graphically in Figure 4.5 below:

Figure 4.5: Percentage of Senior Teachers by Age
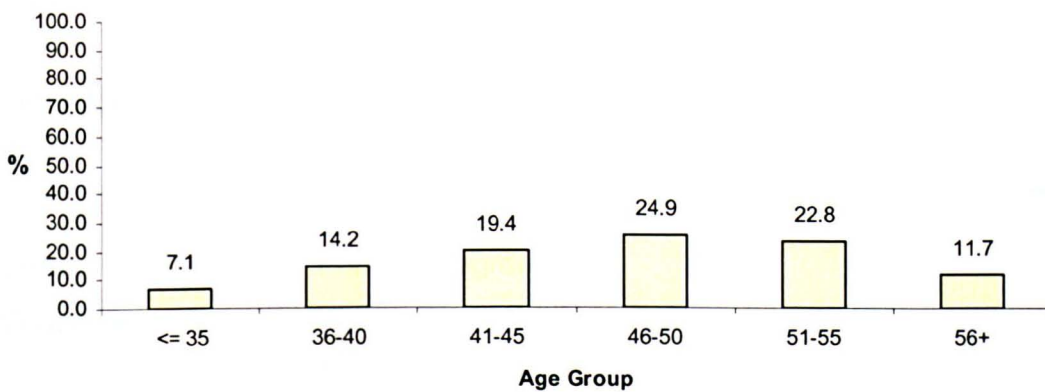
Overall, the largest representation of senior teachers surveyed is to be found in the combined 36 to 55 age bracket (81.3%). This result is to be expected since, after all, it is a survey of senior teachers i.e. those teachers who are either deputy principals, assistant principals or special duties teachers in the Republic of Ireland; or those who are deputy principals or management point holders in Northern Ireland. Since management positions are allocated on the basis of

seniority in voluntary secondary schools in the Republic[18] (the first research context of the study), it is anticipated that those teachers surveyed will fall into the middle to older age groupings. Those in the 56 plus age bracket make up just over a tenth of those sampled; with teachers in the 35 or less age grouping making up just 7.1% of the sample respondents.

The highest academic qualification of the survey respondents is also another personal characteristic of interest in the study. Table 4.11 below show the results for the respondents on this educational background variable:

Table 4.11: *Senior Teachers Classified by Highest Level of Education* (N=320)

		N	%
Highest Level of	Primary Degree	101	31.6
Education	Higher Dip in Ed	161	50.3
	Post Graduate	58	18.1
Total		320	100.0

Again, because of the small number of respondents, some categories were collapsed due to small numbers of responses for these categories. The categories of masters (45 responses) and doctorate degrees (4 responses), and those with numbers for diplomas (9 responses), were collapsed to form a postgraduate category with 58 responses. The minimum level of qualification

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[18] Association of Secondary Teachers, Ireland (ASTI) (2000) Revised Guidelines for the Implementation of the Post of Responsibility structure in Voluntary Secondary schools. Dublin: ASTI p 4.

among the study cohort is at the primary and Higher Diploma in Education level. Over four fifths (81.9%) of the senior teachers indicated obtaining this qualification only. In addition to the minimum qualification, the remaining 18.1% reported having obtained a post-graduate degree, that is a masters or doctorate degree, or a diploma in educational management or guidance and counselling for example. Percentages of senior teachers by degree level across the total study sample are presented graphically in Figure 4.6 below:

Figure 4.6: Percentage of Senior Teachers by Highest Degree Level
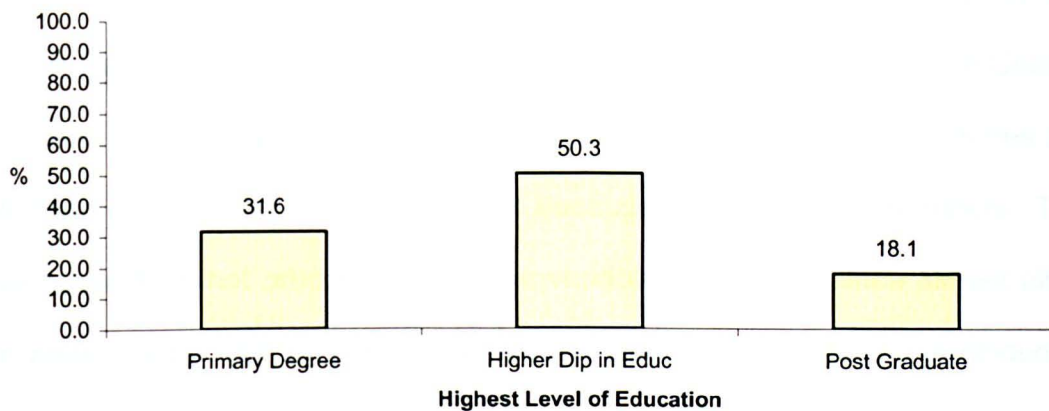
Findings pertaining to religious affiliation, the final personal characteristic of relevance to the research, are presented in Table 4.12 following:

Table 4.12: *Senior Teachers Classified by Religious Affiliation*
(N=325)

		N	%
Religious Affiliation	Roman Catholic	317	97.5
	Church of Ireland	1	.3
	Other	2	.6
	None	4	1.2
	Presbyterian	1	.3
Total		325	100.0

The results show that a very large majority of the respondents (97.5%) are Roman Catholic with the remaining combined 2.5% indicating they were Church of Ireland, Presbyterian or of no religious persuasion. These latter categories are collapsed to form an 'other' category because of very small numbers. The researcher does not propose to use this variable in analysis since almost all of the respondents are of one religious persuasion. Thus, having provided a 'snapshot' of the personal characteristics of the respondents, the researcher now turns to their contextual characteristics.

4.6 Contextual Characteristics in Relation to Study Participants

In addition to the personal characteristics of the respondents, the researcher is also interested in profiling the work-related characteristics of the senior teachers, i.e. those contextual characteristics that may possibly predispose them to see certain conditions of school principalship as particularly troublesome or

particularly attractive. Such characteristics include the geographical location of the schools in which the participants work, school size and school type. It also includes their managerial position held, their length of service to the management position held and job status, i.e. whether they are work sharing or not. Data on the geographical location of the respondents are shown in Table 4.13 below:

Table 4.13: *Senior Teachers Classified by Geographical Location*
(N=326)

		N	%
Geographical Location	City	180	55.2
	Large Town	62	19.0
	Small Town	57	17.5
	Rural	27	8.3
Total		326	100.0

Geographical location is characterised into four main bands, i.e. into a city location, large town, small town location, and finally a rural environment. The majority (55.2%) of the respondents teach in city schools with almost a fifth (19%) teaching in large towns. Not quite a fifth (17.5%) are employed in small town schools with the remaining 8.3% working in what are regarded as rural schools.

Percentages of senior teachers by geographical location across the study sample are presented graphically in Figure 4.7 below:

Figure 4.7: Percentage of Senior Teachers by Geographical Area
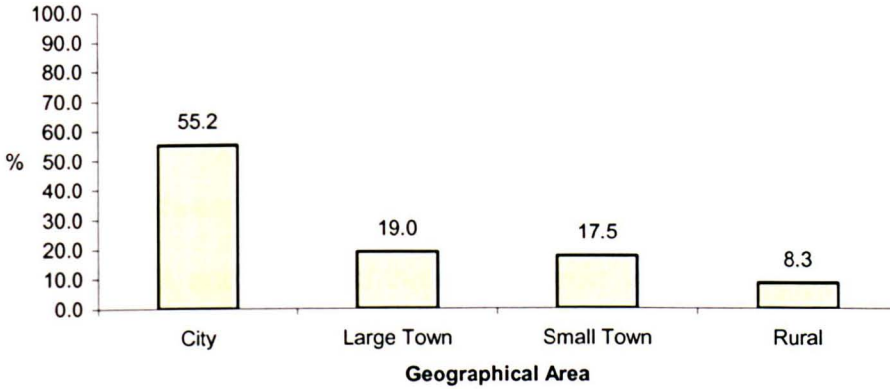
School size is the next contextual characteristic of interest. Table 4.14 below presents results for this demographic variable.

Table 4.14: *Senior Teachers Classified by School Size*
(N=326)

		N	%
School size	<399	47	14.4
	400-499	45	13.8
	500-599	43	13.2
	600-699	37	11.3
	700-799	46	14.1
	800 +	108	33.1
Total		326	100.0

As evidenced in Table 4.14, school size is categorised into six bands. Three categories, i.e. 100 to 199 students enrolled (3 responses), 200 to 299 students enrolled (12 responses), and that with a students' enrolment of 300 to 399 (32 responses), were collapsed to form a 'less than 399' enrolment (47 responses). A third of the teachers (33.1%) indicated that they work in schools with a student enrolment of 800 plus. For the most part, the remaining teachers are fairly evenly distributed between the other school size categories, each category having between 13.2% and 14.4% of the respondents' indications. The smallest number of respondents, however, a little over a tenth (11.3%), indicated that they worked in a school with 600 to 699 students enrolled.

Percentages of senior teachers by school size across the study sample are presented graphically in Figure 4.8 below.

Figure 4.8: Percentage of Senior Teachers by School Size
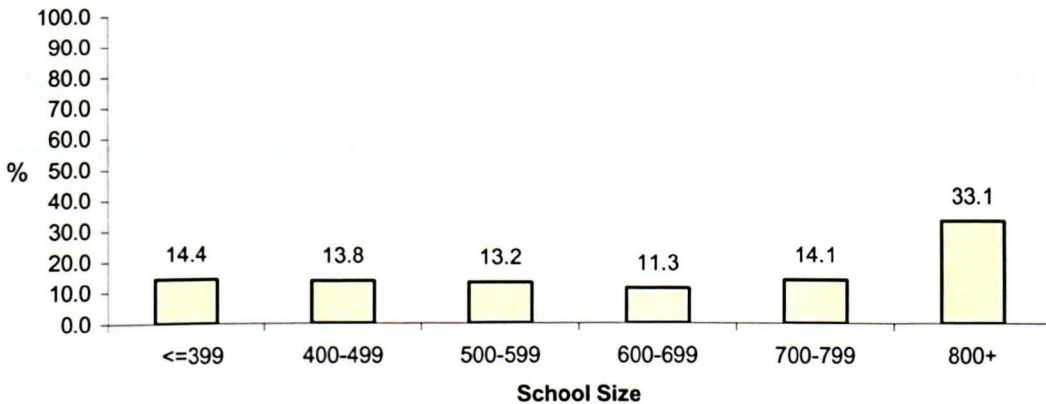
School type is another contextual characteristic of interest. Table 4.15 below presents results for this demographic variable.

Table 4.15 : *Senior Teachers Classified by School Type*

(N=326)

		N	%
School Type	Voluntary Secondary	197	60.4
	Catholic Grant Maintained	51	15.6
	Voluntary Grammar	78	23.9
Total		326	100.0

As may be seen in Table 4.15, there are three main school types involved in the study. In the Republic of Ireland, all of the schools involved are drawn from the Catholic voluntary secondary sector, representing 100% of the sample from that cultural context (60.04% of the total sample population). Voluntary grammar schools, representing nearly one quarter (23.9%) of the school types, and Catholic grant maintained, representing just over a sixth (15.6%), are the school types drawn from Northern Ireland,

Percentages of senior teachers by school type across the study sample are presented graphically in Figure 4.9 below:

Figure 4.9: Percentage of Senior Teachers by School Type
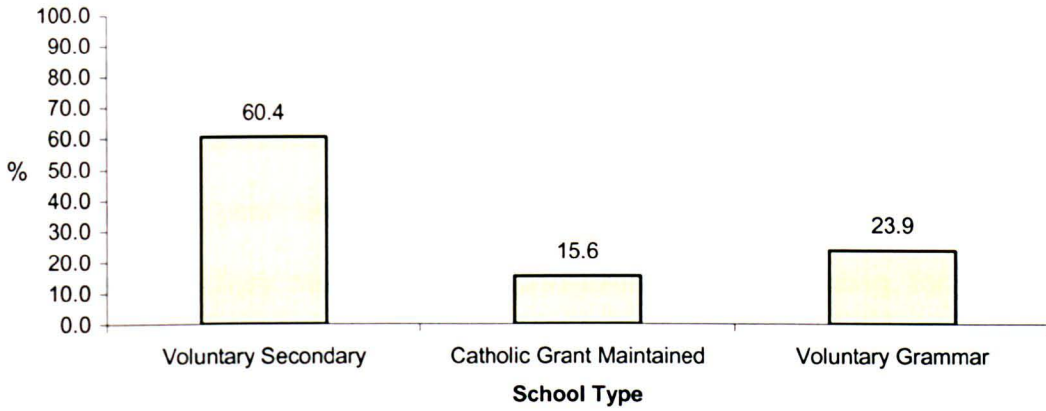
The management position held by the respondents may also be a contextual characteristic that could possibly predispose them to see certain conditions of principalship as desirable or undesirable. Data on this work-related variable are shown in Table 4.16 below:

Table 4.16: *Senior Teachers Classified by Position Held*
(N=312)

		N	%
Position Held	Deputy Principal	30	9.6
	Assistant Principal	96	30.8
	Special Duties Teacher	186	59.6
Total		312	100.0

The majority (59.6%) of the survey participants hold special duties posts. In the Republic and in Northern Ireland, duties attached to such posts generally are

such that they meet the administrative, pastoral and curriculum needs of the school.[19] The definition and list of duties attached to the schedule of posts are decided by the board of management and reflect the individual circumstances of the educational establishment for which they are drawn up. They may include duties such as year heads, subject co-ordinators or state examination co-ordinators. Also, they may include responsibilities for timetabling, for enrolment or for school planning.[20] Almost a third (30.8%) of the teachers surveyed described themselves as assistant principals. These teachers may hold similar duties to a special duties teachers, but their responsibilities are of a greater magnitude, in line with the higher remuneration associated with the post. The remaining 9.6% of the study population are deputy principals. As mentioned previously, some categorical variables had their categories collapsed, as the number of cases in the original categories were too small. The position held variable, for instance, had individual categories for subject co-ordinator, for heads of department and such like, whose numbers would make for unrealistic analysis.

Percentages of senior teachers by position held across the study sample are presented graphically in Figure 4.10 below:

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[19] Association of Secondary Teachers, Ireland (ASTI) (2000) Revised Guidelines for the Implementation of the Post of Responsibility structure in Voluntary Secondary schools. Dublin: ASTI.
[20] See Circular 5/98- Revised In-School Management Structures in Secondary Schools. Published by Department of Education and Science. Available at www.asti.ie. Accessed 5/03/2003.

Figure 4.10: Percentage of Senior Teachers by Position Held
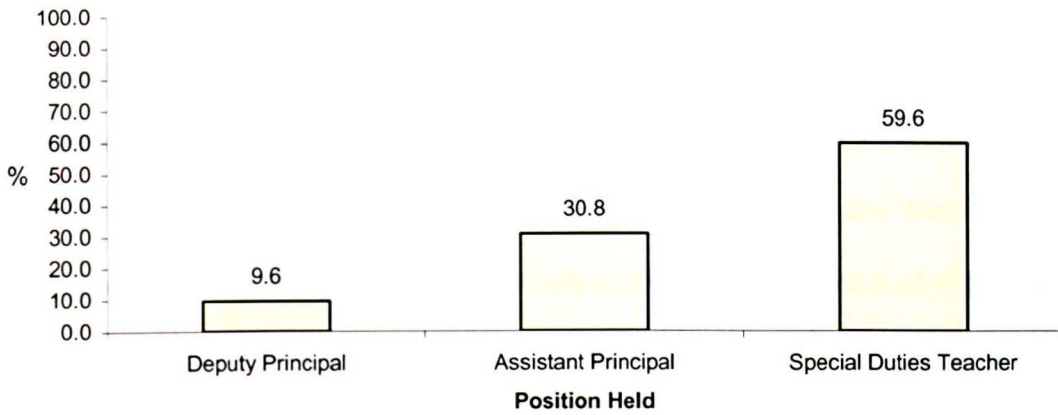
The second last contextual characteristic of interest, that is examined in the study as possibly predisposing teachers to view certain conditions of principalship as disincentives or incentives, is length of service. Data for this variable is shown in Table 4.17 following:

Table 4.17: Senior Teachers Classified by Length of Service
(N=314)

		N	%
Length of Service	1 Year or Less	48	15.3
	2-3 Years	59	18.8
	4-5 Years	48	15.3
	6-10 Years	57	18.2
	10 Years +	102	32.5
Total		314	100.0

As shown, length of service is categorised into five bands. A third (32.5%) of the respondents indicated that they have 10 years plus experience in their management positions. Almost a fifth (18.8%) indicate that they have 2 to 3 years experience, with just slightly less (18.2%) having 6 to 10 years experience. There is a fairly even distribution of respondents between the two remaining categories, with 15.3% showing senior management experience of 4 to 5 years and another 15.3% of 1 year or less. The results, overall, for this variable, show that a majority of the senior teachers are well established in their management responsibilities.

Percentages of senior teachers by length of experience across the study sample are presented graphically in Figure 4.11 below:

Figure 4.11: Percentage of Senior Teachers by Length of Service
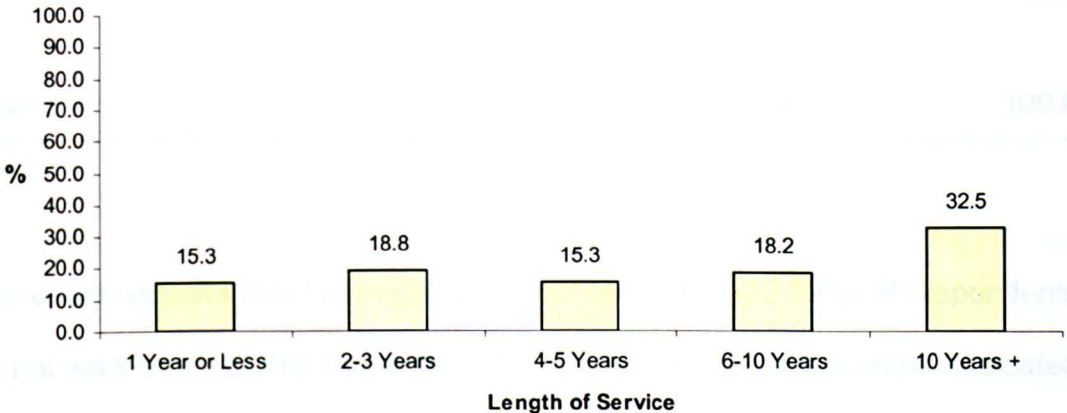
Work status, i.e. whether respondents are working full time or work-sharing may also be a contextual characteristic of interest that could possibly predispose them to view certain conditions of principalship as disincentives or incentives. It is the final work characteristic examined in this profiling section of Chapter Four. In recent times, the Civil Service in the Republic of Ireland has introduced significant measures to support equality of opportunity within its ranks.[21] Schemes, such as flexi-time and work-sharing aim to help people to balance both work and family commitments. Data on work-sharing from the current study are shown in Table 4.18 below:

Table 4.18: *Senior Teachers Classified by Work Status*

(N=314)

		Count	%
Work Status	Not Job Sharing	196	62.4
	Job Sharing	118	37.6
Total		314	100.0

The results indicate that the majority, almost two-thirds (62.49%) of respondents are not work-sharing. The remaining 37.6% of the respondent teachers indicated that they had, indeed, availed of the opportunity that work-sharing had offered.

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[21] Department of Finance (2002) *Diversity in the Civil Service: A policy on equality of opportunity* Dublin: Government Publications.

Percentages of senior teachers by work status across the study sample are presented graphically in Figure 4.12 below:

Figure 4.12: Percentage of Senior Teachers by Work Status
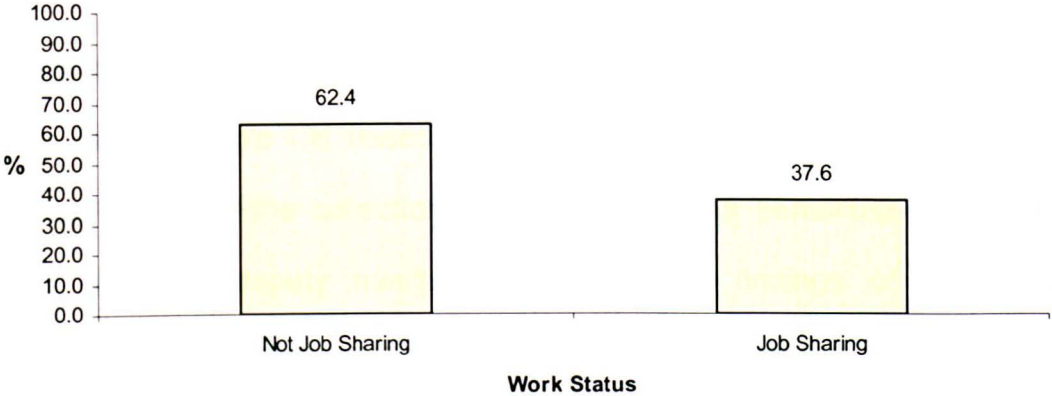
Thus far, in providing a profile of the sample, details are presented in relation to the characteristics of the respondents. The writer now turns to the research questions of the study.

4.7 Research Question in relation to Career Aspirations

As outlined briefly in Chapter One and subsequently clarified and re-iterated in the methodology chapter, a number of research questions were formulated for the study.

A central aim of the study is the establishment of the nature of the significant factors that encourage senior teachers to or discourage them from actively applying for principalship positions. Firstly, however, it seeks to ascertain the nature of the career aspirations of senior teachers in the Cork City and County

geographical locations in the Republic of Ireland and of those senior teachers in Northern Ireland.

Research findings in the area

It may be recalled from Chapter Two that a body of knowledge surrounding the process of acquiring principalship already exists. One of the substantive aims of James and Whiting's UK based research, outlined in the literature review in Chapter Two, was the collection of quantitative data pertaining to the future career plans of deputy headteachers. Research findings of Draper and McMichael, in a Scottish setting, indicate that senior teachers, in response to a questionnaire item which asked respondents whether they were very likely, fairly likely or unlikely to apply for headship, in a future five year period, indicate that a considerable number, 42% of the sample, replied that they were unlikely to apply. In the USA, respondents in the research of Pounder and Merrill, when asked to identify specific career plans, fewer than one third of the respondents identified the high school principalship as a career goal. So what of the findings in the Irish setting?

4.8   Career Intentions of Senior Teachers-an Exploratory Analysis

Exploratory analysis is employed to get a 'feel' for the data. Collected from the questionnaire, such data are used to answer the question, 'what are the intentions of staff in senior leadership positions with regard to applying for principal positions'. As mentioned previously, the present study uses the model developed by James and Whiting in their 1998 research into the career

perspectives of deputy head teachers in the United Kingdom. Their 'career anchorage model'[22] enabled the identification of those who were applying or intending to apply for principalship; those who had previously applied but were no longer doing so; and those who had never applied and did not envisage doing so. Table 4.19 below provides data on the breakdown of percentages of senior leaders who indicated their intention to apply or not to apply for the principalship.

Table 4.19 *Senior Teachers' Career Aspirations regarding Applications for Principalship*
(N=315)

		N	%
Career	Have in the past/Will not in the future	21	6.7
Aspiration	Never applied/ Will not in the future	211	67.0
	Have in the past/Unsure about future intentions	19	6.0
	Have not in the past/Envisage applying in the future	43	13.7
	Actively seeking principalship	5	1.6
	Will apply if location is suitable	16	5.1
Total		315	100.0

Two-thirds of the respondents (67%) indicate that they have never applied for a principalship in the past and will not do so in the future. About seven percent of senior teachers indicated that they had in fact applied for the principalship in the past, but like the previous group, would not do so in the future. Six percent indicated that they have applied in the past, but that they were unsure about

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[22] James, C. & Whiting, D. (1998) Career perspectives of Deputy Head teachers. Educational Management and Administration 26(4) 353-362 cited in Duignan, P *et al* (2001) *Planning for the Future Leadership of*

doing so in the future, while five percent of the respondents suggested that a

suitable location would determine whether they applied or not. Just over one-

seventh of the respondents (13.7%) expressed that, while they had not applied in

Figure 4.13: Senior Teachers' Career Aspirations for Principalship
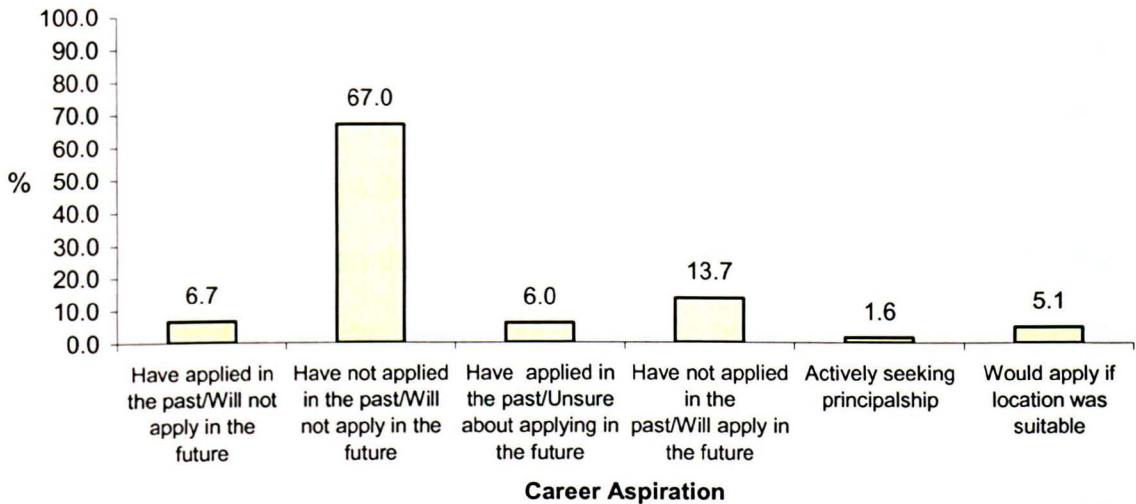
the past, they did intend to do so in the future. Finally, just under two percent

communicated that they were actively seeking a principalship position. The data

on career aspirations are presented graphically in Figure 4.13 above.

Since many of these categories have relatively small numbers of

respondents, it was decided that the categories should be collapsed to three

categories, *willing, unwilling* and *unsure,* by combining similar categories in

Table 4.13 above. Those respondents who have applied in the past, but will not

do so in the future are combined with those who have never applied, and do not

intend to do so in the future to form a new unwilling category. Similarly, those respondents who have applied in the past, but are not sure if they will do so in the future are combined with those senior teachers who indicate that they will apply for principalship, but only if it is in a suitable location, to form an unsure category. Finally, those respondents who have not yet applied, but do envisage applying in the future are combined with those teachers who are actively seeking principalship to form a new willing category. The organisation of these groupings into three distinct categories was done to facilitate the reporting of the results, which are set out in Table 4.20 below.

This table provides data on the breakdown of percentages of senior leaders who indicated their intention to apply, not to apply, or those who indicated an uncertainty regarding principalship application.

Table 4.20: *Senior Leaders' Career Aspirations regarding Applications for Principalship (Collapsed Categories)*

		N	%
Career aspirations	Unwilling to apply	232	73.7
Re-grouped	Unsure about applying	35	11.1
	Willing to apply	48	15.2
Total		315	100.0

Almost three quarters of the respondents (74%) indicate that they are unwilling to apply for principalship positions. Just over fifteen percent communicated a

(UK).

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willingness to apply, while the remaining senior teachers (11%) suggested that they were unsure as to whether they should apply or not.

The data on career aspirations are presented graphically in Figure 4.14 below:

Figure 4.14: Senior Teachers' Career Aspirations Regarding Applications for Leadership (Collapsed Categories)

Career Aspirations Regrouped
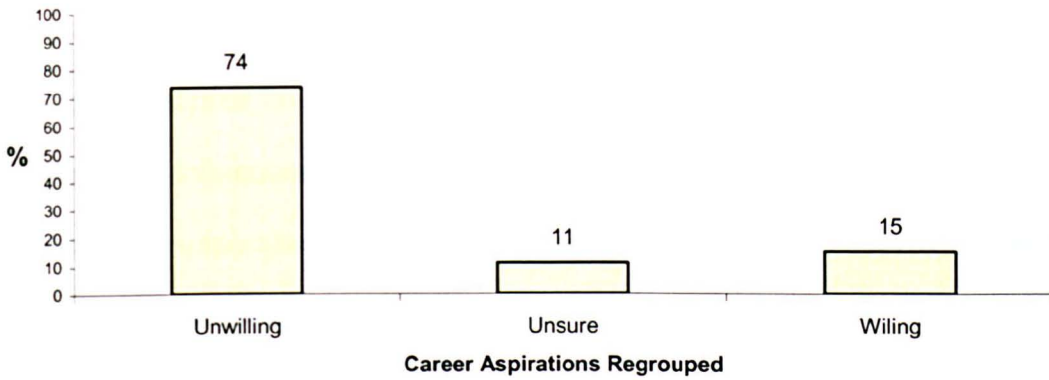
4.9 Further Exploratory Analysis- Cross Tabulations

Further exploratory analysis of the data employing cross-tabulations reveal interesting insights into leadership intentions. Table 4.21 below shows the result of an 'area-by-leadership intention' cross-tabulation. Area here refers to the cultural context in which the senior teachers works, i.e. Northern Ireland or the Republic of Ireland:

Table 4.21: *Area by Leadership Aspiration Cross-Tabulation*

		Career aspirations regrouped		
		Unwilling	Unsure	Willing
			%	
Area	Northern Ireland	66.4	10.4	23.2
	Republic of Ireland	78.4	11.6	10.0

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It reveals that nearly seventy-eight percent (four-fifths) of respondents from the Irish Republic are unwilling to apply for principalship, whereas in Northern Ireland, this figure is reduced to approximately sixty-six percent. In fact, well over a fifth of Northern respondents (23%) are willing to apply for the leadership position as opposed to only one-tenth of senior teachers from the Republic. At a purely observational level, this would indicate that the cultural context in which one teaches influences one unwillingness to apply for the position. The percentage of respondents unsure about applying seems to be approximately the same in both cultural contexts.

A similar analysis focused on 'school size by leadership aspiration' cross-tabulation. The findings are set out in Table 4.22 below:

Table 4.22: *School size by Leadership Aspiration Cross-Tabulation*

		Career aspirations regrouped		
		Unwilling	Unsure	Willing
School Size	<399	73.3	15.6	11.1
	400-499	81.8	9.1	9.1
	500-599	75.6	17.1	7.3
	600-699	74.3	8.6	17.1
	700-799	75.6	15.6	8.9
	800 +	68.6	6.7	24.8

It reveals that, at an observational level, slightly more of the respondents from smaller schools, i.e. those with less than 399 (73%) and those with between 400 and 499 pupils (82%), are unwilling to apply for principalship.

A similar analysis focused on 'geographical location by leadership aspiration' cross-tabulation. The findings are set out in Table 4.23 below:

Table 4.23: *Geographical Location by Leadership Aspiration Cross-Tabulation*

		Career aspirations regrouped		
		Unwilling	Unsure	Willing
			%	
Geographical	City	71.6	10.2	18.2
Location	Large Town	73.7	12.3	14.0
	Small Town	83.9	7.1	8.9
	Rural	65.4	23.1	11.5

It communicates, at an observational level, that senior teachers working in small towns are most unwilling to apply (83%), while those working in cities and large towns show less unwillingness. Rural school teachers seem to exhibit the least unwillingness to apply (65%).

The next analysis focused on 'school type by leadership aspiration' cross-tabulation. The findings are set out in Table 4.24 below:

Table 4.24: *School type by Leadership Aspiration Cross-Tabulation*

		Career aspirations regrouped		
		Unwilling	Unsure	Willing
			%	
School type	Voluntary Secondary	78.4	11.6	10.0
	Catholic Grant Maintained	61.7	12.8	25.5
	Voluntary Grammar	69.2	9.0	21.8

Interestingly, it indicates, at an observational level, that senior teachers from the voluntary secondary sector, in the Republic of Ireland, seem to exhibit the greatest unwillingness to apply for principalship. In Northern Ireland teachers seem to exhibit less unwillingness to apply than in Southern Ireland. However, those teachers in the voluntary grammar (69%) exhibit a higher degree of unwillingness than those in the Catholic grant maintained sector. Therefore, it would appear that teaching staff in Northern Ireland are more willing to apply and take on the responsibilities of the leadership position.

Position in the senior management hierarchy is the target of the next analysis. It focuses on 'position held by leadership aspiration' cross-tabulation. The findings are set out in Table 4.25 below:

Table 4.25: *Position Held by Leadership Aspiration Cross-Tabulation*

		Career aspirations regrouped		
		Unwilling	Unsure %	Willing
Position held	Deputy Principal	70.0	6.7	23.3
	Assistant Principal	76.8	12.6	10.5
	Special Duties Teacher	72.4	11.6	16.0

The results indicate, that again, at an observational level, there is less unwillingness on the part of deputy principals and special duties teachers to apply than there is with assistant principals. Deputy principals, in comparison to assistant principals (10%), in fact, would seem twice as likely (23%) to apply. Maybe the explanation lies in the fact that deputy principals have greater experience of a senior leadership rôle. Alternatively, assistant principals may be 'settled' in their rôle and are reluctant to undertake the responsibilities involved in the principalship position for what they might regard as not that substantial an increase in remuneration.[23]

A similar analysis was performed on the work status of the respondents. This socio-demographic factor refers to whether the senior teacher is work sharing or not. The analysis focuses on 'work status by leadership aspiration' cross-tabulation. The findings are set out in Table 4.26 below:

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[23] Salary differentials between assistant principals (7,475 euros) and principals (8,166-20,799 euros) in category I to category VII schools may be regarded as not being very substantial considering the time and demands involved. Salary figures available from ASTI, Dublin. Also see Schedule to Circular letter:-Pay 25/04. Available at http://www.education.ie Accessed 12/01/2005.

Table 4.26: *Work Status by Leadership Aspiration Cross-Tabulation*

		Career aspirations regrouped		
		Unwilling	Unsure	Willing
			%	
Work Status	Not Job Sharing	74.2	12.6	13.2
	Job Sharing	70.8	9.7	19.5

The findings seem to indicate that those senior teachers who are not work sharing (74%) are slightly more likely to be unwilling to apply for principalship than those who are (71%). The greater degree of willingness on the part of work-sharers may be due to their less demanding current work schedules and therefore, a slight removal from reality in terms of the actual time demands involved.

Further analysis of the data involving the number of years experience in their teaching positions revealed some interesting insights. The analysis focuses on 'length of service by leadership aspiration' cross-tabulation. The findings are set out in Table 4.27 below:

Table 4.27: *Length of Service by Leadership Aspiration Cross-Tabulation*

		Career aspirations regrouped		
		Unwilling	Unsure %	Willing
Length of Service	1 Year or Less	71.7	15.2	13.0
	2-3 Years	67.2	5.2	27.6
	4-5 Years	74.5	8.5	17.0
	6-10 Years	72.2	13.0	14.8
	10 Years +	78.6	13.3	8.2

Table 4.27, at an observational level, shows that those teachers with the longer service are more unwilling to apply for leadership. Those with shorter service demonstrate a willingness to apply, especially those with two to three years experience, almost twenty-eight percent are willing to apply as opposed to just eight percent of those respondents with ten years plus experience. The greater the length of service, the greater is the reluctance to apply. Those with less than one year experience, at an observational level, demonstrate a greater unwillingness to apply than those teachers with two to three years experience. This is understandable in light of the adjustment time required of new teachers to the educational working environment.

Another socio-demographic factor of the senior teachers subjected to analysis is that of highest level of education attained.

The analysis focuses on 'highest level of education attained by leadership aspiration' cross-tabulation. The findings are set out in Table 4.28 below:

Table 4.28: *Highest level of education attained by Leadership Aspiration Cross-Tabulation*

		Career aspirations regrouped		
		Unwilling	Unsure	Willing
			%	
Highest level of education	Primary Degree	73.5	8.2	18.4
	Higher Dip in Ed	80.0	8.4	11.6
	Postgraduate	53.6	25.0	21.4

Table 4.28 indicates, at an observational level, that the proportion of respondents with a primary degree (73%) and a higher diploma in education (80%) unwilling to apply for a principalship is much bigger than the corresponding proportion of respondents with post graduate qualifications (54%). This is understandable in the context that those teachers who do actually decide to pursue further education do so in the anticipation of furthering their career, hence the greater willingness to apply. An assumed rationale for a teacher's decision to invest their time and money in further college education, in keeping with economic models, is the perceived benefits associated with getting the education.

Analysis of the data relating to gender also revealed insights into leadership intentions. The findings are set out in Table 4.29 below:

Table 4.29: *Gender by Leadership Aspiration Cross-Tabulation*

		Career aspirations regrouped		
		Unwilling	Unsure	Willing
			%	
Gender	Male	70.4	12.5	17.1
	Female	76.7	9.8	13.5

Table 4.29 shows the results of a 'gender-by-leadership intention' cross-tabulation. It indicates, at an observational level, that the proportion of women unwilling to apply for principalship (77%) is higher than the corresponding proportion of males (70%). In addition, Table 4.29 shows that females are slightly more polarised than males in their leadership aspirations however. Whereas 12% of males were unsure of their intentions about applying, only ten percent of females were unsure. Another finding is that seventeen percent of males are willing to apply, but only thirteen percent of females indicated that they were willing to apply.

Marital status is a socio-demographic factor that may also influence unwillingness to apply.

Analysis of the data relating to this variable reveals insights into leadership intentions. The findings are set out in Table 4.30 below:

Table 4.30: *Marital Status by Leadership Aspiration Cross-Tabulation*

		Career aspirations regrouped		
		Unwilling	Unsure	Willing
			%	
Marital status	Married	73.9	11.6	14.5
	Not married	72.3	9.2	18.5

Table 4.30 shows that, at an observational level, there seems to be little difference between respondents, based on their marital status. Seventy four percent of men are unwilling to apply, seventy two percent of females are also unwilling. Slightly more married respondents seem to be willing to apply (14%), than respondents who are married (18%).

A similar analysis focused on family status. This socio-demographic factor relates to whether a respondent has children, and if so, to the number of their dependent or non-dependent children. The findings are set out in Table 4.31 below:

Table 4.31: *Family Status by Leadership Aspiration Cross-Tabulation*

		Career aspirations regrouped		
		Unwilling	Unsure	Willing
			%	
Family status	Dependent Children	73.1	10.5	16.4
	No Children	70.4	15.5	14.1
	Non Dependent Children	87.0	4.3	8.7

Table 4.31 shows that, at an observational level, that respondents with non-dependent children are more unwilling to apply than those with dependent children or no children. Possibly those teachers with non-dependent children are in an older age bracket. This grouping of respondents are the most polarised-only four percent are unsure about applying. Overall, there is a greater degree of willingness among those senior teachers with no children (14%) or dependent children (16%), than there is with those respondents with non-dependent children (9%).

A final analysis was undertaken to explore the 'age group by leadership aspiration' cross-tabulation. The findings are set out in Table 4.32 below:

Table 4.32: Age Group by Leadership Aspiration Cross-Tabulation

		Career aspirations regrouped		
		Unwilling	Unsure	Willing
			%	
Age group	< 35	43.5	13.0	43.5
	36-40	60.9	13.0	26.1
	41-45	72.6	11.3	16.1
	46-50	76.9	14.1	9.0
	51-55	84.3	7.1	8.6
	56+	82.9	8.6	8.6

Table 4.32 shows that, at an observational level, respondents who are in the older age groupings are much more unwilling to apply than those in younger age groupings.

4.10 Conclusions

Thus so far, by a series of cross-tabulations of various personal demographic factors and work-related demographics with career aspiration, interesting insights into leadership intentions have been revealed. They show, at a purely observational level, an initial response to the fifth research question of the study. This involves the establishment of the nature of the career aspirations of senior teachers in the Cork area in the Republic of Ireland and those from Northern Ireland.

Validation data for the disincentives and incentives scales have been supplied, as has information relating to the response rates. Also this chapter provided a profile of the study population. It provided, as it set out to do, a 'snapshot', so to speak, of the personal socio-demographic characteristics: gender, marital status, age group, family status, highest educational level achieved, religious affiliation and area (cultural context). Information was also supplied on work-related characteristics of senior teachers such as location of current school, school size, school type, management position held, length of service and work status. As mentioned, it provided, an overall profile of the respondents in relation to their career aspirations.

The study presently turns to inferential analysis- univariate and multivariate logistic regression analysis. The results of the initial univariate logistic regression are shown in Chapter Five, which follows.

Chapter Five

5 Univariate Logistic Regression Analysis

5.1 Introduction

As discussed in Chapter Two, the literature review, popular press coverage indicates that there is a mounting concern about a possible decline in numbers applying for leadership positions and in the context of this study, for school principalship positions. For this reason, therefore, the question regarding what conditions tend to attract to or deter senior teachers from considering principalship, seems germane - especially to those concerned with the recruitment of capable leaders. Moreover, among senior teachers, different subgroups might find the various conditions associated with the principalship to be more or less salient to their decision to pursue or not to pursue a position as principal. It may be recalled that the first aim of the study is the establishment of the nature of the significant factors that encourage senior teachers to, or discourage them from, actively applying for principalship positions. This study, in fact, addresses four research questions directly related to these concerns. The results of the analyses will be utilised to provide answers to the questions that were formulated for the research initially.

5.2 Research Questions of the Study

As briefly outlined in Chapter One and subsequently clarified and re-iterated, the study's research questions relate to the following central areas. It sets out to ascertain the following:

Firstly, what *personal characteristics* of senior teachers predispose them to see certain features of the principalship as attractive and certain other features as unattractive?

Secondly, what *characteristics of the work context* of senior teachers predispose them to see certain features as attractive and certain other features as unattractive?

Thirdly, what *conditions associated with the principalship* do senior teachers see as objectionable, i.e. what are the disincentives associated with the position?

Fourthly, what *conditions associated with the principalship* do senior teachers see as attractive, i.e. what are the incentives associated with the position?

Fifthly, what are the *specific career intentions of the respondents* with regard to principalship in particular?

The answers of the respondents to the specific questions posed in the questionnaire will lead to an understanding in relation to unwillingness or willingness to apply for principalship. As may be recalled, the research instrument elicited personal demographic information about the respondents (i.e. gender, marital status, age group, family status, educational level achieved) and work related demographics (school location, school type, school size, management position held, length of service and work status). The instrument

also included variables related to the conditions of principalship. Each respondent was asked to rate on a five point Likert scale the extent to which a specific condition would affect his or her decision to pursue a position as principal. The variables were organised into ten scales reflecting the types of concerns that, based on previous research, seemed salient. Eight of these comprise disincentives scales. As outlined in Chapter Four, higher scores on these scales reflect that senior teachers view these aspects of leadership as 'limiting factors' when considering their choice to apply or not to apply for principalship. In essence, a high score on a disincentive scale indicates that a respondent considers that scale as being a significant disincentive, hence he/she will be less likely to apply for the job. On the two incentive scales, high scores by the respondents reflect that senior teachers view these aspects of leadership as 'encouraging factors' when considering their choice to apply or not to apply for principalship.

5.3 Chapter Outline

This Chapter sets out : firstly ${to}$ define the response variable.

Secondly, it provides the rationale and theory for binary logistic regression- the statistical procedure implemented in the study.

Thirdly, it interprets the categorical and numerical variables in terms of their logistic regression against career intention.

It outlines the univariate logistic regression analyses that were conducted to examine separately the association between each independent variable and the

outcome variable. (The outline for the multivariate logistic regression modelling will be provided in Chapter Six following).

5.3.1 Defining the Response Variable

As may be recalled from the profiling of senior teachers' responses to the questionnaire item pertaining to career aspiration regarding school principalship in Chapter Four, (item 13), there were six possible categories into which their responses could fall. Since many of these categories have relatively small numbers of respondents, it was decided that the categories should be collapsed to form three categories, *willing, unwilling* and *unsure,* by combining similar categories.

Table 5.1 below provides data on the breakdown of percentages of senior leaders in these three categories, i.e. the number of respondents who indicated their intention to apply, not to apply, or those who indicated an uncertainty regarding principalship application.

Table 5.1: *Senior Leaders' Career Aspirations regarding Applications for Principalship (Collapsed Categories)*

		N	%
Career aspirations	Unwilling to apply	232	73.7
regrouped	Unsure about applying	35	11.1
	Willing to apply	48	15.2
Total		315	100.0

Almost three quarters of the respondents (74%) indicate that they are unwilling to apply for principalship positions. This is a very sizeable proportion of the respondents. Just over fifteen percent communicated a willingness to apply, while the remaining senior teachers (11%) suggested that they were unsure as to whether they should apply or not.

The data on these career aspirations are presented graphically in Figure 5.1 below:

Figure 5.1: Senior Teachers' Career Aspirations regarding Applications for Leadership (Collapsed Categories)
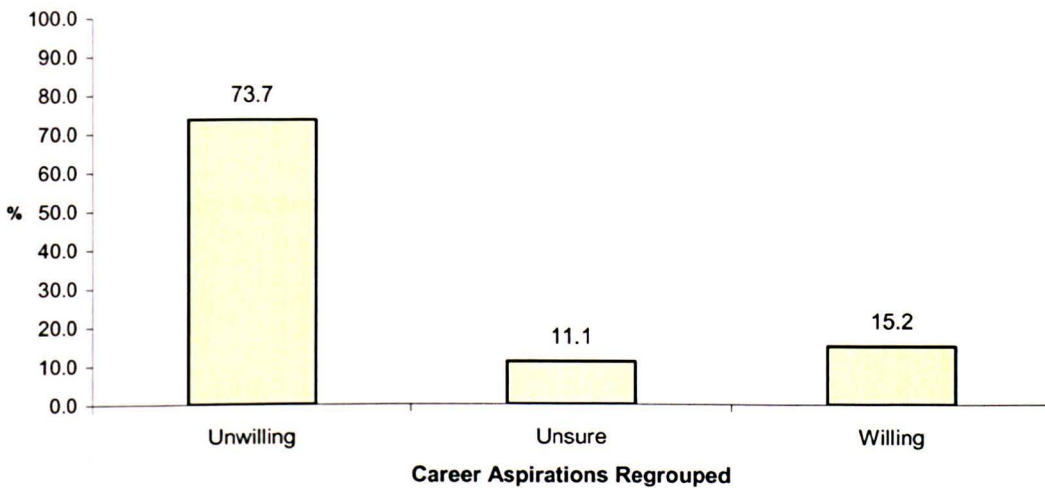
Figure 5.1 shows that there is, in fact, a very high degree of unwillingness expressed by the respondents. As mentioned, 74% (N=232) said they are unwilling to apply, almost three quarters of the respondents.

Since there are small percentages of respondents in the other two categories, these are collapsed to form one *willing/unsure* category comprising 26% (N=83) of the total respondents. Table 5.2 below presents data on the

breakdown of percentages of senior leaders in these two new categories, i.e. the

number of respondents who indicated that they are unwilling or willing/unsure to

apply for the position.

Table 5.2: *Senior Leaders' Career Aspirations regarding Applications for*
        Principalship (Dichotomous Categories)
(N=315)

		N	%
Career aspirations	Unwilling	232	73.7
	Willing/Unsure	83	26.3
Total		315	100.0

These findings are presented diagrammatically in Figure 5.2 following:

Figure 5.2: Senior Teachers Career Aspirations regarding Leadership
(Dichotomous Categories)
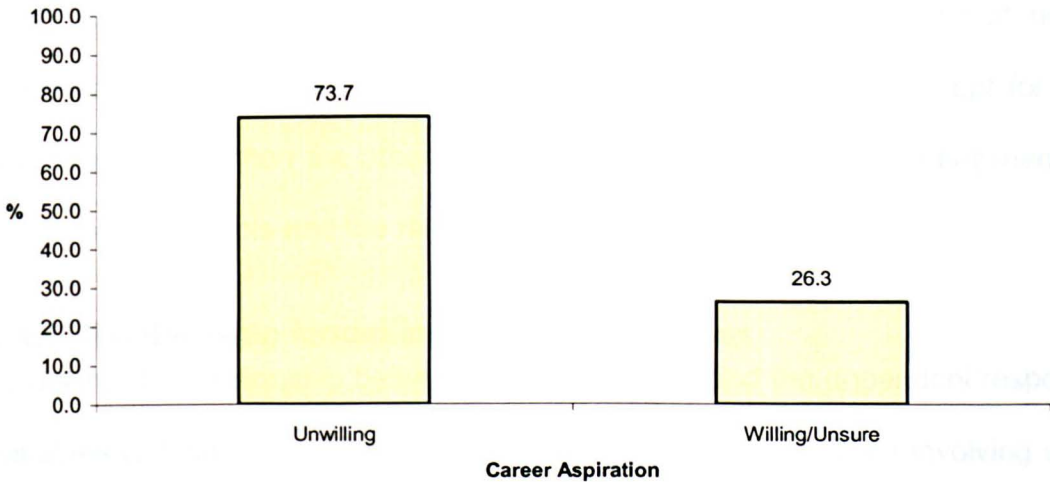
It is of interest to note, at this point, the very high degree of unwillingness to apply for principalship among the respondents. It is such that the researcher has had to collapse what were originally six categories to three categories as outlined in Figure 5.1 above, and then to two categories as shown in Figure 5.2. In fact, this high degree of unwillingness has dictated the statistical technique employed by the researcher to analyse the data. Since the dependent variable of the study is binary in nature, the standard statistical procedure implemented in its analysis is binary logistic regression.

5.4 Binary Logistic Regression- Rationale and Theory.

As mentioned, the career intention of senior teachers is used as a dependent variable. As tabulated in Table 5.2 and shown diagrammatically in Figure 5.2 above, career intention is dichotomous (teachers are either unwilling or willing to apply for principalship), thus logistic regression is employed as the standard statistical technique to evaluate the likelihood that a teacher would opt for one alternative rather than the other- in effect to model the relationship between the independent variable and the response variable.

5.4.1 Relationship Modelling between Variables

Modelling the relationship between the explanatory and the dependent/response variables is a fundamental activity encountered in statistics. Data involving such relationships abound in just about every discipline, from engineering to medicine[1] and increasingly in the social sciences. Binary logistic regression is a form of

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[1] Cook, D. *et al* (2001*) Binary Response and Logistic Regression Analysis.* Part of the Iowa State University project *Beyond Traditional Statistical Methods.*

regression that is used when the dependent variable is a dichotomy, as it is in this study. Logistic regression[2], being one special class of regression models, is well suited to the study of categorical variable outcomes such as intention to apply for principalship and this technique is increasingly applied in educational research.[3] The trend in higher education research is to recognise limitations inherent in ordinary least squares regression and turn increasingly to logistic regression for explaining relationships between a categorical outcome variable and a mixture of categorical and continuous predictors.[4]

Thus, it is established that regression techniques are useful methods for analysing the relationships between variables. As mentioned, they are particularly useful when we seek to understand how a response (dependent) variable is influenced by some other variable.

Binary Logistic regression analysis will be utilised, in fact, in the research to establish associations between the personal socio-demographic characteristics, work related characteristics, perceived disincentives and incentives with the career intentions of the respondents. Comparisons between different groups of respondents, formed according to specific demographic variables, such as *gender, educational level attained, age, school size, management position held* and so on are achieved by univariate logistic

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[2] Logistic regression textbooks by Homer and Lemeshow(2000) and Kleinbaum (1994) have been published. Likewise Tabachnick & Fidell (2001) and others have begun to include chapters on logistic regression in their recent editions. Thus the anticipated use of this technique is increasing.
[3] Okun, Benin & Brandt-Williams (1996) Cited in Peng, Joanne Chao-Ying and Tak-Shing Harry So (2002) Logistic Regression Analysis and Reporting: A Primer in *Understanding Statistics*, 1(1), 31-70.
[4] Peng, Joanne Chao-Ying *et al* (2002) The Use and Interpretation of Logistic Regression in Higher Education Journals: 1988-1999 in *Research in Higher Education*, Vol 43, no. 3.

regression which, in actuality, captures bivariate associations.[5] A description and rationale for the usage of each statistical procedure is given as it arises in the course of the work.

Comparisons between groups of senior teachers, i.e. those comparisons that are not included in the main logistic procedures, are also achieved through some additional statistical procedures. These are deemed by the researcher to be of sufficient interest to the research topic, thus justifying their inclusion. Firstly, we look at univariate models as they are employed in this research.

5.4.2 Logistic Regression- Univariate Modelling

In a univariate model, the association between the outcome variable (career intention) and only *one* independent variable is examined, i.e. univariate analysis is conducted to examine *separately* the association between each independent variable and career intention. (Models with more than one independent variable will be treated in Chapter Six). The univariate model may be formulated as follows

$$Log(p/(1-p)) = alpha + beta^* x,$$

where x is the independent variable and p is the probability that the response variable will take the value 1 at particular values of x.

(The function log(p/(1-p)) is called the *logit* transformation.)

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[5] Univariate analysis in logistic regression is attempting to capture the possible associations between each individual independent variable and the outcome variable, i.e. career intention. It is referred to as univariate analysis since there is only one predictor variable.

Thus, for example, with the first variable that we treat (X=gender) there will be two values for p. One is the proportion of males who are unwilling to apply and the second is the proportion of females that are unwilling to apply.

Modern computer packages, including SPSS, can estimate these models to give estimated values of *alpha* and *beta*. The estimated value of the intercept term *(alpha)* is not usually of interest. However there are a number of aspects to the estimated values of beta.

- One is to determine if the *beta* coefficient is significantly different from zero. This will be done by looking at p-values for the Wald statistic[6].

- If the beta coefficient is *not* significantly different from zero then this suggests that we can drop variable X from the model and conclude that X is not statistically related to the response variable.

- If the beta coefficient *is* significant then the sign (positive or negative) will give us valuable information about the nature of the dependency between the independent and the response variable.

- Finally, the magnitude of beta will allow us to quantify the relationship.

These concepts are now developed by the researcher with reference to the first univariate model employed in the research. This model examines the association

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[6] The Wald statistic is commonly used to test the significance of individual logistic regression coefficients for each independent variable, that is to test the null hypothesis in logistic regression that a particular *logit* (effect) coefficient is zero. The researcher may well want to drop independents from the model when their effect is not significant by the Wald statistic. Available at http://www2.chass.ncsu.edu/garson/pa765/logistic.htm. Accessed 08/06/2004.

between gender and career intention, and is used by the researcher to further

elaborate on the regression technique employed at univariate level.

As mentioned, the univariate model may be formulated as follows:

$$Log(p/(1-p)) = alpha + beta^* x,$$

Where:

- x is the independent variable

- p is the probability that the response variable will take the value 1 at

  particular values of x (i.e. the probability that unwillingness to apply occurs

  at particular values of the independent variable(x) in question)

- $p/(1-p)$ is the 'odds ratio'= <u>probability of presence of unwillingness to apply</u>
                                                probability of absence of unwillingness to apply

- The function log(p/(1-p)) is called the *logit* transformation, thus

  $$Logit(CAREER) = alpha + beta^* GENDER$$

In this '*logit* formulation' of the model, which is linear in the *logit* scale, *beta* has a

log (odds) interpretation.

Log (odds) Interpretation of the Model

Thus if

$$Log(p/(1-p)) = alpha + beta^* x$$

By taking the exponential of both sides of the regression equation (in effect

exponentiation is the reverse of taking logs)

$$p/(1-p)=exp(beta)$$

In other words exp(beta) is an odds ratio (the estimated value of the intercept term *(alpha)* is not usually of interest).

- Thus if *beta* is zero, then exp(0) =1 so that the odds ratio is 1. This happens when p=0.5 and one value of the dichotomous response variable is not favoured over the other. In effect, an odds ratio of one is indicative of no relationship between an independent variable and career intention or that there is a 50/50 chance that the event will occur (unwillingness) if there is a change in the independent variable.

- When *beta* is negative then exp *(beta)*<1, so that the odds ratio will be less than 1 indicating as the value for the independent variable increases the value for the dependent variable will decrease and vice –versa. An odds ratio below one suggests a negative relationship.[7]

- A positive value for *beta* means that exp *(beta)* >1 and the independent and dependent variables will move in tandem – as one increases the other will also increase or equivalently as one decreases the other will also decrease. An odds ratio above one suggests a positive relationship.

- The actual value of exp *(beta)* quantifies the amount of increase or decrease in the dependent variable for each unit change in the independent variable.

It is important to note, however, that logistic regression calculates changes in the *log odds* of the dependent, not changes in the dependent variable itself. If an explanatory variable has an *odds ratio* of 2.0, for example, this means that the

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[7] Kahn, Jeffery H. & Nauta, M. (2001) Social Cognitive Predictors of First-Year College Persistence: The Importance Assessment in *Research in Higher Education,* Vol. 42, no. 6.

odds of being in the highest-coded class of the dependent variable are multiplied by 2.0 when the independent variable increases by one unit.

In this research context being unwilling to apply is coded as one, i.e. the highest coded class, and willing to apply is coded as 0. The dependent class of greatest interest in the research is that of being unwilling to apply for principalship. By convention for binary logistic regression, this class of greatest interest is coded as 1, and the other class as 0.[8]

5.4.3 Independent Variables: Categorical

The independent variables in the study are both categorical and numerical. The categorical variables for the study have been grouped into personal socio-demographic factors (i.e. gender, marital status, age group, family status, educational level achieved and area) or work related demographics (school location, school type, school size, management position held, length of service and work status).

For categorical predictor variables, one of the categories of the variable is designated as the reference category for the odds ratio (odds ratio=1). For these variables, the likelihood of being unwilling to apply for *each* category of the categorical variable is compared to that of the reference for that variable. Statistical significance is defined as $p< .05$. Table 5.3 below outlines the personal

[8] Logistic coefficients need to be coded in a meaningful manner, i.e. assigning 1 to the dependent class of greatest interest to the researcher, otherwise the coefficients are difficult to interpret. Available at http://www2.chass.ncsu.edu/garson/pa765/logistic.htm. Accessed 08/06/2004.

demographic variables with their categories and accompanying reference category.

Table 5.3: *Personal Demographic Variables with their Categories and Reference Category*

Variable	Category	Reference Category
Gender	Male	Male
	Female	
Marital status	Married .	Married
	Not married	
Age group	< 35 Years	<35 Years
	36-40	
	41-45	
	46-50	
	51-55	
	56+	
Family status	Dependent children	Dependent children
	No children	
	Non dependent children	
Educational level achieved	Post graduate	Post graduate
	Primary degree	
	Higher Diploma in Education	
Area	Northern Ireland	Northern Ireland
	Republic of Ireland	

Table 5.4, following, outlines the work related demographic variables with their categories and accompanying reference category.

Table 5.4: *Work Related Demographic Variables with their Categories and Reference Category*

Variable	Category	Reference Category
School Location	City	City
	Large Town	
	Small Town	
	Rural	
School Size	≤ 399	≤ 399
	400-499	
	500-599	
	600-699	
	700-799	
	800 +	
School Type	Voluntary Secondary	Voluntary Secondary
	Catholic Grant	
	Maintained	
	Voluntary Grammar	
Management Position Held	Deputy Principal	Deputy Principal
	Assistant Principal	
	Special Duties Teacher	
Length of Service	≤ 1 Year	≤ 1 Year
	2-3 Years	
	4-5 Years	
	6-10 Years	
	10 Years +	
Work Status	Not Job Sharing	Not Job Sharing
	Job Sharing	

5.5 Numerical Variables - Disincentives and Incentives

Also, as mentioned previously, there are numerical independent variables that are classified either as perceived disincentives or perceived incentives of the position of principalship. These regressors also have possible associations with career intentions. Having ascertained the direction and strength of these associations, at a univariate level, their findings will be presented. Firstly, however, we look at the univariate regression of career intention against the personal categorical demographics of the study.

5.5.1 Univariate Logistic Regression Analysis of Career Intention against Personal Socio-Demographics

Univariate Analysis

In logistic regression, as mentioned, bivariate relationships are captured through univariate analysis. This analysis is referred to as univariate since the dichotomous outcome variable is regressed on only *one* independent variable at a time. It is used to identify how each variable *individually* influences the outcome variable, i.e. without any interactions with the other independent variables. Univariate analysis is a good starting point in that it is simple and helps to get a quick overview of how things are panning out. It is a crude model in that it looks at how each *individual* factor affects an outcome measure, thus ignoring potential covariates. (However, at multivariate level, potential covariates are incorporated in an adjusted model).

Crude odds ratio

At a univariate level 'crude odds ratios' are obtained. They do, however, provide the best estimate, given the available information.[9] Such univariate analyses of the association of career intention with core personal socio-demographics, work related demographics, disincentives and incentives to apply for leadership positions were completed based on univariate logistic regression models. Findings for the univariate logistic regression on the personal socio-demographics are presented in the tables following.

As mentioned, since all the personal demographics are categorical predictor variables, one of the categories of the variable is designated as the reference category for odds ratio (OR=1). For each of these variables, the likelihood of being unwilling to apply for principalship, for each category of the categorical predictor variable, is compared to that of the reference category for that variable. Gender is the first personal demographic to undergo analysis.

5.5.2 Univariate Logistic Regression of Career Aspiration against Gender

Table 5.5 below indicates that, at an observational level, more females (77%) than males (70%) are unwilling to apply.

The model, with career aspiration as the dependent variable and gender as the single independent variable was fitted in SPSS and the odds ratio for gender= male was taken as the reference value. This means that the odds ratio for females is measured against this neutral value for males.

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[9] Accessed 26/10/2003. Available at http://www.ats.ucla.edu/stat/spss.

Findings are presented in Table 5.5 following:

Table 5.5: *Univariate Logistic Regression of Career Aspiration against Gender* (N=315)

Variable Name	Categories	% Unwilling	Odds Ratio	95% CI		P Value
				Lower	Upper	
Gender	Male	70.4	1.			
	Female	76.7	1.38	.837	2.288	.206

Male is the reference category

Nagelkerke's $R^2 = .007$[10]

The odds ratio for the female category is 1.38 with a 95% confidence interval of [0.84, 2.29]. This indicates that there is a greater likelihood that females are more unwilling to apply than men. In fact, the confidence interval for females contains the value 1- as this has already been fixed as the odds ratio for males, since male is the reference category, this suggests that there is no difference between males and females in terms of being unwilling to apply for principalship. This is borne out by a statistical test of significance (p=.206). Therefore, since this is not less than 0.05, it is concluded that there is not enough evidence to reject the null hypothesis that there is no difference between males and females on career intention.

Therefore we conclude that since the odds ratio for females is not different from that of males (1), thus knowing the gender of the teacher is not of statistical significance in determining their career aspiration.

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[10] Results from the Nagelkerke's R^2 will be used to assess the goodness of fit of each univariate logistic model. This test will estimate what percentage of the variance in career intention is accounted for by the independent variable, acting individually. Gender here is estimated to account for 0.7% of the variance in career intention.

Nagelkerke's R square is also provided for the model. This is a summary measure of association between the variables. It can range from 0 to 1, where 1 is the perfect relationship. For the gender model, it is very low at 0.7%, again reflecting the poor fit of this particular model.

5.5.3 Univariate Logistic Regression of Career Aspiration against Marital Status

The second personal socio-demographic variable of interest is marital status. The model, with career aspiration as the dependent variable and marital status as the single independent variable was fitted in SPSS and the odd ratio for marital status = married was taken as the reference value. This means that the odd-ratio for non-married teachers is measured against this neutral value for married teachers.

Findings for this variable are presented in Table 5.6 below: it shows that there is little difference between married (74%) and non-married respondents (73%), at an observational level, in terms of unwillingness to apply for principalship.

Table 5.6: *Univariate Logistic Regression of Career Aspiration against Marital Status*
(N= 314)

Variable Name	Categories	% Unwilling	Odds Ratio	95% CI		P Value
				Lower	Upper	
Marital Status	Married	73.9	1.			
	Not Married	72.3	.92	.500	1.702	.796

Married is the reference category

Nagelkerke's $R^2 = .000$

The odds ratio for the 'not married' category is 0.92 with a 95% confidence interval of [0.50, 1.70]. This indicates that there is a greater likelihood that senior teachers who are married are unwilling to apply than those who are not married. In fact, the confidence interval for those respondents who are not married contains the value 1 - as before, this has already been fixed as the odds ratio for married respondents, since married is the reference category. This suggests that there is no difference between married and unmarried teachers in terms of being unwilling to apply for principalship. This is borne out by a statistical test of significance (p=.769). Therefore, since this is not less than 0.05, it is concluded that there is not enough evidence to reject the null hypothesis that there is no difference between married and unmarried respondents on career intention.

We conclude, therefore, that knowing the marital status of the respondent is not of statistical significance in determining their career aspiration. Nagelkerke's R square is also provided for the model. It reflects the poor fit of

this particular model, with marital status estimated to account for no variance in career intention.

5.5.4 Univariate Logistic Regression of Career Aspiration against Age Group

The model, with career aspiration as the dependent variable and age group as the single independent variable was fitted in SPSS and the odd ratio for age group< 35 was taken as the reference value. This means that the odd-ratio for the other age categories is measured against this neutral value for respondents that are less than 35 years old.

Findings for the univariate logistic regression on the age socio-demographic are presented in Table 5.7 following.

It shows, at an observational level, that 83.4% of the respondents in the 51-55 age group show an unwillingness to apply. In contrast, the least unwillingness is evident among those respondents in the less than 35 age group.

Table 5.7: *Univariate Logistic Regression of Career Aspiration against Age Group*
(N=314)

Variable Name	Categories	% Unwilling	Odds Ratio	95% CI		P Value
				Lower	Upper	
Age Group	<35	43.5	1.			
	36-40	60.9	2.02	.733	5.580	.174
	41-45	72.6	3.44	1.272	9.312	.015
	46-50	76.9	4.33	1.629	11.526	.003
	51-55	84.3	6.97	2.449	19.839	.001
	56 +	82.9	6.28	1.883	20.966	.003

<35 is the reference category

Nagelkerke's R^2 = .063

The age group variable shows an overall significance level of p=.002.[11]

Overall, since age group is an ordered categorical variable[12], there is an overall positive relationship between the variable and unwillingness to apply (p= .002). The odds ratio for the 36-40 age group category is 2.02 with a 95% confidence interval of [0.73, 5.58]. This indicates that teachers who are in this age grouping (the 36-40), have twice a greater likelihood of being unwilling to apply than those who are in the youngest age category (less than 35 years). This, however, is not a statistically significant result - the p-value (p=.174) is not less than 0.05 so it is concluded that there is not enough evidence to reject the null hypothesis that

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[11] Omnibus test of overall significance.
[12] Age group is an ordered categorical variable-the categories are arranged from youngest to oldest age categories, hence it is possible to speak of a positive or negative relationship with career intention, when discussing univariate analysis findings.

there is no difference between the 36-40 age grouping and the less than 35 age grouping on career aspiration.

Thus knowing whether respondents are in the 36-40 age grouping as opposed to the 'less than 35' age grouping is not of statistical significance in determining their career aspiration.

Table 5.7 also shows that the odds ratio for the 41-45 age group category is 3.44 with a 95% confidence interval of [1.27, 9.31]. This indicates that teachers who are in this age grouping have three and half times a greater likelihood of being unwilling to apply than those who are in the youngest age category (less than 35 years). This is a statistically significant result (p=.015).

Thus knowing whether respondents are in the 41-45 age grouping as opposed to the 'less than 35' age grouping is of statistical significance in determining their career aspiration.

The odds ratio for the 46-50 age group category is 4.33 with a 95% confidence interval of [1.63-11.53]. This indicates that teachers who are in this age grouping have over four times greater likelihood of being unwilling to apply than those who are in the youngest age category (less than 35 years). This is also a statistically significant result (p=.003).

Therefore we conclude that knowing whether respondents are in the 46-50 age grouping as opposed to the 'less than 35' age grouping is of statistical significance in determining their career aspiration.

Table 5.7 presents findings for the next age category. The odds ratio for this 51-55 age group coefficient is 6.97 with a 95% confidence interval of [2.45,

19.84]. This indicates that teachers who are in this particular age grouping have nearly a seven times greater likelihood of being unwilling to apply than those who are in the youngest age category (less than 35 years). This, like the previous groupings, is also a statistically significant result (p<.001).

Therefore we again conclude that knowing whether respondents are in the 51-55 age grouping as opposed to the 'less than 35' age grouping is of statistical significance in determining their career aspiration.

Finally, the odds ratio for the 56+ age group coefficient is presented as 6.28 with a 95% confidence interval of [1.88, 20.97]. This indicates that teachers who are in this age grouping have slightly more than six times a greater likelihood of being unwilling to apply than those who are in the youngest age category (less than 35 years). This, like the previous groupings, is also a statistically significant result (p=.003).

Thus we conclude that knowing whether respondents are in the 56+ age grouping as opposed to the 'less than 35' age grouping is of statistical significance in determining their career aspiration. Nagelkerke's R square indicates that the 'age group' variable is estimated to account for 6.3% of the variance in career intention.

5.5.5 Univariate Logistic Regression of Career Aspiration against Family Status

Family status is another personal socio-demographic considered in the analysis. The model, with career aspiration as the dependent variable and family status as the single independent variable was fitted in SPSS and the odds ratio for the

dependent children category is taken as the reference value. This means that the odds ratios for the other family status categories are measured against this neutral value for respondents who have dependent children.

Findings for the univariate logistic regression on this socio-demographic are presented in Table 5.8 below:

Table 5.8: *Univariate Logistic Regression of Career Aspiration against Family Status*
(N=313)

Variable Name	Categories	% Unwilling	Odds Ratio	95% CI		P Value
				Lower	Upper	
Family Status	Dependant Children	73.1	1.			.308
	No Children	70.4	.88	.486	1.585	.666
	Non Dependant Children	87.0	2.55	.704	8.565	.159

Dependent children is the reference category

Nagelkerke's R^2 =.013

Table 5.8 above shows that there is a higher percentage of unwillingness (87%) to apply for principalship demonstrated by those respondents who have non-dependent children, than by those who have dependent children (73%) or by those with no children.

The odds ratio for the non-dependent children category coefficient is 2.55 with a 95% confidence interval of [0.70, 8.56]. This indicates that senior teachers who are in that family status grouping have a two and a half times greater likelihood of being unwilling to apply than those who are in the reference category (dependent children). This is not, however, a statistically significant result, so it is concluded that there is not enough evidence to reject the null hypothesis that there is no difference between those respondents who have non-dependent children and those who have dependent children, in their intention to apply for principalship.

In other words, knowing whether respondents have non-dependent children as opposed to dependent children is not of statistical significance in determining their career aspiration.

The 'no children' category has an odds ratio of .88 with a 95% confidence interval of [.49, 1.58]. This indicates that this grouping of respondents have less of a likelihood of being unwilling to apply than those with dependent children. The result, however, is, as in the previous category, non-significant. Again, it is concluded that there is not enough evidence to reject the null hypothesis that there is no difference between those respondents who have no children and those who have dependent children, in their intention to apply for principalship.

In other words, knowing whether respondents have no children as opposed to dependent children is not of statistical significance in determining their career aspiration.

5.5.6 Univariate Logistic Regression of Career Aspiration against Highest level of Education achieved

The highest level of education attained by a respondent is the second last personal socio-demographic considered in the analysis. The model, with career aspiration as the dependent variable and the highest level of education attained as the single independent variable was fitted in SPSS and the odd ratio for the post graduate category is taken as the reference value. This means that the odd-ratio for the other two categories of this variable is measured against this neutral value for respondents who have attained a post graduate qualification.

Findings for the univariate logistic regression on this socio-demographic are presented in Table 5.9 below:

Table 5.9: *Univariate Logistic Regression of Career Aspiration against Highest level of Education achieved*

(N= 309)

Variable Name	Categories	% Unwilling	Odds Ratio	95% CI		P Value
				Lower	Upper	
Highest Level of Education	Post Graduate	53.6	1.			.001
	Primary	73.5	2.40	1.203	4.788	.013
	Higher Dip in Ed	80.0	3.47	1.798	6.682	.001

Post graduate degree is the reference category

Nagelkerke's R2 = .088

As mentioned in the initial exploratory analysis, the highest degree of unwillingness to apply for a leadership position was shown by those senior

management teachers who possessed either the basic primary degree (74%) and/or a higher diploma in education (80%). The least resistance to applying is exhibited by those teachers who are in the possession of a post-graduate degree (54%).

The odds ratio for the higher diploma in education category coefficient is 3.47 with a 95% confidence interval of [1.80, 6.68]. This indicates that senior teachers who are in this educational attainment grouping have a three and a half times greater likelihood of being unwilling to apply than those who are in the postgraduate educational attainment grouping. This is borne out by a statistical test of significance. Since the p-value is less than 0.05 (p< .001), it is concluded that there is enough evidence to reject the null hypothesis that there is no difference on the career intention variable, between those respondents whose highest degree is a post graduate qualification and those who have a higher diploma as their highest qualification.

We conclude, in fact, that knowing that the highest qualification attained by a teacher is a higher diploma in education, is of statistical significance in determining their career aspiration.

Table 5.9 also presents findings for the primary degree attainment category. The odds ratio for this group coefficient is 2.40 with a 95% confidence interval of [1.20, 4.79]. This indicates that senior teachers who are in this grouping have nearly two and a half times a greater likelihood of being unwilling to apply than those who are in the reference educational attainment category

(Postgraduate). This, like the previous grouping, is also a statistically significant result (p=.013).

It is concluded, therefore, that there is enough evidence to reject the null hypothesis that there is no difference on the career intention variable between those respondents whose highest degree is a post graduate qualification and those who have a primary degree as their highest qualification.

We conclude, in fact, that knowing that the highest qualification attained by a teacher is a primary degree only, is of statistical significance in determining their career aspiration. Nagelkerke's R square is also provided for the model. It indicates that the 'highest level of education achieved' variable is estimated to account for 8.8% of the variance in career intention, reflecting the good fit of this particular model.

This higher degree of willingness, by those respondents with postgraduate degrees, to apply for principalship positions may, in part, be explained by Becker's (1964) human capital theory.[13] A teacher's decision to invest their energy in postgraduate education is possibly based on a perceived increase in their human capital with doing so. In this context, human capital can be regarded as an individual's knowledge, skills and productive abilities. Human capital theory explains that investments in education increase an individual's success in the labour market and consequentially, there is higher earning capacity.

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[13] Becker, G.S. (1964) *Human Capital: A theoretical and empirical analysis with special reference to education.* Chicago: The University of Chicago Press.

5.5.7 Univariate Logistic Regression of Career Aspiration against Area

The area or cultural context of a respondent is the last personal socio-demographic considered in the analysis. The model, with career aspiration as the dependent variable and area as the single independent variable was fitted in SPSS and the odd ratio for Northern Ireland is taken as the reference value. This means that the odd-ratio for the Republic of Ireland category is measured against the neutral value for respondents who live in Northern Ireland. Findings for the univariate logistic regression on this socio-demographic are presented in Table 5.10 below:

Table 5.10: *Univariate Logistic Regression of Career Aspiration against Area* (N=315)

Variable Name	Categories	% Unwilling	Odds Ratio Exp(B)	95% CI		P Value
				Lower	Upper	
Area	Northern Ireland	66.4	1.			
	Republic of Ireland	78.4	1.839	1.107	3.054	.019

Northern Ireland is the reference category

Nagelkerke's R^2 = .025

As mentioned in the initial exploratory analysis, the highest degree of unwillingness to apply for a leadership position was shown by those senior management teachers who lived in the Republic of Ireland (78%), while the least resistance to applying is exhibited by those teachers residing in Northern Ireland. The odds ratio for the Republic of Ireland category coefficient is 1.84 with a 95%

confidence interval of [1.107, 3.054]. This suggests that senior teachers who are in this cultural context grouping have nearly twice a greater likelihood of being unwilling to apply than those who are in the Northern Ireland grouping. This is a statistically significant result (p= .019).

Thus knowing the area or cultural context of the respondent is of statistical significance in determining their career aspiration. Nagelkerke's R square indicates that the 'area' variable is estimated to account for 2.5% of the variance in career intention.

In summary

Thus, so far, models with career aspiration as the dependent variable and each of the personal socio-demographics in turn as a single independent variable, have been fitted in SPSS. These personal demographics have included gender, marital status, age group, family status, educational level achieved and area. Findings from the univariate analyses indicate that age group, educational level achieved and the area variables have categories that are of statistical significance in determining career intention. Gender, marital status and family status have proved, at a univariate level, to be of no statistical significance in its determination.

Having examined the findings for the univariate logistic regression on the personal socio-demographics, we now turn to the results of univariate logistic regression on work related demographics.

As mentioned, since all of these work related demographics are categorical independent variables, one of the categories of the variable is designated as the reference category for odds ratio (OR=1). For each of these variables, the likelihood of being unwilling to apply for principalship, for each category of the categorical predictor variable, is compared to that of the reference category for that variable.

Again, it should be recalled that univariate analysis identifies how each variable individually, excluding interactions, influences the response variable of career intention.

5.6 Univariate Logistic Regression Analysis against Work-related Demographics

Findings for these analyses are presented in the tables following: school location being the first to undergo analysis.

5.6.1 Univariate Logistic Regression of Career Aspiration against School Location

Table 5.11 below indicates that those respondents who work in schools located in small towns (84%) are the most unwilling to apply, while those in rurally located schools show the least unwillingness (65%).

Table 5.11: *Univariate Logistic Regression of Career Aspiration against Geographical Location*
(N=315)

Variable Name	Categories	% Unwilling	Odds Ratio	95% CI		P Value
				Lower	Upper	
Geographical Location	City	71.6	1.			
	Large Town	73.7	1.11	.566	2.181	.759
	Small Town	83.9	2.07	.945	4.541	.069
	Rural	65.4	0.75	.313	1.792	.517

City is the reference category

Nagelkerke's $R^2 = .021$

The odds ratio for the large town category coefficient is 1.11 with a 95% confidence interval of [.56, 2.18]. This indicates that respondents whose school is in a large town have a slightly greater likelihood of being unwilling to apply than those in a city location. The result, however, is not a statistically significant one. Thus knowing whether respondents live in a large town as opposed to a city is not of statistical significance in determining their career aspiration.

The odds ratio for the small town category coefficient is 2.07 with a 95% confidence interval of [0.94, 4.54]. This indicates that respondents whose school is in a small town have twice a greater likelihood of being unwilling to apply than those in a city location. This again is not, however, a statistically significant result. Hence knowing whether respondents live in a small town as opposed to a city is not of statistical significance in determining their career aspiration.

The odds ratio for the last category, rural location category coefficient is 0.75 with a 95% confidence interval of [0.31, 1.79]. This indicates that respondents whose school is in a rural environment have less of a likelihood of being unwilling to apply than those in a city location, but this, again, is not a statistically significant result.

Nagelkerke's R square indicates that the 'school location' variable is estimated to account for 2.1% of the variance in career intention.

5.6.2 Univariate Logistic Regression of Career Aspiration against School Size

The second work related factor to be analysed is school size, results for which are presented in Table 5.12 following. Findings indicate that those respondents who work in schools with 400 to 499 pupils (82%) are the most unwilling to apply, while those in schools with 800 plus pupils show the least unwillingness (69%)

Table 5.12: *Univariate Logistic Regression of Career Aspiration against School Size*
(N=315)

Variable Name	Categories	% Unwilling	Odds Ratio Exp(B)	95% CI		P Value
				Lower	Upper	
School Size	<399	73.3	1.	Lower	Upper	
	400-499	81.8	1.636	.595	4.500	.340
	500-599	75.6	1.127	.427	2.979	.809
	600-699	74.3	1.051	.384	2.871	.923
	700-799	75.6	1.124	.436	2.900	.809
	800+	68.6	.793	.364	1.728	.560

< 399 pupils is the reference category

Nagelkerke's R2 = .015. Overall p value = .694

An overall p value of .694 indicates that the school size variable is non-significant.

The odds ratio for the 400-499 school size category coefficient is 1.64 with a 95% confidence interval of [.59, 4.5]. This indicates that respondents whose school is 400-499 students have approximately a one and a half times greater likelihood of being unwilling to apply than those in a school of less than 399 students. The result, however, is not a statistically significant one.

The odds ratio for the 500-599 school size category coefficient is 1.13 with a 95% confidence interval of [.43, 3.0]. This indicates that respondents whose school is in the 500-599 category have a slightly greater likelihood of being unwilling to apply than those in schools with less than 399 pupils. This again is not, however, a statistically significant result.

Table 5.12 shows that the odds ratio for the next school size (600-699 pupils) category coefficient is 1.05 with a 95% confidence interval of [.38, 2.87]. This indicates that respondents whose school size is 600-699 pupils have a slightly greater likelihood of being unwilling to apply than those with less than 399 pupils, but this, again, is not a statistically significant result.

As may be seen in Table 5.12, the odds ratio for the second last school size (700-799 pupils) category coefficient is 1.12 with a 95% confidence interval of [.44, 2.9]. This indicates that respondents whose school size is 700-799 pupils have a slightly greater likelihood of being unwilling to apply than those with less than 399 pupils. This, again, is not a statistically significant result.

Finally, Table 5.12 shows the odds ratio for the last school size (800+ pupils) category coefficient as 1.12 with a 95% confidence interval of [.44, 2.9]. This indicates that respondents whose school size is 800 plus pupils have a slightly greater likelihood of being unwilling to apply than those with less than 399 pupils. This, as in the case of all the other school size categories, is not a statistically significant result.

Overall, findings from the univariate logistic regression of career intention on school size indicates that knowing the size of the school in which the teacher works is not of statistical significance in determining their career aspiration.

5.6.3 Univariate Logistic Regression of Career Aspiration against School Type

The third work related factor to be analysed is school type, results for which are presented in Table 5.13 following. They indicate that those respondents who work in Republic of Ireland voluntary secondary schools (78%) are the most unwilling to apply, while those in Northern Ireland Catholic grant maintained show the least unwillingness (62%). Northern Ireland voluntary grammar, show an intermediate degree of unwillingness (69%).

Table 5.13: *Univariate Logistic Regression of Career Aspiration against School Type*
(N=315)

Variable Name	Categories	% Unwilling	Odds Ratio Exp(B)	95% CI		P Value
				Lower	Upper	
School Type	Voluntary Secondary	78.4	1.			.042
	Catholic Grant Maintained	61.7	.443	.224	.877	.019
	Voluntary Grammar	69.2	.619	.342	1.119	.113

Voluntary Secondary is the reference category

Nagelkerke's R^2 = .029

The odds ratio for the Northern Ireland Catholic grant maintained school category coefficient is .44 with a 95% confidence interval of [.22, .88]. This indicates that respondents who teach in Northern Ireland Catholic grant maintained schools have only half the likelihood of being unwilling to apply than those in Republic of Ireland voluntary secondary schools. The result, is a statistically significant one (p= .019). Thus knowing that a teacher works in a Catholic grant maintained school is of statistical significance in determining their career aspiration.

The low degree of unwillingness among Catholic grant maintained teachers indicates that they are less reluctant to apply for the principalship in the school than their colleagues in Catholic voluntary secondary in the Republic. Maybe there is a stronger middle management structure in Northern Ireland Catholic grant maintained schools and, consequently, staff are less hesitant to

take on the principalship position. In voluntary secondary schools in the Republic, there is possibly a less well-defined middle management structure, hence potential candidates might shy away from the perceived 'sole responsibility' of the position. Other possible reasons will be discussed in the conclusions Chapter of the thesis.

Table 5.13 shows also that the odds ratio for the Northern Ireland grammar school category coefficient is .62 with a 95% confidence interval of [.34, 1.1]. This indicates that respondents from that school sector have less of a likelihood of being unwilling to apply than those in Republic of Ireland voluntary secondary schools. This result is not, however, a statistically significant result.

5.6.4 Univariate Logistic Regression of Career Aspiration against Management Position Held

The management position held in the school is also analysed for a possible association with career intention. Findings for the univariate analysis of this variable are presented in Table 5.14 below. The findings on % unwillingness indicate that those respondents who are assistant principals (77%) are the most unwilling to apply, while those who are special duties teachers show a lesser degree of unwillingness (72%). Deputy principals show the least unwillingness to apply for principalship (70%). Deputy principals are already classified as senior management, hence they might not think as much of the task of applying for the top management position as would assistant principals or special duties teachers

who are regarded as the middle management tier of the overall school management structure.

Table 5.14: *Univariate Logistic Regression of Career Aspiration against Management Position Held*
(N=306)

Variable Name	Categories	% Unwilling	Odds Ratio Exp(B)	95% CI		P Value
				Lower	Upper	
Position Held	Deputy Principal	70.0	1.			.654
	Assistant Principal	76.8	1.422	.570	3.550	.451
	Special Duties Teacher	72.4	1.123	.482	2.617	.788

Deputy Principal is the reference category

Nagelkerke's R^2 = .004

The odds ratio for the assistant principal category coefficient is 1.42 with a 95% confidence interval of [.57, 3.55]. This indicates that respondents who are assistant principals have approximately one and a half times greater likelihood of being unwilling to apply than those who work in deputy principalship positions. The result, however, is not a statistically significant one.

The odds ratio for the special duties category coefficient is 1.12 with a 95% confidence interval of [.48, 2.62]. This indicates that respondents who are special duties teachers, have slightly a greater likelihood of being unwilling to apply than deputy principals would be. This again is not, however, a statistically significant result.

Overall, findings from the univariate logistic regression of career intention on the 'management position held' variable indicate that knowing the placing of a teacher in the management structure of a school is not of statistical significance in determining their career aspiration.

5.6.5 Univariate Logistic Regression of Career Aspiration against Length of Service

Findings for the univariate analysis of the second last work related variable, i.e. length of service of the respondent, are presented in Table 5.15 following. They indicate that those respondents who have between 2 and 3 years service provided (67%) are the least unwilling to apply, while those who have provided 10 years plus service are the most unwilling to apply for the position (79%).

Table 5.15: *Univariate Logistic Regression of Career Aspiration against Length of Service*
(N=303)

Variable Name	Categories	% Unwilling	Odds Ratio Exp(B)	95% CI		P Value
				Lower	Upper	
Length of Service	1 Year or Less	71.7	1.			.630
	2-3 Years	67.2	.809	.348	1.881	.622
	4-5 Years	74.5	1.149	.459	2.876	.767
	6-10 Years	72.2	1.024	.427	2.458	.957
	10 Years +	78.6	1.444	.647	3.224	.369

Service of 1 year or less is the reference category

Nagelkerke's R^2 =.013

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The odds ratio for the 2-3 years service category coefficient is .81 with a 95% confidence interval of [.34, 1.88]. This indicates that respondents who have provided between 2-3 years service, have slightly less likelihood of being unwilling to apply than those who have provided less than 1 year service. The result, however, is not a statistically significant one.

Table 5.15 shows also, that the odds ratio for the 4-5 years service category coefficient is 1.15 with a 95% confidence interval of [.46, 2.88]. This indicates that respondents who have supplied 4-5 years service, have a slightly greater likelihood of being unwilling to apply than those who have provided less than 1 year service. This again is not, however, a statistically significant result.

For the 6-10 years service category, the table shows an odds ratio of 1.02 with a 95% confidence interval of [.43, 2.46]. This indicates that respondents who have supplied 6-10 years service, have a slightly greater likelihood of being unwilling to apply than those who have provided less than 1 year service. This, as before, is not a statistically significant result.

The findings show that the odds ratio for the final category, i.e. 10 years plus service category coefficient, is 1.44 with a 95% confidence interval of [.65, 3.22]. This indicates that respondents who have supplied 10+ years service, have nearly a one and a half times greater likelihood of being unwilling to apply than those who have provided less than 1 year service. As in all the other categories of this variable, the result is not a statistically significant result.

Overall, findings from the univariate logistic regression of career intention on the 'length of service' variable indicate that knowing a teacher's number of years of

experience in the educational field, is not of statistical significance in determining their career aspiration.

5.6.6 Univariate Logistic Regression of Career Aspiration against Work Status

Work status, i.e. whether the respondent is work sharing or not, is the final work related variable to be analysed. Findings for the univariate analysis of this variable are presented in Table 5.16 following:

Table 5.16: *Univariate Logistic Regression of Career Aspiration against Work Status*
(N=303)

Variable Name	Categories	% Unwilling	Odds Ratio Exp(B)	95% CI		P Value
				Lower	Upper	
Work Status	Not Work Sharing	74.2	1.			
	Work Sharing	70.8	.842	.501	1.417	.518

Not work sharing is the reference category

Nagelkerke's R^2 =.002

This table shows that the odds ratio for the work sharing category coefficient is .84 with a 95% confidence interval of [.50, 1.42]. This indicates that respondents who are work sharing have slightly less likelihood of being unwilling to apply than those who are not work sharing. The result, however, is not a statistically significant one. Thus, knowing a teacher's work status in the school, is not of statistical significance in determining their career aspiration.

In summary

Thus, models with career aspiration as the dependent variable, and each of the work-related demographics in turn as the single independent variable, have been fitted in SPSS. These work related demographics have included school location, school size, school type, management position held, length of service and work status. Findings from the univariate analyses indicate that only the school type variable has categories that are of statistical significance in determining career intention. The other variables have proved, at a univariate level, to be of no statistical significance in its determination.

5.7   Univariate Analysis of Numerical Variables

As mentioned in Chapter Three, there are ten numerical variables in the study. These ten distinct, internally-consistent scales are utilised to assess a particular attribute of principalship. Each scale comprises a fixed number of items. The attributes or scales, whose scale names attempt to reflect the items in that scale, comprise independent variables of the study, in addition to the personal socio-demographics and work related variables just discussed. These scales are used to explore the perceived disincentives and incentives to application for principalship.

As mentioned previously in Chapter Four, the means for these scales are all relatively high, with personal and family impact, for example, having a scale mean of 31.05, unsupported external environment a scale mean of 29.61 and systemic accountability a mean of 29.10 out of a maximum of 40. These high

scores, as mentioned, reflect that senior teachers view these aspects of leadership as 'limiting factors' when considering their choice to apply or not to apply for principalship. A high score on a scale indicates that a respondent considers that scale as being a disincentive, hence he/she will be less likely to apply for the job.

Table 5.17 below presents the descriptive information for the disincentives:

Table 5.17: *Descriptive Information for Eight 'Disincentive to Principalship' Scales*

Scale Name	Description	Sample Item
Personal and Family Impact	The extent to which the rôle of principal impacts on personal and family life	The time pressures on principals are high.
Unsupported external environment	The extent to which the external school environment is unsupportive of the school	Schools are experiencing a decrease in parental support.
Religious Identity Demands	The extent to which the principal is expected to be the faith leader of the school	Principals are expected to show explicit religious behaviour.
Recruitment Problems	The extent to which the interview process is perceived to be fair.	The position of principal is often 'filled' prior to advertising.
Systemic Accountability	The extent to which schools are held accountable by external systems of administration.	Principals have to be accountable to too many external bosses.
Lack of Expertise	The extent to which the principal lacks expertise on schools matters.	Principals are not prepared for their rôles.
Male Bias	The extent to which women are perceived to have a lesser chance of principalship.	Men are valued more than women as principals
Loss of Close Relationships	The extent to which the rôle of principal is lonely.	No one on staff ministers to the principal

Table 5.18 below presents the descriptive information for the incentive scales:

Table 5.18: *Descriptive Information for Eight 'Incentives to Principalship' Scales*

Scale Name	Description	Sample Item
Internal Rewards	The extent to which internal rewards encourage career aspirations	Principals have the opportunity to make a difference in the lives of others
External Rewards	The extent to which external rewards encourage career aspirations	The salary package offered to principals is very attractive

High scores on the incentives scales, again, as mentioned in Chapter Four, reflect that senior teachers view these aspects of leadership as 'encouraging factors' when considering their choice to apply or not to apply for principalship, hence he/she will be more likely to apply for the job.

As outlined, these ten scales were identified. Eight of these scales reflect the attitudes of senior teachers to what they perceive to be the disincentives to applying for principalship. The remaining two, internal and external rewards scales, reflect their attitudes to perceived incentives to apply for principalship. Each scale is a composite measure of an attribute, each consisting of several items as outlined above.

5.7.1 Univariate Logistic Regression of Career Aspiration against Disincentives

The numerical scales. i.e. the disincentives and incentives scales, firstly undergo a linearity[14] check as numerical variables have to have a linear relationship with the response variable, i.e. career intention. The assumption of linearity was investigated and was found to be valid for all the numerical variables in question.[15]

Univariate analyses of the association of career intention with the perceived disincentives and incentives of the principalship were completed based on univariate logistic models. Results from the univariate logistic regression analyses of career intention are presented individually in the following sections.

One of the central aims of the study, it will be recalled, is reflected in its third and fourth research questions: i.e. what conditions associated with the principalship do senior teachers see as objectionable, i.e. what are the disincentives associated with the position? Also what conditions associated with the principalship do senior teachers see as attractive, i.e. what are the incentives associated with the position? The answers to these specific questions, after all, will serve as indicators of an unwillingness or willingness to apply on the part of the respondents to the research questionnaire. Following, is a brief explanation of each scale (disincentives and incentives) in the context of the result of the

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[14] Logistic regression does not require linear relationships between the independents and dependent variable, as does OLS regression, but it does assume a linear relationship between the logit of the independents and the dependent, otherwise the logistic regression will underestimate the degree of relationship and will thus lack power. Available at http://www2.chass.ncsu.edu/garson/pa765/logistic.htm. Accessed 08/06/2004.

[15] Hosmer DW and Lemeshow S (1989) Applied Logistic Regression. New York: John Wiley & Sons, Inc.

univariate logistic regression of career aspiration on that scale. (Details of the individual items used to operationalise the respective scales are outlined in Appendix V). However, before the findings for the univariate logistic regression of career intention on the numerical variables (disincentives and incentives) are discussed, a few summary points regarding such analyses are recalled.

Summary of analysis techniques

The model, with career aspiration as the dependent variable and each disincentive or incentive variable in turn as the single independent variable is fitted in SPSS. For each of these independent variables, if the odds ratio is greater than 1, then the independent and dependent variables will move in tandem- as one increases so will the other or as one decreases so will the other. Conversely, if the odds ratio for the independent variable is less than 1, this indicates that as the value for the independent variable increases, the value for the dependent variable will decrease.

It will be recalled, also, from the introduction to the logistic regression technique at the beginning of the Chapter that the value of the odds ratio actually *quantifies* the amount of increase or decrease in the dependent variable for each unit change in the independent variable. We turn, firstly, to the personal and family impact disincentive variable.

5.7.2 Personal and Family Impact

As has previously been mentioned, Table 5.17 describes this disincentive variable in terms of the extent to which the rôle of principal impacts on personal and family life. Indicators from the original Australian research[16] and the literature review[17] point to the complexities and tensions of the rôle, together with the workload and the need to be present at meetings and school related events outside of school hours. These are seen as intruding into personal and family time and space. Table 5.19, below, presents findings for the univariate logistic regression of career aspiration against this independent variable

Table 5.19: *Univariate Logistic Regression of Career Aspiration against Personal and Family Impact*

Scale Name	N	Odds Ratio	95% CI		P Value
			Lower	Upper	
Personal and Family Impact	312	1.12	1.063	1.176	<.001

Nagelkerke's R^2 =.095

Table 5.19 shows that the odds ratio for the personal and family impact scale is 1.12 with a 95% confidence interval of [1.06, 1.18]. Since the odds ratio is greater than one, there is a positive relationship between this variable and career intention. Increasing personal and family impact is associated with increasing likelihood of being unwilling to apply for principalship. An increase of one unit in the personal and family impact variable, in fact, is associated with a 12% greater

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[16] Duignan, P., d'Arbon, T., Carlin, P. and Neidhart, H. (2003) *Leadership Succession for Catholic Schools in Victoria, South Australia and Tasmania.* Strathfield, NSW: Australian Catholic University. P.29.

[17] Numerous educational researchers and commentators have outlined the complex reality of principalship. See Howson (2000 & 2003), Hart (2003), Fullan (1997) to name but a few.

likelihood of being unwilling to apply. The result is a statistically significant one (p<.001).

Thus, personal and family impact is of statistical importance in determining respondents' career aspirations. Nagelkerke's R square indicates that the 'personal and family impact' variable is estimated to account for 9.5% of the variance in career intention.

The second disincentive in the study is unsupportive external environment. A variable description is firstly provided.

5.7.3 Unsupportive External Environment

Table 5.17 describes this disincentive variable in terms of the extent to which the external school environment is unsupportive of the school. As already outlined, indicators from the original Australian research[18] and the literature review[19] point to lack of support and criticism from groups of parents, and a public media that is often critical of schools, and undervaluing of the work of schools' staff. Table 5.20, below, presents findings for the univariate logistic regression of career aspiration against this independent variable.

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[18] Duignan, P., d'Arbon, T., Carlin, P. and Neidhart, H. (2003) *op cit.* P.29.
[19] See Howson (2000 & 2003), Hart (2003) *op cit* regarding excessive bureaucracy and over ambitious demands to raise standards by governmental departments.

Table 5.20: *Univariate Logistic Regression of Career Aspiration against Unsupportive External Environment*

Scale Name	N	Odds Ratio	95% CI		P Value
			Lower	Upper	
Unsupported External Environment	312	1.15	1.085	1.220	<.001

Nagelkerke's R^2 =.114

Table 5.20 above shows that the odds ratio for the unsupportive external environment scale is 1.15 with a 95% confidence interval of [1.08, 1.22]. Since the odds ratio is greater than one, there is a positive relationship between this variable and career intention. Increasing perceptions of an unsupportive external environment are associated with increasing likelihood of being unwilling to apply for principalship. An increase of one unit in the unsupportive external environment variable, in fact, is associated with a 15% greater likelihood of being unwilling to apply. The result is a statistically significant one (p<.001).

Thus, personal and family impact is of statistical importance in determining respondents' career aspirations. Nagelkerke's R square indicates that the 'personal and family impact' variable is estimated to account for 11.4% of the variance in career intention.

The third disincentive in the study is the religious identity demands one. A variable description is firstly provided.

5.7.4 Religious Identity Demands

Table 5.17 describes this disincentive variable in terms of the extent to which the principal is expected to be the faith leader of the school. Indicators from the original Australian research[20] and the literature review[21] point to expanding the rôle of the Catholic school principal. For an increasing number of students, school may possibly be their major experience of Church. The rôle, therefore, now includes articulating and advocating the religious identity of that school. Table 5.21, below, presents findings for the univariate logistic regression of career aspiration against this independent variable.

Table 5.21: Univariate Logistic Regression of Career Aspiration against Religious Identity Demands

Scale Name	N	Odds Ratio	95% CI		P Value
			Lower	Upper	
Religious Identity Demands	312	1.09	1.026	1.150	.005*

Nagelkerke's R^2 =.039

Table 5.21 above shows that the odds ratio for the religious identity demands variable is 1.09 with a 95% confidence interval of [1.03, 1.15]. Since the odds ratio is greater than one, there is a positive relationship between this variable and career intention. Increasing perception of religious identity demands is

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[20] Duignan, P.; d'Arbon, T., Carlin, P. and Neidhart, H. (2003) *op cit.* P.29.
[21] See Canavan (2001) *op cit* regarding the increasing complexity and demands of Catholic educational institutions.

associated with increasing likelihood of being unwilling to apply for principalship. An increase of one unit in the religious identity demands variable is, in fact, associated with a 9% greater likelihood of being unwilling to apply for principalship. The result is a statistically significant one (p= .005).

Thus, religious identity demand is of statistical importance in determining respondents' career aspirations. Nagelkerke's R square indicates that the 'religious identity demands' variable is estimated to account for 3.9% of the variance in career intention.

The fourth disincentive in the study is the recruitment problems one. A variable description is firstly provided.

5.7.5 Recruitment Problems

Table 5.17 describes this disincentive variable in terms of the extent to which the interview process is perceived to be fair. As before, indicators from the original Australian research[22] and the literature review[23] point to the concerns about the selection and appointment process, its transparency and fairness of procedures. It additionally points to the knowledge and experience of selection panel members and the quality of constructive feedback to unsuccessful candidates. Table 5.22, below, presents findings for the univariate logistic regression of career aspiration against this independent variable.

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[22] Duignan, P.; d'Arbon, T., Carlin, P. and Neidhart, H. (2003) *op cit.* P.29.
[23] Howson, John (2000) Annual Report on the State of the Labour Market for Senior Staff in Schools. Accessed 09/10/03. Available from www.naht.org.uk.

Table 5.22: *Univariate Logistic Regression of Career Aspiration against Recruitment Problems*

Scale Name	N	Odds Ratio	95% CI		P Value
			Lower	Upper	
Recruitment Problems	303	1.13	0.994	1.126	.079

Nagelkerke's $R^2 = .015$

Table 5.22 above shows that the odds ratio for the recruitment problems variable is 1.13 with a 95% confidence interval of [0.99, 1.13]. Since the odds ratio is greater than one, there is a positive relationship between this variable and career intention. Increasing perception of recruitment problems is associated with increasing likelihood of being unwilling to apply for principalship. An increase of one unit in the recruitment problems variable is, in fact, associated with a 13% greater likelihood of being unwilling to apply for principalship. The result is not, however, a statistically significant one.

Thus, the 'recruitment problems' variable is of no statistical importance in determining respondents' career aspirations. The fifth disincentive in the study is the systemic accountability variable. A variable description is firstly provided.

5.7.6 Systemic Accountability

As before, indicators from the original Australian research[24] and the literature review[25] point to the concerns with modern education and its excessive demands for accountability. Table 5.23, below, presents findings for the univariate logistic regression of career aspiration against this independent variable.

Table 5.23: *Univariate Logistic Regression of Career Aspiration against Systemic accountability*

Scale Name	N	Odds Ratio	95% CI		P Value
			Lower	Upper	
Systemic Accountability	309	1.16	1.088	1.237	<.001

Nagelkerke's R^2 =.107

Table 5.23 above shows that the odds ratio for the recruitment problems variable is 1.16 with a 95% confidence interval of [1.09, 1.24]. Since the odds ratio is greater than one, there is a positive relationship between this variable and career intention. Increasing perception of systemic accountability is associated with increasing likelihood of being unwilling to apply for principalship. An increase of one unit in the systemic accountability variable, in fact, is associated with a 16% greater likelihood of being unwilling to apply for principalship. The result is a statistically significant one (p<.001).

Thus, the systemic accountability variable is of statistical importance in determining respondents' career aspirations. Nagelkerke's R square, in fact,

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[24] Duignan, P.; d'Arbon, T., Carlin, P. and Neidhart, H. (2003) *op cit.* P.29.
[25] See NASSP report (2001) *op cit* regarding increased accountability demands associated with principalship and autonomy in leadership versus legislative mandates.

indicates that this variable is estimated to account for 10.7% of the variance in career intention.

The sixth disincentive in the study is the lack of expertise variable. A variable description is firstly provided.

5.7.7 Lack of Expertise

Table 5.17 describes this disincentive variable in terms of evidence to indicate that the rôle of principal has become more complex and extensive. A perception exists, probably among many teachers, senior and otherwise, they do not currently have, nor can they attain at a future stage, the knowledge and skills required to do the principalship job effectively. Table 5.24, below, presents findings for the univariate logistic regression of career aspiration against this independent variable.

Table 5.24: *Univariate Logistic Regression of Career Aspiration against Lack of Expertise*

Scale Name	N	Odds Ratio	95% CI		P Value
			Lower	Upper	
Lack of Expertise	307	1.22	1.137	1.301	<.001

Nagelkerke's R^2 = .192

Table 5.24 above shows that the odds ratio for the lack of expertise variable is 1.22 with a 95% confidence interval of [1.14, 1.30]. Since the odds ratio is greater than one, there is a positive relationship between this variable and career intention. Increasing perception of personal lack of expertise is associated with increasing likelihood of being unwilling to apply for principalship. An increase of

one unit in the lack of expertise variable, in fact, is associated with a 22% greater likelihood of being unwilling to apply for principalship. The result is, again, a statistically significant one (p<.001).

Thus, the lack of expertise variable is of statistical importance in determining respondents' career aspirations. Nagelkerke's R square indicates that this variable is estimated to account for 19.2% of the variance in career intention.

The seventh disincentive in the study is the perceived male bias variable. A variable description is firstly provided.

5.7.8 Perceived Male Bias

Table 5.17 describes this disincentive variable in terms of the extent to which women are perceived to have a lesser chance of obtaining principalship. Table 5.25, below, presents findings for the univariate logistic regression of career aspiration against this independent variable.

Table 5.25: *Univariate Logistic Regression of Career Aspiration against Perceived Male Bias*

Scale Name	N	Odds Ratio	95% CI		P Value
			Lower	Upper	
Perceived Male Bias	302	1.05	1.001	1.110	.046

Nagelkerke's R^2 = .020

Table 5.25 above shows that the odds ratio for the perceived male bias variable is 1.05 with a 95% confidence interval of [1.00, 1.11]. Since the odds ratio is greater than one, there is a positive relationship between this variable and career

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intention. Increasing perception of perceived male bias is associated with increasing likelihood of being unwilling to apply for principalship. An increase of one unit in the perceived male bias variable, in fact, is associated with a 5% greater likelihood of being unwilling to apply for principalship. The result is not, however, a statistically significant one.

Thus, the 'perceived male bias' variable is of no statistical importance in determining respondents' career aspirations. The eight and final disincentive in the study is the loss of close relationships variable. A variable description is firstly provided.

5.7.9 Loss of Close Relationships Variable

Table 5.17 describes this disincentive variable in terms of the extent to which the rôle of principal is a lonely one, with accompanying limited future prospects. Table 5.26, below, presents findings for the univariate logistic regression of career aspiration against this independent variable.

Table 5.26: *Univariate Logistic Regression of Career Aspiration against Loss of Close Relationships*

Scale Name	N	Odds Ratio	95% CI		P Value
			Lower	Upper	
Loss of Close Relationships	309	1.16	1.084	1.229	<.001

Nagelkerke's R^2 =.107

Table 5.26 above shows that the odds ratio for the loss of close relationships variable is 1.16 with a 95% confidence interval of [1.08, 1.23]. Since the odds

ratio is greater than one, there is a positive relationship between this variable and career intention. Increasing perception of loss of close relationships is associated with increasing likelihood of being unwilling to apply for principalship. An increase of one unit in the loss of close relationships variable, in fact, is associated with a 16% greater likelihood of being unwilling to apply for principalship. The result is a statistically significant one.

Thus, the 'loss of close relationships' variable is of statistical importance in determining respondents' career aspirations. Nagelkerke's R square indicates that this variable is estimated to account for 10.7% of the variance in career intention.

Having thus presented the findings for the disincentives variables, the researcher now turns to similar analyses for the two incentives scales. The description for the first of these is presented below.

5.8 Incentive Scales

5.8.1 Internal Rewards

Table 5.17 describes this incentive variable in terms of the extent to which internal rewards encourage career aspirations. As before, indicators from the original Australian research[26] and the literature review[27] point to intrinsic factors that influence senior teachers to apply for principalship. Table 5.27, below, presents findings for the univariate logistic regression of career aspiration against this independent variable.

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[26] Duignan, P.; d'Arbon, T., Carlin, P. and Neidhart, H. (2003) *op cit.* P.29.
[27] See Goodwin (2002) *op cit* Principals value what they do in spite of complexity of the role.

Table 5.27: *Univariate Logistic Regression of Career Aspiration against Internal Rewards*

Scale Name	N	Odds Ratio	95% CI		P Value
			Lower	Upper	
Internal Rewards	305	0.86	0.813	0.915	<.001

Nagelkerke's R^2 = .135

Table 5.27 above shows that the odds ratio for the internal rewards variable is 0.86 with a 95% confidence interval of [0.81, 0.91]. Since the odds ratio is less than one, there is a negative relationship between this variable and career intention. Decreasing perception of internal rewards is associated with increasing likelihood of being unwilling to apply for principalship. An increase of one unit in the internal rewards variable, in fact, is associated with a 14% less likelihood of being unwilling to apply for principalship. The result is a statistically significant one (p<.001).

Thus, the 'internal rewards' variable is of statistical importance in determining respondents' career aspirations. Nagelkerke's R square indicates that this variable is estimated to account for 13.5% of the variance in career intention. Finally, we turn to the external rewards variable.

5.8.2 External Rewards

Table 5.17 describes this incentive variable in terms of the extent to which external rewards encourage career aspirations. As before, indicators from the original Australian research[28] and the literature review[29] point to the extent to which external rewards influence senior teachers to apply for principalship. Table 5.28, below, presents findings for the univariate logistic regression of career aspiration against this independent variable.

Table 5.28: *Univariate Logistic Regression of Career Aspiration against External Rewards*

Scale Name	N	Odds Ratio	95% CI		P Value
			Lower	Upper	
External Rewards	308	0.83	0.762	0.902	<.001

Nagelkerke's R^2 = .099

Table 5.28 above shows that the odds ratio for the internal rewards variable is 0.83 with a 95% confidence interval of [0.76, 0.90]. Since the odds ratio is less than one, there is a negative relationship between this variable and career intention. Decreasing perception of external rewards is associated with increasing likelihood of being unwilling to apply for principalship. An increase of one unit in the external rewards variable, in fact, is associated with a 17% less likelihood of being unwilling to apply for principalship. The result is a statistically significant one (p<.001).

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[28] Duignan, P.; d'Arbon, T., Carlin, P. and Neidhart, H. (2003) *op cit.* P.29.
[29] See ERS survey (1998) *op cit* regarding the extent to which the compensation for the principal position is not sufficient to encourage applications.

Thus, again it may be concluded that the 'external rewards' variable is of statistical importance in determining respondents' career aspirations. Nagelkerke's R square indicates that this variable is estimated to account for 9.9% of the variance in career intention.

5.9 Conclusion

This Chapter set out, firstly, to define the response variable. This it does, emphasising the dichotomous nature of the career intention outcome variable .

Secondly, it provided the rationale and theory for binary logistic regression- the statistical procedure implemented in the study.

Thirdly, it outlined the univariate logistic regression analyses that were conducted to examine separately the association between each independent variable and the outcome variable.

It subsequently presented these results for univariate logistic regression of career intention against the personal socio-demographic variables and the work related demographics. It also outlined and presented the univariate logistic regression analyses that were conducted to examine separately the association between each disincentive and incentive scale and the outcome variable.

A summary of the significant findings in relation to the univariate logistic regression of career aspiration against personal and work-related demographics is shown in Table 5.29 following:

Table 5.29: *Univariate Logistic Regression of Career Aspiration against Personal and Work-related Demographics (Summary Table)*

Category	Reference	Odds Ratio	P Value
Highest Level of Education			
Primary Degree	Post Graduate	2.40	.013
Higher Dip in Education	Post Graduate	3.47	<.001
Age Group			
41-45 Years	≤ 35 Years	3.44	.015
46-50 "	≤ 35 Years	4.33	.003
51-55 "	≤ 35 Years	6.97	<.001
56 Years +	≤ 35 Years	6.28	.003
Area			
Republic of Ireland	Northern Ireland	1.84	.019
School Type			
Catholic Grant Maintained	Voluntary Secondary	0.44	.042

It may be recalled that the personal socio-demographics analysed at an univariate level included gender, marital status, age group, family status, educational level achieved and area (cultural context) of the respondents. As shown in Table 5.29, three of these personal variables, i.e. *educational level achieved, age group and area* are statistically significant at a univariate level. The others are non-significant at this level.

The work related variables included school location, school size, school type, management position held, length of service and work status. Of these variables, only *school type* proved to be statistically significant, the others proving non-significant.

For the numerical variables, i.e. the disincentives and incentives, the univariate analyses findings are presented in Table 5.30 following:

Table 5.30: *Univariate Logistic Regression of Career Aspiration against Disincentives and Incentives*

Scale Name	Odds Ratio	P Value
Disincentives		
Personal and Family Impact	1.12	<.001
Unsupported External Environment	1.15	<.001
Religious Identity Demands	1.09	.005
Systemic Accountability	1.16	<.001
Lack of Expertise	1.22	<.001
Loss of Close Relationships	1.16	<.001
Incentives		
Internal Rewards	0.86	<.001
External Rewards	0.83	<.001

Table 5.30 shows that personal and family impact, unsupportive external environment, religious identity demands, systemic accountability, lack of expertise and loss of close relationships are all statistically significant disincentive variables at an univariate level.

Table 5.30, furthermore shows that the two incentives variables, i.e. internal and external rewards are both statistically significant at the univariate level. As may be noted from the table, all the odds ratios for the disincentives scales are

greater than one which means that there is a positive relationship between these disincentives and unwillingness to apply for principalship. Higher scores on these scales indicate that the factors that constitute the scale are seen, by the respondents, as deterrents to applying, hence the higher the scores, the higher degree of unwillingness to apply for the principalship. Conversely, higher scores on the incentives scales indicate that the factors that constitute the scales are seen, by the respondents, as encouragements to applying, hence the higher the scores, the lower degree of unwillingness to apply for the principalship.

In summary, in the univariate analysis employed in the study, the odds ratio is utilised to test the statistical significance of the associations between the personal demographics, work related demographics, disincentives and incentives, with the response variable, i.e. career intention. Univariate analysis has identified how each variable individually influences this response. The research now turns to Chapter Six and the multivariate logistic regression analysis where it will be established how the independent variables collectively impact on career intention.

Chapter Six

6   Analysis of Data: Multivariate Logistic Regression

6.1   Introduction

As outlined in previous Chapters, binomial logistic regression is used in this study, since the dependent career intention variable is dichotomous- teachers are either unwilling or willing to apply for principalship. This variable is intended to reflect the respondents' aspirations in this regard. Overall, logistic regression, is used with the aim of:

1. predicting this career intention variable on the basis of the 22 independent variables;

2. determining the percentage variance in the dependent career intention variable explained by the independents;

3. ranking the relative importance of the independents;

4. assessing interaction effects;

5. understanding the impact of covariate control variables.

As outlined in Chapter Five, *univariate* logistic regression was employed to identify how each variable *individually* influences the response variable, i.e. career intention. The independent variables that are significantly related (statistically) to career aspiration at the univariate level have thus been established. These include personal and work related demographics, the highest level of education attained by the respondents, their age group, the

cultural context in which the respondents teach and, finally, the type of school in which they teach. They also include six disincentives variables- personal and family impact, unsupportive external environment, religious identity demands, systemic accountability, lack of expertise, loss of close relationships- and two incentives variables- internal rewards and external rewards.

The researcher now turns to the multivariate aspects of the research where possible 'combinational' effects between variables will be assessed. The study aims to find the relationship between career intention and the potential predictive variables collectively, so that the interactions between variables may also be taken into account. In essence, an understanding of the impact of control variables on the outcome career intention variable will be examined.

6.2 The Multivariate Dimension

In total there are twenty-two factors (independent variables) that may influence career intention at a multivariate level. Multivariate logistic regression is the statistical technique employed to establish which among these variables are to be kept in the final inferential model, i.e. a ranking of the relative importance of the independent variables is performed. The logistic regression model is used to find *an optimal set of variables* that determines an individual's unwillingness to apply for principalship. In essence, the researcher wishes to assess the relative importance of each individual independent variable in the logistic regression equation, *when all other independent variables are held constant*. In the multivariate logistic regression technique

employed, the outcome variable, career intention, is regressed simultaneously against several potential independent variables.

In the current study, the question is asked as to what extent a senior teacher's unwillingness to apply for principalship relates to various independent variables. How is this unwillingness related to their personal characteristics, i.e. their gender, marital status, age group, family status, educational level achieved and to the area (cultural context) in which they reside? How is it related to their work related characteristics, i.e. school location, school size, school type, management position held, length of service and work status. How is a respondent's unwillingness to apply affected by their perceived disincentives and incentives of the position of leadership in a school?

Univariate logistic regression analyses, as mentioned, were conducted to examine *separately* the association between each predictor variable and the dependent variable. Thus it has been established how these variables impact on career intention individually, but what of the impact of the independent variables when simultaneous account is taken of all the factors and their interactions?

Thus, in this Chapter, the logistic regression technique employed serves the function of exploring what independent variables remain significantly related to the outcome variable, i.e. career intention, when other independent variables are controlled or held constant.

6.3 Entry into the Multiple Regression: a Hierarchical Approach

The multivariate logistic regression modelling is performed in several stages. A hierarchical logistic regression model is fitted to the data. The independent variables fall naturally into four groupings, i.e., personal demographics, work related demographics, disincentives and finally incentives to applying for principalship and this is the order or *hierarchy* in which the researcher specified their entry into the logistic regression equation. This specification for entry of variables into the regression model is also based on theory from literature reviewed by the researcher, especially that related to factors influencing job choice.[1] Such a hierarchical approach of variable entry into the multiple regression adds structure to the data and creates an ordered approach to the process. Thus the variables are entered in four blocks.

Order of entry

Personal socio-demographics are entered initially, into the regression equation, in block one. These include gender, marital status, age group, family status and educational level achieved.

Work related demographics are entered in the second block. These include school location, school size, school type, management position held, length of service and work status.

In the third block, those aspects of principalship which respondents perceived as unattractive, i.e. disincentives, are entered. These include personal and family impact, unsupportive external environment, religious identity demands,

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[1]See, for example, Athanasou, James A. (2003) Factors Influencing Job Choice in *International Journal for Education and Vocational Guidance*, vol 3, p205-221. See also Wei-Cheng Mau (2003) Factors that influence persistence in science and engineering career aspirations. Available at http://articles.findarticles.com. Accessed 17/03/2004.

recruitment problems, systemic accountability, lack of expertise, perceived male bias and loss of close relations.

Finally, in block four, those aspects of principalship which respondents perceived as attractive, i.e. incentives, are entered into the regression equation. These include internal and external rewards. These blocks are presented in Figure 6.1 below:

Figure 6.1: *Independent Variables: Order of Entry into Regression Model*

Block 1	Block 2	Block 3	Block 4
Personal Socio-demographic variables	Work related demographic variables	Disincentives	Incentives

Before looking at an overview of the multiple regression technique employed in the study, the researcher, by way of summary, specifies what variables constitute each respective block.

Block 1 comprises the following independent, personal variables:

- Gender
- Marital Status
- Age Group
- Family Status
- Educational Level Achieved

The original list of personal socio-demographic variables included the area or cultural context in which the respondents worked. This variable, however, is

not entered in the multiple regression equation. The geographical area in which the school is located is indicated by the school type from Block 2. These variables may be regarded as measures of equivalent characteristics. Thus, because of a statistically linear relationship between the area variable and school type, only one of these possible predictors can simultaneously be considered in the regression models.[2]

The next block (2) entered into the regression equation comprises of the independent work related variables of the respondents.

Block 2:

- School location

- School type

- School size

- Management position held

- Length of service

- Work status

The third group of variables entering the regression procedure comprises the perceived disincentives of principalship:

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[2] See Goldberg, J. *et al* (2002) in *Obstetrics & Gynaecology*, vol 99, number 3, pages 395-400.

Block 3

- Personal and family impact

- Unsupportive external environment

- Religious identity demands

- Recruitment problems

- Systemic accountability

- Lack of expertise

- Perceived male bias and

- Loss of close relations

The final group comprises those aspects of school leadership that potential candidates may regard as attractive, i.e. the perceived incentives of principalship:

Block 4

- Internal rewards

- External rewards

Having summarised what independent variables constitute each block, the researcher now turns to backward stepwise multiple logistic regression, the statistical technique employed in the study.

6.4 Multiple Logistic Regression: Backward Stepwise Procedure: A Theoretical Overview

This is a model selection procedure that eliminates unnecessary variables from the model.

This, in fact, is where the researcher starts with a complex model. All the independent variables are entered into the regression equation. The programme then looks at the variables one by one and decides if the model is better with or without the variable. What the researcher is working towards is a parsimonious model, that is, one that has the fewest number of explanatory variables. Since *all* of the variables are entered into the regression equation initially, and then individual variables removed at each step from there on, the statistical technique employed is referred to as backward stepwise elimination of independent variables *within* the respective blocks of variables. Finally, the significant predictors from the various blocks are entered into a simultaneous logistic regression model. Any remaining non-significant variables are removed until each variable in the model had a p-value of 0.05 or less, i.e. until all the retained factors had a significant association with the response variable of career intention. Thus the desired parsimonious model will have been achieved. The Log-Likelihood Ratio Test of significance[3] is used when considering which variables to drop from the logistic regression model.

Having given a theoretical overview of the backward stepwise multiple regression technique employed, the researcher now explains what this actually involved at a practical application level. This is done with the aim of providing the reader with an insight into the logical sequence of steps involved

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[3] In SPSS output, for the 'Likelihood Ratio Test' table, -2LL values and corresponding p–values are shown for each term in the equation.

in getting to the final parsimonious model, that is, the one that has the fewest number of explanatory variables.

6.5 Towards a Parsimonious Model

Initially, the five variables that constitute block one are entered into the multiple regression equation. As outlined, these include the following personal demographics: gender, marital status, age-group, family status and finally, the highest level of education attained by the respondent. The full model is run in the SPSS programme. Backward stepwise elimination of individual variables occurs, followed by the subsequent re-introduction of that variable into the model. It is re-introduced into the model on the grounds that its significance may or may not improve in a different *combination* of variables. The gender variable, for example, is removed in step 1 of the multivariate analysis of this study. The Log-Likelihood Ratio Test, which is a nested model test between the final model and a reduced model omitting one of the terms, is the criterion used when considering which variable to drop from the logistic regression model.[4] The significance of the omission of the gender variable from the model is greater than 0.05 (p= 0.508). This in effect means that we can accept the null hypothesis that knowing the independent (in this case the gender variable) makes no difference in predicting the dependent career intention variable. Thus gender is not important at this point.

The programme follows this procedure for each variable- i.e. it now leaves gender in and removes marital status from the regression equation. It then leaves marital status in the equation and removes age-group and so on until

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[4] If a variable is to be dropped from the model, it should test as not significant by the Log-Likelihood Ratio test. Retained variables will have significance values ≤0.5. Available at http://www2.chass.ncsu.edu/garson/pa765/logistic.htm. Accessed 08/06/2004.

all of the five variables have each been removed from the regression equation at step 1. The p-values for each of these five changes are examined. For the five personal variables, the removal of family status effects the least statistically significant change (p=0.882). This variable is thus dropped from the regression model at the step 1 phase.

In step 2, having dropped family status, four of the original five personal variables remain in the model, i.e. gender, marital status, age-group and highest educational level attained. Backward stepwise elimination of each individual variable from this grouping occurs. The associated statistical significance of each change indicates that the marital status variable performs the worst (p=0.828), as did family status in step 1, so it is dropped at this point from the model.

In step 3, there are now three of the original five personal variables remaining in the model, i.e. gender, age-group and highest educational level attained. Backward elimination and Log-Likelihood Ratio Tests indicate that gender elimination is the least statistically significant change to the model of the three possible eliminations, thus it is dropped at this step.

In step 4, there are now two of the original five personal variables remaining in the model, i.e. age-group and highest educational level attained. Backward elimination and associated Log-Likelihood Ratio Tests indicate that both of these variables are significant. Thus, age-group (p=.004) and highest educational level attained (p=.001) are the only personal variables from the original five in block 1 retained in the logistic regression model. Since age-group and highest educational level attained are retained from block 1, these are *not* allowed to drop out from this point on.

Introduction of block two

The next block of variables (block 2) is now introduced into the regression model. These include the six work-related demographics of school location, school size, school type, management position held, length of service and work status of the respondents. At step 1, each of these variables undergo the same process of backward elimination as did the variables in block 1, and Log-Likelihood Ratio Tests indicate that school size elimination is the least statistically significant change of the six possible changes at step 1. Thus it is dropped at this step. Length of service, management position held and work status are similarly eliminated at steps 2, 3 and 4 respectively. Having worked down to the school location and school type variables, it is found that the elimination of school type is significant (p=.001), while the elimination of the school location variable is borderline (p=0.071). Thus both of these variables are retained from the work related variables in block two. There are now four variables in the model: *age-group* and *highest educational level* attained from block 1 and *school type* and *school location* from block 2. As before, these are *not* allowed to drop out from the regression model from this point on.

Introduction of block three

The third block of variables is now introduced into the regression model. These include the disincentives variables: personal and family impact, unsupportive external environment, religious identity demands, recruitment problems, systemic accountability, lack of expertise, male bias and loss of close relationships. At step 1, each of these variables undergo backward

elimination as for those variables in the previous blocks, and Log-Likelihood Ratio Tests indicate that elimination of the 'religious identity demands' from the regression equation is the least significant change of the eight possible changes at step 1. Thus it is dropped at this step. Similarly, unsupportive external environment, male bias, systemic accountability, recruitment problems and personal and family impact variables are dropped from the regression model at steps 2, 3, 4, 5, and 6 respectively. At step 7, there are two remaining disincentives: *lack of expertise* and *loss of close relationships*. The p-value for their respective eliminations from the model are both significant and therefore, as before, they are retained.

Up to this point, there are six variables retained, in total, in the regression model: two from block 1 (age-group and highest educational level attained), two from block 2 (school type and school location) and two from block 3 (lack of expertise, loss of close relationships).

Introduction of block four

Finally, the fourth block of variables, i.e. the perceived incentives to apply for principalship, are entered into the regression model. These include the internal rewards and external rewards variables. Each of these variables undergo backward elimination as did those variables in the previous blocks. Log-Likelihood Ratio Tests indicate that the elimination of internal rewards from the model has a statistically significant change associated with it, therefore this variable is retained.

Thus in the final model we are left with the following variables: age-group, highest educational level attained, school type, school location, lack of

expertise, loss of close relationships and internal rewards. Having run the model, one variable, school location, was eliminated since it had a non-significant p-value. (It was also statistically insignificant at the univariate level-see Chapter Five). The final model, thus, has six variables : *age-group, highest educational level attained, school type, lack of expertise, loss of close relationships* and *internal rewards.* As mentioned, any non-significant variables have been removed until each variable in the model had a p-value of 0.05 or less, i.e. until all the retained independent variables has a significant association with the response variable of career intention.

The final model: departure from linearity and possible interactions tests

Having arrived at the final model, the relevant continuous variables, i.e. the disincentive variables (lack of expertise and loss of close relationships); and the internal rewards incentive variable were tested for departure from linearity[5], but no evidence for such departure emerged.[6]

Further, a check was done for possible interactions in the final model. Results were examined and were found to be non-significant.

The Nagelkerke's R-Square goodness of fit was also applied to the model. The adjusted R^2 is 0.361. This is used to measure the strength of association between the variables in the final model and career intention. It indicates that they contribute to 36.1% of the variance in the response variable of career intention. Thus the model fitted well with the data.

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[5] Logistic regression assumes a linear relationship between the logit of the independents and the dependent, otherwise the logistic regression will underestimate the degree of relationship. Available at http://www2.chass.ncsu.edu/garson/pa765/logistic.htm. Accessed 08/06/2004.
[6] Hosmer, D.W. and Lemeshow S (1989) *Applied Logistic Regression.* New York: John Wiley & Sons, Inc.

Maximising the data

Also, as outlined, in the initial run of the stepwise procedure, only cases with the full 22 observations were used (260 cases in total). The non-linear model assumed by logistic regression requires a full set of data to calculate logistic parameters.[7] Having established what variables were significant, the final model included additional cases giving a total of 292. This ensured maximum use of the data, while at the same time applying a stringent standard of control at the initial run stage.

Table 6.1, below, presents the findings for the final stepwise regression model for career intention against the independent variables. All these variables are *significantly and independently associated with* the respondents' unwillingness to apply for principalship. It may be noted that the age group (36-40) and school type (voluntary grammar) categorical variables both have a non-significant category, as shown in brackets. The criterion, however, is that a full categorical variable is kept, not just the significant elements of it.

As in the univariate logistic regression equation, parameter estimates of a particular independent variable are converted into odds ratios, but at the multivariate level, these are referred to as *adjusted odds ratios*[8] since they control for other predictors in the model.

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[7] Available at http://www2.chass.ncsu.edu/garson/pa765/logistic.htm. Accessed 08/06/2004.
[8] Available at http://www.ncsu.edu/meridian/sum2002. Accessed on 25/11/04.

Table 6.1: *Final Stepwise Regression Model for Career Intention against*

Independent Variables

(N=292)

Independent variable	Category	Adjusted Odds ratio	95% C.I	P-value
Age Group				0.04
	≤35 years (referent)	1		
	36-40	1.51	[0.43,5.33]	.519 NS
	41-45	2.57	[0.75, 8.74]	.0131
	46-50	3.71	[1.07, 12.74]	.038
	51-55	5.03	[1.40, 18.12]	.014
	56+	6.13	[1.44, 26.12]	.014
Educational Level Achieved				
	Post Graduate (referent)	1		
	Primary Degree	2.93	[1.11, 7.73]	.030
	Higher Dip in Education	2.85	[1.27, 6.42]	.011
School Type				
	Voluntary Secondary (referent)	1		
	Catholic Grant Maintained	0.33	[0.13, 0.82]	.017
	Voluntary Grammar	0.64	[0.28, 1.48]	.297
				NS
Lack of Expertise		1.11	[1.01, 1.21]	.024
Loss of Close Relations		1.11	[1.01,1.21]	.025
Internal Rewards		0.88	[0.83, 0.95]	.001

Nagelkerke's $R^2 = 0.361$

6.6 Final Model Variables- Determinants of Career Intention

As recalled, the following personal socio-demographics were entered into the model: gender, marital status, age group, family status and educational level achieved. Of these, two factors emerged in the final model as being significant indicator variables for career intention, i.e. age group of the respondents and the highest educational level achieved by them.

Firstly, therefore, is presented, an interpretation of the findings in relation to the age group of the respondent.

6.6.1 Age Group as a Determinant of Career Intention

For categorical variables in multivariate analysis, as in univariate analysis, a reference category is chosen and all other categories are compared with this category. For the age-group variable, the referent category is the ≤35 years age grouping. Overall, since age group is an ordered categorical variable[9], there is an overall positive relationship between the variable and unwillingness to apply (p= 0.04), i.e. when all other independent variables are held constant. Except in the case of the 36-40 age grouping, all categories of the variable are statistically significant in determining career intention, while controlling for other variables in the model.

The adjusted odds ratio for the 36-40 age group category is 1.51 with a 95% confidence interval of [0.43, 5.33]. This indicates that teachers who are in the age grouping have a one and a half times greater likelihood of being unwilling to apply than those who are in the youngest age category (less than 35 years). This, however, is not a statistically significant result (p=.519).

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[9] Age group is an ordered categorical variable - the categories are arranged from youngest to oldest age categories, hence it is possible to speak of a positive or negative relationship with career intention, when discussing univariate analysis findings.

Thus knowing whether respondents are in the 36-40 age grouping as opposed to the 'less than 35' age grouping is not of statistical significance in determining their career aspiration.

Table 6.1 also shows that the adjusted odds ratio for the 41-45 age group category is 2.57 with a 95% confidence interval of [0.75, 8.74]. This indicates that teachers who are in this age grouping have two and a half times a greater likelihood of being unwilling to apply than those who are in the youngest age category (less than 35 years), when all other independent variables are held constant. This is a statistically significant result (p=.013). Thus knowing whether respondents are in the 41-45 age grouping as opposed to the 'less than 35' age grouping is of statistical significance in determining their career aspiration.

The adjusted odds ratio for the 46-50 age group category is 3.71 with a 95% confidence interval of [1.07, 12.74]. This indicates that teachers who are in this age grouping have nearly four times a greater likelihood of being unwilling to apply than those who are in the youngest age category (less than 35 years) when all other independent variables are held constant. This is also a statistically significant result (p=.038).

Therefore we conclude that knowing whether respondents are in the 46-50 age grouping as opposed to the 'less than 35' age grouping is of statistical significance in determining their career aspiration.

The summary table presents findings for the next age category. The adjusted odds ratio for this 51-55 age group coefficient is 5.03 with a 95% confidence interval of [1.40, 18.12]. This indicates that teachers who are in this particular age grouping have five times a greater likelihood of being

unwilling to apply than those who are in the youngest age category (less than 35 years) when all other independent variables are held constant. This, as in the previous groupings, is also a statistically significant result (p<.014). Therefore we again conclude that knowing whether respondents are in the 51-55 age grouping, as opposed to the 'less than 35' age grouping, is of statistical significance in determining their career aspiration.

Finally, the adjusted odds ratio for the 56+ age group coefficient is presented as 6.13 with a 95% confidence interval of [1.44, 26.12]. This indicates that teachers who are in this 56+ age grouping have over six times a greater likelihood of being unwilling to apply than those who are in the youngest age category (less than 35 years), when all other independent variables are held constant. This, as in previous groupings, is also a statistically significant result (p=.014).

Thus we conclude that knowing whether respondents are in the 56+ age grouping, as opposed to the 'less than 35' age grouping, is of statistical significance in determining their career aspiration.

From the above results, it may be concluded that as age-group increases, so does the unwillingness to apply for principalship, i.e. increasing age is associated with an increased likelihood of being unwilling to apply for a school leadership position. As mentioned, the p-value for the 36-40 age category is not significant, however, the age-group variable is significant overall, since our criterion is that we keep a full categorical variable and not just the significant elements of it. Thus it is concluded that the age group of the respondents is significantly and independently associated with their unwillingness to apply for a principalship.

Secondly, an interpretation of the findings in relation to the respondents' educational level achieved is presently outlined.

6.6.2 Educational Level Achieved as a Determinant of Career Intention

The adjusted odds ratio for the higher diploma in education category coefficient is 2.85 with a 95% confidence interval of [1.27, 6.42]. This indicates that senior teachers who are in this educational attainment grouping have nearly three times a greater likelihood of being unwilling to apply than those who are in the postgraduate educational attainment grouping, when all other independent variables are held constant. This is borne out by a statistical test of significance. Since the p-value is less than 0.05 (p< .011), we can conclude, in fact, that knowing that the highest qualification attained by a teacher is a higher diploma in education is of statistical significance in determining their career aspiration.

The summary table also presents findings for the primary degree attainment category. The adjusted odds ratio for this group coefficient is 2.93 with a 95% confidence interval of [1.11, 7.73]. This indicates that senior teachers who are in this grouping have nearly three times a greater likelihood of being unwilling to apply than those who are in the reference educational attainment category (postgraduate), that is when all other independent variables are held constant. This, like the previous grouping, is also a statistically significant result (p=.030).

It is concluded, therefore, that the educational level achieved by respondents is significantly and independently associated with their unwillingness to apply for a principalship.

Thirdly, an interpretation of the findings in relation to the school type in which the respondent teaches is presented. Of the six work-related demographics of the respondents, this was the only variable to emerge in the final model, as being significant indicator variables for career intention.

6.6.3 School Type as a Determinant of Career Intention

The adjusted odds ratio for the Northern Ireland Catholic grant maintained school category is 0.33 with a 95% confidence interval of [0.13, 0.82]. This indicates that respondents who teach in Republic of Ireland voluntary secondary schools have a greater likelihood of being unwilling to apply for school principalship than their colleagues in Northern Ireland Catholic grant maintained schools, when all other independent variables are held constant. The result, is a statistically significant one (p= .017).

Thus knowing that a teacher works in a Catholic grant maintained school is of statistical significance in determining their career aspiration.

Findings also show that the adjusted odds ratio for the Northern Ireland grammar school category coefficient is 0.64 with a 95% confidence interval of [0.28, 1.48]. This indicates that respondents from that school sector have less of a likelihood of being unwilling to apply than those in Republic of Ireland voluntary secondary schools. This result is not, however, a statistically significant result.

Overall, however, it is concluded, that the school type in which the respondents work is significantly and independently associated with their unwillingness to apply for a principalship position.

Fourthly, an interpretation of the findings in relation to the disincentives commonly associated with the position is outlined. Of the initial eight disincentive scales, only two are retained in the final model, i.e. the 'loss of close relationships' and the 'lack of expertise' variables.

6.6.4 Perceived Lack of Expertise as a Determinant of Career Intention

The findings show that the adjusted odds ratio for the lack of expertise variable is 1.11 with a 95% confidence interval of [1.01, 1.21]. Since the adjusted odds ratio is greater than one, there is a positive relationship between this variable and career intention, when all other independent variables are held constant. Increasing perception of personal lack of expertise on the part of the respondents is thus associated with increasing likelihood of being unwilling to apply for principalship. An increase of one unit in the lack of expertise variable, in fact, is associated with an 11% greater likelihood of being unwilling to apply for principalship. The result is, again, a statistically significant one (p=.024).

Thus, the lack of expertise variable is significantly and independently associated with unwillingness to apply for a principalship.

An interpretation of the findings in relation to the 'loss of close relationships' variable, the fifth factor in the final model, is presented below.

6.6.5 Perceived Loss of Close relationships as a Determinant of Career Intention

Findings show that the adjusted odds ratio for the loss of close relationships variable is 1.11 with a 95% confidence interval of [1.01, 1.21]. Since the

adjusted odds ratio is greater than one, there is a positive relationship between this variable and career intention. Increasing perception of loss of close relationships is associated with increasing likelihood of being unwilling to apply for principalship, when all other independent variables are held constant. An increase of one unit in the loss of close relationships variable is associated with an 11% greater likelihood of being unwilling to apply for principalship. The result is a statistically significant one (p=.025).

Thus, the 'loss of close relationships' variable is significantly and independently associated with unwillingness to apply for a principalship position.

Of the two incentives scales entered into the model initially, only the 'internal rewards' scale is retained in the final model. Sixthly, an interpretation of the findings in relation to the 'internal rewards' variable is presented below.

6.6.6 Perceived Internal Rewards as a Determinant of Career Intention

Findings show that the odds ratio for the internal rewards variable is 0.88 with a 95% confidence interval of [0.83, 0.95]. Since the odds ratio is less than one, there is a negative relationship between this variable and career intention. Decreasing perception of internal rewards is associated with increasing likelihood of being unwilling to apply for principalship, when all other independent variables are held constant. An increase of one unit in the internal rewards variable, in fact, is associated with a 12% less likelihood of being unwilling to apply for principalship. The result is a statistically significant one (p=.001).

Thus, the 'internal rewards' variable is significantly and independently associated with unwillingness to apply for a principalship position.

To summarise

As outlined in the opening paragraph of this Chapter, the aims associated with using the logistic regression technique included the following:

1. predicting this career intention variable on the basis of the 22 independent variables;

2. determining the percent of variance in the dependent career intention variable explained by the independents;

3. ranking the relative importance of the independents;

4. assessing interaction effects;

5. understanding the impact of covariate control variables.

A logistic regression model was developed to study the associations between the binary response variable, *career intention* and possible covariates (related characteristics). Twenty-two variables were entered into the regression model. Backward stepwise was run as the chosen model selection procedure. This eliminated unnecessary variables from the model. Nagelkerke's R Square test was utilised to show that the final six variables contributed to 36.1% of the variance in the dependent career intention variable.

The final model variables- age group, highest level of education achieved, school type, lack of expertise and loss of close relationships- were ranked as having greater importance, i.e. relative to those other variables entered originally into the regression model. Also, a check was done for

possible interactions in the final model. Results were examined and were found to be non-significant.

6.7 Other Possible Pair-wise Comparisons

The final model contains three *numerical variables*, i.e. lack of expertise of the respondents, loss of close relations and the internal rewards associated with the position of principal. The model also contains three *categorical variables*. A follow up analysis of other possible multiple pair-wise comparisons for these three categorical variables i.e. age-group of the respondents and their highest educational level achieved, as well as the school type in which they work, was also conducted.

An alternative variable category as reference

Up to this point, all comparisons between the categories of such variables were conducted against a particular reference category for that variable, while holding other variables in the final model constant. However, it is possible to use an alternative category of the variable as the new reference, and then to rerun the final model with the purpose of seeing what categories remain of statistical significance in the determination of career intention. This piece of analysis is deemed by the researcher as necessary to the completeness of the work, i.e. by ensuring that all possible pair-wise comparisons are made. Table 6.2 below presents the results for the additional pair-wise comparisons:

Table 6.2: *Final Regression Model for Career Intention against Independent*

Categorical Variables (Revised Reference Categories)

N=292

Independent variable	Category	Adjusted Odds ratio	95% C.I	P-value
Age Group				
	36-40 years (referent)	**1**		
	41-45	1.70	[0.63, 4.55]	.294 NS
	46-50	2.45	[0.91, 6.60]	.07 NS
	51-55	3.32	[1.17, 9.42]	.024 *
	41-45 (referent)	**1**		
	46-50	1.44	[0.58, 3.58]	.430 NS
	51-55	1.96	[0.74, 5.19]	.177 NS
	46-50 (referent)	**1**		
	51-55	1.36	[0.51, 3.61]	.540 NS
	56+ (referent)	**1**		
	36-40	.247	[0.07, 0.85]	.027*
	41-45	.419	[0.12, 1.41]	.160 NS
	46-50	.604	[0.18, 2.02]	.414 NS
	51-55	.752	[0.24, 2.81]	.820 NS
Educational Level Achieved				
	Primary Degree (referent)	**1**		
	Higher Dip in Education	0.973	[0.45, 2.12]	.944 NS
School Type				
	Catholic Voluntary Grammar(referent)	**1**		
	Catholic Grant Maintained	0.51	[0.21, 1.26]	.146 NS

Additional pair-wise comparisons

Findings in Table 6.2 show that all these additional pair-wise comparisons have non-significant p-values, except for two such comparisons within the age-group categories. Findings in relation to both of these categories are outlined below.

In relation to the age-group variable, the adjusted odds ratio for the 51-55 age group category is 3.32 with a 95% confidence interval of [1.17, 9.42]. This indicates that teachers who are in this age grouping have over three times a greater likelihood of being unwilling to apply than those who are in the revised reference category (36-40 years) when all other independent variables are held constant. This is a statistically significant result (p=.024).

Therefore we conclude that knowing whether respondents are in the 51-55 age grouping as opposed to the 36-40 age grouping is of statistical significance in determining their career aspiration.

Likewise, the adjusted odds ratio for the 36-40 age group category is 0.247 with a 95% confidence interval of [0.07, 0.85]. This indicates that teachers who are in the reference category age grouping, i.e. 56+ have over three times a greater likelihood of being unwilling to apply than those who are in the 36-40 age-grouping, when all other independent variables are held constant. This is a statistically significant result (p=.027).

Therefore we conclude that knowing whether respondents are in the 56+ age grouping as opposed to the 36-40 age grouping is of statistical significance in determining their career aspiration.

Thus having completed all possible comparisons within the categorical variables of the final model, it can be summarised that age group, highest level of education achieved, school type, lack of expertise, loss of close relationships and internal rewards were found to be statistically associated with the respondents' unwillingness to apply for school leadership, while all the other variables or related characteristics (covariates) were controlled for or

held constant. The study now turns to the limited, but enriching, findings from

the qualitative dimension of the work.

Chapter Seven

7 Qualitative Dimension of the Study

7.1 Introduction

Many texts and theses in educational research distinguish between quantitative and qualitative research and demonstrate a loyalty to one or the other. Pring, for example, sees the two approaches as, very often, being presented in opposition to each other- 'the division between the two has become very sharp, reflected in their respective languages or in different logical configurations of otherwise respective words- objectivity/subjectivity, truth/consensus, knowledge/opinion...and so on'. He views this as a return to the 'Cartesian dualism' whereby 'a contrast is drawn between the objective world...and the subjective worlds...'[1] So, it is within the context of this distinction that the present chapter sets out, briefly, to analyse the methodological issues of educational inquiry employed in the thesis.

The predominant paradigm employed in the study so far has been one utilising hypothetic-deductive methods, as exemplified in scientific methodology. These methods involve careful observation, accurate measurement and the assumption that what cannot be measured is not amenable to scientific investigation. The approach, emphasising as it does

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[1] Pring, Richard (2000) The 'False Dualism' of Educational Research in *Journal of Philosophy of Education*, Vol. 34, No. 2, 2000.

measurement of opinion and inference of associations, is inherently quantitative. Mathematical models exist, such as the binomial logistic regression models employed in the univariate and multivariate analysis of data in the study to carry out such analysis. Variables have been found to be related to each other, e.g. highest level of education attained by respondents and their career intention, age-group and career intention and so on, and any limitations may be regarded as being linked to the inability to control extraneous variables. However, some of the important things in human behaviour, such as intentions and feelings, cannot be directly observed.

7.2 Qualitative Approach

A qualitative approach, by contrast, emphasises intentions, feelings and meanings. These human intentions and feelings, as well as values and perspectives, are accepted in a post-positivism paradigm as very important considerations in the search for knowledge. This paradigm, inclined as it is towards work in naturalistic, as opposed to experimental conditions, is holistic rather than controlling. Data are gathered, on the phenomena of interest, not by precise measurement instruments, but rather through insightful observations made on what may be complex issues. Raw data are exactly what people have said. For example, the current study involves establishing views held by study participants on such issues as personal impact of principalship, perceived male bias in the selection process for principals and perceived lack of expertise on the part of the respondents, to name but a few. A researcher would be hard pressed to develop a quantitative methodology that would summarise all key positions on such issues. While a quantitative approach is of prime importance in the study, it must be acknowledged that if

one wants to achieve a deep understanding about peoples' feelings on such topics, some type of qualitative research is probably called for. Trochim in his 'Research Methods Knowledge Base',[2] a comprehensive web-based textbook, makes special reference to the value of mixing qualitative research with quantitative. While he views quantitative research as excelling at summarising large amounts of data and reaching generalisations based on statistical projections, qualitative he views as providing 'the rich descriptive detail that sets quantitative results into their human context'. He rejects the idea of supremacy of one approach over the other and sees it as a 'far more complex topic than a dichotomous choice can settle'. Both approaches, he views as coming from 'rich and varied traditions that come from multiple disciplines' and he advocates the value of consciously combining both approaches into a mixed method one.

In the qualitative-quantitative debate, Trochim, in fact, sees little difference between qualitative and quantitative data. All qualitative data, he regards as being easily manipulated to help achieve greater insight into the meaning of the data, since all such data can be coded quantitatively. The present researcher, for example, is using a survey that has open-ended questions that ask the respondent to supply text responses. The immediate responses are text-based and qualitative; however some type of simple classification will lead to categories that represent themes in the responses. Specifically, items 95 and 96 of the study elicited information pertaining to the factors that would influence respondents' decisions to apply or not apply for principalship in a school:

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[2]Research Methods Knowledge Base addresses all of the topics involved in the entire research process. Assessed on 20/07/02 at http://trochim.human.cornell.edu/kb/.

95. Please provide up to the three most important factors that would influence your decision not to apply for a principalship in a Catholic school (please specify)

a)

b)

c)

As may be seen, item 95 sought information on the factors that would influence their decision not to apply, while item 96 below elicited information from the respondents as to the factors that would influence them to apply.

96. Please provide up to the three most important factors that would influence your decision to apply for a principalship in a Catholic school (please specify)

a)

b)

c)

The responses to these open-ended questions were entered as text data simultaneously with the main entry of data, as it was felt that they could provide a rich source of data for analysis. The question is how can such qualitative data be manipulated to help achieve greater insight into its

meaning? Text mining, a new and innovative approach to data analysis, made possible by advancing technological developments, is one possible answer and it is employed in this research.

7.3 What is text mining?

Text mining is a methodology, given a certain research purpose, that enables people obtain useful information from (typically very large) sets of more or less *heterogeneous and unstructured data*, e.g. free-text data with or without subsets of more structured data like tables and graphs[3]. It is a more advanced approach to traditional content analysis.

In fact, the concept of text mining has emanated from the field of data mining. Data mining is a methodology that enables people to obtain useful information, again given a certain research purpose, from large sets of homogeneous and structured data, usually quantitative and/or categorised data. Data mining includes traditional methods for statistical analysis, but goes beyond those methods.

7.4 Description of Text Mining

It is well known in research circles, that the responses to open-ended statements/questions in a research instrument may contain valuable information and provide an important basis for decision-making. In the present research there are 326 respondents. Each one of these respondents is given the opportunity to supply three factors that would influence them to apply for principalship, and three factors that would influence them not to apply for

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[3] Fyhrlund, A. Fridlund & Sundgren, B. (2004) *Using Text Mining in Official Statistics.* Paper given at the International Marketing and Output Database Conference, Oslo, Norway 30/08-03/09/ 2004.

principalship. Here, all the data collected is unstructured text- there is a possibility of having 1,956 (326 times 6) pieces of text explaining why the senior teachers will or will not apply for principalship. However, in many cases, this information remains unexploited, since the processing of answers to open-ended questions is not always easily done.

However, statistical methods have been and continue to be refined and improved to yield valuable answers to this challenge. The evaluation of textual data is a relatively new focus area of statistics[4]. In this study, respondents have supplied answers to the open-ended questions. By use of the SAS[5] analytic software, Text Miner[6], teachers' responses to the open-ended questions were analysed to uncover underlying themes or concepts contained in the text collection. It automatically classified text into various categories. Thus combined with the inferential modelling endeavours of binomial logistic regression, text mining provided an added richness to, and help nuance the data analysis[7].

7.5 Text Mining Procedure

Firstly, the text data were loaded into SAS Text Miner. The defaults for text mining were accepted: these include a standard 'stop list' dataset which removes common words such as 'and' and 'the' from consideration. A second default excludes consideration of words that only occur in one document since

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4 By applying data mining techniques, companies, for example, can exploit data about customers' buying patterns and behaviour to gain a greater understanding of consumer motivations.
[5] SAS, a software vendor, has developed Text Miner to highlight relevant patterns in documents and to quantify text-based information.
[6]Accessed 01/04/04. Available at http://www.tgc.com/dsstar.
[7] Cerrito, P.B. (2004) Solutions to the Investigation of Healthcare Outcomes in Relationship to Healthcare Practice, SAS Users Group International, Montreal, May 2004.

those words cannot be used to group other text documents together. Numbers and punctuation, additionally, are not ordinarily used to cluster text documents.

For SAS Text Miner to evaluate the data, it must firstly parse the text into separate 'word' or noun groups. Once Text Miner completes the parsing it performs one of two possible dimension reduction techniques or a combination of these techniques, and use the resulting information from the dimension reduction to cluster the items. An *Expectation Maximisation* clustering algorithm was used to perform the clustering. The default number of terms used to describe the clusters is set at six.

7.6 Findings

The findings from the text mining procedure are presented in Table 7.1 below:

Table 7.1: Initial Cluster Results for the Text Mining Analytical Procedure

Cluster Number	Descriptive Terms	Frequency	Percentage Occurrence
1	'lack', 'training', stress, litigation', 'isolation'	252	12.35%
2	'dealing', 'with', 'staff', 'students'	127	6.2%
3	'on', 'life', 'family', 'much', 'intrude'	107	5.2%
4	'much', 'personal', 'responsibility', 'high', 'level'	104	5.1%
5	'expect', 'principal', 'role', 'religious', 'woman'	101	4.9%
6	'high', 'time', 'commitment', 'pressure', 'consuming'	89	4.3%

As shown in Table 7.1, the largest cluster (1) concerns what might be termed 'environmental issues' related to the job. The top noun in the cluster is the word *'lack'*. Exploring further the full text of the items in cluster one, text relating to the notions of *'too little training'*, *'too much stress'*, *'litigation'* and *'isolation'* predominate. The group of themes could broadly be described as

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those relating to the 'under-supported' or the 'personal impact' aspects of principalship.

The second largest cluster (2), as shown in the summary table, has the following descriptive terms associated with it - *'dealing'*, *'with'*, *'staff'* and *'students'*. Further investigation of the detailed terms would suggest that the respondents perceive the principalship as a position where one is pulled in every direction with little support coming from either staff or students.

The third largest cluster of words (cluster 3) has the following descriptive terms associated with it: *'intrude'*, *'much'*, *'on'*, *'life'* and *'family'*. This cluster seems to be linked to cluster one, in that the terms all relate to the impact of the job, but they seem to specifically focus on family.

The fourth largest cluster has the descriptive terms: *'much'*, *'high'*, *'level'*, *'personal'* and *'responsibility'*. Further investigation of the detailed terms would suggest that this would include the social and legal responsibility of principalship.

The last of the top five clusters has *'expect'*, *'principal'*, *'role'*, *'religious'* and *'woman'* as descriptive terms. There seems to be a perception that there are many religious identity responsibilities associated with the post. There also seems to be the perception that many able and suitable women are overlooked for the position.

In a similar vein to the first and largest cluster, the sixth cluster, has the following descriptive terms associated with it - *'high'*, *'time'*, *'commitment'*, *'pressure'* and *'consuming'*. The three most frequent terms occurring in this

cluster are 'time', 'pressure' and 'commitment'. Having examined the text coming out for this group, it would seem to focus on the lack of family time for people who are appointed to principal, even through the summer months.

Presently, the qualitative findings as outlined above, are discussed in Chapter Eight, in dialogue with the quantitative findings of Chapters Five and Six.

Chapter Eight

8 Conclusions

8.1 Introduction

Studies of the work actually undertaken by school principals confirm their increasingly demanding lifestyles. Recent research by Cranston *et al* in Australia and New Zealand found that they work long hours, feel escalating pressure and identify increasing variety and overload in the demands of their rôle.[1] Williams' study of close to 1000 incumbent principals and vice principals in Canada, also found that job dissatifiers included inadequate time to plan, heavy work loads, mandated curriculum changes and so on.[2] Leaders in schools in Earley *et al's* (2002) recent study in England said they were de-motivated by the bureaucracy and excessive paperwork and by the constant change in the education system.[3] The findings of the current study echo many aspects of these researchers. As outlined in Chapter One, the rôle of the principal is undergoing significant change and the exercise of principalship as we know it, will possibly be radically altered over the next ten years.

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[1] Cranston, N., Ehrich, L., Reugebrink, M., Billot, J.,& Marat, D.,(2002)What do principals really do? The real and the ideal: perspectives from Australia and New Zealand. Paper for the Commonwealth Council for Educational Administration and Management Conference, Umea, Sweden, September.

[2] Williams, T., (2003) Ontario's principal scarcity, yesterday's abdicated policy responsibility: Today's policy challenge. *Australian Journal of Education*, August.

[3] Earley, P.,Evans, J., Collarbone, P., Gold, A.,& Halpin, D. (2002) Establishing the current state of school leadership in England. London: Department for Education and Skills, Research Report No. 336.

8.2 Background to the Study

8.2.1 Shortage of Applicants in the Context of Societal Change.

The topic for the present thesis stems from an interest and concern to ensure a steady flow of high quality and well-prepared educational leaders who will lead the Catholic schools of Ireland and Northern Ireland with vision and compassion in the new century. The interest also arises from a concern that there is a perception that currently there are fewer persons applying for principal positions in Irish and Northern Irish schools than in previous years. Research by Canavan[4], as outlined in Chapter Two, indicated that there is not much evidence that Catholic schools, the subject of this study, have embraced succession strategies.

In fact, studies of school leader supply and demand did not commence until the late 1980s and concerns over a potential shortage did not become apparent until the mid 1990s. By the turn of the century the media attention to the issue had grown. This attention was particularly obvious in countries such as the USA and the UK, as evidenced in the work of Copland[5](2001) and Earley[6](2002) respectively. Speculation about educational leadership is now occurring at a time when society itself is in the middle of a cultural shift.

8.2.2 The Irish Context

It is within this perceived societal transformation, and an ensuing decrease in the number of applicants for leadership positions, that this project aimed to

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[4] Canavan, K. (1998) *Leadership Succession in Catholic Organisation: Planned or Unplanned* in Duignan, P *et al* (2001) *Planning for the Future Leadership of Catholic Schools in New South Wales-* a paper presented at the BERA 2001 Annual Conference Leeds (UK).
[5] Copland, M. (2001) *The myth of the superprincipal.* Phi Delta Kappan. 82(7), 528-533.
[6] Earley, P.,Evans, J., Collarbone, P., Gold, A.,& Halpin, D. (2002) *op cit*

determine the nature of the challenges facing *Catholic* school leadership in particular, in an all Ireland context i.e. in the Irish Republic and in Northern Ireland. Leaders, in schools as outlined above, and indeed in other frontline human services such as health, police and religious organisations, face, and must cope with, constant change. This creates challenges and ethical dilemmas. As outlined, leaders in these organisations may become stressed by the differing expectations placed upon them, by the challenges facing them, by financial constraints and the pressure to do more with less.

8.3 Focus of the Study

8.3.1 Establishment of the Nature of Perceptions Regarding Principalship and Factors Germane to Teachers' Career Decisions

In general terms, the study set out to explore, through an examination of pertinent literature and through an analysis of accumulated quantitative *and* qualitative data, the perceived challenges and issues facing school principals.

Perceptions

Specifically, it set out to establish the nature of the perceptions of teachers in senior leadership positions in schools, regarding principalship and the aforementioned challenges and issues accompanying it, and consequently to establish the nature of the teachers' future career intentions. It also sought to establish the nature of the factors germane to these career decisions.

There seemed to be an impending shortage of school principals generally, but it was regarded as part of a developing worldwide reality in the provision of future leaders, not only in education. This research sought to establish empirical evidence as to the situation in the Irish context. If leadership

succession was, indeed, an issue in Ireland, then the Irish authorities needed also, to embrace succession strategies.

As discussed in Chapter Two, i.e. the literature review, popular press coverage indicated there seemed to be a mounting concern about a possible decline in numbers applying for leadership positions and, in the context of this study, school principalship positions.

Factors Germane to Career Intention

For this reason, therefore, the question regarding what conditions tended to attract and what conditions tended to deter senior teachers from considering principalship seemed germane, especially to those concerned with the recruitment of capable leaders. Moreover, among senior teachers, different subgroups such as those based on gender, for example, might find the various conditions associated with the principalship to be more or less salient to their decision to pursue or not to pursue a position as principal.

The first aim of the study was the establishment of the general nature of the significant factors that encourage senior teachers to, or discourage them from, actively applying for principalship positions. As may be recalled, the study, in fact, addressed four specific research questions directly related to this aim.

8.3.2 Study's Research Questions

Firstly, what personal characteristics of senior teachers predisposed them to see certain features of the principalship as attractive and certain other features as unattractive?

Secondly, what characteristics of the work context of senior teachers predisposed them to see certain features as attractive and certain other features as unattractive?

Thirdly, what conditions associated with the principalship did senior teachers see as objectionable, i.e. what were the disincentives associated with the position?

Fourthly, what conditions associated with the principalship did senior teachers see as attractive, i.e. what were the incentives associated with the position?

The fifth research question related to the career intentions of the respondents with regard to principalship in particular. The answers to these specific questions, as will be discussed, did lead to an understanding of unwillingness or willingness to apply, on the part of the respondents to the research questionnaire.

8.4   Principal Succession- Five Perspectives

In the course of the study, principalship succession was explored from five main perspectives. These included the changing context and rôle of principals, the specific responsibilities of principals of Catholic schools; and the shortage of applicants for principal positions. It also included research on leadership succession and an outline on career perspectives of teachers. Firstly, principal succession was examined from the perspective of the changing context and rôle of the principal.

8.4.1 Leadership Succession: From the Perspective of the Changing Context and Rôle of the Principal.

The literature in the study confirmed that significant changes continue to occur in society, education and the Church. Because of the uncertainties associated with such a multi-faceted transition, governments, communities and families are placing additional and higher demands on schools in general, and on principals and educational leaders in particular. For principals in both the Catholic and non-denominational schools, the rôle of principal, as outlined in the literature review, has expanded beyond educational leadership to encompass increased managerial and accountability functions, as well as the more complex legal responsibilities. This has resulted in a re-definition of the rôle of principalship-one that requires time and energy for administrative and political functions, and consequently, leaves less time for the core functions of teaching, learning and fostering positive relationships with students, staff and families.

From a review of the work, as outlined in Chapter Two, by educational theorists and commentators such as Leonard and Dundon,[7] Leader and Boldt,[8] Leithwood, Jantzi and Steinbach,[9] Lyons,[10] O'Flaherty,[11] Lingard *et al*,[12] Flockton,[13] Hill,[14] Sugrue,[15] Day, Harris and Hadfield,[16] Walsh[17] and others, it was seen that both policy and

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[7] Leonard, D. and P. Dundon (1996) *op cit*
[8] Leader, D. & Boldt, S (1994) *op cit*
[9] Leithwood, K., Jantzi, D., Steinbach, R. (1999) *op cit*
[10] Lyons, Jim (1998) *op cit*
[11] O'Flaherty, L., (1998) *op cit*
[12] Lingard, B., Porter, P., Bartlett, L & Knight, J. (1995) *op cit*
[13] Flockton, L. (2001) *op cit*
[14] Hill, P., (1999) *op cit*
[15] Sugrue, C. (2003) *op cit*
[16] Day, C., Harris, A. and Mark Hadfield (2003) *op cit*

structural changes have resulted in a significant expansion of both the work of principals and the pressures on them to meet government and community expectations, and hence, resulting in challenges that may lead to succession problems. Through an examination of the literature, it was seen that these succession problems had the potential to be even more marked in denominational schools, for example Catholic schools, where there are additional responsibilities attached to the rôle of principal.

8.4.2 Leadership Succession: From the Perspective of the Specific Responsibilities of Principals in Catholic Schools

The goals of Catholic education, the philosophical and theological underpinnings, give rise, in fact, to specific responsibilities for those involved in Catholic school leadership. From a review of a series of authorative publications, from the Sacred Congregation for Catholic Education and from other commentators and theorists, as outlined in Chapter Two, it was noted that the added responsibilities of the Catholic school lay principal to be both faith and educational leader, may contribute to a range of challenges that create a reluctance on the part of potential principals to apply for the position.

Work published by Heft[18] on the theme of the institutionalising of Catholic traditions and doctrinal emphases, Manno's[19] and Joseph's[20] outlines of intellectual leadership and pastoral competencies unique to

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[17] Walsh, J., (1999) *op cit*
[18] Heft, J. L. (1991a) *op cit*
[19] Manno, B. (1985) *op cit*
[20] Joseph, Ellis (2002) *op cit*

Catholic school leadership, Conroy's[21] thoughts on curriculum development leadership were discussed by this researcher as were the work of Heft[22] and McClelland[23] on the important themes of tradition and the community of saints.

Theological responses to the Catholic identity question for institutions, including schools, by Nuzzi,[24] Curran[25] and Provost and Walf[26] were outlined. Also included in the literature reviewed was work published on Catholic spirituality (viewed in the context of a spirituality of school leadership by this researcher)[27] and Christian maturity. This included work by Gallagher,[28] Tracy,[29] Rahner[30] and von Balthasar.[31] Also responses by Groome[32] and Shimabukuro[33] to the Catholic identity question, were outlined as were responses from Treston,[34] Dwyer,[35] McLaughin[36] and Sullivan[37] among others. It was observed that the demands of Catholic school principalship may lead to a shortage of school principals, thus creating difficulties for leadership succession.

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[21] Conroy, James (1999) *op cit*

[22] Heft, James (2001) *op cit*

[23] McClelland, V.A. (2002) *op cit*

[24] Nuzzi, R. (2002) *op cit*

[25] Curran C., (1997) *op cit*

[26] Provost, J. & Walf, K. (Eds) (1994) *op cit*

[27] Healy, G. (2001) *The Commitment of Principals, in the Irish Context, to the Spiritual Dimension of Catholic School leadership: An Exploration of the Ontological Basis of Motivation and Satisfaction Orientations.* Unpublished material.

28 Gallagher, M., P. (1993) op cit

29 Tracy, David (1996) op cit

[30] Rahner, Karl (1978) *Foundations of Christian Faith: An Introduction to the Idea of Christianity.* New York: Seabury Press.

[31] von Balthasar, H.U., (1986) *op cit*

[32] Groome, T., (1996) *op cit*

[33] Shimabukuro, G., (1998) *op cit*

[34] Treston, K., (1997) *op cit*

[35] Dwyer, B. (1993) *op cit*

[36] McLaughin T. (1999) *op cit*

[37] Sullivan, J. (1997) *op cit*

8.4.3 Leadership Succession: From the Perspective of the Shortage of Applicants for Principal Positions

Because of the relatively recent interest in the whole area of school leadership succession, there is naturally a paucity of research in the topic. However recent research in the American context points to a growing concern about principalship supply and demand. As reviewed in Chapter Two of the thesis, various issues were seen to be emerging in the US context. Quality as opposed to quantity of principalship candidates was seen as the problem in research works by Olson,[38] by Roza,[39] and by the National Association of Elementary School Principals (NAESP)[40] and the National Association of Secondary School Principals (NASSP).[41] What emerged also, however, is that there are clear disincentives to applying for principalship-increased job stress, time demands and increased accountability demands to name but a few.

Echoing the American research findings, UK researchers and commentators, such as Draper and McMichael,[42] Kirkman[43] and Hart[44] also pointed to the concentration of the much published negatives of headship. Declining numbers of applicants for the position, especially for appointments to Catholic schools or those schools based in London, were seen to be evidenced in the *Ninth Report of the House of*

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[38] Olson, L., (1999) *op cit*
[39] Roza, M., (2003) *op cit*
[40] NAESP (1998) *op cit*
[41] NASSP (2001) *op cit*
[42] Draper, J., McMichael, P., (1998) *op cit*
[43] Kirkman, Susannah (2000) *op cit*
[44] Hart, D., (2001) *op cit*

Commons Select Committee on Education and Employment and in the

Howson 2000[45] and the more recent 2003[46] *Annual Report on the State*

of the Labour Market for Senior Staff in Schools.

In the same vein, research in the Australian context, as critiqued

in Chapter Two, underscored leadership succession problems.

Research by Preston,[47] for example, presented key factors that were

regarded as impacting supply and demand in the labour market for

principals. The evidence, as outlined in the literature review, related to

the shortage of qualified and experienced applicants for principalship

and was seen as having important implications for all education

authorities to develop and implement leadership succession strategies.

8.4.4 Leadership Succession: Pertinent Research

Some research on leadership succession in the business world, as well

as that carried out by the Catholic Education Service[48] in the UK and by

Canavan and the Catholic Education Services in Australia, were also

critiqued in Chapter Two. Identifying the factors contributing to the

shortage of applicants for leadership positions in Catholic schools was

seen as a priority for Canavan.[49] Identification of such factors in the

Irish context has, likewise, been one of the central aims of this present

piece of research.

In fact, the major themes to have emerged, as outlined in

Chapter Two, from the analysis of the research findings of Canavan in

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[45] Howson, John (2000) *op cit*
[46] Howson, John (2003) *op cit*
[47] Preston, B. (2002) *op cit*
[48] Catholic Education Service (CES) (2002) *op cit*
[49] Canavan, K., (2001) *op cit*

the Australian context, and from those of the Educational Research Services in the USA, as outlined in the work of Goodwin,[50] were rôle ambiguity, rôle conflict and decreasing autonomy. These themes reinforce the conclusions of other studies that the principalship has increased in complexity. The themes indicated that there is a substantial degree of conflict, dichotomy and tension inherent in the principals' perceptions of their roles.

Interestingly, although these conflicts were seen to create frustration, the research also indicated that current principals do find their jobs intrinsically rewarding. Of course, it could be pointed out that *potential* candidates for principalship may not intuitively grasp the intrinsic rewards that come with such a demanding job. Consequently, they may not consider applying for the position.

8.4.5 Leadership Succession: From the Perspective of the Career Intentions of Teachers

Also critiqued in Chapter Two of this work was the research of James and Whiting,[51] Draper and McMichael[52] and Draper, Fraser and Taylor[53] in the UK context. At base, the main thrust of their research centers on that group of potential candidates who do not actively seek principalship. In these researchers' opinion, as outlined in Chapter Two, it is important for those involved in educational management to look at the career perspectives of those candidates who are *eligible to apply,* but *decline* an opportunity so to do. In a word, the focus of their

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[50] Goodwin, R.H. (2002) *op cit*
[51] James, C. and Whiting, D. (1998) *op cit*
[52] Draper, J. and McMichael, P. (1996) *op cit*
[53] Draper, J. Fraser, H. & Warick Taylor (1998) *op cit*

research is the possible personal challenges and fears that motivate this group of unwilling candidates for principalship.

In a sense, the researchers' exploration of aspects of 'career hindrance' may lead to an understanding of a process that is regarded as highly individualistic and idiosyncratic and may be the subject of unpredictable influences. The research, as critiqued in Chapter Two, looked at teachers' perceived deterrents to headship and at their possible differential effect on application likelihood. Interestingly, it was pointed out that these perceived disincentives to headship may be open to influence by those with a vested interest in ensuring future leadership succession in educational institutions.

Finally, the research of Pounder and Merrill was outlined. Their research focused on the potential school principal candidate as an individual decision maker. Indeed they focused on the perspective of that candidate with regard to the specific attributes, and the personal dispositions that the candidate deemed necessary for such a position. Pounder and Merrill's study examined what attributes of the job had the greatest influence on a potential candidate's attraction to a school principalship, and consequently on their inclination to seek or not to seek and accept such a position. In effect, their findings underscored the work of James and Whiting, Draper and McMichael and Draper, Fraser and Taylor. They, as outlined, used their data to construct a typology of career strategies, which they found to be shaped by intrinsic and extrinsic influences. These included the need, on the part of potential candidates, for personal achievement, as well as being

shaped by the candidates' perceptions of the job and by their personal circumstances.

8.5   Statistical Analysis: Three Dimensions

In the course of the research into the nature of the significant factors that encouraged senior teachers to or discouraged them from actively applying for principalship, and into the nature of the career aspirations of teachers in senior leadership positions, three different research dimensions were considered by the writer.

The first dimension of analysis focused on such issues as validation data and response rates, followed by a profiling of the study sample in relation to their personal characteristics, work related characteristics and their career intentions. Descriptive statistics were utilised for this purpose.

Having completed the descriptive profiling of the candidates and their career intentions, the second stage of the analysis involved modelling the relationship between the individual explanatory and the dependent variable of career intention. Thus the second dimension of the study comprised an exploration of the associations between the independent variables and the outcome career intention variable.

It also explored differences between groups of teachers formed according to specific demographic variables. Inferential univariate logistic regression analysis was used to explore these differences, and associations.

The third dimension of the study involved an exploration of the nature of the determinants of the career intention outcome variable. Multivariate logistic regression analysis was employed for this purpose.

8.5.1 Inferential Statistics: Univariate and Multivariate Analysis

Univariate Analysis

Binary Logistic regression analysis was utilised, in fact, in the research to establish associations, at a univariate level, between the personal socio-demographic characteristics, work related characteristics, perceived disincentives and incentives with the career intentions of the respondents. Comparisons between different groups of respondents, formed according to specific demographic variables, such as *gender, educational level attained, age, school size, management position held* and so on were achieved by univariate logistic regression which, in actuality, captures bivariate associations.[54]

It was used to identify how each variable *individually* influenced the outcome variable, i.e. without any interactions with the other independent variables. In a word, univariate analysis was conducted to examine *separately* the association between each independent variable and career intention.

Multivariate Level of Analysis

From a third perspective, the study also aimed to find the relationship between career intention and the potential predictive variables collectively, so that the interactions between these variables were also taken into account. In

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[54] Univariate analysis in logistic regression is attempting to capture the possible associations between each individual independent variable and the outcome variable, i.e. career intention. It is referred to as univariate analysis since there is only one predictor variable.

essence, this constituted the multivariate dimension of the study. In total there were twenty-two factors (independent variables) that may have influenced career intention at a multivariate level.

Multivariate logistic regression was the statistical technique employed to establish which, among these variables, were to be kept in the final inferential model, i.e. a ranking of the relative importance of the independents was performed. The logistic regression model was used to find an optimal set of variables that determined an individual's unwillingness to apply for principalship, and that formed part of the final parsimonious model of determinant variables of career intention. In a word, the researcher wished to assess the relative importance of each individual independent variable in the logistic regression equation, when all other independent variables are held constant.

In the multivariate logistic regression technique employed, the outcome variable, career intention, was regressed simultaneously against several potential independent variables.

Thus it may be seen that the analysis was conducted from three perspectives- from a descriptive profiling level, from a univariate logistic regression level, and, finally, from a multivariate logistic regression level- an ascending order of analysis complexity.

8.6   Descriptive Statistics
8.6.1   Introduction

The first approach adopted by the researcher was the utilisation of descriptive statistics to organise and summarise the data and profile the respondents.

Profiling involved a presentation of a descriptive evaluation of the personal characteristics of the respondents, as well as their work-related contextual characteristics. The profiling data of senior teachers in the research provided, initially, a 'snapshot' so to speak, of the following personal socio-demographic characteristics: gender, marital status, age group, family status, highest educational level achieved, religious affiliation and area (cultural context). Information was then supplied on work-related characteristics of senior teachers, such as location of current school, school size, school type, management position held, length of service and work status.

The validation data for all ten scales indicated that they all had very sound internal consistency. In keeping with the evaluative and comparative nature of the study, the alpha coefficients obtained in the Irish context (alpha ranging from .78 to .90) compared very favourably with those in the Australian context (alpha ranging from .74 to .91). The overall response rate of 49.5% was considered very good, 326 questionnaires being returned from 659 distributed.

8.6.2 Profile of the Personal Characteristics of the Respondents

In relation to the *personal characteristics* of the respondents, three-fifths of sample respondents were drawn from the Republic of Ireland, with the remainder from Northern Ireland. There was a very even distribution of responses based on gender- 48% male, 52% female. In terms of their personal status, a large majority were married, with only 20% not married. Likewise, a large majority, 70% of the respondents had dependent children.

Overall, the largest representation of senior teachers surveyed is to be found in the combined 36 to 55 age bracket (81.3%). This result is to be expected since, after all, it is a survey of teachers in senior leadership positions i.e. those teachers who are either deputy principals, assistant principals or special duties teachers in the Republic of Ireland schools surveyed; or those who are deputy principals or management point holders in Northern Ireland.

In terms of the highest academic qualification achieved, the minimum level of qualification among the study cohort was at the primary and Higher Diploma in Education level. Over four fifths (81.9%) of the senior teachers indicated obtaining this qualification only. In addition to the minimum qualification, the remaining 18.1% reported having obtained a post-graduate degree, that is a masters degree or doctorate or a diploma in educational management or guidance and counseling, for example.

In response to the item pertaining to the religious affiliation of the respondents, a very large majority (98%) indicated that they were Roman Catholic.

8.6.3 Profile of the Work-related Characteristics of the Respondents

In addition to the personal characteristics of the respondents, as outlined above, the researcher also profiled the work-related characteristics of the teachers i.e. those contextual characteristics that may possibly predispose them to see certain conditions of school principalship as possible disincentives or possible incentives.

Just over half of the respondents (55.2%) taught in city schools with almost a fifth (19%) teaching in large towns. Not quite a fifth (17.5%) were employed in small town schools with the remaining 8.3% working in what are regarded as rural schools. In terms of the size of school in which the respondents taught, there was, for the most part, a fairly even distribution between all the categories, except the 800 plus category, from which a third of the respondents were drawn.

School type was another contextual characteristic explored in the profiling section of the thesis. Two-thirds of the respondents taught in voluntary secondary schools (i.e. those form the Republic), 24% were drawn from Northern Ireland voluntary grammar schools and the remainder from the Catholic grant maintained schools there.

The majority (59.6%) of the survey participants hold special duties posts. Almost a third (30.8%) of the teachers surveyed described themselves as assistant principals while the remainder of the survey participants were deputy principals. The results, overall, for the length of service of the respondents showed that a majority of the senior teachers were well established in their management responsibilities. A third (32.5%) of the respondents, for example, indicated that they had 10 years plus experience in their management positions. Almost a fifth (18.8%) indicated that they had 2 to 3 years experience, with just slightly less (18.2%) having 6 to 10 years experience.

In terms of their work status, the results indicate that the majority, almost two-thirds (62.49%) of respondents, are not work-

sharing. The remaining 37.6% of the respondent teachers indicated that they had, indeed, availed of the opportunity that work-sharing had offered. In providing a profile of the sample, details have been presented in relation to the characteristics of the respondents. The writer now turns to the findings in relation to the career aspirations of those teachers involved in the survey.

8.6.4 Profile of the Work-related Characteristics of the Respondents

Data collected from the questionnaire (item 13) were used to answer the research question concerned with the nature of the career aspirations of those teachers involved in the survey. The question was asked as to what the career intentions of staff in senior leadership positions, with regard to applying for principal positions, might be.

The model used to elicit such information, as outlined in Chapter Two, was developed by James and Whiting (1998) in their research into the career perspectives of deputy head-teachers in the United Kingdom. They created a career anchorage model which enabled the identification of firstly, those who were applying or intending to apply for principalship; secondly those who had previously applied but were no longer doing so; thirdly, those who had never applied and did not envisage doing so.

8.6.5 Categorising of the Data: Irish Context

The data from the Irish context were organised into three categories: unwilling to apply, unsure about applying and, finally, willing to apply.

The findings are certainly not very encouraging for future leadership succession in Catholic schools: almost three quarters of the respondents (74%) indicated that they were unwilling to apply for principalship positions. This is a very sizeable proportion of the respondents- 232 of the total 315 respondents. Just over fifteen percent communicated a willingness to apply, while the remaining senior teachers (11%) suggested that they were unsure as to whether they should apply or not. It is possible that those who reported their intentions as 'unsure' may also still go ahead and apply, but, even taking that into account, only 15% of the respondents said they would actually consider making an application for the position.

8.6.6 Comparisons with Australian Findings

In keeping with the evaluative and comparative nature of the study, these findings are observed to be significantly different from those obtained in the VSAT project in the Australian context. The questionnaire utilised in the present research was a slightly modified version of that used by Duignan *et al* in the VSAT project. Overall, three-quarters of teachers surveyed (74%) in the combined Irish Republic and Northern Irish context indicated that they were unwilling to apply for principalship, compared to the much smaller contingent (42%) of Australian teachers expressing similar intentions.

It may be said that teachers in the Irish Republic and Northern Irish context are more polarised in their leadership intentions-only 11% of Irish teachers indicated that they were unsure about applying for principalship compared with 25% of their Australian colleagues. Even the finding in relation to the unsure category in the Australian context, 25% of respondents, could be looked at in a positive light-one quarter of the Australian study population indicated that they were unsure, but that does not mean that they might not change their minds and go ahead and apply. Only 11% of the teachers from the Irish Republic, and Northern Irish context expressed the opinion that they were unsure about applying.

In sum, only 15% of Irish and Northern Irish teachers are prepared to take on the responsibility of school leadership, compared to a more encouraging 35% of Australian teachers. Further analysis of the data employing cross-tabulations revealed interesting insights into the leadership intentions of the teachers.

8.7 Cross-Tabulations

It is important to bear in mind that all findings in relation to this section are at a purely observational level.

Area x Career Aspiration

The first analysis of data employing such a cross tabulation showed that the area/cultural context of the respondents does influence one's

unwillingness to apply. Interestingly, it showed that there is a much greater degree of reluctance on the part of respondents from the Irish Republic to apply for principalship than on the part of their Northern Ireland colleagues.

As outlined in Chapter Four, in fact, almost a quarter of Northern respondents (23%) are willing to apply for the leadership position as opposed to only one-tenth of senior teachers from the Republic. Maybe this results, in part at least, from more well defined management structures pertaining in Northern Ireland Catholic schools- teachers acquire management experience earlier on in their teaching career. Therefore they are probably better prepared and consequently more willing to take on the demanding management position of principalship.

In the Republic of Ireland, specifically in the Catholic voluntary secondary schools, the subject of the study, management structures are tied to seniority. Thus, it could be perceived that there is little room for upward movement or promotion. Experience of management is thus confined to the higher age categories, at which point, respondents might not necessarily wish to apply.

Perhaps Catholic teachers in Northern Ireland, working and living as they do clearly in a more polarised religious cultural context, may be motivated to apply out of a sense of mission. Mission motivation may be the underlying factor here.[55]

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[55] Healy, G. (2001) *op cit*

Whatever the reasons for the difference in unwillingness to apply, it is interesting to note that Catholic school teachers from both cultural contexts in the island of Ireland, are much less willing to apply than their colleagues in the Australian context. As mentioned, only ten percent of teachers from the Republic and twenty-three percent from Northern Ireland are willing to apply, in comparison to a thirty-five percent willingness in the Australian context.

School Size x Career Aspiration

The findings from the cross-tabulations of career aspiration and school size revealed that teachers from larger schools, i.e. with 800 plus students, were more willing to take on the responsibility of principalship. Much lower degrees of willingness were shown from teachers in smaller schools, only eleven percent of whom in schools with less than 399 pupils, for instance, indicated that they would apply for the position.

This may be explained in part by the extrinsic reward factor of remuneration, i.e. the rates of allowance for posts of responsibility for principals. These are tied to the number of pupils in a school. These range, to use the Republic of Ireland as an example, from an allowance of €8,166 for a category I school to an allowance of €36,433 for the largest category XVII school.[56]

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[56] See Schedule to Circular letter:-Pay 25/04. Available at http://www.education.ie Accessed 12/01/2005.

A principal of a small school may possibly have the same 'range' of responsibilities as a principal in a larger school, but with a much smaller accompanying allowance. They may not consider the burden of responsibility worth the small salary differential. Anecdotal evidence would seem to suggest that they might not.

Geographical Location x Career Aspiration

It is also of interest to note from the leadership aspiration and geographical location cross-tabulation, that school location does influence one's willingness to apply. The fact that teachers in large towns and cities are more willing to apply, may be explained by the fact that there could be a greater degree of anonymity in these locations-being a principal of a school in a small town might not lead to a situation where there could be a clear division between working and non-working life. The imposition of a discipline structure involving expulsion and suspension, or other such disciplinary sanctions may prove difficult where a principal is a member of a small close-knit community.

School Type x Career Aspiration

Cross tabulations of career intention with school type, as in the cross tabulation with cultural context, again indicated that senior teachers from the voluntary secondary sector, in the Republic of Ireland, are much less willing to apply than their counterparts in Northern Ireland. This was expected, as school type may be regarded as a surrogate measure of the cultural context of the respondents.

The findings for position held by the respondents would seem to indicate that deputy principals and special duties teachers are more willing to apply than assistant principals.

Deputy principals were the most willing of the three groups to apply (23%) in fact. Possible reasons may include less fear of the responsibility because of their current managerial experience. Perhaps they view the principalship position as a logical progression from, or enhancement of, their current status.

Interestingly, special duties teachers are almost as unwilling to apply as assistant principals, but not quite. For special duties teachers, however, there may possibly be a remuneration factor at play- the allowance for a special duties post, in the Irish Republic, for example, is only €3,307 compared with the aforementioned principal's allowance of €8,166 for a category I school to an allowance of € 36,433 for the largest category XVII school [57]- in other words, the salary differential may be a factor. Hence, this may have provided one possible impetus for aspirational special duties teachers to apply.

For assistant principals, the pay differential, as outlined in Chapter Four, between their post allowance and that of a principal allowance is not as great. The allowance for an assistant principal, in the Irish Republic, for example, is €7,475 compared with the

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[57] See Schedule to Circular letter:-Pay 25/04. Available at http://www.education.ie Accessed 12/01/2005.

aforementioned principal's allowance of €8,166 for a category I school to an allowance of € 22,303 for a medium sized category VIII school.[58] Hence this factor, in addition to other possible factors, may have contributed to their reluctance to apply.

Thus the findings signified a source of under-representation that should be a source of concern for educational authorities and directors of Catholic education alike. Only 10% of assistant principals, compared with 23% of deputy principals and 16% of special duties teachers, are willing to apply for principalship. This researcher regards this issue as warranting follow-up research, given the body of knowledge and experience existing within this grouping.

Work Status x Career Aspiration

Length of Experience x Career Aspiration

For the work status and length of experience factors, cross-tabulations indicated that those teachers who are not work-sharing or who have greater length of service are less inclined to apply for leadership positions in schools. One possible reason for those teachers, with a greater number of years of service, not applying, might be that their energy levels are lower and they perceive the principalship rôle as being too demanding for them.

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[58] See Schedule to Circular letter:-Pay 25/04. Available at http://www.education.ie Accessed 12/01/2005.

Highest Level of Education Achieved x Career Aspiration

Analysis of the data employing cross tabulations also revealed interesting insight into the influence of the highest level of education achieved and career intention.

Those respondents with postgraduate qualifications were more willing to apply (21%), than were those with the basic qualifications of primary degree and higher diploma in education. Also, a quarter of those with such postgraduate qualifications indicated that they were *unsure* about applying, so they, at least, did not rule out a change of mind by applying for the position at a future date.

As outlined in Chapter Four, an assumed rationale for a teacher's decision to invest time and money in further college education, in keeping with economic models, is the perceived possibility of future career advancement. Therefore, the finding that this group would be more inclined to apply came as no surprise to the researcher.

Gender x Career Aspiration

From the gender point of view, it was noted that slightly more men (17%) than women (13.5%) are willing to apply. The researcher had expected this to be the case from anecdotal evidence. However, a greater differential between the genders on career aspiration had also been expected.

Marital Status x Career Aspiration

Family Status x Career Aspiration

Findings regarding marital status and career intention and family status and career intention showed that there seemed to be little variation between respondents, based on their marital status. Findings, however, did indicate, again at an observational level, that respondents with non-dependent children were more unwilling to apply than those with dependent children or no children. Teachers with dependent children could possibly have school and college fees to contend with, therefore they might consider applying for principalship, possibly with the financial reward in mind.

Those teachers with non-dependent children, as pointed out in Chapter Four, most probably in an older age bracket, may consider time, one of the most elusive things in modern living, and quality of life issues as paramount. Also, with non-dependent children, respondents possibly did not have as many financial commitments, therefore there might not have been the same impetus to apply for a higher paying career position.

School Size x Career Aspiration

A final analysis was undertaken to explore the 'age group by leadership aspiration' cross-tabulation. The findings indicated that respondents who are in the older age groupings are much more unwilling to apply than those in younger age groupings.

Thus having explored the first dimension of the study, i.e. the profiling of the respondents in relation to their personal and work related characteristics, and in relation to their career intentions, the research turned towards the study's second perspective, i.e. an exploration of the differences between groups of teachers formed according to specific demographic variables. The third perspective of the study involved exploration of the nature of the determinants of the career intention outcome variable.

8.8 Inferential Statistics: Findings
8.8.1 Introduction

Findings from the univariate and multivariate analysis are presented and reflected upon in this section. To facilitate ease of interpretation both univariate and multivariate analyses under discussion are presented, in dialogue, so to speak. Of the personal and work related variables analysed, age group, educational level achieved, area/cultural context and school type proved significant and are given priority treatment in the discussion.

8.8.2 Findings in Relation to Personal Characteristics

Gender

What is of interest in the current research, is that gender, *contra* the expectations of this writer and the findings of UK researchers, is not a significant issue in determining career intentions of teachers. At a descriptive statistics level, as outlined, women were slightly more unwilling to apply for principalship (77%) than their male counterparts (70%). Interestingly, at the

univariate and multivariate levels of analysis, however, gender was established as *not* being of statistical significance in the determination of respondents' career aspirations i.e. it was screened out as a possible determinant.

As mentioned, the researcher had not expected this to be the case from anecdotal evidence. In the Australian VSAT research, for instance, findings indicated that 56% of women were unwilling to apply for principalship, compared with a much lower 25% of men. The researchers drew the conclusion that two disincentives, established in their study as being limiting factors for potential principalship candidates, i.e. personal and family impact and perceived recruitment problems, would have been more likely to relate to women than to men. In fact, the under-representation of female applicants, given that females constituted the significant majority of staff in Catholic schools, was viewed by the Australian researchers as a critical issue of concern and justice, worthy of further investigation by diocesan authorities.[59]

The Australian findings on gender are underscored by James and Whiting's findings in their 1998 research into the career decision-making processes of deputy headteachers in England and Wales.[60] As outlined in Chapter Two, these indicated that proportionally fewer female deputy head teachers apply for headship than their male counterparts. Also, in the UK research context, Draper and McMichael[61], as outlined in Chapter Two, suggested, as did James and

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[59] Duignan, P. d'Arbon, T, Dorman, T., Carlin, P. and Neidhart, H. (2003) *op cit* See p 44.
[60] James, C. and Whiting, D. (1998) *op cit*
[61] Draper, J. and McMichael, P. (1998) *op cit*

Whiting, that gender influences perceptions of the headship. They saw, it may be recalled, the deterrent effects of head teacher stress, as appearing to impress men rather less than women. On the whole, they suggested that men are, more likely than women to consider a career path, which leads to headship.

Not withstanding these findings in the UK and Australia, the findings in this study still stand. It has been established, using univariate and multivariate statistical techniques, that gender is not of statistical significance in determining a teacher's career intention in the Irish and Northern Irish research context. This is an interesting finding.

Marital and Family Status

Likewise for the marital status and family status of respondents, both of these factors did not prove to be, at univariate or multivariate levels of statistical analysis, significant in determining career aspirations of senior teachers. Thus, gender, marital status and family status were in fact, screened out at the multivariate level of analysis.

The remaining personal characteristics, i.e. age and the highest level of education achieved by the respondent teachers, have all proved to be of statistical significance in determining their future career intentions. Data for these characteristics, as for the other potentially determinant factors of the study, were, firstly, summarised at a descriptive statistics level. They were also subjected to binary logistic regression at a univariate level in order to identify how each factor *individually* influenced career intention, i.e. without any interactions with the other independent variables. They were, then, also subjected to multivariate analysis, as had the other potentially determining

factors of the study, in order to assess the relative importance of each individual factor, when all other factors were held constant.

Age Group

Interestingly, but as expected by this researcher, age proved to be statistically significant when it came to determining the career aspirations of teachers. Those in the 46-50 and 51-55 age groups, for example, were respectively five and seven times more likely to be unwilling to apply, than their colleagues in the less than 35 age group. Maybe younger teachers have less fear of failure; there is, after all, the opportunity to apply again. Possibly, they are more ambitious-age and ambition have always seemed to go hand in hand.

These findings are underscored by the 1998 UK research of Draper and McMichael.[62] Their findings indicated that those in younger age groupings are more willing to apply for principalship. They have less experience, as outlined in Chapter Two, yet they consider themselves ready and have included headship in their career plans. In general, they do not fear the administrative burdens of headship and are undeterred by possible effects on their quality of life. In fact, they would seem to see challenging opportunities in the job.

In the Republic of Ireland context, there would seem, from anecdotal evidence that there is a policy to appoint younger candidates. Possible reasons for this are many. Maybe older candidates are not applying- lower energy levels or a sense that they might not be successful, might contribute to the unwillingness to apply.

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[62] Draper, J. and McMichael, P. (1998) *op cit*

This inference was underscored by 1998 research in the USA. In fact, results from Pounder and Merrill's research, as outlined in Chapter Two, into potential candidates' evaluation of the job's desirability, interestingly pointed out that respondents' view of their probability of being successful in their application was the strongest single predictor of job attraction and job intentions. Attainability of their ambition would seem to be paramount.

This finding was not surprising and was consistent with expectancy theory. That is, if one does not expect that one could reasonably receive a high school principalship job offer, then there was much less motivation to seek such a job.

Highest level of education achieved

In addition to age, the highest level of education achieved, also proved to be statistically significant, at univariate and multivariate levels, in the determination of career intention. As outlined in Chapter Five, respondents with the basic qualifications of primary degree and higher diploma in education were three and a half times more likely to be unwilling to apply for principalship, than their colleagues with post graduate degrees.

In part, this may be explained by Becker's (1964) human capital theory.[63] A teacher's decision to invest their energy in postgraduate education is possibly based on a perceived increase in their human capital with doing so. In this context, human capital was regarded as an individual's knowledge, skills and productive abilities.

Possibly, it may be argued that those who study for postgraduate degrees are more aspirational to begin with, therefore they would be more

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[63] Becker, G.S. (1964) *op cit*

willing to apply than those who do not undertake any further study. Also, the question arises as to whether those who undertake postgraduate degrees might not be more confident in their self-assessment of efficacy and proficiency. After all, the research of Draper and McMichael, critiqued in Chapter Two, indicated that a sense of professional inadequacy for the job of principal was one of the main disincentives to applying for it.

Area

The area or cultural context from which the respondents were drawn, as outlined in Chapter Six, was not entered into the multiple regression equation. The geographical area in which the school is located was seen to be indicated by the school type, conversely school type is indicated by the area in which it is located. These variables, in fact, may be regarded as measures of equivalent characteristics.

8.8.3 Findings in Relation to Work Related Characteristics

School Type

The type of school in which the teachers worked, did prove to be statistically significant in determining their career aspirations. It joined age group and highest level of education in the final parsimonious model of career determinants.

Findings from the univariate analysis showed that there was double the likelihood that teachers from the Republic of Ireland would be unwilling to apply for principalship, in comparison to their Northern Ireland counterparts. As outlined previously, this greater willingness to apply, on the part of Northern Irish teachers, may be explained by their having a greater opportunity for managerial

experience. Another possible reason may be that there is a greater sense of mission and a more well defined Catholic identity among the Northern Ireland teachers, hence their greater willingness, from the point of view of the intrinsic rewards involved, to take the responsibility for leadership in such a school.

At the multivariate level of analysis, the school type of the respondents, as well as their aforementioned age group and highest level of education achieved, formed, as outlined in Chapter Six, part of the final parsimonious model of determinant variables of career intention. All the retained factors, including age group, highest level of education achieved and school type were seen, in fact, to have had a significant association with the career aspiration variable.

Geographical Location, School Size, Length of Service, Work Status, Management Position Held

Of the remaining work-related characteristics of the respondents, the geographical location and size of the school in which the teachers taught, their length of service to teaching, their work status and their management position held in the school, all proved to be non-determinant of their career aspiration. They were, in fact, screened out at the multivariate level of analysis.

8.8.4 Findings in Relation to the Disincentives and Incentives of Principalship

Further, perceptions of the negative and positive aspects of a principalship position are seen to be of equal influence in the decision making process as personal and work related factors. Each of these were considered worthy of

examination and discussion and, as being of possible interest to those in charge of Catholic education, with a view to enhancing the positive aspects and reducing the impact of any negative perceptions of principalship.

At the same time, the researcher will also take the opportunity to examine the concept of principalship as a whole, and to explore ways of ensuring that the positive and rewarding aspects of school leadership, best reflecting the needs of staff, students and community in the Irish and Northern Irish situation, will be reflected on.

The eight disincentives to applying for principalship, and their descriptors are outlined in Chapter Five, and included personal and family impact, unsupportive external environment, religious identity demands, recruitment problems, systemic accountability, lack of expertise, male bias, loss of close relationships.

The two incentives to applying for principalship, and their descriptors are also outlined in Chapter Five and included internal and external rewards.

Personal and family impact.

The key issues under this heading included the consequences of principalship for the personal and family time and quality of life of the respondent. This Impact on personal and family life was identified in the study as a statistically significant disincentive at the univariate level. As outlined in Chapter Five, an increase of one unit in the variable led to a 12% increase in the likelihood of being unwilling to apply for principalship.

The finding was not unexpected and was in keeping with the findings of Goodwin,[64] James and Whiting[65] and Draper and McMichael[66] as critiqued in Chapter Two. Researchers such as Cooley and Shen[67], for instance, refer to the demands of the rôle and the ensuing negative impact on a person's home life. Recent research by Cranston et al,[68] in the Australian and New Zealand context, identify increased conflict and work overload within the rôle of principalship. Respondents in a recent large, English study were of the view that recruitment of school leaders is likely to become increasingly problematic.[69]

The increasing intensification of the principal's workload is constantly highlighted in the Republic of Ireland by such organisations as the National Association of Principals and Deputy Principals (NAPD)[70] and the Irish National Teacher's Organisation(INTO).[71] In fact, the recently appointed Minister of Education, Mary Hanafin, as may be recalled from Chapter One, in a recent press release, promised to address this issue in an effort to decrease levels of bureaucracy within schools.[72]

Bearing in mind the comparative dimension of this study, the VSAT researchers found personal and family impact of principalship to be the most significant disincentive for their Australian respondents. They, in fact, suggested that mentors and peer-support educational programmes should be

[64] Goodwin, R.H. (2002) *op cit*
[65] James, C. and Whiting, D. (1998) *op cit*
[66] Draper, J., McMichael, P., (1998) *op cit*
[67] Cooley, V. & Shen, J. (1999) Who will Lead? The Top 10 factors that influence teachers moving into administration. *Bulletin.* 83 (606), p 75-80.
[68] Cranston, N., Ehrich, L., Reugebrink, M., Billot, J.,& Marat, D.,(2002)What do principals really do? The real and the ideal: perspectives from Australia and New Zealand. Paper for the Commonwealth Council for Educational Administration and Management Conference, Umea, Sweden, September.
[69] Earley, P.,Evans, J., Collarbone, P., Gold, A.,& Halpin, D. (2002) Establishing the current state of school leadership in England. London: Department for Education and Skills, Research Report No. 336.
[70] Available at http://www.napd.ie/.
[71] Available at http://www.into.ie/.
[72] Hanafin, M. (2004) In an address to the annual conference of the National Association of Principals and Deputy Principals, 15th October. Available at http://www.education.ie. Accessed 8/11/2004.

implemented. These, they viewed, as having a positive effect on reducing the stresses involved in the job, in that they would provide a forum in which leaders could seek and give advice, as well as gain personal and professional support.[73] The finding, in the Australian research context, of the high level of perceived personal and family impact of principalship, however, was at an observational level only. In the present research context, when the variable was subjected to multivariate statistical analysis, it was screened out, and did not remain significant in the determination of teachers' career aspiration.

Qualitative findings from the text mining procedure, as outlined in Chapter Seven- which evaluates the textual data of responses to the open-ended questions (items 95 and 96)- indicate that the third largest cluster (5.2% occurrence) contain the terms 'on', 'life', 'family', 'much', 'intrude'. The fourth largest cluster (5.1% occurrence) contain the terms 'much', 'personal', 'responsibility', 'high', 'level'. The sixth largest cluster (4.3% occurrence) contain the terms 'high', 'time', 'commitment', 'pressure', 'consuming'. These three sets of terms seem to support the notion that respondents do perceive principalship as impacting their personal and family time. An unsupported external environment was another possible disincentive to principalship for respondent teachers

Unsupportive External Environment

While policy and structural changes were cited in Chapter Two as disincentives to principalship succession, it was the unsupportive external environment- encompassing lack of support and criticism from groups of parents, in addition

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[73] Duignan, P. d'Arbon, T, Dorman, T., Carlin, P. and Neidhart, H. (2003) *op cit* See p 46.

to increased governmental, media and public demands for accountability and transparency- that was identified in the study as a statistically significant disincentive to principalship, at a univariate level of analysis. As outlined in Chapter Five, an increase of one unit in this variable led to a 15% increase in the likelihood of respondents being unwilling to apply for principalship. Elements of this scale also included such aspects of schooling as increased likelihood of litigation, issues related to industrial relations, and a perception, as already outlined, of a public and media that is often critical of schools, and undervaluing of the work of schools' staff.

Qualitative findings from the text mining procedure, indicate that the largest cluster (12.35% occurrence) contain the terms 'lack', 'training', stress, litigation', 'isolation'. These findings indicate that an unsupportive external environment is indeed an issue for many respondents to the study. In the Australian research, from a comparative angle, this disincentive was ranked as the third highest overall. In the present research context, however, when the variable was subjected to multivariate statistical analysis, it was screened out, and did not remain significant in the determination of teachers' career aspiration.

Systemic Accountability

Accountability to Church education authorities, i.e. education offices of religious congregations, to government agencies, as well as to parents and students- themes encompassed in the systemic accountability scale- were seen as a disincentive by the respondents. The scale, in fact, had a number of similar elements to those in the 'unsupportive external environment' scale as discussed above.

It was identified in the study as a statistically significant disincentive at the univariate level. As outlined in Chapter Five, an increase of one unit in this variable lead to a 16% increase in the likelihood of being unwilling to apply for principalship.

In the present research context, when the variable was subjected to multivariate statistical analysis, however, it was screened out, and did not remain significant in the determination of teachers' career aspiration. Another challenge to Catholic school leadership to be explored, included perceived religious identity demands, possibly associated with the position.

Religious Identity Demands

For an increasing number of students, school may possibly be their major experience of Church. The rôle of principal, therefore, now includes articulating and advocating the religious identity of that school- in essence acting as a faith leader.

In the present research context, perception of increasing religious identity demands on a principal were associated with increasing likelihood of being unwilling to apply for principalship. An increase of one unit in the religious identity demands variable was, in fact, associated with a 9% greater likelihood of being unwilling to apply for principalship. However, when the variable was subjected to multivariate statistical analysis, it was screened out, and did not remain significant in the determination of teachers' career aspiration.

Qualitative findings from the text mining procedure, indicate that the last of the top five clusters (4.9% occurrence) has *'expect'*, *'principal'*, *'rôle'*, *'religious'* and *'woman'* as descriptive terms. There seems to be a perception

among the respondents that there are many religious identity responsibilities associated with the post. Another disincentive to Catholic school leadership to be explored, included possible recruitment problems associated with the position.

Recruitment Problems

The issue of recruitment problems encompassed matters such as concern for the transparency and fairness of the principal selection process, for the lack of constructive advice to unsuccessful candidates, and for a perception, possibly held by women, that males were advantaged when it came to selection procedures.

As a scale, it was also designed to obtain information about a perception and concern, sometimes held by job applicants, as to whether selection panel members had the knowledge and qualifications to make appropriate recommendations.

The researcher had expected, from anecdotal evidence, that recruitment problems might have been significant in determining teachers' career aspirations. On the contrary, the variable was found, in the present research context, not to be significant at a univariate or multivariate level, in determining career intentions of the respondents.

This was a rather unexpected finding, in that recruitment problems emerged as a consistent and significant issue in the original Australian context, particularly for females.

In fact, it emerged as the second highest ranking disincentive of principalship, at an observational level, from Australian teachers' responses to

the VSAT[74] questionnaire. Duignan *et al* suggested that steps should be taken to provide feedback to unsuccessful applicants, emphasising its constructive value. These suggestions, irrespective of the fact that the recruitment problems factor is statistically insignificant in determining career intention, would seem a beneficial thing to do from the point of view of encouraging an unsuccessful applicant to apply again at a future stage, i.e. of course if the applicant were deemed to be principalship material.

Somewhat unexpected findings also emerged, in the Irish and Northern Irish research context, for the perceived male bias variable. Emerging literature,[75] especially in the American scene, seems to indicate that there is a perception of silence in the educational administration profession, with regard to a culture of discrimination in the appointments and experiences of female applicants for principalship and superintendency. This perception was not upheld among respondents in this study's research scene.

Perceived Male Bias

Encompassing perceptions of preference among selection panels for male applicants for principalship, without due consideration for the experience and leadership capacity of female applicants, data for this variable were subjected to univariate and multivariate analysis in the present research context. It did not, however, emerge as statistically significant, at *either level of analysis*, in

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[74] This study is based on an adapted survey; the original was used by Catholic Educational Leadership, A Flagship of Australian Catholic University, in their study addressing the perceptions of senior leaders regarding principalship (Victoria, South Australia & Tasmania-VSAT Project). The final report for this project was presented in April 2003. See Duignan *et al, op cit*, 2003.

[75] See, among others, the work of Skrla, L., Reyes, P., Scheurich, J.J., (2000) *Sexism, Silence and Solutions: Women Superintendents Speak Up and Speak Out* in *Educational Administration Quarterly*, vol 36, 1, p 44-75. For different perspectives on this topic, see the work of Grogan, M (2000) who views school leadership from a feminist postmodern angle, or Young, M. & McLeod (2001) for their work on factors affecting women's' decisions to become school administrators.

the determination of the career aspirations of the respondent teachers, a finding underscored in the Australian context by Duignan *et al* in their Victoria, South Australia and Tasmanian research (VSAT), at Australian Catholic University.[76] Australian respondents, in fact, ranked the male bias disincentive, a low sixth out of eight possible positions.

In this current study, two other disincentives, however, did emerge as significant determinants, at both the univariate and multivariate levels of analysis. These included perceived loss of close relationships and perceived lack of expertise.

Loss of Close Relationships

This variable, as outlined in Chapter Five, encompassed the theme that promotion to principalship makes it difficult to maintain close friendship with staff and parents. This arises because the staff and parents, and/or the principal, may feel that being too close to stakeholders limits one's capacity to be impartial and effective. As outlined in Chapter Five, an increase of one unit in the loss of close relationships variable, in fact, was associated, at a univariate level, with a 16% greater likelihood of being unwilling to apply for principalship. The result was a statistically significant one.

In addition, at the multivariate level of analysis, it formed, as outlined in Chapter Six, part of the final parsimonious model of determinant variables of career intention, all of which had a significant association with aspirations pertaining to the respondents' career.

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[76] Duignan *et al, op cit*, 2003, p 29.

Echoing the current findings, Duignan et al[77] reported that Australian respondents ranked the loss of close relationships as fourth out of eight possible positions. The current research findings are also firmly underscored by those of Draper and McMichael,[78] outlined in Chapter Two, whose findings indicate that deputy principals regard the prospect of promotion warily, settling for the supportive rôle of deputy head teacher, as opposed to the perceived isolated position of head.

Further, Draper and McMichael's more recent 2002[79] and 2003[80] research works indicate that in a study of thirty-two local authorities in Scotland, a surprisingly high ten percent had acting principals. However, only half of those acting principals, fearing such isolation, had sought permanent principalships.

The current research findings regarding the isolation of principalship are also underscored by those of Brooking et al,[81] who found that school principal recruitment in New Zealand, was hampered by the perception of a separation of the principal as a manager from the body of teachers as employees within the school.

Further, supporting the current research findings, Williams,[82] in a study of close to 1000 incumbent principals and vice-principals in Ontario, Canada, found that detachment and isolation from students were among their major dissatisfiers.[83] Ackerman & Maslin-Ostrowski, in the American research

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[77] Duignan et al, op cit, 2003, p 29.
[78] Draper, J., McMichael, P., (1998) op cit
[79] Draper, J., McMichael, P., (2002) Managing Acting Headship: A safe pair of hands, School Leadership and Management, 22(3), 289-303.
[80] Draper, J., McMichael, P., (2003) Keeping the show on the road: The rôle of the acting head teacher. Educational Management and Administration. 31 (1), 67-81.
[81] Brooking et al, cited in Mulford, B. (2003) School Leaders: Changing Roles and Impact on Teacher and School Effectiveness. A paper commissioned by the Education and Training Policy Division, OECD, for the Activity Attracting, Developing and Retaining Effective Teachers. April.
[82] Williams, T., (2003) op cit
[83] Major dissatifiers were those identified by at least 70% of the respondents.

context, also acknowledge the isolation associated with the position; a principal 'has virtually no time for reflection or talk with trusted colleagues about concerns and fears...a leader can easily be isolated and may have to bear the burden of leadership alone'. [84]

The second disincentive to emerge as a significant determinant, at both the univariate and multivariate levels of analysis, of career intentions, included a perceived lack of expertise.

Lack of Expertise

This variable, as outlined in Chapter Five, encompassed the theme that teachers in senior leadership positions in schools recognised that there were gaps in their professional profile that would discourage them from applying for principalship. In addition to a lack of professional skills, there is also the sense of a lack of self-adequacy and self-belief encompassed in the scale.

As outlined in Chapter Five, an increase of one unit in the lack of expertise variable, in fact, was associated, at a univariate level, with a 22% greater likelihood of being unwilling to apply for principalship. The result was a statistically significant one.

In addition, at the multivariate level of analysis, it formed, as outlined in Chapter Six, part of the final parsimonious model of six determinant variables of career intention, all of which had a significant association with aspirations pertaining to the respondents' career. Australian respondents ranked the lack of expertise variable as seventh out of eight possible positions.

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[84] Ackerman & Maslin-Ostrowski (2002) cited in Mulford, B. (2003) *op cit*

The current study's findings are also underscored by the findings of James and Whiting that deputy head teachers, in their England and Wales study, were afraid of failure and the public disclosure of mistakes should they attain the principalship rôle. They in fact expressed uncertainty regarding their proficiency to fill the rôle. Echoing these findings, Draper and McMichael's found that respondents' own professional abilities were a concern to nearly half of their sample group- there was a perception within the group was that they needed longer to develop the necessary skills of headship.

Data relating to the external and internal rewards incentives were also analysed in the current study.

External Rewards

This scale encompasses concepts of teachers being economic beings who maximise their economic status by weighing up the advantages and disadvantages of a career position in terms of objectively measurable factors such as salary, benefits and prospects for further advancement. In the current study, this determinant was found to be statistically insignificant in the determination of teachers' career intentions.

The second incentive scale, i.e. internal rewards, was found, however to be statistically significant, up to multivariate level.

Internal Rewards

This scale sought information on the intrinsic needs of the respondents, i.e. their inclination to improve and advance might be included here as might the need to influence work situations, e.g. their wish to make a difference. As

mentioned, this variable was the sixth and final variable in the final model of the study. It therefore was found to be statistically significant in determining the career intentions of teachers. In fact, an increase of one unit was associated with a 14% decrease in the likelihood of a teacher being unwilling to apply for principalship.

8.9   Summary Findings

In summary, marital and family status, in addition to location of the school, school size, management position held by teachers, their length of service and work status were not found to be significant determinants in deterring respondents from applying for principalship.

Factors such as personal and family impact, unsupportive external environment, religious identity demands, systemic accountability, and external rewards, while being significant at a univariate level of analysis, were found not to be significant determinants at a multivariate level.

Contrary to the writer's expectations, perceived male bias and recruitment problems were also found not to be significantly associated with career intentions of school staff.

What clearly emerged as significant determinants were the age group, and highest level of education achieved, in addition to the school type/cultural context in which the senior staff worked. Teachers' sense of personal and professional adequacy, in addition to the perceived loss of close relationships associated with principalship, emerged as being significant disincentives in deterring potential candidates from applying, while the internal, intrinsic rewards perceived to be associated with the position, were found to be a significant incentive to candidates to apply.

What is of interest is that some of these factors are amenable to influence, and might be explored by religious congregations' education offices. These factors result in the job of school leader being seen as too demanding, conflictual, stressful, lacking support, isolated and separated from teaching. Findings from the study's data analysis may enable diocesan authorities to reflect on the factors listed to explore ways of maintaining and enhancing the incentives, and reducing those listed as significant disincentives. This writer offers the following reflections in this regard.

8.10 Reflections/Recommendations

Acting-Principalship

Firstly, research findings about the positive impact of the experience of being acting-principal should be explored for Catholic schools. This might, in some way, help to demystify the rôle of principalship. There are procedures in place for the appointment of an acting-principal. It should be borne in mind that any recommendations in this regard, are made in light of these procedures, of any industrial considerations and in light of the legal context, i.e. obligations devolving on the principal under articles of management and contract and so on. The practicalities notwithstanding, it might be possible to devise ways and means to help aspirants to the office to 'shadow' a working principal.

It may be said that, in actuality, what is needed in voluntary secondary schools in the Republic of Ireland, is a properly funded system of 'middle management' which allocates real and substantial duties to teachers, especially to assistant principals, who, by accepting and discharging responsibility for an aspect of the total life of the school, may, under the pro-

active leadership of a principal, serve an 'apprenticeship', as it were, for more and higher duties. As it exists, middle management structures in voluntary sector schools, in fact, are regarded by many principals as not being effective.

Highest Educational Level Achieved

Since the highest level of education achieved by a respondent has proved, in the research, to be a statistically significant predictor of their career intention to apply for principalship- those teachers with post-graduate qualifications being more willing to apply- education authorities might consider encouraging teachers in leadership positions to consider investing their energy in postgraduate education in the school management field with a view to increasing potential candidates' human capital. Increased human capital, regarded in this context as an individual's knowledge, skills and productive abilities in relation to school leadership, may help to diminish potential candidates' perceived lack of expertise, established in the study as a significant deterrent to applying for principalship.

This encouragement may take the form of partial funding by the State, of post-graduate leadership/management courses. Incentives to attract teachers to leadership positions in the USA for example, include loan incentives, state income-tax credits and allocation of state funds to cover the release time costs of educators who are training to become principals.[85] Also, in the USA, one has the establishment of 'leadership academies' which provide aspirant principals and principals with standards-based professional development. Such 'leadership academies', possibly established in collaboration with

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[85] National Conference of State Legislatures. Principals in Colorado: An Inventory of Policy and Practices. Accessed 26/01/2005. Available at http://www.ncsl.org.

Universities and education colleges, like CLEO (Christian Leadership in Education Office)[86] for example, could offer teachers the opportunity to pursue higher management and leadership qualifications. This may lead to a reduction in their hesitancy to apply for what is perceived to be a most demanding position.

In England and elsewhere, there are systems in which the prerequisite for appointment to the post of principal include completion of a specified post-graduate qualification in school management. Such belated recognition- in the view of some educational commentators[87]- of the need to provide specific preparation for school leadership and a mandatory qualification for headship in England, was introduced in April 2004.

In many countries, however, training is not a requirement for appointment as a principal and there is still, an often, unwritten assumption that good teachers can become effective managers and leaders without specific preparation. In Greece, for example, regional councils, who are responsible for approving the list of potential principals, take into account administrative and managerial aptitudes but there is no training and the selection process is believed to be highly subjective.[88]

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[86] The CLEO (Christian Leadership in Education Office) programme in Cork, Ireland, is primarily intended for practicing teachers, principals and deputy principals. It is a collaborative partner of the University of Hull, U.K. It is also open to others who wish to further their on-going personal and professional development. Available at www.cleocork.com

[87] Bush, T., (2004) The Performance of Leaders: Aims, Impact and Development. A Paper presented at the British Educational Leadership, Management and Administration Society's Annual Conference at Stone, Staffordshire in October.
[88] Kaparou & Bush (2004) cited in Bush, T., (2004) The Performance of Leaders: Aims, Impact and Development. A Paper presented at the British Educational Leadership, Management and Administration Society's Annual Conference at Stone, Staffordshire in October.

In the Republic of Ireland also, at the moment, there is no mandatory qualification required for principalship. In fact, the only *official* requirement is the completion of a set number of years service as a teacher. Advertisements for the post of principal may set out, and, where the like exists, the contract for the post of principal may require additional competencies, such as, for example, an ability to organise, but these are not prerequisites in the strictest sense.

Any suggestion that a post-graduate qualification in school management should be an actual and an official pre-requisite for appointment to the post of principal must address and accommodate however, the likely response of the teachers' unions.

Anecdotal evidence would suggest that a post-graduate qualification, particularly in school management, counts with selection boards, which, all other things being equal, opt for the candidate so qualified. However, this is an area on which, on foot of its statutory functions, the *Teaching Council*[89] might deliberate and act.

In addition to a management qualification being an official pre-requisite for appointment to the post of headship, there is also the whole area of induction programmes for newly appointed principals. This may also help to alter the perception, held by many of the survey teachers, of there being little support and much isolation associated with the principalship position.

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[89] Teaching Council: to promote teaching as a profession; to promote the professional development of teachers; to maintain and improve the quality of teaching in the State; to provide for the establishment of standards, policies and procedures for the education and training of teachers and other matters relating to teachers and the teaching profession; to provide for the registration and regulation of teachers and to enhance professional standards and competence. Available at http://www.oireachtas.ie/. Accessed 04/01/2005.

Induction Programmes for New Principals

That there is a need for leadership and management development, is gradually being accepted. Daresh and Male's 2000 report[90] points to the culture shock of moving into headship for the first time, of dealing with the change of perception of others and the intensity of the job. Mestry and Goldberg, referring to the South African context, state that there is an urgent need to train and develop aspirant principals and principals.[91] Huber, in response to this need, explores leadership development and induction programmes in fifteen countries.[92] Such programmes are available in Austria, Hong Kong, some German States, some Swiss Kantones, in Denmark, Sweden, The Netherlands, New Zealand and so on. Currently the *National College for School Leadership* (*NCSL*) is offering a Headship induction Programme (HIP) as an entitlement for all new headteachers with a grant of £2,500 for training and development. The HIP has the following key elements: needs assessment, coaching, mentoring, the *New Visions programme for Early Headship* and various modules for new principals.[93]

In a similar vein, Wales has recently developed an induction scheme for new headteachers. *The Professional Headship Induction Programme* (PHIP) is part of the Welsh Assembly Government's National Headship Development Programme (NHDP). It supports the professional development

[90] Daresh, J., Male, T. (2000) Crossing the Border into Leadership: Experiences of Newly Appointed British Headteachers and American Principals, in *Educational Management and Administration*, 28,1.
[91] Mestry & Goldberg (2002) cited in Bush, T., (2004) The Performance of Leaders: Aims, Impact and Development. A Paper presented at the *British Educational Leadership, Management and Administration Society*'s Annual Conference at Stone, Staffordshire in October.
[92] Huber, S. (2003) School Leader Development: current trends from a global perspective, in Hallinger, P., (ed) 2003, *Reshaping the Landscape of School Leadership Development: a global perspective*, Lisse, The Netherlands, Swets and Zeitlinger.
[93] NCSL (2004) *Innovation in Headteacher Induction*. Case study research carried out for the National College of School Leadership by Dick Weindling of Create Consultants, London. Full Report Spring of 2004.

of all newly appointed headteachers in Wales. *The Professional Headship Induction Programme*, in fact has some similarity with the *SAGE Principal Mentor Programme* in Victoria, Australia, and for that matter with the New Zealand *First Time Principal Programme* of induction.

In the U.K., a 2004 review by Weindling for the *National College of School Leadership*, identifies induction programmes for new principals operating in different countries. In describing their structure and content, he also highlights good practice and best ways of supporting these new principals. What is of interest is that some of these might be explored, in the Republic of Ireland, by the Department of Education and Science, and by religious congregations' education offices.

Research findings from the study indicate that the job of school leader is perceived by many teachers as too demanding, stressful, lacking support, isolated and separated from teaching- seventy-four percent of the survey teachers, it may be recalled, indicated an unwillingness to apply for the position. The findings may enable State and Church authorities to reflect on the factors listed to explore ways of reducing those listed as significant disincentives. Best ways of supporting new principals, for example, can be learnt from Weindling's review of induction programmes worldwide.[94]

The review acknowledges that new principals and headteachers require particular types of support through the 'process of organisational socialisation' in order to establish themselves as effective leaders in their schools. The case studies in the Weindling review, show that action learning, group problem solving and regular meetings with other new principals, as well

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[94] *Ibidem* p 4.

as the establishment of a dedicated website for e-learning, are likely to be beneficial. Mentoring is also seen as playing a vital rôle , particularly during the first year, when principals most need help and advice regarding the initial problems that they may encounter. Ideally, mentors should be experienced and practicing principals.

Induction programmes are seen as being of help to principals to overcome the isolation commonly reported by new leaders, and identified in the study in the Republic of Ireland and Northern Ireland, as being a significant predictor of teachers' unwillingness to apply for principalship. Those in charge of induction of new principals into Catholic school leadership may possibly take these findings/recommendations on board in order to enhance their existing training programmes for new principals. Thus new principals may do more than just survive an induction period, and instead become skilled leaders through improved confidence, while also developing competence in the whole area of school administration.[95]

School Administration

The appointment of qualified school administrators, however, might also go a long way in reducing the disincentives of perceived workload and stress, and accompanying feelings of inadequacy and lack of expertise of potential candidates for principalship. This suggestion, also put forward in the Australian research scene, would involve the appointment of an administrative director who would be qualified to sign off on matters relating to property and

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[95] *Ibidem* p5.

facilities management, occupational health and safety issues, as well as on essential services.

There are *some* post-primary schools in the Republic of Ireland with personnel who, under the Board of management and at the direction of the principal, discharge the functions of a finance officer, there-by relieving the principal of a whole range of time-consuming tasks. Also, in the case of the VEC[96] schools in the Republic of Ireland, which are not the subject of this research, a range of administrative duties, including payment of staff and payments relating to capital expenditure, are discharged centrally, thus relieving principals of some administrative responsibilities.

In a similar vein, in Public/Private Partnership (PPP) schools,[97] the agency who built the school in partnership with the State may appoint a site-manager to manage the 'plant', as it were, thus decreasing the administrative burden on the principal. It is conceivable, however, that any clash between the site-manager and principal regarding such issues as repairs to the building or its' use by third parties could, in fact, increase the emotional burden on a principal.

In addition to the appointment of administrators, proper state funding for the employment, at competitive rates of remuneration, of sufficient, and sufficiently qualified 'ancillary' staff such as secretaries, care-takers, cleaners and the like, to meet the needs and purposes of the school, would go along

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[96] Vocational Education Committees (VEC) The Irish Vocational Education Association (IVEA) represents the interests, at national level, of Ireland's thirty-three Vocational Education Committees. Available at http://www.ivea.ie/ivea.htm. Accessed on 14/02/2005.

[97] The genesis of the PPP in the Republic of Ireland can be traced back to 1999, when the Government approved a series of relatively small scale pilot projects, including the building of five post-primary schools which are now completed. (DBOF Projects). Available at www.centralbank.ie. Accessed on 3/07/2004.

way to relieve the principal of a whole range of routine day-to-day responsibilities.

Thus, for voluntary secondary schools in the Republic of Ireland, the appointment of administrative assistants and a properly organised and properly funded system of ancillary staff support may help such schools to operate effectively and efficiently, with an accompanying reduction of stress for a principal. This could possibly reduce the reluctance of teachers in senior management positions in these schools to apply for principalship.

Also, Catholic education offices wishing to support principals in their faith leadership duties, should be advocating the appointment of administrative assistants as discussed. This should enable principals to carry out, more effectively, the duties specified for the spiritual leadership of the school.

Fixed-term Contracts

There is also the suggestion of fixed-term contracts for principals, a seven-year term for instance. These may provide a solution for the possibility of 'burn-out' among principals. Thus teachers may be more enthusiastic about applying for a leadership position, if they knew that it was for a limited period of time, as opposed to a life-long commitment. Provided they were optional and did not entail any loss of seniority, pension rights and the like, fixed-term contracts might meet the needs of some existing principals, while also allowing aspirant principals to assume the leadership position. While there may be financial, legal and industrial relation implications for the State, anecdotal evidence would indicate that many principals would consider early

retirement if each year as principal counted as, for example, 1.5 years service for pension purposes. Such a scheme already exists for Secretary General positions in the Irish Civil Service since 1984.[98]

Principals: Perception of Difficulty

It could also be said that practising principals make the job more difficult for themselves, and consequently, making it seem more difficult to potential aspirants to the position. In Catholic schools, since their clerical/religious predecessors were, quite often, principal and manager- assuming many other roles as well- too many present day principals may distinguish inadequately between the over-arching responsibility of the Board of Management for the governance of the school, and their own subsidiary responsibility for the day-to-day management of the school.

A case in point relates to the industrial action around the supervision and substitution issue in the Republic of Ireland (2001/2002).[99] Largely because they could not or would not accept that the responsibility to ensure adequate supervision of pupils lies primarily with the Board of Management, and only secondarily with themselves, some principals put themselves under an intolerable burden. They could not accept, in effect, that their primary duty was to inform the Board of Management of the circumstances obtaining in the school and to advise it accordingly. In so doing, they would be alerting the Board of Management to the reality that, for any principal to try to supervise everyone on her or his own, might, in fact, constitute negligence in itself.

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[98] Millar, M. & McKevitt, D. (1997) The Irish Civil Service. Paper submitted to: *Civil Service Systems In Comparative Perspective* Conference, Indiana University, April.

[99] *The Irish Times* (2001) Woods woos ASTI. Article by Flynn and Donnellan, April 18th.

It may be said that it requires clarity and toughness of mind to alert a Board of Management to what one can and cannot do as principal but, in the event, many practitioners had both and, whilst few come through industrial action of any kind unscathed, those who managed at all well on that occasion did so largely because they had a clear idea of who answered for what in the governance of schools. Thus, for principals, a question of clearly defined parameters needs to be addressed if there is to be a reduction in the work-load associated with the position. On one hand, it may be said that some principals need to delegate, on the other, in the voluntary sector especially, where there are less well defined management structures, some teachers may need to accept what is delegated.

Having addressed the issue of principals possibly failing to outline clearly defined work parameters, and principals and teachers possibly failing to delegate and be delegated to, the fact still remains of the increased work load of principals.

It is recognised that, especially as a result of the educational legislation of recent years, and as outlined in the literature review, principals have too much to do. In the Republic of Ireland, the Minister of Education and Science, Mary Hanafin, has established a working group to consider the work-load of principals. As discussed in Chapter One, she has stated that one of her priorities in her new ministry will be the reduction of the number of administrative tasks to be completed by school principals. Instead, she emphasises the importance of their dealing with the pedagogical issues that

arise in the day to day running of the school.[100] A co-principalship structure within school management may spread the responsibility, thereby reducing the pressure and the perception of difficulty associated with the position.

Co-principalship

The introduction of a co-principalship structure within some schools, might encourage those candidates who feel they did not have the expertise to take on sole responsibility for a school. Such shared leadership would also help to alleviate the perceived loss of close relationships and isolation associated with principalship, established in this research as a significant disincentive to applying for principalship. Co-principalship exists in a very small number of U.K. schools. However, in the Republic of Ireland, principals, and for that matter deputy principals, are precluded from job-sharing.[101] No reasons are given in the Department of Education's Circular Letter 18/98 for this preclusion. That there are reasons may be assumed. Therefore if the recommendation of a co-principalship structure for our schools were to be implemented, these reasons would have to be ascertained and addressed. The co-principalship structure, however, may provide one possible answer to the issue of the perceived isolation of the position, established in the current research, as a significant predictor of unwillingness to apply for principalship.

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[100] Hanafin, M. (2004) In an address to the annual conference of the National Association of Principals and Deputy Principals, 15th October. Available at http://www.education.ie. Accessed 8/11/2004.
[101] Department of Education, Circular Letter 18/98. Dublin: Department of Education. See paragraph 3.1.

It needs to be acknowledged at the outset that those who manage principalship successfully, often do so for reasons internal to themselves. The perceived internal rewards of the position have been empirically established, in the Republic and Northern Ireland research context, as a significant predictor of willingness to apply for a leadership position in a school. The internal rewards variable for principalship, it may be recalled, encompassed such themes as having an opportunity to make a difference to the lives of others or to witness their faith in a more real way. It also encompassed themes of opportunities to practice leadership skills, to work more closely with others, and to be effective change agents in schools.

Irrespective of the internal rewards, the perceived loss of close relationships associated with the principalship position, and found to be a significant predictor of being unwilling to apply for it, also need to be addressed. At a practical level, the support of a deputy principal may be regarded as very important. If the principal and deputy are to work as a successful team, they, in fact, need to be colleagues in the finest sense of the word.

Also, active membership of a professional association, such as the *National Association of Principals and Deputy Principals* in the Republic of Ireland, may be regarded as indispensable.

Full and adequate support by one's teacher union, may also be regarded as essential. Many principals would say that the 'wear-and-tear' around principalship is people-related, sometimes people-generated, and that

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[102] Draper, J. and McMichael, P. (1996) Sitting on a lonely crag: Senior primary school staff consider applications for Headship. *Management in Education*, 10 (4) 3-31.

the people who may occasion the worst wear-and-tear for principals are staff, especially teachers.

The fact that the teacher unions have been slow to accept that they owe a duty of care to those of their members who happen to be principals means that, in any kind of in-house conflict, principals may see themselves as being left to their own devices and, as a result, may feel and may be, deserted, exposed and very vulnerable.

Anecdotally, this is regarded, by some principals as the single greatest cause of isolation for principals. In very recent times, the two secondary teachers' unions in the Republic[103] have moved to meet their obligations to members who happen to be principals and deputy principals in that they have both established internal mechanisms to protect and promote members who are principals. This is regarded generally by principals as a step in the right direction and many look forward to the day when, in any grievance or disciplinary procedures, they will be accompanied throughout by someone appointed by the union to safeguard their rights and welfare.

One possible antidote to the isolation and loss of close relationships associated by many teachers with a school leadership position, may be the building of leadership capacity among staff.

Building Leadership Capacity

There is little doubt that the evolving complexity and uncertainty of life and work in schools will compel educational leaders to work more collaboratively with a growing number of people. Leaders cannot lead increasingly complex organisations like schools alone. As Duignan succinctly puts it, 'as long as the

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[103] *Association of Secondary Teachers of Ireland* (ASTI) and the *Teachers Union of Ireland* (TUI).

belief predominates in schools that "the buck stops on the principal's desk", true sharing of leadership is unlikely to occur. Those in formal leadership positions will need to "let go" of the idea that leadership is hierarchically distributed and commit to growing and developing leadership, as a shared phenomenon, in their schools'.[104]. Leadership, at both concept and practice, should be reinterpreted to encompass the collective action of all who work in the school community. Leadership is not the property of any one individual principal or indeed, the property of the senior management staff within the school. Principals should be positive and pro-active in encouraging colleagues, any and all colleagues in fact, and not just a chosen few, to look ahead and look up. As in education generally, teachers train and encourage pupils to surpass them, so principals should, as it were, labour for their own redundancy by doing all in their power to raise up a new, and always better, generation of school leaders.

The key to shared leadership is the unlocking of individual capabilities and talents in a way that encourages the sharing and transformation of individual capabilities into communal and organisational capabilities. [105] Developing personal and organisational capabilities, according to Duignan, requires a leadership artistry that is unlikely to emerge from the acquisition of a generic set of management competencies. This view has implications for the preparation and professional development of leaders in Catholic schools. Duignan maintains that educational leaders should be prepared to make informed, wise and ethically responsible choices with their formation as 'depthed human beings' being a central part of their training. Leaders require

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[104] Duignan *et al, op cit,* 2003, p 51.
[105] *ibidem* p 52.

more than professional development in management skills and competencies. They need an in-depth understanding of the nature of the ethical and spiritual dimensions inherent in human interaction and choice. [106] There is, in fact, an ontological dimension to Catholic school leadership.

An Ontological and Moral Basis to Catholic School Leadership

In traditional philosophical terms, the intended outcomes of Catholic schooling move beyond the epistemological (from *epistemse* - knowledge) to the ontological (from *ontos* - being), without leaving the former behind. In the Hebrew and Christian traditions, 'to know' means a wisdom that brings one's very 'being', one's personhood, into right relationship with God, self, others and creation. In a word, Catholic education 'aims not only to influence what students know and can do, but also the kind of people they will become'.[107]And since 'education is only truth in a state of transmission',[108] Catholic school leadership, in one of its aspects at least, like Catholic education, may be viewed as an ontological concern; it involves personal congruence which includes values, beliefs, deeply held convictions and practice. Ratzinger's admonition 'that merely to guarantee institutions is useless if there are no people to support these institutions from inner convictions' comes to mind here.[109] This notion is also captured in Chesterton's disarmingly simple yet profound rhetorical question: 'how can we

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[106] *Ibidem* p 54.
[107] Bryk, A., V.E., Lee and Peter Holland (1993) *Catholic Schools and the Common Good.* Cambridge: Harvard University Press. p 10
[108] Chesterton. G.K., (1910) *What's Wrong with the World?* London: Cassell, p 200
[109] Ratzinger, Joseph (1998) *Milestones: Memoirs 1927-1977* Translated from the German by Erasmo Leiva-Merikakis. San Francisco: Ignatius Press p153

pass on truth if it has never come into our hand?'[110], that truth which 'appears

to be too great for man' and yet without which 'everything falls apart'.[111]

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[110] Chesterton. G.K., (1910) *What's Wrong with the World?* London: Cassell, p 200

[111] Ratzinger, Joseph (1998) *Milestones: Memoirs 1927-1977* Translated from the German by Erasmo Leiva-Merikakis. San Francisco: Ignatius Press p153

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Appendix I

Irish Leadership Succession Project

Survey of Leaders in Senior Positions in Irish Catholic Secondary Schools

A study of factors that encourage or discourage people from applying for the Position of Principal in Irish Secondary Schools

Dear Colleague,

The high quality of the leadership in schools has been one of the most significant features of secondary education in Ireland. Having moved into the twenty-first century, a project to investigate the factors that encourage or discourage persons for applying for principalship positions in Ireland is being conducted by me, as part of my doctoral research.

Thank you for taking time to complete the survey. It should take not more than 20-25 minutes of your time. All responses are anonymous and only aggregated data, statistics and comments will be used in reporting the results of the study.

You are encouraged to provide honest and considered answers to all questions. Your insights and observations are appreciated. If you have any queries about the survey, please contact Goretti Healy (**kathleenghealy@eircom.net**). Please complete and return this survey in the reply paid envelope provided by **Monday 24 February 2003.**

Thanking You,

_____

Goretti Healy

1 Windermere Court
Bishopstown
Cork

DEMOGRAPHIC DATA

1. **How many students are enrolled in your school ?**
   O 100-199   O 200-299   O 300-399   O 400-499
   O 500-599   O 600-699   O 700-799   O 800 and more

2. **Which of the following best describes your geographical location ?**
   O City   O Large Town   O Small Town   O Rural

3. **In which type of school do you work ?**
   O Voluntary Secondary   O Comprehensive   O Community School   O Community College/VEC School

4. **Which position do you currently hold ?**
   O Deputy Principal   O Assistant Principal   O Special Duties Teacher

5. **Are you currently work-sharing ?**   O Yes   O No

6. **How long have you held this position ?**
   O 1 year or less   O 2-3 years   O 4-5 years   O 6-10 years   O 10 years+

7. **What is your highest academic qualification ?**
   O Primary Degree   O H Dip in Ed   O Master's   O Doctorate   O Other (Please Specify)

8. **What is your gender ?**   O Male   O Female

9. **What is your personal status ?**
   O Married   O Single   O Religious   O Other (Please Specify)

10. **What is your family status ?**
    O Dependant Children   O No Children   O Non-Dependant Children   O Not applicable

11. **What is your age ?**
    O 30 years or under   O 31-35 years   O 36-40 years   O 41-45 years
    O 46-50 years   O 51-55 years   O 56 years or over

12. **What is your religious affliation ?**
    O Roman Catholic   O Church of Ireland   O Other (Please Specify)

13. **What are your Career Aspirations ?**
    O a. I have applied for a principalship in the past but will not do so in the future.
    O b. I have never applied for a principalship and do not envisage doing so in the future.
    O c. I have applied for a principalship in the past, but am unsure if I will do so again.
    O d. I have not yet applied for a principalship, but do envisage doing so in the future
    O e. I am actively seeking a principalship.
    O f. I would only apply for a principalship if the physical location of the school suited me.

The following statements focus on issues that relate either directly or indirectly to the role of the Principal in Catholic Schools. Please indicate the extent to which each statement would either discourage you from applying for a principalship or encourage you to apply for a principalship

Item	Strongly Discourage	Discourage	No Influence	Encourage	Strongly Encourage
1. The time pressures on principals are high	O	O	O	O	O
2. Schools are experiencing a decrease in parent support	O	O	O	O	O
3. Leadership preparation processes are inadequate	O	O	O	O	O
4. The principal is expected to be a practising Catholic	O	O	O	O	O
5. The position of principal is often filled prior to advertising	O	O	O	O	O
6. Principals have to be accountable to many external bosses	O	O	O	O	O
7. Principals are expected to fill multiple roles	O	O	O	O	O
8. Women with children are disadvantaged in terms of career opportunities	O	O	O	O	O
9. Compared with other staff, principals have less close personal working relationships with student and staff in general	O	O	O	O	O
10. The role intrudes too much on personal and family life	O	O	O	O	O
11. The schools are increasingly exposed to litigation	O	O	O	O	O
12. Support services for principals provided by Church Authorities/School Trustees are good	O	O	O	O	O
13. Expectations that the principal leads the faith community of the school are unrealistic	O	O	O	O	O
14. Interview processes are intrusive	O	O	O	O	O
15. Principals have to deal with excessive bureaucracy	O	O	O	O	O
16. Principals are not prepared for roles	O	O	O	O	O
17. Men are more valued than women as principals	O	O	O	O	O
18. The career path of a principal results in fewer closer relationships	O	O	O	O	O
19. There is too much personal responsibility involved in the role of principalship	O	O	O	O	O
20. There is an increase in accusations of child abuse	O	O	O	O	O
21. Support services provided by the Church Authorities/School Trustees are ineffective	O	O	O	O	O
22. Principals are seen as guardians of moral standards	O	O	O	O	O
23. The recruitment processes are defective	O	O	O	O	O
24. A watchdog mentality prevalent in the Church and its authorities is sometimes perceived to be off-putting	O	O	O	O	O
25. A principal needs to be an expert in the area of curriculum development	O	O	O	O	O

Item	Strongly Discourage	Discourage	No Influence	Encourage	Strongly Encourage
26. Competent women are often overlooked as prospective principals	O	O	O	O	O
27. The loneliness of the job does not appeal to me	O	O	O	O	O
28. Relocating to take up a principalship is too disruptive to family life	O	O	O	O	O
29. The education profession is held in low esteem by the community	O	O	O	O	O
30. Resources to manage schools are inadequate	O	O	O	O	O
31. The Catholic identity of the school is becoming more difficult to sustain	O	O	O	O	O
32. There is still a lack of transparency in the appointment of principals	O	O	O	O	O
33. Government Departments have intruded excessively in education decision making	O	O	O	O	O
34. Principals are expected to be leaders in technology	O	O	O	O	O
35. It is not easy for women to get a principalship	O	O	O	O	O
36. Classroom teachers have better relationships with students than do principals	O	O	O	O	O
37. Relocating to a new location means suitable employment has to be found for the spouse	O	O	O	O	O
38. Principals have to deal with parents who are critical	O	O	O	O	O
39. Support services provided by Church Authorities/School Trustees are inadequate	O	O	O	O	O
40. Principals are expected to show explicit religious behaviour	O	O	O	O	O
41. It is disheartening to apply for a position and find out that it is already given	O	O	O	O	O
42. Principals are often over-scrutinised by Boards of Management	O	O	O	O	O
43. Principals are not experts in personnel management	O	O	O	O	O
44. The role of women as potential Catholic school principals is not recognised	O	O	O	O	O
45. Being a principal means that you cannot have close working relationship with staff members	O	O	O	O	O
46. The private life of a school principal is open to scrutiny	O	O	O	O	O
47. Principals have to deal with parents who are confrontational	O	O	O	O	O
48. Church Authorities/School Trustees support principals on important matters	O	O	O	O	O
49. Principals are expected to exemplify the religious identity of the school at all times	O	O	O	O	O
50. Recruitment processes are not transparent	O	O	O	O	O
51. Contractual arrangements ensure that principals can be controlled	O	O	O	O	O
52. Principals do not have the expertise to deal with industrial issues	O	O	O	O	O
53. Competent men get principalships before competent women	O	O	O	O	O
54. No one on the staff ministers to the principal	O	O	O	O	O
55. Being a principal takes too much out of family life	O	O	O	O	O
56. The media over-scrutinises teachers, schools and the education process	O	O	O	O	O
57. Principals are given the level of support they require to do their job effectively	O	O	O	O	O
58. The explicit religious identity of the school is the responsibility of the principal	O	O	O	O	O
59. Recruitment processes have the imagery, but not the substance, of equity	O	O	O	O	O
60. The trustees' expectations of the principal are excessive	O	O	O	O	O
61. Principals are expected to be competent with information systems	O	O	O	O	O
62. Women are at a disadvantage when applying for principalship	O	O	O	O	O
63. Principals have to suppress close working relationships with staff because of the role	O	O	O	O	O
64. The role of the principal impacts too much on the principal's children	O	O	O	O	O
65. The salaries paid to principals suggest that society does not comprehend the complexity of the role	O	O	O	O	O
66. Principals who make a stand on an issue are supported by Church Authorities/School Trustees	O	O	O	O	O
67. Religious congregations' expectations of principals can be excessive	O	O	O	O	O
68. Recruitment processes are open	O	O	O	O	O
69. Principal and teacher responsibilities under reporting legislation are becoming more onerous	O	O	O	O	O
70. Principals are expected to be competent with communications technology, e.g., email, internet	O	O	O	O	O
71. Men are more likely than women to be appointed as principals	O	O	O	O	O
72. The principal's job is lonely	O	O	O	O	O
73. The local intake of a school is a factor	O	O	O	O	O
74. The role of a principal is now more managerial than educational	O	O	O	O	O

Item	Strongly Discourage	Discourage	No Influence	Encourage	Strongly Encourage
75. Principals are being held accountable for the actions of individual teachers in the school	O	O	O	O	O
76. Parents expect school principals to be surrogate parents	O	O	O	O	O
77. The level of responsibility at principal level is too high	O	O	O	O	O
78. Social work has become a large part of the school's agenda and responsibility	O	O	O	O	O
79. The contractual arrangements of principals are not just	O	O	O	O	O
80. Principals have the opportunity to make a difference to lives of others	O	O	O	O	O
81. The prestige offered to principals is very attractive	O	O	O	O	O
82. Principals have the opportunity to make a difference to Catholic education	O	O	O	O	O
83. The salary package offered to teachers is very attractive	O	O	O	O	O
84. Principals are able to witness Catholic faith in a more real way	O	O	O	O	O
85. Successful experiences as principal can lead to other career opportunities	O	O	O	O	O
86. Principals have greater opportunities to practise their leadership skills	O	O	O	O	O
87. Principals have more power and autonomy	O	O	O	O	O
88. Principals have the opportunity to work more closely with students, staff and parents	O	O	O	O	O
89. Principalship is a natural career progression from teaching	O	O	O	O	O
90. Principals have a diversity of opportunity in their work	O	O	O	O	O
91. There is a greater satisfaction in the job of principalship	O	O	O	O	O
92. Principals experience more positive and professional challenges	O	O	O	O	O
93. A principal is able to make important contributions to community life in general	O	O	O	O	O
94. Principals can be effective change agents in schools	O	O	O	O	O

95. Please provide up to the three most important factors that would influence your decision **not to apply for a principalship** in a Catholic School (please specify)

a) _____

b) _____

c) _____

96. Please list the three most important factors that would influence your decision **to apply for a principalship** in a Catholic School (please specify)

a) _____

b) _____

c) _____

Thank you for taking time to complete this survey
Your contribution is important for the success of the project
Please return the survey in the postage paid return envelope

Leadership Succession Project

Survey of Leaders in Senior Positions in Catholic Second-Level Schools

A study of factors that encourage or discourage people from applying for the Position of Principal in Schools

Dear Colleague,

The high quality of the leadership in Catholic schools has been one of the most significant features of their success worldwide. Having moved into the twenty-first century, a project to investigate the factors that encourage or discourage persons for applying for principalship positions is being conducted by me, as part of my doctoral research.

Thank you for taking time to complete the survey. It should take not more than 20-25 minutes of your time. All responses are anonymous and only aggregated data, statistics and comments will be used in reporting the results of the study.

You are encouraged to provide honest and considered answers to all questions. Your insights and observations are appreciated. If you have any queries about the survey, please contact Goretti Healy (**kathleenghealy@eircom.net**). Please complete and return this survey in the reply paid envelope provided by **Monday 9 December 2002.**

Thanking You,

—————————
Goretti Healy

1 Windermere Court
Bishopstown
Cork
Republic of Ireland

DEMOGRAPHIC DATA

1 **How many students are enrolled in your school ?**
O 100-199   O 200-299   O 300-399   O 400-499
O 500-599   O 600-699   O 700-799   O 800 and more

2 **Which of the following best describes your geographical location ?**
O City   O Large Town   O Small Town   O Rural

3 **In which type of school do you work ?**
O Catholic Grant Maintained   O   Voluntary Grammar

4 **Which position do you currently hold ?**
O Vice Principal   O Management point Holder (Specify how many and area of responsibility)

5 **Are you currently work-sharing ?** O Yes   O No

6 **How long have you held this position ?**
O 1 year or less   O 2-3 years O 4-5 years O 6-10 years   O 10 years+

7 **What is your highest academic qualification ?**
O Primary Degree   O Master's O Doctorate   O Other (Please Specify)

8 **What is your gender ?**   O Male   O Female

9 **What is your personal status ?**
O Married   O Single   O Religious   O Other (Please Specify)

10 **What is your family status ?**
O Dependant Children   O No Children   O Non-Dependant Children O Not applicable

11 **What is your age ?**
O 30 years or under   O 31-35 years   O 36-40 years   O 41-45 years
O 46-50 years   O 51-55 years   O 56 years or over

12 **What is your religious affliation ?**
O Roman Catholic   O Church of Ireland   O Other (Please Specify)

13 **What are your Career Aspirations ?**
O a. I have applied for a principalship in the past but will not do so in the future.
O b. I have never applied for a principalship and do not envisage doing so in the future.
O c. I have applied for a principalship in the past, but am unsure if I will do so again.
O d. I have not yet applied for a principalship, but do envisage doing so in the future
O e. I am actively seeking a principalship.
O f. I would only apply for a principalship if the physical location of the school suited me.

The following statements focus on issues that relate either directly or indirectly to the role of the Principal in Catholic Schools. Please indicate the extent to which each statement would either discourage you from applying for a principalship or encourage you to apply for a principalship

Item	Strongly Discourage	Discourage	No Influence	Encourage	Strongly Encourage
1. The time pressures on principals are high	O	O	O	O	O
2. Schools are experiencing a decrease in parent support	O	O	O	O	O
3. Leadership preparation processes are inadequate	O	O	O	O	O
4. The principal is expected to be a practising Catholic	O	O	O	O	O
5. The position of principal is often filled prior to advertising	O	O	O	O	O
6. Principals have to be accountable to many external bosses	O	O	O	O	O
7. Principals are expected to fill multiple roles	O	O	O	O	O
8. Women with children are disadvantaged in terms of career opportunities	O	O	O	O	O
9. Compared with other staff, principals have less close personal working relationships with student and staff in general	O	O	O	O	O
10. The role intrudes too much on personal and family life	O	O	O	O	O
11. The schools are increasingly exposed to litigation	O	O	O	O	O
12. Support services for principals provided by Church Authorities/School Trustees are good	O	O	O	O	O
13. Expectations that the principal leads the faith community of the school are unrealistic	O	O	O	O	O
14. Interview processes are intrusive	O	O	O	O	O
15. Principals have to deal with excessive bureaucracy	O	O	O	O	O
16. Principals are not prepared for roles	O	O	O	O	O
17. Men are more valued than women as principals	O	O	O	O	O
18. The career path of a principal results in fewer closer relationships	O	O	O	O	O
19. There is too much personal responsibility involved in the role of principalship	O	O	O	O	O
20. There is an increase in accusations of child abuse	O	O	O	O	O
21. Support services provided by the Church Authorities/School Trustees are ineffective	O	O	O	O	O
22. Principals are seen as guardians of moral standards	O	O	O	O	O
23. The recruitment processes are defective	O	O	O	O	O
24. A watchdog mentality prevalent in the Church and its authorities is sometimes perceived to be off-putting	O	O	O	O	O
25. A principal needs to be an expert in the area of curriculum development	O	O	O	O	O

Item	Strongly Discourage	Discourage	No Influence	Encourage	Strongly Encourage
26. Competent women are often overlooked as prospective principals	O	O	O	O	O
27. The loneliness of the job does not appeal to me	O	O	O	O	O
28. Relocating to take up a principalship is too disruptive to family life	O	O	O	O	O
29. The education profession is held in low esteem by the community	O	O	O	O	O
30. Resources to manage schools are inadequate	O	O	O	O	O
31. The Catholic identity of the school is becoming more difficult to sustain	O	O	O	O	O
32. There is still a lack of transparency in the appointment of principals	O	O	O	O	O
33. Government Departments have intruded excessively in education decision making	O	O	O	O	O
34. Principals are expected to be leaders in technology	O	O	O	O	O
35. It is not easy for women to get a principalship	O	O	O	O	O
36. Classroom teachers have better relationships with students than do principals	O	O	O	O	O
37. Relocating to a new location means suitable employment has to be found for the spouse	O	O	O	O	O
38. Principals have to deal with parents who are critical	O	O	O	O	O
39. Support services provided by Church Authorities/School Trustees are inadequate	O	O	O	O	O
40. Principals are expected to show explicit religious behaviour	O	O	O	O	O
41. It is disheartening to apply for a position and find out that it is already given	O	O	O	O	O
42. Principals are often over-scrutinised by Boards of Management	O	O	O	O	O
43. Principals are not experts in personnel management	O	O	O	O	O
44. The role of women as potential Catholic school principals is not recognised	O	O	O	O	O
45. Being a principal means that you cannot have close working relationship with staff members	O	O	O	O	O
46. The private life of a school principal is open to scrutiny	O	O	O	O	O
47. Principals have to deal with parents who are confrontational	O	O	O	O	O
48. Church Authorities/School Trustees support principals on important matters	O	O	O	O	O
49. Principals are expected to exemplify the religious identity of the school at all times	O	O	O	O	O
50. Recruitment processes are not transparent	O	O	O	O	O
51. Contractual arrangements ensure that principals can be controlled	O	O	O	O	O
52. Principals do not have the expertise to deal with industrial issues	O	O	O	O	O
53. Competent men get principalships before competent women	O	O	O	O	O
54. No one on the staff ministers to the principal	O	O	O	O	O
55. Being a principal takes too much out of family life	O	O	O	O	O
56. The media over-scrutinises teachers, schools and the education process	O	O	O	O	O
57. Principals are given the level of support they require to do their job effectively	O	O	O	O	O
58. The explicit religious identity of the school is the responsibility of the principal	O	O	O	O	O
59. Recruitment processes have the imagery, but not the substance, of equity	O	O	O	O	O
60. The trustees' expectations of the principal are excessive	O	O	O	O	O
61. Principals are expected to be competent with information systems	O	O	O	O	O
62. Women are at a disadvantage when applying for principalship	O	O	O	O	O
63. Principals have to suppress close working relationships with staff because of the role	O	O	O	O	O
64. The role of the principal impacts too much on the principal's children	O	O	O	O	O
65. The salaries paid to principals suggest that society does not comprehend the complexity of the role	O	O	O	O	O
66. Principals who make a stand on an issue are supported by Church Authorities/School Trustees	O	O	O	O	O
67. Religious congregations' expectations of principals can be excessive	O	O	O	O	O
68. Recruitment processes are open	O	O	O	O	O
69. Principal and teacher responsibilities under reporting legislation are becoming more onerous	O	O	O	O	O
70. Principals are expected to be competent with communications technology, e.g., email, internet	O	O	O	O	O
71. Men are more likely than women to be appointed as principals	O	O	O	O	O
72. The principal's job is lonely	O	O	O	O	O
73. The local intake of a school is a factor	O	O	O	O	O
74. The role of a principal is now more managerial than educational	O	O	O	O	O

Item	Strongly Discourage	Discourage	No Influence	Encourage	Strongly Encourage
75. Principals are being held accountable for the actions of individual teachers in the school	O	O	O	O	O
76. Parents expect school principals to be surrogate parents	O	O	O	O	O
77. The level of responsibility at principal level is too high	O	O	O	O	O
78. Social work has become a large part of the school's agenda and responsibility	O	O	O	O	O
79. The contractual arrangements of principals are not just	O	O	O	O	O
80. Principals have the opportunity to make a difference to lives of others	O	O	O	O	O
81. The prestige offered to principals is very attractive	O	O	O	O	O
82. Principals have the opportunity to make a difference to Catholic education	O	O	O	O	O
83. The salary package offered to teachers is very attractive	O	O	O	O	O
84. Principals are able to witness Catholic faith in a more real way	O	O	O	O	O
85. Successful experiences as principal can lead to other career opportunities	O	O	O	O	O
86. Principals have greater opportunities to practise their leadership skills	O	O	O	O	O
87. Principals have more power and autonomy	O	O	O	O	O
88. Principals have the opportunity to work more closely with students, staff and parents	O	O	O	O	O
89. Principalship is a natural career progression from teaching	O	O	O	O	O
90. Principals have a diversity of opportunity in their work	O	O	O	O	O
91. There is a greater satisfaction in the job of principalship	O	O	O	O	O
92. Principals experience more positive and professional challenges	O	O	O	O	O
93. A principal is able to make important contributions to community life in general	O	O	O	O	O
94. Principals can be effective change agents in schools	O	O	O	O	O

95. Please provide up to the three most important factors that would influence your decision **not to apply for a principalship** in a Catholic School (please specify)

a) _____

b) _____

c) _____

96. Please list the three most important factors that would influence your decision **to apply for a principalship** in a Catholic School (please specify)

a) _____

b) _____

c) _____

Thank you for taking time to complete this survey
Your contribution is important for the success of the project
Please return the survey in the postage paid return envelope

Appendix II

Coding for Northern Ireland Questionnaires

Q No	Country	Q1 Size	Q2 Location	Type	Q4 Position	Q5 Job Status	Q6 Service	Q7 Qualification
001-999	1=Northern Ireland 2=Republic of Ireland	1=100-199 2=200-299 3=300-399 4=400-499 5=500-599 6=600-699 7=700-799 8=800+	1=City 2=Large Town 3=Small Town 4=Rural	1=Catholic Grant Maintained 2=Voluntary Grammar	1= Vice Principal 2= Management Point(Unspec.) 3= HoD 4=Subject Coordinator 5= Senior Teacher/Year Head 6= Head of RE 7=Other	1=Yes 0=No	1= 1 Year or less 2=2-3 Years 3=4-5 Years 4=6-10 Years 5=10 Years+	1=Primary Degree 2=Masters 3=Doctorate 4=Other (Unspecified) 5=Cert in Computers 6= Dip in Appl Sc

Q8 Gender	Q9 Personal Status	Q10 Family Status	Q11 Age	Q12 Religious Affiliation	Q13 Career Aspiration
1=Male 2=Female	1=Married 2=Single 3=Religious 4=Other (Unspecified) 5=Separated	1=Dep Children 2= No Children 3= Non Dep Ch 4=NA	1= <=30 2=31-35 3=36-40 4=41-45 5=46-50 6=51-55 7=56+	1=Roman Catholic 2=Church of Ireland 3=Other 4=None	1=a. I have applied for a principalship in the past but will not do so in the future. 2=b. I have never applied for a principalship and do not envisage doing so in the future. 3=c. I have applied for a principalship in the past, but am unsure if I will do so again. 4=d. I have not yet applied for a principalship, but do envisage doing so in the future 5=e. I am actively seeking a principalship. 6=f. I would only apply for a principalship if the physical location of the school suited me.

Coding for Republic of Ireland Questionnaires

Q No	Country	Q1 Size	Q2 Location	Q3 Type	Q4 Position	Q5 Job Status	Q6 Service	Q7 Qualification
001-999	1=Northern Ireland 2=Republic of Ireland	1=100-199 2=200-299 3=300-399 4=400-499 5=500-599 6=600-699 7=700-799 8=800+	1=City 2=Large Town 3=Small Town 4=Rural	1=Voluntary Secondary 2=Comprehensive 3=Community School 4=Community College/VEC	1=Vice Principal 2=Assistant Principal 3=Special Duties Teacher	1=Yes 0=No	1= 1 Year or less 2=2-3 Years 3=4-5 Years 4=6-10 Years 5=10 Years+	1=Primary Degree 2=H Dip in ED 3=Masters 4=Doctorate 5=Other (Unspecified) 6=Dip Educ Mgtm 7= Dip Guid & Counc

Q8 Gender	Q9 Personal Status	Q10 Family Status	Q11 Age	Q12 Religious Affiliation	Q13 Career Aspiration
1=Male 2=Female	1=Married 2=Single 3=Religious 4=Other (Unspecified) 5=Separated	1=Dep Children 2= No Children 3= Non Dep Ch 4=NA	1= <=30 2=31-35 3=36-40 4=41-45 5=46-50 6=51-55 7=56+	1=Roman Catholic 2=Church of Ireland 3=Other 4=None	1=a. I have applied for a principalship in the past but will not do so in the future. 2=b. I have never applied for a principalship and do not envisage doing so in the future. 3=c. I have applied for a principalship in the past, but am unsure if I will do so again. 4=d. I have not yet applied for a principalship, but do envisage doing so in the future 5=e. I am actively seeking a principalship. 6=f. I would only apply for a principalship if the physical location of the school suited me.

Q95-96   Enter comments as free text in six 75 character wide fields

Appendix III

Independent Variables

- Perceived Male Bias
- Internal Rewards
- Gender
- Systemic Accountability
- Unsupportive External Environment
- Work Status
- Management Position Held
- School Type
- School Location
- Educational Level Achieved
- Family Status
- External Rewards
- Loss of Close Relationships
- Lack of Expertise
- Religious Identity Demands
- Personal & Family Impact
- Length of Service
- Marital Status
- School Size
- Area
- Age Group

Appendix IV

Disincentives
- Personal & Family Impact
- Unsupportive External Environment
- Religious Identity Demands
- Recruitment Problems
- Systemic Accountability
- Lack of Expertise
- Perceived Male Bias
- Loss of Close Relationships

Incentives
- Internal Rewards
- External Rewards

Dependent Variable Career Intentions

Work Related Demographics
- School Location
- School Size
- School Type
- Management Position Held
- Length of Service
- Work Status

Personal Socio-Demographics
- Gender
- Marital Status
- Age Group
- Family Status
- Educational Level Achieved
- Area

Appendix V

Disincentives

Incentives

Unsupported External Environment
- 2. Schools are experiencing a decrease in parent support
- 11. The schools are increasingly exposed to litigation
- 20. There is an increase in accusations of child abuse
- 29. The education profession is held in low esteem by the community
- 38. Principals have to deal with parents who are critical
- 47. Principals have to deal with parents who are confrontational
- 56. The media over-scrutinises teachers, schools and the education process
- 65. The salaries paid to principals suggest that society does not comprehend the complexity of the role

Personal & Family Impact
- 1. The time pressures on prin...
- 10. The role intrudes too much on family life
- 19. There is too much personal involved in the role of principal
- 28. Relocating to take up a principal disruptive to family life
- 37. Relocating to a new location employment has to be found for
- 46. The private life of a school principal scrutiny
- 55. Being a principal takes too much life
- 64. The role of the principal impacts the principal's children

Religious Identity
- 4. The principal is expected to be a practising Catholic
- 13. Expectations that the principal leads the faith community of the school are unrealistic
- 22. Principals are seen as guardians of moral standards
- 31. The Catholic identity of the school is becoming more difficult to sustain
- 40. Principals are expected to show explicit religious behaviour
- 49. Principals are expected to exemplify the religious identity of the school at all times
- 58. The explicit religious identity of the school is the responsibility of the principal
- 67. Religious congregations' expectations of principals can be excessive O

Recruitment Problem
- 4. The principal is expected to be a practising Catholic
- 13. Expectations that the principal leads the faith community of the school are unrealistic
- 22. Principals are seen as guardians of moral standards
- 31. The Catholic identity of the school is becoming more difficult to sustain
- 40. Principals are expected to show explicit religious behaviour
- 49. Principals are expected to exemplify the religious identity of the school at all times
- 58. The explicit religious identity of the school is the responsibility of the principal
- 67. Religious congregations' expectations of principals can be excessive

Internal Rewards
- 80. Principals have the opportunity to make a difference to lives of others
- 82. Principals have the opportunity to make a difference to Catholic education
- 84. Principals are able to witness Catholic faith in a more real way
- 86. Principals have greater opportunities to practise their leadership skills
- 88. Principals have the opportunity to work more closely with students, staff and parents
- 90. Principals have a diversity of opportunity in their work
- 92. Principals experience more positive and professional challenges
- 93. A principal is able to make important contributions to community life in general
- 94. Principals can be effective change agents in schools

Systemic Accountability
- 6. Principals have to be accountable to many external bosses
- 15. Principals have to deal with excessive bureaucracy
- 25. A principal needs to be an expert in the area of curriculum development
- 33. Government Departments have intruded excessively in education decision making
- 42. Principals are often over-scrutinised by Boards of Management
- 51. Contractual arrangements ensure that principals can be controlled
- 60. The trustees' expectations of the principal are excessive
- 69. Principal and teacher responsibilities under reporting legislation are becoming more onerous

Lack of Expertise
- 7. Principals are expected to fill multiple roles
- 16. Principals are not prepared for roles
- 26. Competent women are often overlooked as prospective principals
- 34. Principals are expected to be leaders in technology
- 43. Principals are not experts in personnel management
- 52. Principals do not have the expertise to deal with industrial issues
- 61. Principals are expected to be competent with information systems
- 70. Principals are expected to be competent with communications technology, e.g., email, internet

Perceived Male Bias
- 8. Women with children are disadvantaged in terms of career opportunities
- 17. Men are more valued than women as principals
- 27. The loneliness of the job does not appeal to me
- 36. It is not easy for women to get a principalship
- 44. The role of women as potential Catholic school principals is not recognised
- 53. Competent men get principalships before competent women
- 62. Women are at a disadvantage when applying for principalship
- 71. Men are more likely than women to be appointed as principals

Loss of Close Relationship
- 9. Compared with other staff, principals have less close personal working relationships with student and staff in general
- 18. The career path of a principal results in fewer closer relationships
- 28. Relocating to take up a principalship is too disruptive to family life
- 36. Classroom teachers have better relationships with students than do principals
- 45. Being a principal means that you cannot have close working relationship with staff members
- 54. No one on the staff ministers to the principal
- 63. Principals have to suppress close working relationships with staff because of the role
- 72. The principal's job is lonely

External Rewards
- 81. The prestige offered to principals is very attractive
- 83. The salary package offered to teachers is very attractive
- 85. Successful experiences as principal can lead to other career opportunities
- 87. Principals have more power and autonomy
- 89. Principalship is a natural career progression from teaching
- 91. There is a greater satisfaction in the job of principalship

**Scales**

Appendix VI

Estimation Procedure for obtaining the Number of Management Point holders in Northern Ireland

As outlined in Chapter Three, supplementary information on the number of post-holders in each school in the Republic of Ireland research context was made available by the salary section of the Department of Education and Science (DES). However, similar information was not available from the Department of Education in Northern Ireland (DENI). Contact was then made with The Council for Catholic Maintained Schools (CCMS)[1] and The Governing Bodies Association (GBA)[2] in Northern Ireland, who look after the interests of Voluntary Grammar Schools. Both these organisations were also unable to provide the requested information, due to confidentiality and data protection considerations. An estimate, however, was made of the number of management point holders using Republic of Ireland data. Firstly, the number of teachers in Catholic schools in Northern Ireland was estimated by multiplying the total number of secondary teachers in Northern Ireland (10,808) by the ratio of Catholics Schools (120) to Total Schools (235).

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[1] The CCMS was created in 1990 and is responsible for the employment of teachers in Catholic maintained schools. The Council's headquarters is in Holywood, County Down, but it also operates through through a network of Diocesan offices. It is funded 100% by the Department of Education.

[2] http://www.governingbodiesassociation.com/html/aboutus.htm.

Secondly, it is assumed that the proportion of management point holders in Northern Ireland is the same as the proportion of assistant principals and special duties teachers (859) to total teachers (1,602) in the Republic of Ireland research context.

Number of management point holders in Northern Ireland
= (120/235) * (859/1602) * (10808) = 2,976

Number	Description
120	Number of Catholic Second Level Schools in Northern Ireland[3]
235	Total Number of Secondary Schools in Northern Ireland[4]
859	Number of Teachers with Management Posts in Cork City and County[5]
1,602	Total Number of Teachers in Cork City and County[6]
10,808	Total Number of Teachers in Northern Ireland Schools[7]

This procedure indicates that there is an estimated 2,976 management point holders in Northern Ireland Catholic schools.

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[3] Information obtained from the CCMS and GBA in Northern Ireland.
[4] Available at http://www.deni.gov.uk/facts_figures/documents/Compendium_04.pdf. .
[5] Available at http://www.education.ie.
[6] Available at http://www.education.ie.
[7] Available at http://www.deni.gov.uk/facts_figures/documents/Compendium_04.pdf.