PREPARING PATHWAYS TO SECONDARY PRINCIPALSHIP: PERCEPTIONS OF THE SUPPORT REQUIRED

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A thesis submitted in partial fulfilment of the requirements for the degree of

Master of Arts

at the University of Otago, Dunedin, New Zealand

March 2012

ABSTRACT

A predicted high turnover of principals and senior school leaders due to retirements, combined with increasing demands placed on principals, has resulted in an anticipated principal shortage in New Zealand and many other western countries. The recent educational focus in New Zealand and internationally, on reducing disparity and lifting the achievement levels of the bottom twenty per cent of students, has placed an increased emphasis on principal leadership. The importance of the role of the principal in leading schools to achieve positive outcomes for students has become more evident with recent research, as highlighted by Robinson, Hohepa and Lloyd (2009).

The purpose of this study was to research secondary assistant and deputy principals (AP/DPs) and recently appointed principals, in the Otago/Southland region of New Zealand and their perceptions of the conditions they believe are required to assist those aspiring to principalship. The study also considered the importance of the support provided by the principal for those aspiring to principalship. An investigation of what recently appointed principals believed was required to support them in preparation for the role was also made. A case study mixed methods approach was selected with qualitative and quantitative evidence gathered from a survey of AP/DPs and principals and semi-structured interviews of both AP/DPs and principals.

Results of the study indicated considerable interest in aspiring to principalship amongst AP/DPs in this region and identified a number of conditions that were important for encouraging teachers to assume the principal's role. The study also identified what recently appointed principals believed was essential for supporting them in their new role, including mentor support and financial management.

The findings culminate in a summary of implications for those involved in encouraging aspirants to seek principalship and for those involved in supporting principals once they have assumed the role. Suggested areas for further research are also outlined.

ACKNOWLEDGEMENTS

This thesis would not have been possible without the support and encouragement of many people over the duration of this study.

To my supervisors, Dr Darrell Latham and Dr Ross Notman, I extend my thanks for your expertise, encouragement and on-going guidance throughout this study. At times you needed to curb my desire to finish a section and move on, resulting in I believe, an enriched thesis in the end.

To my colleagues at work, who have provided words of support and encouragement in a number of ways during the length of this study, my sincere thanks.

To the participants in this study, both those who completed the surveys and those who were involved in the interviews, thank you for your participation.

To Vanessa, who typed up all the interviews and proof read and formatted the final document, thank you for your patience and expertise.

Last but not least, to Lindsay, my wife and Brett, Timothy and Anna our children, thank you for putting up with a husband and father often preoccupied, working away in the study for hours on end. Without your encouragement and support this study would never have been completed.

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CHAPTER ONE
INTRODUCTION

This introductory chapter will provide the context and rationale for this research study. The chapter is divided into nine sections: setting the scene; research origins; the research problem; purpose of the research; design of the research study; research questions; limitations of the research study; bias of the researcher; and structure of the thesis.

Setting the Scene

"No one can say for certain how the schools of the new century will differ from those of the past century- but there can be little doubt that these schools will require different forms of leadership." (Hale & Moorman, 2001, p.1)

If different forms of leadership are required for the schools of this century, as Hale and Moorman claim, questions then arise such as: Are there leaders out there who want to take on this role? What conditions are required to encourage them to do so? What can we learn from the experiences of those recently appointed to principalship to ease the path of those aspiring to the position of principal?

Internationally, the western world is facing an anticipated high turnover of principals and senior school leaders, as the impact of the post war baby-boom generation approaches retirement age resulting in an anticipated principal shortage in many western countries. The National Centre for Educational Statistics in the United States (U.S) found 56 per cent of school principals were age 50 or over (Hall, 2008), while in Massachusetts (U.S), over 63 per cent of principals reported they intended to leave the profession within the next 5 years (Gajda & Militello, 2008). A similar picture is expected in Australia (Quong, 2006) while in New Zealand in 2006, 53 per cent of school leaders were over 50 years of age, and 31 per cent of principals were over 55 years of age (Brooking, 2007).

Linked closely to the expected high turnover and resulting shortage of principals in the next decade are indications that fewer teachers are 'putting their hand up' to take on the role of principal. In the U.S, a 2007 Learning Point Associates survey of 500 teachers found that only 31 per cent expressed an interest in becoming a principal at some point (Coggshall,

Stewart & Bhatt, 2008). Further research cites declining principal applicant pools despite evidence that the number of certified administrators is nearly twice the number of available leadership positions (Gajda & Militello, 2008). New Zealand research follows similar trends with fewer teachers expressing interest in aspiring to principalship: "Only eight per cent of secondary teachers were interested in becoming principals in the future, and a further eight per cent were unsure about their degree of interest" (OECD , 2007, p.54).

Adding to the concern of an expected high turnover and resulting shortage of principals, combined with fewer teachers wishing to take on the role of principal, is evidence indicating a concern over the overall quality of those candidates who do apply (Cowie & Crawford, 2007; Wright, Siegrist, Pate, Monetti & Raiford, 2009). This scenario may vary, country by country. In Singapore and Hong Kong, for example, there is no indication of a shortage of aspirants. However, there is projected concern over the quality of candidates (Quong, 2006).

The expected shortage of principals, combined with the concern over the quantity and quality of aspirants to principalship, gives increased urgency to the need for research on what conditions are required to encourage increased numbers of potential principal candidates to aspire to assume the role.

Research Origins

This research was based on the researcher's personal interest and involvement working with and supporting secondary Assistant Principals and Deputy Principals (AP/DPs) and principals within the Otago/Southland region. Aligned with this was the researcher's involvement in a number of leadership programmes, including South Island-wide 'developing school leaders' and 'aspiring principals' programmes. More recently the researcher was involved in the establishment of the National Aspiring Principals Programme (2008) and was a member of the facilitation team delivering this programme in Otago/Southland (2008-2010). Resulting from involvement in these programmes, the researcher had a strong interest in investigating what is required to encourage teachers to aspire to principalship and the most appropriate support to enable this to happen.

The Research Problem

Demographic evidence in New Zealand indicates an increasing number of principals retiring in the next decade creating a potential principal shortage (Brooking, 2007). Increased accountability pressures on principals have been linked to the educational reforms of the 1980's (OECD, 2007). These, combined with the more recent expectations of principals as leaders of teaching and learning with increased responsibility for improved student achievement (Crum & Sherman, 2008), have placed increased pressure on school leaders, accentuating the potential of a principal shortage (Brooking, 2007; Wylie, 2010).

Wylie (2010), indicates there is concern in New Zealand regarding the number of teachers aspiring to principalship, with only 13 per cent of secondary teachers expressing an interest in becoming a principal in the future. However, there is very limited research on why this situation exists. Linked closely to this, there is also a limited body of research which examines why teachers, who are potential principals, proceed or not to the next step (Trnavcevic & Vaupot, 2009). There is therefore a need for more research to be undertaken focusing on the conditions required to assist and encourage those aspiring to principalship so as to enable future succession planning.

Over recent years, research indicates many western countries have established formal training programmes for beginning principals (e.g. Australia, England, New Zealand, U.S). There has been considerable debate over the effectiveness of such programmes, with Levine (2005) concluding that the overall quality of training programmes in the U.S was far from satisfactory. Internationally (Stevenson, 2006), and in New Zealand, there has been limited research on the perceptions of recently appointed principals regarding what was required to support them in their first years of principalship and the effectiveness of support received. This has significant implications because if there is a desire to retain beginning principals in the profession, they need to receive quality support, designed to ensure the unique context of each school leader is taken into account, to ensure that support is appropriate. There is a need for further research to investigate what those new to principalship believe is required to support them in their first years in the role.

Prior to their appointment, what was required by new principals to support them in preparation for the role? This area, while extremely limited in research internationally, (Trnavcevic & Vaupot, 2009) is an important area of study. The experiences of recently

appointed principals enables important insights to be gained into what they believe is required to prepare aspirants for the role of principal. Results from this study may provide valuable information to be used by those providing training programmes for aspiring principals and recently appointed principals.

Purpose of the Research

The purpose of this study was to investigate how secondary AP/DPs and recently appointed principals in one specific region of New Zealand, Otago/Southland, perceived the support required to encourage aspirants to seek the principal's role. The study also sought to investigate the importance of the principal's role in supporting those aspiring to principalship. An investigation of what recently appointed principals believed was required to support them in preparation for the role was also made.

Design of the Research Study

In this study, an interpretative model of inquiry was used as the theoretical framework. A case study approach was selected for the study. Secondary AP/DPs and recently appointed principals within the Otago/Southland region were identified as the focus for research which fits with what Creswell (2007) defined as a 'bounded system'. A mixed methods approach was viewed as the most suitable means of gathering a range of quality data while providing the ability to provide complementary data, adding to the overall quality and depth of the evidence gathered. This process enables the advantages of both research methods to be utilised while increasing the validity of the research process (Johnson, Onwuegbuzie & Turner, 2007).

Qualitative and quantitative data gathering methods were used, consisting of surveys and semi-structured interviews. A survey of 101 AP/DPs in Otago/Southland and 16 recently appointed principals was conducted with a focus on finding out their perceptions of the support required for those aspiring to principalship. Semi-structured interviews of three AP/DPs and three principals were conducted following the survey collation. The purpose of the interviews was to clarify and gain deeper insight into the results of the survey.

Research Questions

From initial observations through the researcher's work-related experience and associated literature, five research questions were originally developed. During the research process these questions continued to be refined and one question 'What support programmes exist nationally and internationally for those aspiring to principalship?' was deleted. The researcher believed that there was already a multitude of international research in this area. Two questions, 'What do teachers aspiring to principalship perceive is required to support them in preparation for this role?' and 'What aspects of current support programmes are deemed most successful and what if anything is missing from current programmes?' were incorporated into question one below. During the research process, the significance of the role of the principal became evident, resulting in a new question, question two below, being included in the research study. The following three research questions were selected for this research study.

1. *What conditions need to be present to encourage teachers to assume the role of principal?*

   With the projected increase in principals retiring and anecdotal evidence in the Otago/Southland region indicating fewer numbers of applicants applying for principal's positions, the researcher believed it was important to research the conditions required to encourage more teachers to apply for principal positions.

2. *How important is the support of the principal for those aspiring to principalship?*

   During the research process, in particular the review of the research literature, it became clear to the researcher that the principal played an important role in encouraging aspirants to aspire to the role. In New Zealand there is very little literature focusing on the role of the principal in supporting aspirants to principalship and the researcher believed this was an area which needed to be researched further.

3. *What do recently appointed principals believe was required to support them in preparation for the role?*

   The final research question focused on those principals recently appointed to the position and what they believed was required to support them as they undertook principalship. The researcher believed it was important to get the views of this group to

provide evidence to help shape the requirements for aspirant principal programmes and to also ensure beginning principals support is focused appropriately.

Thesis Structure

This introductory chapter outlines the background to this research study.

Chapter Two presents a review of the relevant New Zealand and international research related to: the conditions required to encourage teachers to seek principalship; the importance of the principal's role for those aspiring to principalship; and areas of support recently appointed principals believe was required to support them.

The third chapter outlines the research methodology undertaken in this research study. This is presented in four sections: the research design; research methods used; ethical considerations; and issues of validity, reliability and triangulation.

Chapter Four outlines the results from the surveys and semi-structured interviews of AP/DPs and principals within this study. The chapter begins with an introduction followed by the demographic results. The next section outlines the results related to research question one: What conditions need to be present to encourage teachers to assume the role of principal? This is followed by the results relating to the second research question: How important is the support of the principal for those aspiring to principalship? The results from the final research question follow: What do recently appointed principals believe was required to support them in preparation for the role?

Chapter Five provides a discussion of the key findings from this research. An outline of four propositions is drawn from the data gathered: specific conditions encourage teachers to aspire to principalship; specific conditions deter teachers to aspire to principalship; the support and guidance of the principal is important in encouraging teachers to aspire to principalship; and finally, principals require a range of support once appointed to the role. These propositions are discussed in relation to relevant research literature.

The final chapter outlines conclusions drawn from the study and begins with a review of the methodology. The implications for those involved in encouraging aspirants to seek

principalship and those involved in supporting principals once they have assumed the role are then discussed. This is followed by recommendations for further research and the chapter concludes with an epilogue.

CHAPTER TWO
LITERATURE REVIEW

Introduction

There is a limited body of knowledge focusing on why potential aspirants to principals' positions proceed to principalship, or choose not to (Trnavcevic & Vaupot, 2009). In New Zealand, there is a significant issue concerning the quantity of teachers aspiring to principalship, with only 13 per cent of secondary teachers expressing an interest in becoming a principal (Wylie, 2010). With an expected increase in the number of principals retiring (Brooking, 2007; Gronn & Lacey 2004; Walker & Qian, 2006), more research needs to be undertaken focusing on succession planning, to encourage greater numbers of applicants for principals' positions.

To further our understanding of the perceptions of aspiring principals, this chapter explores related literature according to three themes. The first theme explores conditions required to encourage teachers to assume the role of principal, looking initially at the universal issue of a shortage of aspirants for principalship, followed by a review of the conditions that both encourage and discourage aspirants to the position. The second theme relates to the significance of the principal's role in encouraging aspirants to apply for this position. The final theme focuses on those recently appointed to principalship and their perceptions of what was required to support them in their leadership role.

A considerable body of evidence proposes that the western world, over the next decade, is facing an anticipated high turnover of principals and senior school leaders, leading to an expected shortage of principals. Research indicates anticipated shortages in the United Kingdom (Draper & McMichael, 2002), New Zealand (Brooking, 2007), Australia (Gronn & Lacey, 2004), Hong Kong (Walker & Kwan, 2009), Canada (Williams, 2003) and the United States (Wright, Siegrist, Pate, Monetti & Raiford, 2009).

Linked closely to the expected high turnover and resulting shortage of principals is evidence indicating reduced 'quantity' of teachers expressing an interest in taking on the role (Cowie & Crawford, 2007; Early & Jones, 2010; Quong, 2006; Wright et al., 2009). However, a contrary view contends that the extent of the problem is over exaggerated and, while there

may be a high turnover of principals, there is no shortage of aspirants applying for these positions (Walker & Qian, 2006; Walker, Stott & Cheng, 2003).

There may be no definitive answer to this issue, with a body of research suggesting variance both between countries and within countries. In Singapore and Hong Kong, for example, there is no indication of a shortage of aspirants (Walker et al., 2003), while in New Zealand, there is a significant issue over the quantity of applicants (Wylie, 2010). In the U.S, there is evidence of an expected principal shortage in some states while in others there is no indication of this. Whitaker (2003) asserts that studies by the National Association of Elementary Principals and the National Association of Secondary School Principals (NASSP) indicated "half of the school districts surveyed reported a shortage of qualified candidates to fill principal's positions" (p.45). This view is supported by Howley, Andrianaivo and Perry (2005) when they claim that "...school districts in many U.S states are facing a crisis of leadership. These school districts are finding it increasingly difficult to recruit highly qualified new principals" (p.757).

However these views are not shared by all. Bjork and Keedy (2003), commenting on the predicted crisis in principalship in the U.S, state serious problems were evident. The shortages that exist were not widespread. This view was reinforced by Coggshall, Stewart and Bhatt (2008) when they referred to a study of the Schools and Staffing survey, which found that there was no evidence of a nationwide shortage of people certified to undertake principalship. A concern with this latter study is that, while the authors may have found no shortage of those certified to be principals, the issue is the disconnect between those certified for principalship and those taking the next step and applying for principals positions, a point which Coggshall et al. (2008) fail to address.

An Australian study approached the problem of principal shortage from a different perspective, stating that the perceived decline in numbers applying for principalships did not necessarily mean a decline in interest at all. They believed that aspirants were being more discerning about which positions they applied for (Barty, Thompson, Blackmore & Sachs, 2005).

While there are conflicting views on the issue of 'quantity' of aspirants for principals' positions, there is a further concern expressed over the 'quality' of those applying (Boon,

2004; Walker & Qian, 2006; Walker et al., 2003). In South-East Asia, the literature suggests that while there is no indication of a shortage of aspirants for principals' positions, there is growing concern over the quality of those applying with "little indication of any shortage of people willing to step into formal leadership positions" (Walker et al., 2003, p.197). However there is "mounting concern about the quality of ... those who are and who will become principals" (Walker et al., 2003, p.197). Concern about the quality of aspirants is also evident in some states in the U.S with a report which surveyed superintendents and principals on perceptions of school leadership quality stating, "29 per cent of respondents saying principal quality had deteriorated" (Coggshall et al., 2008, p.4).

The expected shortage of principals in many western countries, combined with the reduction in either the quantity and/or quality of aspirants to principalship, gives increased urgency to a need for research on what conditions are required to encourage greater numbers of potential principal candidates to aspire to undertake the role.

Theme One: What conditions are required to encourage teachers to assume the role of principal?

Little research has been undertaken in New Zealand and internationally which specifically examines the viewpoint of aspirants towards the role of principal, what their perceptions of principalship are, and what specific conditions might encourage them to take the next step. In their study of perceptions of Slovenian aspiring principals, Trnavcevic and Vaupot (2009) claimed that limited research was focused on aspiring principals and their perceptions of principalship.

There is a body of literature focusing on both the desirability and possible deterrents to, seeking a principal's position. However, this interpretation is most often taken from a principal's perspective (Coggshall et al., 2008; Howley et al., 2005; Sackney & Walker, 2006; Thompson, 2009; Walker & Qian, 2006). This review will focus on the literature relating to the perceived positive and negative aspects of principalship. It will examine these two perspectives and the conditions needed to encourage teachers to assume the role of principal.

Perceptions of the role of Principal

How aspirants develop their view of the principal's role is an important factor in understanding how best to support them into the role. Browne-Ferrigno (2003) found that teacher's leadership experiences in schools, districts, and professional associations contributed to their development of principals' role conceptions. An earlier U.S study found that "aspiring U.S principals identified three major sources of role conception: (1) witnessing principal work while they were teachers; (2) their own experiences as teachers; and (3) non-education work experiences" (Crow & Glascock, 1995, p.31).

These perceptions need to be taken into account when considering what conditions are required and what measures need to be taken to encourage potential candidates to seek principals' positions in the future. An understanding of how aspirants view the role of principal is important to establish an environment that encourages aspirants to take the next step.

Internationally, the literature indicates a range of consistent themes for those either aspiring to principalship or recently appointed to the position. In a study of beginning principals in Canada, Sackney and Walker (2006) found there were a variety of reasons for applying for the position. When interviewed, the beginning principals had a number of common themes:

> They simply "wanted to work with committed teachers to provide excellent educational opportunities for students", "to have opportunity to have more influence in making important decisions", or "to work with a community of leaders (teachers) to put together a challenging and rewarding program for students". A consistent, but sometimes assumed, consideration for many principals was that they felt they had particular skills to offer (p.343).

In a U.S study of 170 high school assistant principals, Pounder and Merrill (2001) explored the incentives potential candidates associated with becoming a principal, and identified four key indicators of principalship desirability. These were: expectations of being considered a viable applicant; a desire to achieve and influence education; additional time demands; and salary benefits.

In a contrasting viewpoint, Draper and McMichael (1998) found in their small study of Scottish deputy head teachers, that the decision to apply for a principal's position was based on management experience and greater opportunity to control what happens. They found an

increased salary and having the chance to put one's own ideas into practice were considered less important. Supporting this Scottish study is a more recent New Zealand national survey of secondary teachers, which found that seeking the challenge and a desire to implement their ideas were considered more important than gaining a better salary (Wylie, 2010).

Positive aspects of the role of Principal

Research indicates three common themes which teachers view as positive aspects of principalship: the desire to make a difference; the ability to develop and enact a vision; and the financial remuneration of the position. These factors need to be further developed to encourage more aspirants to principalship (Coggshall et al., 2008; Draper & McMichael, 2003; Howley et al., 2005; Walker and Kwan, 2009; Wylie, 2010).

Desire to make a difference

A significant theme, because it appears in almost all the literature relating to key factors in encouraging teachers to aspire to principalship, is their desire to make a difference to the lives of students, teachers, their school and community.

A seminal piece of research for understanding aspiring principal's perceptions of the principal's role, was carried out by Coggshall et al. (2008). In their study of four focus groups of 74 aspiring principals from three major cities in the U.S, they found that, given the challenges and demands of the principal's role, the reasons teachers gave for being interested in the position varied. However:

> They all, …. seemed to peer down the path to the principalship to its end and saw the role as holding immense possibility. They believed that principals can have a profound impact on the lives of children and on the viability of a school and a community. They wanted to become a principal so that they too could make a difference (p.5).

A second influential study, because of its size and focus group, analysed aspiring principals' perceptions of the role of principal. Howley et al. (2005) surveyed 868 teachers in Ohio, U.S and found the desire amongst those aspiring to principalship to 'make a difference' was identified as being among the most significant factors:

> Three of the first five "most salient incentives for pursuing the principalship included (1) the "anticipated satisfaction of 'making a difference' as a principal";

> (2) the "ability to affect the lives of a greater number of children' " and (4) the "chance to have a greater impact as a principal" reflecting that desire to make a difference (p.765).

Supporting this view, Wylie (2010) found in her 2009 research of New Zealand secondary school teachers, that wanting the challenge of principalship was identified by 45 per cent of those indicating they were interested in becoming a principal.

Develop and enact a vision

A important theme was the opportunity to develop and enact a vision. Aspirants saw the principal's role as enabling them to bring alive the vision they had developed through their years in teaching. Coggshall et al. (2008) identified developing and realising a vision as one of the five aspects of the job aspiring principals found particularly attractive: "Many of the focus group participants said they sought the principalship because they believed they knew what was needed to make a great school and they wanted to put their vision into action" (p.5). Supporting this view, the Ohio study of over 800 teachers found that the third most salient incentives for pursuing the principalship included, "the opportunity as a principal to implement creative personal ideas" (Howley et al., 2005, p.465).

The desire to develop and enact a vision is not just an American trend. It is found internationally amongst those aspiring to principalship. In their study of 164 aspiring principals in Hong Kong, Walker and Kwan (2009) found that the ability and autonomy to innovate was considered the most important factor in applying for principals' positions. The majority of the aspirants in the study were vice-principals and saw themselves as implementers rather than innovators, so the chance to enact their vision and 'make their mark' as the school leader was of particular importance.

In Scotland, a survey of secondary head teachers found that one of a small number of positive indicators for aspiring to principalship included the ability to have control and be able to make decisions. Draper and McMichael (2003) pointed out that, "Headship was seen to offer positive opportunities autonomy, for control, for direction and the introduction of one's own ideas" (p.188).

New Zealand research supports the view that for those aspiring to principalship, the desire to enact their vision is a contributing factor. Wylie (2010) found, that amongst secondary

teachers who indicated they were interested in principalship in the future, 39 per cent indicated a desire to implement their ideas as a significant reason for wishing to take on the role.

Financial remuneration

The importance of appropriate financial remuneration was seen as a key condition for encouraging aspirants to seek a principalship (Coggshall et al., 2008; Cooley & Shen, 2000; Howley et al., 2005). However, in a number of studies it is also regarded in a contradictory light, being identified as either inconsequential or as a deterrent by some aspirants (Pounder & Merrill, 2001; Whitaker, 2001; Wylie, 2010). The literature indicating the importance placed on the appropriateness of salary varies both between countries and within countries. In the U.S, appropriate remuneration is a significant factor for many aspiring to principalship. This can vary between states and between urban and rural principalships (Coggshall et al., 2008; Cooley & Shen, 2000; Howley et al., 2005; Pounder & Merrill, 2001). In other countries in the western world, Ireland (Whitaker, 2003), Australia (Whitaker, 2003) New Zealand (Wylie, 2010) and Scotland (Draper & Mc Michael, 2003) there are also varying interpretations of the importance of salary as an attraction to principalship.

Coggshall et al. (2008) found in their U.S study of 74 aspiring principals that:

> Financial incentives do play a role in recruitment. Even though the majority of focus group participants did not say money attracted them to the principalship, several did say they are motivated at this stage in their career to pursue the principalship because of the financial reward. One participant from Trinity University said that he is motivated by "more [money] for the level of work I already do (p.12).

In a significant piece of research that sought the perspectives of both principals and teachers, Cooley and Shen (2000) questioned 306 urban principals and 198 teachers in Michigan, U.S. They identified what was believed to be the most important factors influencing applying for principals positions. The fifth most important factor for teachers, and the most important for principals, was that salary must be commensurate with responsibilities. While both groups identified salary as important, there was a noteworthy difference between the relative importance each group placed on this condition, with teachers less concerned about the significance of salary.

Internationally, there is a contrasting view which advocates that assuming the role of principal is not a positive financial step, and this is acting as a deterrent to those aspiring to principalship. There is a view that, at a time when principals responsibilities have increased dramatically and the role has become more complex, salaries have not always increased in line with these additional responsibilities (Coggshall et al., 2008; Cooley & Shen, 2000; Howley et al., 2005; Whitaker, 2003).

There is a body of literature within the U.S supporting this viewpoint. Whitaker (2001) states, "inadequate salaries appear to play a considerable role in the lack of desire to enter principalship" (p.83). This view was supported by a principals' leadership meeting in Washington, DC in 2000, where 90 principals identified salary as one of five major reasons for fewer individuals seeking to become principals (Kennedy, 2000).

Financial remuneration is not only an area of concern in the U.S. Literature indicates similar issues internationally, as evidenced by an Australia study of succession planning for school leadership, where it was found that the "level of remuneration was cited as a strong disincentive for teachers applying for principalship" (Lacey, 2000, cited in Whitaker, 2003, p.48). Supporting this view, Draper and McMichael (2003) in their study of Scottish deputy head teachers stated that there was an unwillingness to take on extra responsibility, particularly when this was not seen as worthwhile due to limited financial rewards or personal costs.

Limited New Zealand research has been undertaken on the views of both principals and aspirants towards the issue of remuneration, however the research that is available indicates financial remuneration is not a high priority for aspirants. Wylie (2010) found in a national survey of secondary teachers, only 15 per cent of respondents who had an interest in becoming a principal identified an improved salary as a factor.

Deterrents to the role of principal

There is a considerable body of research on the deterrents principals and those aspiring to principalship identify with the position (Browne-Ferrigno, 2003; Pounder & Merrill, 2001; Stevenson, 2006; Walker & Kwan, 2009; Walker & Qian, 2006). Four common themes emerge from the research: the issue of stress, time commitments and work/life balance; the issue of accountability; the perceived increase in societal problems and lack of parental and

community support; and the reduction in interactions with students once taking on the role of principal.

Stress, time commitments and work/life balance

Stress and the time commitment are identified as significant deterrents to those who might consider applying for principals positions. Linked closely to this are the related issues of work/life balance and the impact on family life (Brooking, 2007; Coggshall et al., 2008; Cooley & Shen, 2000; Howley et al., 2005; Malone, Sharp & Thompson, 2000).

In a study of principals and aspiring principals in Indiana, U.S, Malone, Sharp and Thompson (2000) identified the barriers to principalship and found a high degree of agreement amongst principals, and aspiring principals where the: "stress of the job was perceived as the most serious barrier by principals and aspiring principals... Too much time required was ranked second by both principals and aspiring principals" (pp.17-18).

Coggshall et al. (2008) reinforce the view that aspirants are concerned about the significant hours of work and the impact this would have on family life. Participants in their study identified the inability to balance work and home life as the major drawback to applying to a principal's position:

> Aspiring administrators seem to be very concerned with the sheer number of hours that principals invest in their jobs. In each focus group session, participants discussed the significant time commitment required of the job and the sacrifices they would need to make in terms of their family and personal lives (p.13).

Supporting this view is a study of 868 teachers in Ohio, in which Howley et al. (2005) identified the "two most salient deterrents to the principalship" as (1) the "anticipated stress about having less time at home with family members"; (2) "anticipated stress associated with having to 'play politics'" (p.465).

In a significant study because it sought the views of a large number of both principals and teachers from Michigan, U.S, Cooley and Shen (2000) found that both groups identified conditions related to stress, impact on home life and long hours as significant factors influencing applicants for principals' positions. Four of the first 11 most important factors for teachers were linked to these conditions: emotional aspects (stress, boredom, frustration, burnout, lack of fulfilment etc.); impact of administrative position on my home life; poor

working conditions (paperwork, long hours, little time, and freedom, etc.); and stress of the position.

These American studies, highlighting the significance of stress, work/life balance and the impact on families as detractors to principalship, are also supported by research internationally. Recent studies in New Zealand have also shown that stress and workload issues are impacting on many principal's lifestyles and are disrupting a healthy work-life balance. A survey carried out for the New Zealand Principals' Federation (Hodgen, 2004), "showed that 62 per cent of principal respondents did not think their work and personal life were balanced. Women and secondary principals were most likely to think this" (cited in Brooking, 2007, p.19).

A further New Zealand study, significant because of the large number of respondents, focused on principal stress and wellbeing and found of the 1523 principals who responded, 40 per cent described their stress level as high or extremely high, with woman principals (44%), Māori (49%) and those aged under 45 years (51%) of significant concern (Hodgen & Wylie, 2005).

In what is regarded as an internationally influential study on the importance of leadership and its links to raising student achievement, Robinson, Hohepa and Lloyd (2009) identified the high level of time spent on administration by New Zealand principals as a significant factor in causing high levels of stress. "New Zealand principals report high satisfaction with their jobs but also high workloads and stress levels. Balancing the educational leadership and management aspects of the role is reported to be a major source of stress" (p.62).

In Australia, the move to self-managing schools has had a major impact on, and brought about significant changes to, the workload of principals (Barty,Thompson, Blackmore & Sachs, 2005). A survey of Catholic Schools in New South Wales, Australia which looked at factors preventing teachers from applying for principals positions found that: "56% of respondents had dependent children, and, furthermore, the most highly rated factor seen as an inhibitor to applying for a principalship was that of personal and family impact" (d'Arbon, et al., cited in Curriculum Leadership electronic journal, 2001, p.4).

Stress, time commitment and the associated issues of work/life balance and impact on family life, are clearly factors for principal aspirants. Research indicates this is a major issue facing any attempts to increase both the quality and quantity of those aspiring to principalship.

Issues of Accountability

Accountability pressures associated with principalship was a further deterrent identified by those aspiring to principalship (Barty et al., 2005; Draper & McMichael, 2002; MacBeath, 2009; OECD, 2007; Whitaker, 2003). The increase in accountability expectations placed on principals has been linked to the educational reforms of the 1980's in New Zealand, Australia, England, Ireland and the U.S and this has imposed increased pressures. This view is supported by a study of the challenges and changes in principals' roles in the U.S which found that: "the change most noted by principals was the broadened accountability demands placed on them" (Kochan et al., 2000, cited in Whitaker, 2003, pp.41-42).

Stevenson (2006), taking a big picture view of societal influences on education in western countries, identifies the issue of accountability as a development in many western education systems as there becomes an increased pressure to deliver "key societal objectives" and the consequence of this "has been to subject schools, and particularly principals, to huge accountability pressures as leaders seek to meet the demands of both the state apparatus and the local market" (p.412).

Stevenson's interpretation of schools having to deliver societal objectives, leading to increased accountability demands is supported by international evidence. Draper and McMichael (2000) in their study of recently appointed secondary head teachers in Scotland raise the importance of increased accountability in posing a deterrent to those considering seeking principalship:

> An educational culture stressing individual choice and accountability draws attention to the central importance of head teachers in creating effective schools. School improvement embracing performance and ethos has also turned on the capacity of head teachers – to engage pupils, teachers and parents in a common enterprise. Aspirant head teachers faced with the weight of these expectations and responsibilities, might be expected to hesitate to apply for and assume such an exposed and daunting role and indeed many do contemplate the move to headship with alarm as well as eagerness (Draper & McMichael, 2000, p.460).

In New Zealand, with the educational reforms post-1989, school communities have taken a far greater governance role in their local school. This has led to a change in relationship between schools, communities and their school leaders, with school leaders being far more accountable to their school community (OECD, 2007). Added to an increased responsibility to the community is an increased accountability to the Ministry of Education, the Education Review Office and for secondary schools, the New Zealand Qualifications Authority.

In the U.S the issue of increased accountability is also seen as a deterrent to the role of principal. Coggshall et al. (2008) in their study of 74 aspiring principals identified accountability pressures that were out of proportion with the authority of the position as a significant deterrent for those aspiring to the role of principal. Accordingly they note that accountability and testing pressures were one of the top five possible deterrents to principalship in a 1998 survey of 400 Elementary and Secondary School Principals.

In a contrasting view, the issue of accountability was identified as both an attraction and a deterrent in a survey conducted in the U.S by Public Agenda (2001). This research identified "34 per cent of principals responding agreed that higher standards and accountability would encourage more talented and committed leaders to stay in the position" however, this was at odds with "44 per cent who felt the most committed leaders would be driven out ... because of the unreasonable demands related to accountability"(Whitaker, 2003, p.48). That higher standards and accountability would be an incentive for principals to stay in the position and encourage aspirants to the role, is a minority perception amongst the literature available.

A different perspective on the issue of accountability was found in research undertaken by Barty et al. (2005), which investigated the declining supply of principals in two Australian states and found that there were a number of factors contributing to this scenario, including the perceived weight of accountability on principals. One conclusion was that principals themselves were acting as a deterrent when they frequently expressed their frustration with the level of accountability and the variety of expectations placed on them. This view is examined later in this chapter, when reviewing the role principals play in supporting aspirants to principalship.

Societal problems and lack of parental and community support

Increased societal problems and a resulting lack of parental and community support was a factor identified by aspirants as a deterrent for many applying for principal's positions. While not new, the complexity and extremity of the problems facing schools and school leaders today have increased considerably (Brooking, Collins, Court & O'Neill, 2003; Howley et al., 2005; Whitaker, 2003; Winter & Morgenthal, 2002).

Coggshall et al. (2008) found that the aspiring principals involved in their study were well aware of the issues associated with the role of principal and identified lack of parental support as a drawback to the position. This view was reinforced by Howley et al. (2005) in their study which identified 'accountability for societal conditions beyond an educator's control', the fourth most salient ranked deterrent to principalship.

In further U.S research, societal problems, including lack of family support, which 'make it difficult to focus on instruction' was identified in a study of 581 principals and 55 aspiring principals in Indiana, U.S, by Malone et al. (2000) as one of five most 'serious barriers' to entering principalship. Linked closely to this and categorised as 'somewhat of a barrier' was the difficulty to 'satisfy demands of parents and/or community'. Clearly these two factors provide a significant obstacle to those teachers who might consider aspiring to a principal's position.

The significance of social problems and lack of parental and community support is recognized internationally as a deterrent to principalship. In a study of 977 assistant principals, religious education co-ordinators and other co-ordinators in New South Wales, Australia, Dorman and D'Arbon (2003) found that those who believed there was systemic and societal devaluing of the principals role were less likely to apply for principalship.

The decentralisation of decision making, resulting from the educational reforms of the 1980s, was an international occurrence and this altered relationships between schools, principals, parents and the community. In many instances this changed relationship has resulted in positive dealings between school and home. However in some instances this has led to increased tension and conflict and has imposed increased pressures on principals and has been seen as a deterrent by those aspiring to the role (Brooking, 2007; Brooking et al., 2003; Early & Jones, 2010; Whitaker, 2003). The challenges associated with changes in governance of

schools have impacted on principals and as a result the perceived desirability of the role. In England, head teachers were seen as being involved "in a more extended set of relations with their schools' communities" (Whitaker, 2003, p.43).

In a New Zealand study on the impact of the educational reforms, Wylie (1999) found that 15 per cent of principals were having difficulty in dealing with parents or members of the Board of Trustees. The anxiety created by such interactions between school leaders and members of the community provides further disincentives for those considering taking on the role of principal.

Reduced interaction with students

The final theme, acknowledged in a small body of North American research, identified as a deterrent for aspirants, the expectation that with appointment to the principal's position there would be less opportunity to interact with students. For teachers, most of whom go into the profession to interact with, and make a difference to, young people's lives, this expected reduction in contact with students was a detracting factor.

Coggshall et al. (2008) found in their study of aspiring principals that, for a number of aspirants, the likelihood that they would have less interaction with students was a deterrent to applying for a principal's position.

> Finally, participants frequently cited distance from students as a deterrent to the principalship. As one focus group participant said, "I want to be a witness to children - to know their names, their life stories." As participants transition to principalship, they are worried that they will have less direct and sustained contact with students than they would like (p.13).

This view is supported by a survey of over 800 teachers in Ohio, U.S, in which Howley et al. (2005) found that the 'decreased opportunity to work with children directly' was one of the five most salient deterrents to principalship.

A large Canadian study (Williams, 2003) of 1000 principals and vice-principals in Ontario found 'adequacy of time to work with students' as the third highest job dissatisfier out of a list of 22. Clearly the lack of time and ability to work with and support students was seen as a major detractor to the role of principal.

An attempt to address this issue of less interaction with students once taking on the principal's role was articulated by Coggshall et al. (2008) when they proposed a shift in focus for principals. "An enhanced instructional focus would enhance the draw of the principalship by making it seem possible to make a difference in children's lives - and thus a more satisfying career option" (p. 13). They further state that, with the current expectations that the principal will lead the learning and make a difference to student's achievement this would provide principals with the time they require to enable this to occur.

> These changes also would lessen the fears of aspiring principals that they would be held accountable for the improvement of teaching and student achievement but not have the time or ability to focus on that aspect of the organization (Coggshall et al., 2008, p.13).

This view, while commendable, does not address the issue of where school leaders will find the time to focus on leading the learning in what is already seen by many as an overloaded role for principals.

Theme Two: How important is the support of the principal for those aspiring to principalship?

The second theme identified in the research on the perceptions of those aspiring to principalship, focused on the literature pertaining to the importance of the support provided by the principal. With research in many western democracies indicating that smaller numbers of teachers are prepared to express an interest in becoming principals (Draper & McMichael, 2003; Gronn & Lacey, 2004; Williams, 2003; Wylie 2010), it is important that those who do aspire to principalship are encouraged and nurtured to assume this role: "One responsibility of incumbent leaders should be to develop the leadership skills of other people in the organisation" (Lacey, 2003, cited in Curriculum Leadership electronic journal, 2003, p.2). Evidence from the Educational Research Service survey in the U.S found that principals acknowledge their role in developing those leadership skills and see the importance of "an on-going need to improve the quality of school leadership, to encourage and to recognise the importance of high-quality principals, and to develop a sense of shared leadership within schools" (Tracy & Weaver, 2000, p.75).

Research indicates the role of the school leader in providing guidance and developing the leadership skills of others within the school, is crucial in encouraging those considering principalship to take the next step (Browne-Ferrigno & Muth, 2004; Daresh & Male, 2000; Draper & McMichael, 2002; Howley et al., 2005; Malone et al., 2000).

Principal support

Principal support takes a variety of forms depending on the aspirant they are mentoring. The opportunity to experience leadership positions and areas of responsibility is identified by many aspirants as significantly valuable. In a study involving 60 participants of multiple cohorts of aspiring and practicing principals, Browne-Ferrigno and Muth (2004), found that those involved in preparation programmes believed that strong support from their principals was the most important influence on their learning engagement. "Data provided by one participant showed how her commitment towards becoming a school leader, and continuous mentoring by her principal provided purpose for her participating" (p.472). Being exposed, by the principal, to a wide variety of leadership experiences and responsibilities throughout their careers, was seen as important in providing teachers with the belief that they were ready to take on the principal's role. A teacher with 12 years' experience explained how "her principal had supported her professional growth as a future school leader indicating that her transformation from teacher to principal actually began the day she was hired" (Browne-Ferrigno & Muth, 2004, p.474).

In a U.S study of 868 teachers in Ohio, Howley et al., (2005) found that "those who perceived the encouragement of school leaders as important were more likely than other teachers to give high salience ratings to the incentives associated with the principalship" (p.766). What was also significant was this same group gave high salience ratings to the disincentives associated with principalship. This suggests that those teachers who are interested in pursuing principalship and who believe encouragement from the principal is important, appeared to have a better understanding of both the incentives and disincentives connected with the job (Howley et al., 2005). This research is significant because it proposes a potential leverage point, if there is a desire within a region to "cultivate a pool of potential new leaders, it might well be served by having its current leaders identify and then groom a cadre of new leaders" (Howley et al., 2005, p.772).

The importance of the principal's support in encouraging potential aspiring principals to take the next step is not only evident in the U.S. Draper and McMichael (2002) identify the importance of the principal or school head teacher in Scotland providing the wide range of leadership experiences required. They observed that some heads deliberately took measures to prepare their deputies for the role of head teacher. This support might take a variety of forms including informal advice on career planning and the steps required for suitability, to the more "deliberate encouragement to apply, providing a wide range of responsibilities, engagement in meetings with School Boards and suggestions of courses to attend" (Draper & McMichael, 2002, p.463).

In a seminal study, influential because it was the first and largest such study in England, a cohort of newly appointed head teachers was followed over 20 years. In this research, Weindling and Dimmock (2006) state that, throughout their careers "people develop a conception of headship during the professional socialisation which is learned through both formal and informal processes….. they learn from both good and bad head teacher role models" (p.335). The head teachers involved in the study stated they learned about the role throughout their career but they believed that of significant importance prior to appointment was the delegation of roles by the head and the necessity of working with head teachers who saw the deputy role as a preparation for headship (Weindling & Dimmock, 2006). Management courses and other off-site training were considered useful but of most value was the knowledge gained working alongside an experienced and skilled practitioner.

In New Zealand there has been minimal research on the importance of the principal's support for those aspiring to principalship. However the evaluation of the National Aspiring Principals Pilot (NAPP) programme by Piggot-Irvine, Ferguson & Youngs (2009) found that the role of the principal was significant in supporting aspirants to that programme. Evaluation of the programme found that aspirants who

> were encouraged by their principals to apply for NAPP were more likely to understand both of their roles in NAPP, were more likely to find NAPP relevant, and were more likely to effectively apply the NAPP curriculum to their school (Piggot-Irvine et al., 2009, p.140).

They added that the overall impact of the programme for the aspirant was influenced by the involvement of the principal.

Contrasting research indicates not all instances of support from the principal are viewed in positive terms. In many instances aspirants assume the role of principal in spite of little or no support from their previous school leader: "I worked with this principal who had clearly retired several years before I started to work for him….I learned little from my principal while serving as his assistant- other than to stay out of trouble and maintain a positive image with key influential's in the community" (Daresh and Male 2000, p. 95). Supporting this view, an aspiring principal from Chicago U.S stated: "I've had good and bad leadership. Initially, I wanted to pursue the principalship, but my leader did not encourage me" (Coggshall et al., 2008, p.8).

Principal's perceptions of support provided

While a considerable body of research indicates that principals acknowledge their role in supporting those aspiring to principalship, the extent to which this is occurring is contentious. Malone et al. (2000) in a study of 581 principals in Indiana, U.S found that a very high percentage of the principals (86.1%), indicated that they had encouraged promising teachers to become principals while only 13.6 per cent indicated they had not. In a report on superintendent and principal perceptions of school leadership quality issued by Public Agenda in the U.S, 67 per cent of principals stated they played an active role in the identification and encouragement of future school leaders within their schools (Farkas, Johnson, Duffett, Foleno & Foley, 2001).

These research figures, however, are open for question, as they rely solely on the principal's perceptions of the support they have provided for aspirants. In contrasting research, a New Zealand report on career paths surveyed teachers and principals and found that many teachers believed there was patchy support and guidance for them when taking on new leadership roles. Principals believed they provided support with 84 per cent of those responding stating they offered "mentoring to newly appointed deputy and assistant principals", while only 33 per cent of teachers "believed this to be the case" (OECD, 2007, p.65).

While research indicates the importance of the principals support for those seeking to assume the role, there is a body of research that indicates that instead of supporting and encouraging aspirants to principalship, a number of principals are doing the opposite (Barty et al., 2005; Williams, 2003). While this may be an unintentional outcome, research indicates that many principals through voicing their frustration at the range of issues they have to deal with are in

fact acting as a deterrent to those contemplating principalship. "Younger teachers who might normally aspire to progress to the principlalship get a negative view of school administration as a career" (Barty et al., 2005, p.11).

Supporting this view is a Canadian study of Ontario teachers, identified as superb potential candidates but who had decided not to pursue principalship. One area of concern expressed by this group was the view that because of increased centralised power within the province, principals had little impact within their school. Williams (2003) believes adverse views and remarks from their current principals had been passed to this group diminishing their aspirations for the role.

An area where there is very limited research, but one that is becoming increasingly important, is the significance of the role of acting principal (Draper & McMichael, 2003). In New Zealand, the introduction of principals' sabbatical leave has meant that a large number of deputy or assistant principals have had the opportunity to assume the principal's role. As this is a recent initiative, there is limited research in New Zealand on the possible impact this may have on increasing the pool of aspirants to principalship. In Scotland, however, a survey of 32 local authorities in 2003 indicated that approximately 10 per cent of schools had an acting head at the time of study and of significance from this research "only half of those who held an acting headships had sought permanent headship" with one-sixth deciding the role was not for them (Draper & McMichael, 2003, p.189). This Scottish study highlights the importance of appropriate induction, preparation and support for those who take on the acting principal role to ensure every attempt is made to enable the experience to be a positive one.

Theme Three: What do recently appointed principals believe was required to support them in preparation for the role?

To gain greater understanding of what is required to support teachers to aspire to principalship, an important area of focus for this research study was the literature relating to the views of recently appointed principals, the support they believed they required prior to and shortly after their appointment.

The challenges associated with becoming a principal have been the focus of an extensive body of research. Two American writers on principal leadership, Daresh and Playko (1994),

summarised what they saw as the main problems facing new principals. These were: problems with role clarification, limited technical expertise, and difficulties with socialisation to the profession and the system.

These problems continue to exist today and form the basis of much of the literature examining the problems facing new principals on appointment. Over recent decades, there has been considerable research undertaken examining leadership in the school context and the role of the principal within this (Cardno, 2007; Dimmock & Walker, 2005; Early & Jones, 2010; Fullan & Hargreaves, 1996; Robinson, Lloyd & Rowe, 2008; Robinson, Hohepa & Lloyd, 2009; Thompson, 2009). There has, however, been limited research on what recently appointed principals believe was required to support them in their first years of principalship (Browne-Ferrigno, 2003; Bush & Oduro, 2006; Walker & Qian, 2006; Weindling & Dimmock, 2006). Stevenson (2006) highlights this lack of research: "To date, the early years of principalship as a focus of study have been relatively neglected" (p.409).

While Stevenson refers to the dearth of research relating to the early years of principalship, there has been even less written on what new principals, prior to their appointment, believe was required to support them in preparation for the role (Dorman & D'Arbon, 2003; Gronn & Lacey, 2004; Trnavcevic & Vaupot, 2009).

In this review of the literature, seven focus areas were identified where new principals believed they required support when taking on the role: clarification of the principal's role; being prepared for the role; the diverse challenges of the position; leading the learning; principal isolation; technical and managerial concerns; and the legacy of past principals.

Clarification of the principal's role

New principals identify clarification of their role as a significant issue they have to deal with when first taking on the position. The literature suggests that many beginning principals do not understand the complexity of the role they have stepped into (Daresh & Playko, 1994; Walker and Qian, 2006). Linked to this is the often frequent expectation from staff and community that the new principal will have a complete understanding and knowledge of the job from day one.

This perception is not new, as Duke (1988) noted in an early study of the experiences of new principals which found many principals suffered a great deal of frustration as a result of not clearly understanding the nature of their leadership responsibilities before they get into the 'hot seat'.

The expectation that a new principal should know from their first day in the position exactly what the role involves was expressed by Thomas and Hornsey (1991) when they concluded:

> Everyone expects complete knowledge and expertise from day one of their taking office even when it is known that it is a new incumbent's first principalship. At the very least, the beginning principal's expertise is thus expected to encompass a clear understanding of the role, appropriate exercise of position power, maintenance or establishment of professional relationships and maintenance or establishment of processes and structures designed to facilitate goal achievement (p.74).

Recent research supports this view, emphasising the expectation of new principals understanding the role from their first days in the position. In a review of literature on beginning principals, Walker and Qian (2006) maintained that: "too often, from day one, new principals are expected to hold absolute knowledge and expertise even though most have yet to actually work in the job" (p.298).

Being prepared for the role of principal

Linked closely to the need for role clarification was the issue of feeling ill-prepared for the role, an area identified by beginning principals as a problem which significantly impacts on their early years of principalship.

There has been a great deal of research and debate, especially in the U.S and U.K, over the varying quality of beginning principal training programmes. In the U.K, a 2001 OFSTED inspection of head teacher induction in 43 Local Education Authorities (LEAs), found that: "The quality of induction support was judged to be good in ten LEAs, satisfactory in 14, unsatisfactory in 14 and poor in five" (OFSTED, 2002, p.12). This view is supported by Levine (2005), who in reviewing training programmes in the U.S concluded that the overall quality of 25 of 28 Education Schools ranged from "inadequate to appalling", with many of the programmes "little more than a grab-bag of survey courses"(p.28). Aspects of the Levine research however, have since been criticised as outdated and questions have also been raised

about several methodological shortcomings in the study (Young, Crow, Orr, Ogawa & Creighton, 2005). Nonetheless the Levine study, while the subject of debate, was significant in that it caused major discussion in the U.S about the quality of programmes providing preparation for educational leaders. While analysing the quality of aspiring and beginning principal induction programmes is not the purpose of this study, the research literature indicates that, in a number of areas, beginning principals feel inadequately prepared (Daresh & Male, 2000; Hobson, Brown, Ashby, Keys, Sharp & Benefield, 2003; Sackney & Walker, 2006).

There is a contention that no matter how much training and preparation an aspirant might have prior to appointment, nothing can completely prepare them for the role: ”no amount or quality training will prepare a principal to hit the ground running” (Donaldson, 1991, p.201). This view is supported by Daresh and Male (2000) who maintain that for many beginning principals the prior training they have had does not prepare them sufficiently, “early in their tenure, beginning principal’s experienced “culture shock” and nothing in their training prepares them for the “change in perceptions of others or the intensity of the job”(p.95). Research in the U.K which surveyed beginning principals perceptions of the role (Early, Evans, Collarbone, Gold & Halpin, 2002), found that “only 17 per cent of new head teachers thought that they were ‘very prepared’ for headship, with nearly one-in-ten indicating that they were ‘not prepared at all’ “(p.7). These findings are important for those planning both aspiring principal’s programmes and more significantly beginning principal’s support. More work needs to be done in aspiring programmes to prepare aspirants to avoid the ‘culture shock’ and feeling of ill-preparedness. However, despite this support, beginning principals may always face that initial ‘shock’, so quality programmes need to be in place to support them from day one.

Research indicates there has been an increase in the number of countries (e.g. Australia, U.K, New Zealand) with formal programmes to support beginning principals (Cowie & Crawford, 2007; Daresh & Male, 2000; Weindling & Dimmock, 2006) leading to improvements in principal preparedness for the role. Weindling and Dimmock (2006) in a U.K study counter the view of Early et al. (2002) maintaining that principals in the UK are better prepared now than they were in the past:

> There is little doubt that newly appointed head teachers in England are nowadays more formally prepared for the role than they were 20 years ago. Formal training

> programmes available both prior to appointment and within the first few years of headship enable a better technical knowledge and awareness of the challenges, expectations and priorities to be gained (pp.337-338).

Weindling and Dimmock (2006) go on to state that while the level of formal training has increased it is almost impossible to provide total preparation training for what is a demanding and extremely complex job.

Other international comparisons show considerable variety in the training programmes offered to new principals. In New Zealand until as recently as 2002, there was no national induction programme for new principals and still today, New Zealand compared with other international programmes, has a very unregulated approach to the appointment and training of school leaders. "Any registered teacher can be appointed as a principal as there is no mandated requirements for prior experience or leadership credentialing" (Brooking, 2006, p.3). This compares to a Masters requirement in some Canadian provinces and parts of the U.S, and the U.K where a National Professional Qualification for Headship is required.

New Zealand has since established a nationally funded formal training programme for new principals. The 'First-time Principals Programme' for newly appointed primary and secondary principals, facilitated by the University of Auckland Centre for Educational Leadership, was established in 2002. Unlike Singapore, the U.K and many U.S states, it is not mandatory for new principals to participate in the programme (Robinson, Eddy & Irving, 2006). A realisation that in the near future, large numbers of experienced principals will be retiring from the profession in New Zealand (OECD, 2007), saw the introduction in 2008 of a National Aspiring Principals Programme (NAPP) for primary and secondary teachers aspiring to principalship. A major focus of this programme is to prepare aspirants for future principalship.

Beginning principals in African countries share the same concerns of feeling ill-prepared for the role and research indicates issues with the quality of training programmes to support them. Bush and Oduro (2006) in a study of new principals in Africa state that the situation in most African countries is grim: "It is evident from the discussion so far that, when new principals take up their posts, they have not been adequately prepared for their responsibilities and cannot expect any meaningful induction" (p.367).

Supporting this view but going further and questioning the ethics of not providing a quality induction programme, Bush and Heystek (2006) contend that expecting principals to take on such a demanding role without an adequate training programme is "a recipe for personal stress and system failure, and also has serious ethical implications" (p.73).

For many beginning principals, being ill-prepared for the position was a major challenge and the sheer complexity and pace of the role was greater than they had planned for. Sackney and Walker (2006) found when beginning principals were asked how their initial experiences of the principalship compared with what they had anticipated, "most indicated that they were not prepared for the pace of the job, the amount of time it took to accomplish tasks, and the number of tasks that was part of the position" (p.343).

Research indicates no amount of training can prepare beginning principals for all the eventualities they may encounter in the role. However, quality training programmes are essential to provide a basic grounding if we are to attract and keep new principals in the role. The view expressed by Sackney and Walker (2006, p.345), that in the past "Beginning principals have normally been expected to "sink" or "swim" on their own", is no longer acceptable in today's societies which place such varied and high expectations on their school leaders.

Diverse challenges of the role

A third theme identified in the literature where beginning principals believe greater support is required in the early stages of their principalship, is managing the diverse challenges of the role.

In recent decades there has been added pressure on principals to manage the increasing range of challenges within the role. McCarthy (1999) suggested that in the latter part of the 20th century new demands have been placed on principals including "decentralization, pressure towards national and state standards, high-stakes testing..... To this end principals have had to become not only managers, but instructional leaders and change agents" (cited in Wright et al., 2009, p.2).

Crum and Sherman (2008), share the view that principals are facing an increasing range of diverse challenges, citing a recent study of high school principals in Virginia, U.S, which asserts major challenges face today's principals:

> The job description for the principalship at any level mirrors one of a superhero. High school principals, in particular, face an inordinate number of demands on a daily basis. Being able to lead a successful high school on a consistent basis, year after year, is a feat that is becoming increasingly difficult (p.565).

Cowie and Crawford (2007), approach this issue from an alternative perspective, highlighting the issue of the world increasingly becoming a 'global village', which has led to increased competiveness and accountability of school leaders by the public, as a significant factor in the challenges facing school principals.

> Anxieties regarding school underperformance in an increasingly competitive global economic environment have brought political pressure to raise educational standards and in the past two decades school principals have had to come to terms with increased expectations, performance management and increasing public accountabilities. As a result of such accountability, principalship is an ever more demanding role (p.130).

In New Zealand, following the education reforms of the late 1980s, which saw the devolvement of administrative and governance powers to school boards of trustees and principals, there has been increased pressure on principals to manage a wide range of challenges. A 2005 report to the New Zealand Principals Federation (NZPF) focussing on stress found "the main stressors stemmed from balancing the teaching and managing aspects of their role, paperwork, and workload" (OECD, 2007, p.53).

The literature indicates an increasing range and complexity of challenges facing principals today. These diverse challenges especially impact on those new to principalship.

Leading learning

Within this wide diversity of challenges for school leaders, in the international literature, there has been an increased awareness of the importance of the principal's role in leading the learning (Bush & Jackson, 2002; Cowie & Crawford, 2007; Crum & Sherman, 2008; Robinson et al., 2008; Shields, 2004).

The school leader's role is complex and recent reforms have shifted the focus onto principals as leaders of teaching and learning and increased their responsibility for improved student achievement (Crum & Sherman, 2008). The belief that principals have considerable responsibility for student achievement is shared by Shields (2004): "Increasingly, educational leaders are faced with tremendous pressure to demonstrate that every child for whom they are responsible is achieving success" (p.109).

While in recent years there has been an increased awareness and expectation of the principal's role in raising student achievement (Bush & Jackson, 2002; Cowie & Crawford, 2007; Crum & Sherman, 2008), there continues to be considerable debate and literature written on, the extent of the impact of the principal on improved student achievement (Gurr, Drysdale & Mulford, 2005; Leithwood, Louis, Anderson & Wahlstrom, 2004; Robinson, Hohepa, & Lloyd, 2009).

Crum and Sherman (2008), in their exploratory study of how successful high school principals facilitate high levels of student achievement, found it was extremely difficult to determine the direct effects principals have on student achievement. However, they contended that: "research supports the notion that principals undoubtedly impact instruction and the success of schools, albeit in indirect ways" (Crum & Sherman, 2008, p.564).

Leithwood et al. (2004) take a much stronger stance in expressing their view of the significance of leadership to student outcomes stating:

> Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school" and "is widely regarded as a key factor in accounting for differences in the success with which schools foster the learning of their students (pp. 5,17).

Supporting Leithwood et al. (2004) in the belief that principals do have a significant impact on improved student achievement is the recently published New Zealand research, 'School Leadership and Student Outcomes; Identifying What Works and Why', Robinson, Hohepa, and Lloyd (2009). In this study, Robinson et al. (2009) state that the closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact on students, and they identify five 'leadership dimensions' which they believe have a significant impact on student outcomes. This research is significant because it

provides evidence to support the long held, but difficult to substantiate, view that school leaders can make a difference to students learning.

The views of Leithwood et al. (2004) and Robinson et al. (2009), that principals do make a difference to the learning outcomes of students is supported by an earlier Ofsted report (2002) in the U. K which expressed the importance of effective school leadership in raising standards and school improvement. The Ofsted report focused on shortcomings with leadership training programmes in the U.K and did not provide solutions to the challenge facing school leaders as they attempt to lead learning within their schools.

School leaders do make a difference to students learning (Leithwood et al., 2004; Robinson et al., 2009). However, while there will continue to be debate over the measurable degree of that impact, it is clear to both aspiring and recently appointed principals that being a leader of learning is now an important part of the role and one in which they may need additional support and guidance.

Principal isolation

The isolation of principalship is a further theme in the research literature beginning principals have identified as needing support to manage (Daresh & Male 2000; Hewitson, 1995; Sackney & Walker, 2006; Weindling & Dimmock, 2006). While there is little that can be done to prepare or 'train' an aspirant for dealing with the isolation associated with the role, it is an area that needs to be discussed to ensure that aspirants are at least aware of the issue and thinking about how they might deal with this on appointment.

The problem of principal isolation is recognised internationally (Daresh & Male, 2000; Hobson et al., 2003; Leitch, 2004; Sackney & Walker, 2006; Weindling & Dimmock, 2006). Daresh and Male (2000) in their study of newly appointed principals in the U.K and U.S found that despite support from a variety of sources including senior management team colleagues, other principals, and deputies, the school leaders still had a prevailing sense of isolation from others.

This view is supported by research from the National College for School Leadership in the U.K, which carried out a systematic review of international research literature concerning the problems and support strategies for the early years of headship (Hobson et al., 2003). This

research found that the problems facing new principals/head teachers were similar in different countries and one of the main problems identified by beginning head teachers were feelings of professional isolation and loneliness. The pressure of responsibility, lack of mentor support and loss of friendship with former colleagues were all factors in an increased feeling of professional isolation (Hobson et al., 2003).

Supporting this view is a study of the perspectives of beginning principals in Canada, in which Sackney and Walker (2006) assert that a number of principals indicated that the job was lonelier than they had anticipated. Combined with this sense of loneliness in the role was a feeling that: "Principals may experience loss of friendship with teachers who were former peers" (p.345).

This change in role from friend and colleague to that of the principal leader, especially if the new principal is appointed from within the school, is a difficult challenge to deal with however it is an issue that those aspiring to principalship need to be aware of and plan for, on appointment.

The problem of principal isolation is not only confined to the northern hemisphere as evidenced by research in both Australia and New Zealand. In a study of ten newly appointed principals in Western Australia, Hewitson (1996) found that nearly all the principals experienced varying levels of professional and social isolation during the early years of their principalship. A more recent Australian study supports Hewitson's view and highlights the fact that the issue has not lessened over time. In central New South Wales, the most commonly raised issue amongst 74 per cent of principals surveyed from a secondary background was isolation, both professional and personal (Pietsch & Williamson, 2008).

Research in New Zealand supports these international findings. Leitch (2004), in a research project which interviewed 17 principals, found that at some stage in their professional lives, all had experienced isolation. The factors the principals identified which contributed to their professional isolation included, the degree of confidentiality, the complexity of the job, the very high expectations and the internal and external school structures. Significant in this research, and of considerable importance to those planning principal induction programmes, the principals also identified the consequences of feeling isolated. These included: "personal and professional cost, reluctance to risk-take, inability to focus and complete big jobs because

of a preoccupation with smaller management tasks and an avoidance of leadership tasks" (Leitch, 2004, p.2).

While the challenge of being isolated as a principal has been well documented, very little of the literature proposes solutions to this problem. Weindling and Early (1987) however, suggest setting up small mutual support groups amongst principals to reduce beginning principal's isolation. Hewitson (1996) also identifies the importance of experienced principal colleagues providing support and guidance for new principals as they take on their new appointment. The role of principal mentors is not part of this study however it is an area where considerable research has taken place, especially in Asia and the United States (Playko, 1995; Walker, Choy & Tin, 1993; Walker & Dimmock, 2006; Walker & Stott, 1994).

Daresh and Male (2000) found encouragement for the concept of peer or mentor support in their study of newly appointed principals, however, clear guidelines for the structure of that support were made:

> If there was one recommendation made by nearly all principals and head teachers, it was that support must be actively sought, and must come from peers- but not within the same school, or perhaps same school system.....in which the school leader works (p.98).

Research from the National College for School Leadership in the U.K, while outlining the problems facing new principals including principal isolation, did not propose any in-depth solutions to this issue. In relation to principal isolation, the only recommendation made was "if new heads have access to peer support networks, feelings of isolation and loneliness are likely to be both less acute and more manageable" (Hobson et al., 2003, p.25).

Technical and managerial aspects

Internationally, research literature indicates that aspiring and beginning principals want training on the more technical and managerial aspects of the role, the 'nuts and bolts' matters such as finance and governance (Bush & Oduro, 2006; Daresh & Male, 2000; Sackney & Walker, 2006; Weindling & Dimmock, 2006). This raises the complex issue of what aspirants and beginning principals believe they need in the way of support when taking on the role and what more experienced principals believe beginning principals require. This desire for 'nuts and bolts' training is at odds with the areas experienced principals believe are most

necessary, including training to lead the learning, building relationships and develop interpersonal skills. This variation in perceptions is understandable, many new principals believe they need the management foundations required to survive each day, they are looking no further, while experienced principals look to the bigger picture and where the effective emphasis of their efforts lies (Daresh & Male, 2000; Sackney & Walker, 2006; Weindling & Early, 1987).

In their study of newly appointed principals in the U.K and the U.S, Daresh and Male (2000) found that all of those involved identified the importance of having a high level of technical skills, especially an understanding of school finances and that these aspects should be included as part of any programmes for the preparation of principals in the future.

This desire for technical and managerial support is not just a perceived need of beginning principals in western countries. Bush and Heystek's (2006) research of school leadership in South Africa indicates that most African principals want training in finance and human resource management with 57.9 and 57.7 per cent, respectively, of their respondents identifying these areas for support. This identified need, Bush and Heystek (2006) assert, is at the expense of training in leading the learning within the school, with only 21.8 per cent of their respondents identifying management of teaching and learning as an area for development. This, they believe, suggests "principals are not conceptualising their role as 'instructional leaders" (p.69).

In a further study, Bush and Oduro (2006) conclude that in African countries:

> Principals are not conceptualising their role as "leaders of learning". Given the radical changes in school governance and management, it is understandable that principals wish to give priority to financial and staff management, and to relationships with school governing bodies. However, school improvement ultimately depends on school leaders accepting their responsibility for developing learning (pp.369-370).

Supporting this research, Sackney and Walker (2006) in their study of recently appointed Canadian principals, found that the area identified as most urgently needing support focused on the technical side of principalship including, better financial management and record keeping skills.

Contrasting the views of recently appointed principals, Weindling and Dimmock (2006) in a research project which interviewed 250 beginning head teachers in England and Wales in 1983 and then again 20 years later, found that experienced principals saw the need for interpersonal skills as paramount. "The heads were asked what advice they would give to a new head. Their answers put the emphasis on interpersonal skills and relationships, political power and team work" (p.331). This study, which is significant because of its longitudinal nature, contrasts the views of recently appointed principals and highlights the changes in principal's perceptions with time and experience.

The contrast between what new principals believe they need and what experienced principals and research suggest is required, is one of the major challenges facing those responsible for delivering aspiring and new principal training programmes. The challenge for those leading these programmes is to deliver a programme that meets the 'perceived or immediate' needs of beginning principals, topics like financial management and building regulations, while also providing the opportunity for a focus on leading learning and developing interpersonal and relationship skills.

Ghosts of principals' past

A further and final challenge identified by newly appointed principals, for which many felt they were ill-prepared, was the legacy of the previous principal, the scenario of dealing with the 'ghosts of principals' past'. This issue was not as common for beginning principals as the previous challenges outlined, hence there is far less research on the issue. However, for those for whom this was the reality, it was an unexpected yet extremely significant issue confronting them when taking on the role (Hobson et al., 2003; Weindling & Dimmock, 2006, Weindling & Early, 1987).

Weindling and Early (1987) in a research study in the U.K of newly appointed secondary heads and secondary heads with three to eight years of experience, found that "both the new and 'old' heads felt that the practice and style of their predecessor had caused serious difficulties during their early years of headship" (p.170).

This view is supported by more recent research by the National College for School Leadership (Hobson et al., 2003) which found in their review of the literature concerning problems and support strategies for early years of headship, that one of the seven main

problems identified by new head teachers was: "dealing with the legacy, practice and style of the previous head teacher" (Hobson et al., 2003, p.329).

In a further study of newly appointed head teachers in England and Wales, Weindling and Dimmock (2006) found that many had to deal with the on-going influences of the previous head teacher. Instead of starting off with 'a clean slate' which they had expected: "The new heads discovered that the shadow of the "head teachers past" hangs over and influences them for longer than they expect" (p.328).

How beginning principals deal with the legacy of the previous principal is one of the most important early decisions they are likely to make in their new role and respecting and acknowledging the contribution of their predecessor is a wise decision. Rooney (2000), in her advice and guidance to new principals, describes 'the ghosts of the past still ruling the school' as a hurdle that many new principals face.

> Although invisible, the image of the last principal haunts the current leader. Even though school faculty and staff noted the principal's frailties while she ran the school, they endow her with saintly virtues once she leaves. The new principal must acknowledge and respect the ghosts of her predecessor (p.77).

While there has been has been limited research on the challenge of dealing with the legacy of the previous principal there has been even less literature identifying solutions to this problem. The National College for School Leadership review (Hobson et al., 2003) identifies possible support strategies which they believe may reduce the problem, including post appointment preparatory visits to the new school and opportunities for the newly appointed principal to work alongside the outgoing head for a period of time.

Summary

This chapter has examined the research literature related to: the conditions required to encourage teachers to assume the role of principal including a review of the conditions that both encourage and discourage aspirants to the position; the significance of the principal's role in encouraging aspirants to apply for this position; and the perceptions of those recently appointed to principalship regarding what was required to support them in this role.

The key points from this review are as follows:

- Three factors were identified by teachers as positive aspects of principalship: the desire to make a difference; the ability to develop and enact a vision; and the financial remuneration of the position are important factors for encouraging more teachers to aspire to the role.

- Principals and those aspiring to principalship identify four key deterrents to principalship: the issue of stress, time commitments and work/life balance; the issue of accountability; the perceived increase in societal problems and lack of parental and community support; and the reduction in interactions with students once taking on the role of principal.

- The role of the school leader in providing guidance and developing the leadership skills of others within the school is crucial in encouraging those considering principalship to take the next step.

- Recently appointed principals identified seven areas where they believe they require additional support once they have taken on the role: clarification of the principal's role; being prepared for the role; the diverse challenges of the position; leading the learning; principal isolation; technical and managerial concerns; and the legacy of past principals.

In the following chapter the research design, data gathering and data analysis are presented.

CHAPTER THREE
METHODOLOGY

Introduction

This chapter initially examines the research design used for this research study. This is followed by an outline of the research methods and ethical considerations that were addressed in the study. The final section describes the aspects of validity, reliability and triangulation and how these were addressed.

Research Design

The research framework selected for this study was adapted from Mutch's (2005) research framework. The framework outlined below illustrates the approach selected.

FIGURE 1: Research Framework: Adapted from Mutch (2005)

World view:	Subjective
Theoretical frameworks:	Symbolic Interactionism Interpretivism
Topic:	Preparing pathways to secondary principalship: perceptions of the support required
Sample size (participants):	101 AP/DPs, 16 recently appointed principals
Design/Methodology:	Case Study Qualitative + Quantitative data gathering = Mixed methods approach
Method:	Survey Semi- structured interviews

World view - Subjective

A paradigm or worldview is "a basic set of beliefs that guide action" (Guba, 1990, p.17). The world view that underpins this research study is a subjective approach. Mutch (2005) defines subjectivism as believing "the world is constructed by individuals on the basis of their experiences or socially through their interactions. This means there is a range of possible explanations" (p.60). The purpose of this research was to uncover how AP/DPs and recently appointed principals perceived their world in relation to aspiring to principalship. This approach is in line with the subjective world view which aims to identify the reality that individuals and/or groups have, and then make sense of it (Mutch, 2005).

Rubin and Babbie (2007) raise the issue of the researcher's subjectivity to their research, stating that it is very difficult to prevent our own observations from being distorted by the subjective contents of our own minds: "Some philosophers argue that we are unable to completely escape our subjectivity, and others go so far as to say that subjectivity is all that really exists" (p.19). The contrasting world view to subjectivism is the objective stance, which Mutch (2005) defines as: "A view of the world in which the researcher is distanced from the activities being examined and is believed to be a neutral observer" (p.221). In this research study, the researcher has declared his non-neutral stance having been involved in programmes that support senior school leaders aspiring to principalship. While every effort has been made to limit the influence the researchers own subjective view would have on the research, an objective approach to the research would be inappropriate.

Theoretical frameworks: Symbolic interactionism

The idea of symbolic interactionism is drawn from the work of Mead (1934) and has since been associated with numerous researchers including Herbert Blumer. Blumer (1969) proposes symbolic interactionism is grounded in three premises:

> The first premise is that human beings act towards things on the basis of the meanings they have for them…. The second premise is that the meaning of such things is derived from, or arises out of, the social interaction that one has with ones fellows. The third premise is that these meanings are handled in, and modified through, an interpretative process used by the person in dealing with the things he encounters (p.2).

This view is supported by Neuman (2003) who states the key assumptions about symbolic interactionism are that: "People transmit and receive symbolic communication when they

socially interact. People create perceptions of each other and social settings. People largely act on their perceptions. How people think about themselves and others is based on their interactions" (p.63).

In this research study, the focus is on the social interaction and experiences of the participants and these three premises have been woven into the research design. Firstly, people react towards things based on their personal understanding and this was evidenced by the participant's responses to the question of aspiring to principalship. How they viewed the role, their reality, shaped their responses.

Secondly, the participant's interactions with colleagues give meaning and shape their experiences of principalship. The interactions between AP/DPs and their principals have shaped their view of the role. Finally, the meanings developed by AP/DPs were shaped and modified by an interpretive process that was used to give meaning to what they saw as the role of the principal.

Symbolic interactionism provided an effective theoretical framework for this research with the emphasis on the social interactions of the participants and their perceptions of principalship resulting from these interactions.

Theoretical frameworks: Interpretivism

The intent of this study was to develop an understanding of the perceptions of those aspiring and recently appointed to principalship, therefore an interpretive stance suited the aims and focus of this research. Rubin and Babbie (2007) view interpretivism as "a research paradigm that focuses on gaining empathic understanding of how people feel inside, seeking to interpret individuals' everyday experiences, their deeper meanings and feelings, and the idiosyncratic reasons for their behaviours" (p.25). This view is taken a step further by Denzin and Lincoln (2000) who state that "all research is interpretive, it is guided by a set of beliefs and feelings about the world and how it should be understood and studied" (p.19).

In this study the everyday experiences and perceptions of the focus group were explored in an emergent design allowing for the beliefs of the participants to emerge in the research findings. Cohen, Manion and Morrison (2007) state that "theory is emergent…. Theory should not precede research but follow it" (p.22).

An interpretivist paradigm acknowledges values as influencing the decisions that researchers make about research. Flexibility of data gathering is valued more highly in an interpretive approach than a positivist paradigm, for example there may be a basic set of questions planned to guide the data gathering process, but these may not all be asked by the researcher and not all of the participants may be asked exactly the same questions. In some cases additional questions may be added during the interview (Davidson & Tolich, 2003).

A further important factor in this research was the background and role of the researcher. As the researcher had been involved in providing professional development programmes related to aspiring principalship, recognizing this involvement may shape interpretation of the research was important and this is most suited to an interpretivist approach.

Creswell (2007) believes an interpretive approach enables researchers to "recognize that their own background shapes their interpretation, and they 'position themselves' in the research" (p.21). The research undertaken was focused on finding the 'truth', that is the participants 'reality'. It was their world view that determined what was valid and true for them as they experienced it. This research was very much socially and culturally located within an interpretive paradigm.

The contrasting stance to an interpretive approach is the positivist paradigm which is based on a scientific approach to research that involves including deductive logic where the observation of behaviour is used to discover or confirm a set of probable laws (Davidson & Tolich, 2003). A positivist approach did not suit the aims and focus of this research study.

There has been criticism levelled at the interpretivist approach particularly from those researchers advocating a positivist approach to research, with questions raised on the accuracy of interviews. Argyle (1978) cited in Cohen et al.(2007, p.25) questions whether, "if carefully controlled interviews such as those used in social surveys are inaccurate, then the less controlled interviews carry even greater risks of inaccuracy". Every endeavour was made by the researcher, as outlined later in this chapter, to ensure the accuracy of the semi-structured interviews carried out.

Case study approach

The interpretive framework outlined was believed to be best suited to a case study approach. Yin (1994) defined case study research as "an empirical inquiry that investigates a

contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p.13). In his seminal work on case study research, Stake (1995) described the need to define the parameters of a case study and he states that it must have 'boundedness' and within this he identified three types of case studies. When we have an interest in a case because we have a need to learn about that specific case, it is an intrinsic case. A second type, or instrumental case study, is where a person may be studied but the case is to understand something else, not necessarily that person. Finally, the collective case study is where a number of people may be studied, all of which will contribute to the case. In this research study, a collective case study approach was used.

The writings of Yin and Stake have been added to more recently by Creswell (2007) who states "case study research involves the study of an issue explored through one or more cases within a bounded system (i.e., a setting, a context)" (p.73).

This research study suited a case study methodology as described by Creswell (2007). The study explored an issue within a bounded system: perceptions of AP/DPs and recently appointed principal's in Otago and Southland, as the context within a setting.

The format of the case study may vary depending on the research undertaken ranging from being quite simple in format through to quite complex, Denzin and Lincoln (2000). Bryman (2004) states "the basic case study entails the detailed and intensive analysis of a single case". The case study is often associated with "a location, such as a community or organisation. The emphasis tends to be upon an intensive examination of the setting" (pp. 48-49).

Criticisms, or limitations, of case study research have been identified. Yin (1994) asserts that case study research has traditionally been described as 'soft' research and the research carried out lacks insufficient precision, objectivity, and rigor. Yin, however, disputes this claim and states: "Case study research is remarkably hard" (p.16). Stake (1995) believes that case study research is open to interpretation and that "it is not uncommon for case study researchers to make assertions on a relatively small data base invoking the privilege and responsibility of interpretation" (p.12). Cohen et al. (2007) describe three weaknesses they believe are evident in case study research: the results may not be generalizable; they are not easily open to cross-checking; and they are prone to problems of observer bias. The issue of limited

generalizability is also shared by Babbie (2007) although he asserts that this limitation may be reduced by studying several 'cases'.

Bryman (2004) also addressing the issue of external validity or generalizability, states that a single case cannot be representative however "case study researchers do not delude themselves that it is possible to identify typical cases.... it is not the purpose of this research design to generalize to other cases or to populations beyond the case"(pp.51-52).

A number of strengths have also been associated with case study methodology. Cohen et al. (2007) stress that "case studies can penetrate situations in ways that are not always susceptible to numerical analysis" (p.253). They identify a number of possible advantages of case study research including: case study data is very strong in reality; it can present research in a more publicly accessible form than other kinds of research and results tend to be more easily understood by a wide audience; they can uncover unique features that may otherwise be lost in a more statistically focused methodology; and case studies can be a catalyst for action with the insights found being put to use (Cohen et al., 2007).

In response to the criticism of case studies providing little basis for scientific generalisation, Yin (1994) stresses "case studies are generalizable to theoretical propositions and not to populations or universes. The case study does not represent a "sample," and the investigator's goal is to expand and generalize theories" (p. 10).

In this research study, a case study methodology was selected using a multi-method data gathering approach because it best suited the purpose of the study. The Otago/Southland region was selected as the setting for the research while the context was the perceptions of AP/DPs and recently appointed principal's towards aspiring to principalship.

Mixed Methods Approach

Mixed methods

A mixed methods approach was viewed as the most suitable means of gathering a range of quality data while increasing the validity of the research process. Combining qualitative and quantitative methods may be referred to as mixed methodology or as Bryman (2004) describes it, multi-strategy research. This process enables the advantages of both research methods to be utilised (Bryman, 2004; Creswell & Plano Clark, 2006; Davidson & Tolich,

2003; Johnson, Onwuegbuzie & Turner, 2007). Creswell and Plano Clark (2006) state: "As a method, it focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies" (p.5).

Criticisms have been levelled at both qualitative and quantitative research. A significant advantage of using a mixed methods approach is that many of these criticisms are able to be addressed. The issue of generality in qualitative research can be addressed by adding quantitative findings, while qualitative findings may enable the interpretation of relationships in quantitative data (Flick, 2006).

A mixed methods approach was selected for this research study because it provided the ability to provide complementary data, which added to the overall quality and depth of the evidence gathered. Qualitative and quantitative data on their own provide a partial picture of the focus of research. However, when combined, they provide both breadth and depth (Davidson & Tolich, 2003). The focus of this research is predominantly qualitative using semi-structured interviews of a sample of participants while quantitative data was also collected through the use of a survey.

Qualitative research

Qualitative research allows us to understand the world around us, helps explain why people behave the way they do and assists us to understand why things are the way they are (Bryman, 2004; Cohen et al., 2007; Creswell, 2007; Mutch, 2005; Neuman, 2003; Taylor & Bogdan, 1998).

Qualitative research was a relevant framework to use for this research because it aims to understand people and relationships. With a qualitative study you will use a flexible or emergent research design and: "As we learn about a setting and how participants view their experiences, we can make decisions regarding additional data to collect on the basis of what we have already learned" (Taylor & Bogdan, 1998, p.8). This method allowed participants to present their 'reality' of the situation while providing an opportunity to gather 'rich' information from the participants. It also enables the researcher to gather data and from this develop themes or ideas that were to be researched further.

The focus for this research was on reasons for aspiring to principalship and the conditions required to encourage them to take on this role. "Qualitative researchers study participants' knowledge and practices. Interrelations are described in the concrete context of the case and explained in relation to it" (Flick, 2006, p.16).

Qualitative research enables the researcher to focus on the participants and how their views were developed and continue to shape their decision making. Denzin and Lincoln (2005) suggest qualitative researchers:

> stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. Such researchers emphasise the value-laden nature of inquiry. They seek answers to questions that stress *how* social experience is created and given meaning (p.10).

While qualitative research provides data from the lived reality of participants, there are disadvantages associated with this form of methodology. Qualitative research has been criticised as being too impressionistic and subjective, resulting from the researcher's sometimes unsystematic views on what is important and significant (Bryman, 2004). Criticisms have also been raised regarding the difficulty to often replicate a qualitative study and the challenge to be able to generalise the findings to other settings (Bryman, 2004).

Every effort has been made in this study to minimalise the above criticisms. Relevant and significant questions were researched in an extensive literature review and this research study, while not necessarily replicated in another setting, will provide findings which may be relevant to other settings.

In this study, the researcher chose to use qualitative research methods because he believed the voices of the participants, gathered by semi-structured interviews, would contribute towards 'rich' data, elaborating further on the information gathered by survey and enabling deeper understanding of the research questions.

Quantitative research

Quantitative research was also identified as an appropriate methodology for this study. The gathering of data by survey was seen as a suitable method for collecting a range of statistical

evidence which would provide the basis and direction for the semi-structured interviews which were to follow.

Quantitative research focuses on measurement and a deductive approach between theory and research (Babbie, 2007; Bryman, 2004; Matthews & Ross, 2010; Rubin & Babbie, 2007). Bryman (2004) describes quantitative research as "a research strategy that emphasises quantification in the collection and analysis of data" (p.19). Quantitative research differs significantly from qualitative methods in that it emphasizes the "production of precise and generalizable statistical findings' (Rubin & Babbie, 2007, p.23). These generalizable statistical findings were an important aspect of this research study as they enabled measureable data to be analysed which gave direction to further research.

Quantitative research does have a number of advantages associated with it including making, "our observations more explicit. It also can make it easier to aggregate, compare, and summarise data" opening "up the opportunity for statistical analysis" (Babbie, 2007, p.23).

There are also a number of criticisms associated with qualitative research including the view that the precise statistical evidence gathered often suffers from a "potential loss in richness of meaning" (Babbie, 2007, p.23). The issue of an artificial sense of precision and accuracy amongst quantitative researchers is identified by Bryman (2004), who states that the "reliance on instruments and procedures hinders the connection between research and everyday life" (p.79). He identifies two further issues of quantitative research, that of participants responding to a survey question but their "actual behaviour may be at variance with their answers" (p.79) and the example of presuming participants of a survey interpret the key terms in a question similarly. For critics of quantitative research, respondents do not necessarily interpret such terms in this manner.

The researcher chose to use quantitative research methods, in the form of a survey, to provide data which could be used to aggregate results and then provide the opportunity to analyse, compare and summarise the data. The survey enabled the researcher to gather a range of data from a number of participants.

Research Methods

"By methods, we mean that range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction" (Cohen et al., 2007, p.47). The research methods used in this research were sampling procedures, surveys and semi-structured interviews.

Participant sampling

The target group for the research was all secondary AP/DPs and recently appointed secondary principals from the Otago/Southland region. For the research study, recently appointed principals were defined as having been appointed within the last four years. The focus of the research was their perceptions of the conditions required to assist those aspiring to principalship.

It was decided to focus on secondary school leadership because of the expected high turnover of principal positions within New Zealand in the next five years (Brooking, 2007) and anecdotal evidence indicated that the Otago/Southland region was to experience a similar high turnover. The second identified issue was the shortage of numbers applying and the quality of applicants for positions in recent years (OECD, 2007) and again anecdotal evidence from the region indicated this issue also existed in Otago/Southland.

Survey

A survey was selected as an appropriate method for collecting data from both recently appointed principals (refer Appendix A) and AP/DPs (refer Appendix B) across a wide range of schools within Otago/Southland. The target population comprised 16 principals who met the criteria for having recently been appointed to the role and 101 AP/DPs from 40 secondary schools in the region. One school declined to participate in the survey.

Surveys provide data from a snapshot in time, as Cohen et al. (2007) state: "surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events" (p.205).

The merits of surveys have been identified by a number of writers. Mertens (1998) describes the advantages of being able to gather "detailed information" and provide participants with sufficient time to consider the question "before responding" (p.109). More recently, Matthews and Ross (2010) identified the following benefits: "They can be used to gather data from large numbers of people; data is gathered in the same way for all respondents; the questions and range of answers are determined by the researcher; data is coded for analysis" (p.217).

There are also a number of disadvantages associated with surveys including, they "give the researcher only limited access to in-depth experience and feelings; limited opportunities for respondents to answer questions in their own way; low response rates may result in a biased sample" (Matthews & Ross, 2010, p.217). In an effort to limit these disadvantages, opportunity was provided for respondents to add 'any further comments' to allow for expansion of answers and a reminder was sent out to all those surveyed to increase the overall response rate.

A survey was considered a practical data gathering method to enable a wide range of questions to be asked. Two surveys were developed, one to address the perspectives of recently appointed principals and the second, the perspectives of AP/DPs in the Otago/Southland region (refer Appendix A & B). Early in the research study, a wider group was initially considered to be included in the survey, Heads of Department and/or Learning Area Leaders. However, it was decided this was too diverse a group and the focus for the study was those who were in a position to most likely aspire to principalship. A separate survey was also initially considered for those participants who had been involved in the National Aspiring Principals Programme 2008 and 2010. However, it was decided this was unnecessary and information pertinent to this group could be interpreted from the surveys as developed.

Semi-structured interviews

An important aspect of the research was to gather qualitative data from the voices of participants reflecting a variety of viewpoints, accordingly semi-structured interviews were used to enable this. The interviews would allow for information to be gathered which would develop and expand upon the material accumulated from the survey. They would also

provide the opportunity to probe deeper into questions raised, and points of clarification required from the survey.

The target population to interview was identified as three recently appointed principals and three AP/DPs. Maximum variation sampling was used to select the participants and a range of categories were identified including, male/female; rural/urban; single sex/co-ed. Participants were not required to have completed the survey to be eligible for interview.

Semi-structured interviews are an accepted qualitative data gathering tool. Lee (2004) states that: "By the 1920s the interview, in a recognisably modern form, both structured and unstructured, had become established as a data collection method in sociology" (p.870). This view is expanded further by Cohen et al. (2007) who believe that the interview is a powerful research tool:

> The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The order of the interview may be controlled while still giving space for spontaneity, and the interviewer can press not only for complete answers but also responses about complex and deep issues. In short, the interview is a powerful implement for researchers (p.349).

Semi-structured interviews were seen by the researcher as a means to delve deeper into, and follow the direction taken by, participant's responses. This view is shared by Bryman (2004) who states that semi-structured interviews typically refer to "a context in which the interviewer has a series of questions….. but is able to vary the sequence of questions" (p.543). Bryman adds that an important aspect of semi-structured interviews is the researcher's ability to ask additional questions in response to what are identified as significant replies.

Cohen et al. (2007) identify both advantages and disadvantages of semi-structured interviews, including the advantage of allowing for "greater depth than in the case with other methods of data collection. A disadvantage, on the other hand, is that it is prone to subjectivity and bias on the part of the interviewer" (p.352). Further advantages of semi-structured interviews have been identified including, the interview can be carried out at the appropriate pace and any required clarification of questions is able to be addressed. Other disadvantages have also been recognised including the time it takes to carry out and transcribe the interviews and less

reliability because of the possibility of interviewees being less honest then they might in an anonymous survey.

To limit the identified disadvantages of semi-structured interviews, several measures were put in place. To reduce the issue of interviewer subjectivity and bias, the interview questions were pre-tested prior to the interviews and the questions were also emailed to participants before the interviews. To encourage interviewees to be honest in their responses, they were reminded that their names would not be used and they would not be identified in the final report.

Design and trialling of the data gathering methods

Survey

The survey questions were designed after extensive reading and themes were identified as described in the Literature Review (refer Appendix C). Questions were developed to provide further insight into these themes and to gather quantitative data. Questions were added and refined as the literature review was carried out. Prior to distribution, the survey was trialled by a sample of six people involved in education, including a current principal, a recently retired principal and an assistant and deputy principal. Based on feedback received, further minor alterations were made to the survey questions.

The survey of recently appointed principals consisted of five items designed to gain demographic information from the participants and 11 questions designed to gather their perceptions of the support required for aspirant principals. The survey also consisted of four questions designed as rating scales, with one question containing 16 statements, one question containing 15 statements and two questions containing 18 statements. Rating scale questions were designed to provide participants with the opportunity to express the importance to them, on a five point high-low scale, of the statement in question. Opportunity for open-ended responses was provided allowing participants to expand their responses where appropriate.

The survey of AP/DPs consisted of six items designed to gather demographic information from the participants and eight questions designed to gather their perceptions of the support required for aspirant principals. The survey also consisted of four questions designed as rating scales which were identical to the questions used for the survey of recently appointed principals. One question, while using identical statements, was asked from a different

perspective, specific to the AP/DPs. In several instances, as with the recently appointed principals, opportunity was provided for participants to expand their responses where appropriate.

A letter was sent to both experienced principals in the region seeking permission to survey their AP/DPs (refer Appendix D) and also recently appointed principals seeking their participation and their AP/DPs (refer Appendix E). An information sheet was sent to potential participants (refer Appendix F).

Semi-structured interview questions

The semi-structured interview questions, as with the survey questions, were developed after extensive reading and the identification of themes, as outlined in the Literature Review and were then refined after the responses from the survey questions were gathered. Questions were designed which would provide participants with the opportunity to elaborate and add greater depth to the questions posed by the survey. The questions were then given to a small group to check for appropriateness and validity. Based on feedback received, minor alterations were made to the questions including combining the questions for both AP/DPs and principals, wherever possible, to enable more effective comparisons to be made (refer Appendix G).

The questions were emailed to the participants prior to the interview allowing them time to familiarise themselves and potentially enable more depth to be provided in the responses. This allowed both interviewer and interviewee to be familiar with the questions, an approach in-line with Babbie (2007), who believes that "a qualitative interview is an interaction between an interviewer and a respondent in which the interviewer has a general plan of inquiry" (p.306). The interviewer needs to be familiar with the questions being asked to allow the interview to proceed as a conversation and flow naturally (Babbie, 2007).

An information sheet and interview consent form (refer Appendix H & I) were also emailed to participants prior to the interviews.

Data recording & analysis methods

The data gathered from the survey of assistant and deputy principals and recently appointed principals was collated into tables using a variety of methods including yes/no responses and rating scales.

The written responses from participants were collected using memo writing, jotting down notes as the researcher read the data and identifying themes as this was being done. Responses were then grouped using constant comparative analysis. In this form of analysis the "researcher compares the new data with existing data and categories, so that the categories achieve a perfect fit with the data" (Cohen et al., 2007, p.493). Open, axial and selective coding was used in order to critique the data into manageable pieces. The written responses received from the surveys were grouped using the open coding approach to explore the data and categorise the responses coding for 'meanings, feelings, actions and events (Cohen et al., 2007) creating categories and subcategories where required. Axial coding was then used to investigate links and interrelationships between these categories. Finally, using selective coding the relationships and patterns across categories was investigated.

The semi-structured interviews with principals and AP/DPs were audio-taped and then transcribed. All participants were offered the opportunity to read their transcriptions for accuracy and three participants chose to do so. The researcher also recorded field notes during the interviews. The transcripts were then read and analysed by coding words or phrases using a constant comparative method (LeCompte & Preissle, 1993) (refer Appendix K). This method of analysis is commonly used in a grounded theory approach. However, this study does not aim to generate a new theory about conditions leading aspirants to principalship. The constant comparative method is a thematic analysis approach which identifies categories from the data rather than having pre-determined categories. This enabled themes and patterns to emerge from the data to be identified, described and interpreted (refer Appendix J). LeCompte and Preissle (1993) believe that: "Data analysis depends on theorizing; it is the fundamental tool of any researcher" (p.239). They identify the formal tasks of theorizing which provide a basis for looking for possible themes as "perception, comparing, contrasting, aggregating, ordering, establishing linkages and relationships, and speculation" (LeCompte & Preissle, 1993, p.240).

The final aspect of the data analysis is the interpretation of the findings. Mutch describes this as the "so what?" aspect (Mutch, 2005), and outlines several key questions which address this:

- So what is really important in my findings, what is significant, is of interest?
- Why is it important?
- How might I best explain this?
- How will my data support this?

These questions provided the researcher with a framework against which to interrogate and explain the data gathered.

Ethical considerations

Tolich (2001) states that "the key topic in ethics is how we should treat others"(p.25), while Mutch believes that "in general, if you treat your participants with consideration, fairness and respect, you'll end up acting ethically" (Mutch, 2005, p.78). These basic concepts are the very essence of what research ethics are about. Davidson and Tolich (1999) identify an ethics checklist, stating that "most codes of ethics can be reduced to a list of common principles"(p.376). The four common principles needed to be addressed in my research study were: informed consent and voluntary participation, participant safety, participant confidentiality and anonymity and analysing and reporting data accurately. These principles provided the basis for obtaining ethical approval from the University of Otago Research Ethics Committee.

All participants were fully informed about the purpose of the semi-structured interview and that their participation would be voluntary: "All researchers will be aiming at the principle of 'informed consent', which requires careful preparation involving explanation and consultation before any data collection begins" (Bell, 2005, p.45). An information sheet outlining the focus of the research project was provided which emphasized participants had the opportunity to withdraw from the project at any time without any disadvantage of any kind.

The principle of participant safety is at the very heart of social research. "Social researchers should never harm the people involved in their studies" (Davidson & Tolich, 1999, p.376). Interviews were carried out in a non-threatening environment after discussion with the

participants. The questions forming the basis for the interviews were shared with the participants prior to the interview, and where possible, were co-constructed with their input. In this research topic it was not anticipated there was a great deal of potential to raise issues or past experiences which might cause the participants harm. However, in preparation for the semi-structured interview, support people were identified in the form of an appropriate counselling service, a support agency and the local kaumatua.

It was essential when carrying out the interviews that the confidentiality and anonymity of the participants were preserved. Tolich (2001) refers to 'small-town New Zealand' and questions if we can maintain anonymity. Bearing this in mind, all interview material was kept confidential, in writing up the research, pseudonyms were used for both the participant and their school and special care was taken to ensure that any identifying features were changed or removed. The person transcribing the interviews was required to sign a confidentiality agreement. Tapes were erased on completion of the research project and data will be stored for five years.

There is an ethical obligation to analyse and report the findings accurately and if at all possible share those with the participant. In the letter to the principals and both the information sheets for the survey and semi-structured interview participants, it was explained that participants were 'welcome to request a copy of the results of the project' and that 'a summary of the findings from the survey will be forwarded to their school after the research has been completed'. On completion of the semi-structured interview, participants were provided the opportunity to view their draft transcripts for checking before any further steps were taken analysing the data.

Validity, reliability and triangulation

Validity

Stake (1995) stated that "During or after a study, qualitative researchers ask, Did we get it right, or is it valid?" (p.107). This question, Davidson and Tolich (2003) believe, should be asked of any research design. They define validity as "the extent to which a question or variable accurately reflects the concept the researcher is actually looking for" (p.31).

Validity of the research design through to the data gathering, analysis and evaluation is essential. One measure used in this research to ensure validity of the survey of participants was to pre-test the survey questions. This was to ensure the questions were appropriate and would enable relevant data to be gathered.

While Taylor and Bogdan (1998) believe "qualitative researchers emphasize the meaningfulness of their studies- or what some people term validity" (p.9), there is always the potential issue of bias in a semi-structured interview situation. To reduce the potential for bias the interview transcripts were offered to participants to ensure validity.

Matthews and Ross (2010) state, as social researchers our first concern is " how far we can say that the data we are planning to gather and work with to redress our research questions is a close representation of the aspect of social reality we are studying" (p.53). This view is supported by Davidson and Tolich (2003) who assert that while the results may not be able to be generalised to other locations, accurate presentation of the results should reflect the views or actions of participants in the study.

The results of this research study may not be able to be generalised to other regions of New Zealand for a variety of reasons including, differing regional attitudes towards principalship and the difference in availability of principal positions region by region. The results, however, do accurately reflect the opinions of assistant and deputy principals and recently appointed principals in Otago/Southland.

Reliability

The question of the reliability of the research is equally as important as its validity. Davidson and Tolich (2003) believe reliability refers to consistency. If a measure produces the same results when repeated at a different location, at a different time, with different participants and by other than the original researcher, it is deemed reliable. Matthews and Ross (2010) view reliability as "a measure of research quality, meaning that another researcher would expect to obtain the same findings if they carried out the research the same way, or the original researcher would expect to obtain the same findings if they tried again in the same way" (p.53).

Reliability is seen as a strength of quantitative research. Survey research is deemed strong on reliability: "By presenting all subjects with a standardized stimulus, survey research goes a long way towards eliminating unreliability in observations made by the researcher"….and…."careful wording of the questions can significantly reduce the subject's own unreliability" (Babbie, 2004, p. 275).

Lack of reliability, however, has been seen as a weakness of qualitative research in comparison with its quantitative counterpart. Counter to this concern about reliability, Deutscher, Pestello and Pestello (1993) believe, reliability has been overemphasised in social research: "We concentrate on whether we are consistently right or wrong. As a consequence we may have been learning a great deal about how to pursue an incorrect course with a maximum of precision" (Deutscher et al., 1993, p.25, cited in Taylor & Bogdan1998, p.9).

Using the above definitions, the qualitative sections of this study may be deemed to be un-reliable. The research findings are an accurate record of the participant's views at the point in time of the study. These views may change over time. The same study carried out a year later may find that some of the participants, for a variety of reasons, may have changed their attitude towards seeking principalship. This does not however, the researcher believes, make the findings from the research any less valid. As Taylor and Bogdan (1998) state, qualitative researchers are concerned about the accuracy of their research. A qualitative study "is a piece of systematic research conducted with demanding, though not necessarily standardized, procedures" (p.9).

Triangulation

The importance of triangulation as a means of ensuring the validity of the research process is essential, (Creswell, 2007; Davidson & Tolich, 2003; Mathison, 1988; Matthews & Ross, 2010). Mathison (1988) believes that triangulation is an obligatory part of good research practice. In this research study triangulation was used to augment both the validity and reliability of the research. Matthews and Ross (2010) view triangulation as "a measure of research quality, meaning that if different types of data are collected to address the same research question, each set of data can be used to check the findings from the others" (p.53).

Mathison (1988) took an alternative conception of triangulation stating that the value of triangulation is not only as a means to verify data validity but to also "provide more and better

evidence from which researchers can construct meaningful propositions about the social world (p. 15).

Triangulation of evidence is particularly important in qualitative research because this form of research due to its very nature, has often been subjected to criticism for lack of validity and reliability. Davidson and Tolich (2003) emphasise the importance of triangulation in countering this view: "Qualitative research does not seek to generalise to the whole population but to provide a precise (or valid) description of what people said or did in a particular research location. It's validity is strengthened by triangulation (Denzin, 1978) of findings" (p.34).

Creswell (2007) refers to triangulation as researchers making "use of multiple and different sources, methods, investigations, and theories to provide corroborating evidence" (p.208). To corroborate the evidence in this research study, multiple data gathering instruments were used including both qualitative and quantitative methods. Surveys and semi-structured interviews provide the range of data to enhance validity and reliability. The findings from the survey were followed up and cross-checked with the semi-structured interviews.

Summary

This chapter outlined the methodology of this study. The study used a mixed methods approach because it enabled the gathering of rich information that best answered the research questions. The design used for the surveys and semi-structured interviews of AP/DPs and principals was also described in the chapter as were issues of validity, reliability and triangulation.

The next chapter presents the results of the data gathered for the study.

CHAPTER FOUR
RESULTS

Introduction

This chapter reports the results of the research study and is organised according to the demographic results and the study's three research questions. A survey was sent to all AP/DPs and recently appointed principals in Otago/Southland. Sixty five surveys were returned from AP/DPs out of 101 sent out, a response rate of 64% and 12 surveys were returned from principals out of 16, a response rate of 75%. Data was gathered using rating scales and comments.

Demographics

Six questions were included in the survey for AP/DPs and five in the principals' survey to provide demographic information. Information was sought from principals and AP/DPs regarding their gender. Responses showed an almost even split between gender of AP/DPs in the Otago/Southland region (53.1% male, 46.9% female). However, a far greater percentage of principals were male (66.7%). Results are presented in Table 1.

Table 1: Gender- AP/DPs and Principals

	AP/DPs		Principals	
Item	Freq.	%	Freq.	%
Male	34	53.1	8	66.7
Female	30	46.9	4	33.3
Total	64	100.0	12	100.0

Information was sought from both groups regarding their age. Responses indicated that over half the AP/DPs (56.2%) and half the principals (50.0%) were 50 years or older. Results are shown in Table 2.

Table 2: Age- AP/DPs and Principals

	AP/DPs		Principals	
Item	Freq.	%	Freq.	%
<25				
25-29	1	1.6		
30-39	9	14.1	3	25.0
40-40	18	28.1	3	25.0
50-59	34	53.1	6	50.0
60+	2	3.1		
Total	64	100.0	12	100.0

Information was sought from AP/DPs regarding their position within their schools. The majority of respondents (56.9%) were DPs. Results are shown in Table 3.

Table 3: AP/DPs current position in the school

Item	Freq.	%
AP	28	43.1
DP	37	56.9
Total	65	100.0

Responses were sought on the number of years AP/DPs and principals had been in the position. Half the principals had been in the position for three years (50.0%) while the majority of AP/DPs had been in the role up to 10 years (77%). Results are shown in Tables 4 and 5.

Table 4: Years as an AP/DP

Item	Freq.	%
2 years or less	15	23.1
3-5 years	15	23.1
6-10 years	20	30.8
11-15 years	10	15.4
16+ years	5	7.6
Total	65	100.0

Table 5: Years as a Principal

Item	Freq.	%
Less than 1 year	2	16.7
1 year	1	8.3
2 years	3	25.0
3 years	6	50.0
Total	12	100.0

Information was sought on the qualifications of both AP/DPs and principals. A high percentage of AP/DPs (90.5%) have either a Bachelors (71.5%) or Masters degree (19.0%) while all principals (100%) have a Bachelors (58.3%) or Masters degree (41.7%). Masters degrees were more prevalent amongst principals (41.7%) than AP/DPs (19.0%). Results are shown in Table 6.

Table 6: Qualifications of AP/DPs and Principals

	AP/DPs		Principals	
Item	Freq.	%	Freq.	%
Certificate/Diploma	5	7.9		
Bachelors	45	71.5	7	58.3
Masters	12	19.0	5	41.7
Doctorate	1	1.6		
Total	63	100.0	12	100.0

In this study there were five school types identified within the Otago/Southland region. Two-thirds of the AP/DP respondents taught in co-ed schools (66.2%) with 47.7% in Year 7-13 co-ed and 18.5% in Year 9-13 co-ed schools. Almost two thirds (66.7%) of the principals were also in co-ed schools with 41.7% in Year 7-13 co-ed schools and 25.0% in Year 9-13 co-ed schools. Results are shown in Table 7.

Table 7: School type

	AP/DPs		Principals	
Item	Freq.	%	Freq.	%
Year 7-13 Co-Ed	31	47.7	5	41.7
Year 9-13 Co-Ed	12	18.5	3	25.0
Year 7-13 Single sex	8	12.3		
Year 9-13 Single sex	9	13.8	2	16.7
Area school	5	7.7	2	16.7
Total	65	100.0	12	100.0

NOTE: Percentages may not add up to 100% due to rounding

Summary of Demographics

Demographic data was gathered from AP/DPs and principals regarding gender, age, current position, years in the position, qualifications and school type. Results indicated: significantly more principals, appointed in the Otago/Southland region in the last four years, were male; over half of both AP/DPs and principals were over 50 years of age; almost all AP/DPs held either a Bachelors or Masters degree while all principals held either a Bachelors or Masters degree with significantly more principals holding a Masters degree.

Research Question One: What conditions need to be present to encourage teachers to assume the role of principal?

Nine questions in the survey related to conditions required to encourage teachers to assume principalship, were included for AP/DPs and six questions for principals. Five-point rating scales were used to gather data for eight questions relating to this research question.

Responses were required regarding the level of professional development (PD) provided in the past three years for AP/DPs and principals related to their senior leadership roles. All principals (100%) had received PD in the last three years and 84.5% of AP/DPs had also received PD related to their senior leadership role. The types of PD received were also investigated and courses/conferences were identified as the most popular with 83.3% of principals and 87.2% of AP/DPs having attended these. Participation in an aspiring principal's programme ranked highly amongst principals (90.9%) however the number attending the National Aspiring Principals Programme was a small percentage of this total

(18.2%). The number of AP/DPs involved in an aspiring principal's programme was 32.7% with 23.6% attending the National Aspiring Principals Programme. Half the principals prior to principalship, (50.0%) had been in an acting principal role while 36.4% of AP/DPs had been in this role. In-school professional development was a significant means of PD for both principals (41.7%) and AP/DPs (47.3%) while mentoring was far more significant to those recently appointed to principalship (66.7%) than to AP/DPs (14.5%). Results are shown in Tables 8, 9 and 10.

Table 8: Professional Development in past three years related to senior leadership roles

	AP/DPs		Principals	
Item	Freq.	%	Freq.	%
Yes	55	84.6	12	100.0
No	10	15.4		
Total	65	100.0	12	100.0

Table 9: Principals- Type of PD related to senior leadership roles prior to becoming a principal

		Principals	
Item	Freq. %	Yes	No
Attended courses/conferences	Freq. %	10 83.3	2 16.7
Participant in 2008, 2010 or 2011 National Aspiring Principals Programme	Freq. %	3 25.0	9 75.0
Participant in 2009 Mainland Aspiring Principals Programme	Freq. %		12 100.0
Participant in other aspiring principals programmes	Freq. %	9 75.0	3 25.0
Being in an acting principal role	Freq. %	6 50.0	6 50.0
In-school professional development	Freq. %	5 41.7	7 58.3
Mentoring	Freq. %	8 66.7	4 33.3
Shadowing other senior leaders	Freq. %	2 16.7	10 83.3
University and/or other papers	Freq. %	4 33.3	8 66.7

Table 10: AP/DPs- Type of PD related to senior leadership roles

		AP/DPs	
Item	Freq. %	Yes	No
Attended courses/conferences	Freq. %	48 87.2	7 12.8
Participant in 2008, 2010 or 2011 National Aspiring Principals Programme	Freq. %	13 23.6	42 76.4
Participant in 2009 Mainland Aspiring Principals Programme	Freq. %	2 3.6	53 96.4
Participant in other aspiring principals programmes	Freq. %	3 5.5	52 94.5
Being in an acting principal role	Freq. %	20 36.4	35 63.6
In-school professional development	Freq. %	26 47.3	29 52.7
Mentoring	Freq. %	8 14.5	47 85.5
Shadowing other senior leaders	Freq. %	3 5.5	52 94.5
University and/or other papers	Freq. %	8 14.5	47 85.5

Information was sought regarding what conditions might encourage aspirants to consider applying for principals positions. A five-point rating scale with 1-2 high and 4-5 low was used. The three highest ranking conditions for principals were: “opportunity to make a difference” (100%), “opportunity to lead the learning within the school” (91.6%) and “opportunity to enact a shared vision for the school” (91.6%). The three highest ranking conditions for AP/DPs were: “a support programme during the first 2 years of principalship” (93.7%), “mentoring support for new principals” (93.7%), and “opportunity to lead the learning within the school” (84.7%).

The three lowest rating items for principals (Low 4-5), rating above 40% for conditions that may encourage aspirants to consider a principalship were: “financial remuneration” (41.7%), “improved conditions (e.g. sabbatical)” (41.7%) and “time management training” (41.6%). Only two items for AP/DPs rated above 20% (Low 4-5) for conditions encouraging aspirants to consider a principalship: “positive advertising/marketing of the role” (38.7%) and “time management training” (28.6%). Results are shown in Tables 11 and 12.

Table 11: Principals- Conditions that may encourage aspirants to consider a principalship

		Rating				
		High			Low	
Item	Freq. %	1	2	3	4	5
Being in an acting principal role	Freq. %	5 41.7	5 41.7	1 8.3	1 8.3	
A training programme prior to appointment	Freq. %	3 27.3	4 36.4		4 36.4	
A support programme during the first 2 years of principalship	Freq. %	7 58.3	3 25.0	1 8.3	1 8.3	
Mentoring support for new principals	Freq. %	7 58.3	3 25.0	1 8.3	1 8.3	
Improved conditions (e.g., sabbatical)	Freq. %		3 25.0	4 33.3	5 41.7	
Relationship training	Freq. %	2 16.7	3 25.0	5 41.7	1 8.3	1 8.3
Financial training	Freq. %	2 16.7	6 50.0	3 25.0	1 8.3	
Time management training	Freq. %	1 8.3	2 16.7	4 33.3	4 33.3	1 8.3
Training in cultural awareness	Freq. %	1 8.3	4 33.3	3 25.0	2 16.7	2 16.7
Training in tikanga	Freq. %	1 8.3	5 41.7	2 16.7	3 25.0	1 8.3
Positive advertising/marketing of the role	Freq. %		6 50.0	3 25.0	2 16.7	1 8.3
Encouragement and support from principal	Freq. %	5 41.7	5 41.7	2 16.		
Opportunity to enact a shared vision for the school	Freq. %	4 33.3	7 58.3	1 8.3		
Opportunity to make a difference	Freq. %	7 58.3	5 41.7			
Financial remuneration	Freq. %		2 16.7	5 41.7	2 16.7	3 25.0
Opportunity to lead the learning within the school	Freq. %	7 58.3	4 33.3	1 8.3		

NOTE: Percentages may not add up to 100% due to rounding

Table 12: AP/DPs- Conditions that may encourage aspirants to consider a principalship

		Rating				
		High			Low	
Item	Freq. %	1	2	3	4	5
Being in an acting principal role	Freq. %	21 32.3	27 41.5	8 12.3	7 10.8	2 3.1
A training programme prior to appointment	Freq. %	14 21.9	30 46.9	12 18.7	5 7.8	3 4.7
A support programme during the first 2 years of principalship	Freq. %	42 65.6	18 28.1	2 3.1	1 1.6	1 1.6
Mentoring support for new principals	Freq. %	42 65.6	18 28.1	3 4.7	1 1.6	
Improved conditions (e.g., sabbatical)	Freq. %	6 9.5	23 36.5	23 36.5	7 11.1	4 6.4
Relationship training	Freq. %	6 9.5	23 36.5	22 34.9	11 17.5	1 1.6
Financial training	Freq. %	13 20.6	30 47.6	14 22.2	3 4.8	3 4.8
Time management training	Freq. %	6 9.5	18 28.6	21 33.3	14 22.2	4 6.4
Training in cultural awareness	Freq. %	2 3.1	30 46.9	22 34.4	8 12.5	2 3.1
Training in tikanga	Freq. %	2 3.1	30 46.9	22 34.4	8 12.5	2 3.1
Positive advertising/marketing of the role	Freq. %	5 8.1	13 21.0	20 32.2	15 24.2	9 14.5
Encouragement and support from principal	Freq. %	23 35.4	27 41.5	15 23.1		
Opportunity to enact a shared vision for the school	Freq. %	19 29.7	33 51.6	8 12.5	3 4.7	1 1.5
Opportunity to make a difference	Freq. %	30 46.2	24 36.9	10 15.4	1 1.5	
Financial remuneration	Freq. %	12 18.5	22 33.8	22 33.8	7 10.8	2 3.1
Opportunity to lead the learning within the school	Freq. %	25 38.5	30 46.2	9 13.8	1 1.5	

Information was sought regarding what conditions might discourage aspirants to consider applying for principal's positions. A five-point rating scale with 1-2 not at all discouraging

and 4-5 very discouraging was used. The four conditions ranked most discouraging for principals were: “impact on family life” (83.3%), “less opportunity to interact with students” (83.3%), “impact on work/life balance” (75.0%) and “workload” (66.6%). The four conditions ranked most discouraging for AP/DPs were: “impact on work/life balance” (86.1%), “impact on family life” (84.6%), “stress of the position” (69.2%) and “workload” (63.1%).

The four conditions ranked least discouraging for principals were: “the diverse challenges of the role” (83.4%), “inadequate financial remuneration” (66.7%), “loss of close relationships with colleagues” (50.0%) and “dealing with the legacy of the previous principal” (50.0%). The four conditions ranked least discouraging for AP/DPs were: “the diverse challenges of the role” (60.0%), “dealing with the legacy of the previous principal” (50.0%),” lack of knowledge of cultural awareness” (49.2%) and “lack of knowledge of tikanga” (49.2%). Results are shown in Tables 13 and 14.

Table 13: Principals- Conditions that may discourage aspirants to consider a principalship

		Rating				
		Not at all discouraging			Very discouraging	
Item	Freq. %	1	2	3	4	5
Impact on family life	Freq. %	1 8.3		1 8.3	7 58.3	3 25.0
Accountability pressures	Freq. %	1 8.3	2 16.7	4 33.3	5 41.7	
Workload	Freq. %	1 8.3	1 8.3	2 16.7	7 58.3	1 8.3
Impact on work/life balance	Freq. %		1 8.3	2 16.7	6 50.0	3 25.0
Stress of the position	Freq. %	1 8.3	1 8.3	3 25.0	5 41.7	2 16.7
Lack of parental, whānau, community support	Freq. %		3 25.0	4 33.3	4 33.3	1 8.3
Less opportunity to interact with students	Freq. %			2 16.7	9 75.0	1 8.3
Diverse challenges of the role	Freq. %	5 41.7	5 41.7	2 16.7		
Isolation of the role	Freq. %	1 8.3	3 25.0	2 16.7	6 50.0	
Dealing with the legacy of the previous principal	Freq. %	3 25.0	3 25.0	3 25.0	2 16.7	1 8.3
Lack of knowledge of cultural awareness	Freq. %	1 8.3	4 33.3	6 50.0	1 8.3	
Lack of knowledge of tikanga	Freq. %	1 8.3	4 33.3	5 41.7	2 16.7	
Lack of knowledge about the position	Freq. %	1 8.3	2 16.7	6 50.0	3 25.0	
Inadequate financial remuneration	Freq. %	3 25.0	5 41.7	4 33.3		
Loss of close relationships with colleagues	Freq. %		6 50.0	2 16.7	3 25.0	1 8.3

NOTE: Percentages may not add up to 100% due to rounding

Table 14: AP/DPs - Conditions that may discourage aspirants to consider a principalship

		Rating				
		Not at all discouraging			Very discouraging	
Item	Freq. %	1	2	3	4	5
Impact on family life	Freq. %		3 4.6	7 10.8	24 36.9	31 47.7
Accountability pressures	Freq. %	2 3.1	12 18.5	21 32.3	16 24.6	14 21.5
Workload	Freq. %	2 3.1	7 10.8	15 23.1	28 43.1	13 20.0
Impact on work/life balance	Freq. %		4 6.2	4 6.2	35 53.8	21 32.3
Stress of the position	Freq. %	2 3.1	5 7.7	13 20.0	28 43.1	17 26.1
Lack of parental, whānau, community support	Freq. %	5 7.8	14 21.9	28 43.7	11 17.2	6 9.4
Less opportunity to interact with students	Freq. %	11 16.9	6 9.2	23 35.4	20 30.8	5 7.7
Diverse challenges of the role	Freq. %	22 33.8	17 26.2	13 20.0	11 16.9	2 3.1
Isolation of the role	Freq. %	5 7.7	14 21.5	25 38.5	15 23.1	6 9.2
Dealing with the legacy of the previous principal	Freq. %	11 17.2	21 32.8	21 32.8	8 12.5	3 4.7
Lack of knowledge of cultural awareness	Freq. %	13 20.0	19 29.2	27 41.6	6 9.2	
Lack of knowledge of tikanga	Freq. %	10 15.4	22 33.8	25 38.5	8 12.3	
Lack of knowledge about the position	Freq. %	11 16.9	18 27.7	26 40.0	8 12.3	2 3.1
Inadequate financial remuneration	Freq. %	9 13.8	16 24.6	30 46.2	7 10.8	3 4.6
Loss of close relationships with colleagues	Freq. %	5 7.8	19 29.7	21 32.8	14 21.9	5 7.8

NOTE: Percentages may not add up to 100% due to rounding

Data was requested regarding principals and AP/DPs perceptions of the importance prior to principalship, of items for an aspiring principal training programme. A five-point rating scale with 1-2 high and 4-5 low was used. Principals ranked seven items as high for inclusion at 90% or above: “leading the learning” (100%), “relationships with educational organisations (e.g., MOE, ERO)” (91.6%), “developing your educational/pedagogical beliefs” (91.0%), “understanding the role of the principal” (91.0%), “developing your emotional intelligence (e.g., understanding own strengths and weaknesses)” (91.0%), “ leading and managing change” (90.9%) and “leading future-focused schooling” (90.9%).

AP/DPs ranked only two items at 90% or above: “leading the learning” (90.6%) and “developing your educational/pedagogical beliefs” (90.5%). However, another four items were ranked 80% or above: “leading and managing change” (89.1%), “leading future-focused schooling” (85.9%), “understanding the role of the principal” (82.5%) and “relationships with staff, students” (81.3%).

The two items principals ranked least important for inclusion in an aspiring principal training programme were “managing the isolation of the role” (33.3%) and “managing the legacy of the previous principal” (25.0%) while AP/DPs ranked only one item above 20% as least important: “managing the legacy of the previous principal” (31.3%). Results are shown in Tables 15 and 16.

Table 15: Principals- Importance prior to principalship of items for an aspiring principal training programme

		Rating				
		High			Low	
Item	Freq. %	1	2	3	4	5
Developing your educational/pedagogical beliefs	Freq. %	5 45.5	5 45.5	1 9.1		
Understanding the role of the principal	Freq. %	5 45.5	5 45.5	1 9.1		
Developing your self-awareness (e.g., personal beliefs and values)	Freq. %	5 45.5	4 36.4	2 18.2		
Developing your emotional intelligence (e.g., understanding own strengths and weaknesses)	Freq. %	5 45.5	5 45.5			1 9.1
Leading and managing change	Freq. %	4 36.4	6 54.5	1 9.1		
Leading the learning	Freq. %	4 36.4	7 63.6			
Leading future-focused schooling	Freq. %	2 18.2	8 72.7		1 9.1	
Understanding of cultural awareness	Freq. %	2 18.2	4 36.4	3 27.3	1 9.1	1 9.1
Understanding of tikanga	Freq. %	2 18.2	3 27.3	4 36.4	1 9.1	1 9.1
Understanding of financial management	Freq. %	2 18.2	6 54.5	2 18.2	1 9.1	
Managing resources	Freq. %	3 27.3	6 54.5	1 9.1	1 9.1	
Relationships with staff, students	Freq. %	7 58.3	3 25.0	1 8.3	1 8.3	
Relationships with families, whānau and the wider community	Freq. %	6 50.0	4 33.3	1 8.3	1 8.3	
Relationships with educational organisations (e.g., MOE, ERO)	Freq. %	7 58.3	4 33.3		1 8.3	
Managing the diverse challenges of the role	Freq. %	2 16.7	8 66.7	2 16.7		
Managing the isolation of the role	Freq. %		5 41.7	3 25.0	3 25.0	1 8.3
Managing the legacy of the previous principal	Freq. %		4 33.3	5 41.7	1 8.3	2 16.7
Time management	Freq. %	3 25.0	1 8.3	6 50.0	2 16.7	

Table 16: AP/DPs - Importance of items for an aspiring principal training programme

		Rating				
		High			Low	
Item	Freq. %	1	2	3	4	5
Developing your educational/pedagogical beliefs	Freq. %	33 52.4	24 38.1	5 7.9	1 1.6	
Understanding the role of the principal	Freq. %	35 55.5	17 27.0	8 12.7	2 3.2	1 1.6
Developing your self-awareness (e.g., personal beliefs and values)	Freq. %	15 23.8	26 41.3	14 22.2	5 7.9	3 4.8
Developing your emotional intelligence (e.g., understanding own strengths and weaknesses)	Freq. %	20 31.2	22 34.4	17 26.6	3 4.7	2 3.1
Leading and managing change	Freq. %	43 67.2	14 21.9	4 6.2	2 3.1	1 1.6
Leading the learning	Freq. %	39 60.9	19 29.7	5 7.8	1 1.6	
Leading future-focused schooling	Freq. %	26 40.6	29 45.3	9 14.1		
Understanding of cultural awareness	Freq. %	5 7.8	31 48.5	18 28.1	8 12.5	2 3.1
Understanding of tikanga	Freq. %	7 10.9	28 43.8	20 31.3	7 10.9	2 3.1
Understanding of financial management	Freq. %	21 32.8	26 40.6	14 21.9	2 3.1	1 1.6
Managing resources	Freq. %	16 25.0	26 40.6	18 28.1%	2 3.1%	2 3.1%
Relationships with staff, students	Freq. %	33 51.6	19 29.7	7 10.9	4 6.3	1 1.6
Relationships with families, whānau and the wider community	Freq. %	26 40.6	23 35.9	7 10.9	6 9.4	2 3.1
Relationships with educational organisations (e.g., MOE, ERO)	Freq. %	20 31.2	27 42.2	11 17.2	6 9.4	
Managing the diverse challenges of the role	Freq. %	26 40.6	25 39.1	10 15.6	3 4.7	
Managing the isolation of the role	Freq. %	16 25.0	18 28.1	24 37.5	5 7.8	1 1.6
Managing the legacy of the previous principal	Freq. %	8 12.5	15 23.4	3 32.8	16 25.0	4 6.3
Time management	Freq. %	16 25.0	18 28.1	20 31.2	9 14.1	1 1.6

NOTE: Percentages may not add up to 100% due to rounding

AP/DPs were asked to indicate what areas of support they would most require if they were to aspire to principalship. A five point rating scale with 1-2 high and 4-5 low was used. Four areas of support were identified as high: “leading the learning” (70.8%), “understanding of financial management” (67.7%), “leading future-focused schooling” (66.2%) and “leading and managing change” (64.6%). Four areas were identified at above 30% as requiring the least support: “managing the legacy of the previous principal” (44.6%), “time management” (35.8%), “developing your emotional intelligence (e.g., understanding own strengths and weaknesses)” (32.3%) and “developing your self-awareness (e.g., personal beliefs and values)” (30.8%). Results are shown in Table 17.

Table 17: AP/DPs - Level of support needed if you were to aspire to principalship

		Rating				
		High			Low	
Item	Freq. %	1	2	3	4	5
Developing your educational/ pedagogical beliefs	Freq. %	11 16.9	24 36.9	24 36.9	6 9.2	
Understanding the role of the principal	Freq. %	12 18.5	22 33.8	20 30.8	8 12.3	3 4.6
Developing your self-awareness (e.g., personal beliefs and values)	Freq. %	6 9.2	19 29. 2	20 30.8	17 26.2	3 4.6
Developing your emotional intelligence (e.g., understanding own strengths and weaknesses)	Freq. %	5 7.7	19 29.2	20 30.8	15 23.1	6 9.2
Leading and managing change	Freq. %	21 32.3	21 32.3	15 23.1	8 12.3	
Leading the learning	Freq. %	20 30.8	26 40.0	14 21.5	5 7.7	
Leading future-focused schooling	Freq. %	18 27.7	25 38.5	15 23.1	6 9.2	1 1.5
Understanding of cultural awareness	Freq. %	4 6.2	19 29.2	27 41.5	14 21.5	1 1.5
Understanding of tikanga	Freq. %	4 6.2	26 40.0	20 30.8	14 21.5	1 1.5
Understanding of financial management	Freq. %	18 27.7	26 40.0	13 20.0	5 7.7	3 4.6
Managing resources	Freq. %	7 10.8	21 32.3	26 40.0	8 12.3	3 4.6
Relationships with staff, students	Freq. %	6 9.2	16 24.6	28 43.1	10 15.4	5 7.7
Relationships with families, whānau and the wider community	Freq. %	5 7.7	23 35.4	21 32.3	10 15.4	6 9.2
Relationships with educational organisations (e.g., MOE, ERO)	Freq. %	15 23.1	18 27.7	19 29.2	9 13.8	4 6.2
Managing the diverse challenges of the role	Freq. %	17 26.2	18 27.7	20 30.8	10 15.4	
Managing the isolation of the role	Freq. %	9 13.8	11 16.9	30 46.2	12 18.5	3 4.6
Managing the legacy of the previous principal	Freq. %	4 6.2	13 20.0	19 29.2	16 24.6	13 20.0
Time management	Freq. %	7 10.8	16 24.6	19 29.2	19 29.2	4 6.2

NOTE: Percentages may not add up to 100% due to rounding

Information was sought on principals and DP/APs views of whether a training programme should be a prerequisite for principalship. A five point rating scale with 1-2 strongly agree and 4-5 strongly disagree was used. Both principals (80.0%) and AP/DPs (68.5%) strongly agreed a training programme should be a prerequisite for principalship. Results are shown in Table 18.

Table 18: AP/DPs and Principals- Should a training programme be a prerequisite for principalship?

Rating						
		Strongly agree			Strongly disagree	
		1	2	3	4	5
AP/DPs	Freq. %	24 44.4	13 24.1	10 18.5	1 1.9	6 11.1
Principals	Freq. %	5 50.0	3 30.0		2 20.0	

AP/DPs were asked if they aspired to become a principal in the future and the results were relatively even with 52.4% saying no and 47.6% saying yes. Results are shown in Table 19. When broken down these results showed some significant trends. Of those who responded, nearly 66% of male respondents aspired to principalship compared with nearly 30% of females. Of the DPs who responded, 57.6% indicated they aspired to principalship compared with 38.5% of APs. When breaking the cohort down further, aspirant principals comprised 72.4% males of which 62.1% were DPs. When isolating those who indicated no to aspiring to principalship, 65.5% were female.

Table 19: AP/DPs - Do you aspire to become a principal in the future?

	AP/DPs	
Item	Freq.	%
Yes	30	47.6
No	33	52.4
Total	63	100.0

In relation to the above question, AP/DPs were also asked to list their three most important reasons for their response. A large number of responses were received, 88 from the 30

AP/DPs stating yes to aspiring to principalship and 99 from the 33 AP/DPs stating no. Responses were grouped using constant comparative analysis.

Most common responses from those AP/DPs who indicated they do aspire to principalship included: leadership (22); make a difference (14); belief in oneself (11); career progression (10) and challenge of the role (10). Responses included but not rated highly from those aspiring to principalship included: remuneration (1) and position/status (3).

Most common responses from those AP/DPs who indicated they do not aspire to principalship included: work/life balance (22); challenges of the role (20); stress (12); enjoyment from student contact/teaching (11) and near retirement (11). Responses included but not rated highly from those not aspiring to principalship included: lack of remuneration (1), challenge of finances (2) and isolation of the role (3).

Semi-structured interviews of AP/DPs and Principals

In order to clarify and expand on the survey results, three AP/DPs and three principals were selected for semi-structured interviews. Maximum variation sampling was used to select the participants and a range of categories were identified including: male/female; rural/urban; single sex/co-ed, and a National Aspiring Principal Programme candidate or not. The questions (refer Appendix G), which were developed in response to the survey results, were sent out to the participants prior to the interviews to enable them to give prior thought to their responses. To ensure greater consistency and accuracy, it was decided to use the same eight questions for both AP/DPs and principals, with one additional question relevant only to the AP/DPs and two additional questions relevant only to the principals.

To gain insight into what conditions need to be present to encourage teachers to assume the role of principal, a number of questions were asked of both AP/DPs and principals.

The initial two questions related to the role of the principal and participants were asked:
“What do you see as the positive aspects of the principal’s role?”
“What do you see as the negative aspects of the principal’s role?”

Responses from the AP/DPs on the positive aspects of the principal's role focused on four main areas: the ability to develop and enact a vision, the professional and personal challenge of the role, enabling others to grow and the relationships with students and parents.
Some typical responses were as follows:

> *"The potential to put your own philosophical vision on a school".*
> *"Being able to lead a whole vision for a whole community, not just your school".*
> *"It's a personal and professional growth thing".*
> *"An even greater chance to positively influence other people and to enable them to grow".*

Principal's responses identified similar positive aspects of the role with all three participants describing as important, variations of: developing and enacting a vision, making a difference to the lives of students and staff and the interactions with students. One principal also identified the challenge and diversity of the role as a positive factor.
Typical responses were as follows:

> *"The opportunity to set direction and have the freedom to pursue it".*
> *"At other levels while you might contribute to that vision, you don't necessarily drive that vision".*
> *"I think I am in the position to make the greatest possible difference in the student's lives".*
> *"My number one passion is working with young people and having the ability to shape their lives".*
> *"There is no day that mirrors any other day, I love the variety of tasks".*

Responses from AP/DPs to the negative aspects of the principal's role identified four areas of focus. The issue of work/life balance and the time commitment to the role were identified by two respondents as a significant issue, the time spent on matters including finance and business operations instead of leading the learning was also identified by two respondents, and the issues of accountability for things going wrong and the negative relationships with staff and parents were also identified as negatives.

Typical participant responses were as follows:

> *"The personal toll, it's hard to turn off and switch your focus to other aspects of your life that are important".*
> *"They still have to go to all those meetings for things like finance and buildings".*
> *"There are mistakes made and you have to take ownership of them".*

Two AP/DPs stated they believed there were far more positives than negatives in the role.

Principals identified several similar themes to those noted by the AP/DPs, including the issue of work/life balance and the time commitment of the role and the impact this can have on personal relationships. The challenge of relationships with difficult staff and parents was identified by two principals, as was the diverse challenges of the role, an aspect which had previously been identified as a positive factor. The accountability associated with the role and the feeling that the job was never done were also identified by individual principals. The isolation of the role was identified by two principals as a negative aspect, however both principals were looking to put measures in place to reduce this isolation.

Some typical responses were as follows:

> *"It really consumes an inordinate amount not only of my time but of my thoughts… so even if I am not at school I am thinking about school".*
> *"The job feels like it is never done….I am always playing catch-up".*
> *"What has really stood out to me is the isolation".*

The next series of questions relating to research question one, were grouped under the heading 'conditions and support required' and consisted of the following:

What conditions would need to be (were) present to encourage you to apply for a principal's position?
How important is financial remuneration as a condition for applying for the role?
Prior to applying for a principal's position, what do (did) you see as the main areas of support that you would require?

In your role as AP/DP, what leadership training do (did) you receive, both formal and informal?
If you have no current desire to be a principal what factors have influenced that decision?

Responses from AP/DPs in relation to the conditions needed to encourage them to apply for a principal's position identified a range of circumstances, including the role and attitude of the Board of Trustees towards the principal as an instructional leader. Good systems and structures were also identified as important.

Principals identified a number of conditions they believed were important with two conditions identified by all three participants, the opportunity to gain experience and responsibility in their previous AP/DP role reinforced by encouragement from their principal. This encouragement helped improve the second identified condition, increased confidence and self-belief.
Some typical responses from principals were as follows:

> *"You have to have self-belief you can do it… you need encouragement from others that they believe you can do it".*
> *"You need some opportunity to have explored what it would be like to be a principal".*
> *"That built the self-confidence and the self-belief to think, yeah I could actually manage that".*

Survey responses indicated that financial remuneration was not a significant factor for either AP/DPs or principals in applying for a principal's position and participants in the semi-structured interviews were given the opportunity to expand on this question. All six participants reinforced this view with several participants expressing the view that principals should be well paid for the responsibility they carried, but all stated they were not in it for the money.
Typical responses were as follows:

> *"I wouldn't be looking at a principal's role because I was thinking of getting paid more". (DP)*
> *"It is about teaching and learning, not the money". (AP)*
> *"Because the money is not what it is about for me". (P)*

Participants were asked what they saw as the main areas of support they would (did) require on becoming a principal. AP/DPs identified a range of areas including; networks to support the senior leadership team, time to get to know the school and the opportunity to have a coach or mentor. All three participants noted aspects of "financial management" or "business acumen" as an area of need, prior to appointment.

Principals were more unified in their responses with property and finances identified by all three participants. The principals stated that they had previous financial experience in their roles as AP/DPs but this was limited to a portion of the budget whereas on becoming principal they had oversight on all financial matters and had not appreciated the scale of the financial operation of a school. Regulations, legislation and the legal implications and requirements of these were also identified as an area for prior support.

In a further question, participants were asked what leadership training, both formal and informal, they had received in their role as AP/DP. For two of the three AP/DPs, they had experienced a mix of both formal and informal training while the third AP/DP had only experienced informal leadership training. The informal training experienced included: the leadership roles given within the school; being a member of AP/DPs associations; and one participant had "sorted myself out with a mentor". The formal leadership training included: two participants involved in the National Aspiring Principals Programme; leadership courses delivered by a variety of providers; and two participants had been in an acting principal role. One participant explained they have had an external provider with expertise in leadership working with their senior leadership team over the last two years. A further participant expressed concern there was very little leadership support prior to appointment as an AP/DP, "I think there is a void for those before AP/DP".

The principals surveyed had received a range of leadership training including, two participants had been involved in the National Aspiring Principals Programme and two participants had completed further qualifications. The informal training received included, the leadership responsibilities given as an AP/DP and the observations made of other leadership styles and approaches.

Some typical responses were as follows:

"Encouraged to go to courses and PD". (AP)
"Aspiring principals has helped fill the void but there is nothing for the tier down". (DP)
"Lots of leadership opportunities provided by my principal". (P)
"Did a Diploma in Educational Management- invaluable". (P)
"The responsibilities given, taught me leadership". (P)

The last question within this grouping, was for those AP/DPs who had no current desire to be a principal. On interviewing the three participants, one indicated they had applied for principals positions but was yet to be successful and two indicated, while not actively pursuing a principalship, they were interested if the 'right' position became available.

The final question relating to research question one focused on formal training and asked:

Do you think aspirants should complete a leadership programme or have some other formal training for the role?

This question enabled the results from the survey to be elaborated further. All three AP/DPs believed that a formal training programme was needed to support both those aspiring to principalship and new principals. The principals surveyed indicated a more divergent viewpoint, with one stating formal training should be a requirement while two believed that while training is beneficial, it should not become a condition of appointment. The usefulness of the First-time Principals Programme was questioned although the mentoring component of this programme was considered to be extremely valuable for beginning principals.
Typical participant responses were as follows:

"It's not the knowing about the job, it's building your own personal capabilities". (DP)
"Should have a leadership programme". (AP)
'Mentoring aspect of FTPP is important". (P)
"Hate to see it become a condition of appointment". (P)
"Will it help, yes, does it need to be an absolute concrete prerequisite, I don't think so". (P)

Summary of Research Question One

Research question one sought information from AP/DPs and principals regarding what conditions need to be present to encourage teachers to assume the role of principal.

AP/DPs and principals were asked to indicate what conditions might encourage aspirants to consider a principalship. Results showed a wide range of items however those linked to aspects of leadership, a desire to make a difference and enacting a vision scored highest. The results from the semi-structured interviews endorsed these findings. Conversely, AP/DPs and principals were asked to indicate what conditions might discourage aspirants to consider a principalship. Results showed that for both AP/DPs and principals issues related to work/life balance including work load, impact on family life and stress were rated highest while principals also included loss of interaction with students as a discouraging aspect. The results of the semi-structured interviews supported the survey data on the issues of work/life balance and the impact on family life however, the principals interviewed did not see loss of interaction with students as an issue although it needs to be noted, all three principals taught a class.

To gain an understanding of AP/DPs and principals perceptions of what should be included in training programmes for aspirants, participants were asked to rate 18 items for importance in an aspiring principal training programme. Seven items were rated at high importance (1-2) by 90% of principals while only two items were rated at high importance (1-2) by 90% of AP/DPs. AP/DPs and principals were asked to indicate if they believed a training programme should be a prerequisite for principalship and both groups strongly supported this view, principals (80.0%) and AP/DPs (68.5%). The semi-structured interview responses highlighted the diverse responses to this question with all three of the AP/DPs interviewed supporting formal training while two of the three principals interviewed had reservations and expressed opposition to a training programme becoming a prerequisite for principalship.

Significant results indicated, when analysing AP/DPs response to whether they aspired to be a principal in the future, a substantial number (47.6%) aspired to principalship. However, when broken down further these results identified an important trend relating to gender with 65.6% of males indicating they aspired to principalship, contrasting with 29.6% of females.

Research Question Two: How important is the support of the principal for those aspiring to principalship?

Three questions were included in the survey for AP/DPs and four questions were in the principal's survey related to how important the support of the principal is for those aspiring to principalship.

Information was sought from principals and AP/DPs related to the importance of the support of the principal for those aspiring to principalship. Item 12 in Tables 11 and 12 asked participants to rate "Encouragement and support from principal" as a condition that may encourage aspirants to consider a principalship. This condition was seen as significant with 83.4% of principals and 76.9% of AP/DPs rating this condition as high. No principals or AP/DPs rated this condition as low. Results are shown in item 12, Tables 11 and 12.

Responses were gathered from principals and AP/DPs regarding the number of principals they had worked under and if their principals had actively engaged in preparing them for principalship. Three quarters (76.2%) of the AP/DPs had had three or more principals while 91.7% of principals had had three or more principals. More of the principals surveyed (75.0%) had been actively supported by their principals in preparation for principalship than had AP/DPs (58.5%). Results are shown in Tables 20 and 21.

Table 20: Number of principals worked under

	AP/DPs		Principals	
Item	Freq.	%	Freq.	%
1	6	9.5		
2	9	14.3	1	8.3
3	11	17.5	4	33.3
4	13	20.6	3	25.0
5	9	14.3	3	25.0
More than five	15	23.8	1	8.3
Total	63		12	

Table 21: Principals actively engaged in preparing you for principalship

	AP/DPs		Principals	
Item	Freq.	%	Freq.	%
Yes	37	58.5	9	75.0
No	27	41.5	3	25.0
Total	64	100.0	12	100.0

Information was sought from those principals and AP/DPs who indicated their principals had actively engaged in preparing them for principalship regarding how they had done this. Principals indicated three areas of strong support: "encouraged to attend meetings e.g. Board of Trustees meetings" (80.0%), "being in an acting principal role" (70.0%) and "encouraged to attend courses/conferences related to principalship" (60.0%). AP/DPs also indicated three areas of support: "encouraged to attend courses/conferences related to principalship" (65.0%), "encouraged to attend meetings e.g. Board of Trustees meetings" (59.0%) and "mentor support within the school" (56.4%). Results are shown in Table 22.

Table 22: AP/DPs and Principals- How they have been prepared for principalship

		AP/DPs		Principals	
Item	Freq. %	Yes	No	Yes	No
Encouraged to attend courses/conferences related to principalship	Freq. %	26 65.0	14 35.0	6 60.0	4 40.0
Encouraged to participate in 2008, 2010 or 2011 National Aspiring Principals Programme	Freq. %	19 47.5	21 52.5	3 30.0	7 70.0
Encouraged to participate in 2009 Mainland Aspiring Principals Programme	Freq. %	2 5.1	37 94.9		10 100.0
Encouraged to participate in other aspiring principals programmes	Freq. %	2 5.1	37 94.9	3 30.0	7 70.0
Being in an acting principal role	Freq. %	15 38.5	24 61.5	7 70.0	3 30.0
Mentor support within the school	Freq. %	22 56.4	17 43.6	5 50.0	5 50.0
Shadowing other senior leaders	Freq. %	2 5.1	37 94.9		10 100.0
Encouraged to attend meetings e.g. Board of Trustees meetings	Freq. %	23 59.0	16 41.0	8 80.0	2 20.0
Encouraged to take university and/or other papers	Freq. %	7 17.9	32 82.1	4 40.0	6 60.0

Responses were gathered from principals related to whether they would encourage others to become a principal and all respondents indicated they would. Results are shown in Table 23.

Table 23: Principals- Would you encourage others to become a principal?

	Principals	
Item	Freq.	%
Yes	10	100.0
No		
Total	10	100.0

In relation to the above question, principals were also asked to comment on their answer in an open-ended written response. Responses were very positive regarding encouraging others to become principal. However, a number of principals identified advantages and disadvantages of the role.

Some typical participant responses included:

> *"It is a wonderfully rewarding job. No two days are ever the same and you can make a difference".*
> *"To see changes to student learning come about which in turn enables individuals to realise their potential is worth every bit of hard work".*
> *"I can't think of too many other careers where you have daily diversity, get to change people's lives (or at least have an active part in it), have the freedom to make important decisions, interact with people from all strata's of society and lurch from euphoria to utter frustration! It truly has it all and in the end the rewards and returns far outweigh the struggles and the frustrations!".*
> *"It is a satisfying job overall but you often spend much time dealing with issues that take you away from teaching & learning and leading learning".*
> *"I think it is a fantastic role, however not for the faint hearted. Huge workload, but huge satisfaction".*
> *"It is an extremely rewarding job but a huge commitment".*
> *"I love the job but it does come at a cost. My personal life has certainly been put on hold for three years".*

Semi-structured interviews of AP/DPs and Principals

In order to expand and clarify the survey results related to research question two, participants were asked to elaborate on the support they had received from their current or previous principal:

> In what ways has your current or previous principal(s) actively engaged in preparing you for principalship?

AP/DPs provided a wide range of responses to the informal means they had been professionally supported and encouraged by their principals but none could claim to have been formally prepared for principalship. All three participants described a variety of opportunities they had been involved in, including: being offered leadership roles with the school; encouragement to attend courses, including the National Aspiring Principal's Programme; attending BOT meetings; and taking on an acting principal's role while the principal was on sabbatical.

The principals interviewed shared similar experiences with all three describing the opportunities within the school provided for them and the encouragement to lead initiatives. One principal did outline how their first principal had identified them as having potential to become a principal and established a leadership programme for them.

Typical responses were as follows:

> *"Openness to allow me to take stuff to where I want to take it". (DP)*
> *"Not really deliberately sitting down and saying you've got this strength, you need to develop this piece". (DP)*
> *"Encouraged to apply for principals roles". (DP)*
> *"Encouraged but verbal only". (P)*
> *"Opportunities within the school". (P)*

Summary of Research Question Two

Research question two sought information from AP/DPs and principals regarding how important the support of the principal is, for those aspiring to principalship.

AP/DPs and principals were asked to indicate if their principals had actively engaged in preparing them for principalship. Results showed three quarters, (75.0%) of principals had

been actively supported by their principal in preparing them for principalship. This figure was lower for AP/DPs with only 58.5% having been actively supported by their principal.

AP/DPs and principals were then asked, where principals had actively supported them in preparation for principalship, in what way this had occured. Being encouraged to attend meetings e.g. Board of Trustees meetings and attending courses/conferences was rated highly by both groups, while being in an acting principal role was also rated highly by principals (70.0%). Responses from the semi-structured interviews support the survey data and indicate that AP/DPs and principals had received informal leadership support from their principals.

Principals were asked if they would encourage others to become a principal and results showed that 100% of respondents indicated they would do so.

Research Question Three: What do recently appointed principals believe was required to support them in preparation for the role?

Five questions were included in the principals survey related to what recently appointed principals believe was required to support them in preparation for the role. Rating scales were used to gather data for three questions related to this research question.

Information was sought from principals regarding what type of PD they have undertaken since taking on the role. All principals, (100%), had been a participant in the First-time Principals Programme while the next two most used forms of PD were the First-time Principal mentor support (83.3%) and courses and conferences (83.3%). Results are shown in Table 24.

Table 24: Principals-Type of PD related to role as principal since becoming a principal

		Principals	
Item	Freq. %	Yes	No
Attended courses/conferences	Freq. %	10 83.3	2 16.7
Participant in National First Time Principals programme	Freq. %	12 100.0	
National First Time Principal mentor support	Freq. %	10 83.3	2 16.7
Education Support Services Leadership and Management support	Freq. %	7 58.3	5 41.7
Regional Principals' Association professional development support	Freq. %	6 50.0	6 50.0
National Principals' Associations professional development support	Freq. %	1 8.3	11 91.7
University and/or other papers	Freq. %	1 8.3	11 91.7

Information was sought regarding principals perceptions of the importance, since becoming principal, of items for an aspiring principal training programme. A five point rating scale with 1-2 high and 4-5 low was used. Principals ranked six items as high for inclusion at 90% or above: "leading the learning" (100%), "understanding the role of the principal" (91.7%), "developing your emotional intelligence (e.g., understanding own strengths and weaknesses)" (91.7 %); "leading future-focused schooling" (91.7%), "leading and managing change" (91.6%) and "developing your self-awareness (e.g. personal beliefs and values)" (91.6%).

The two items principals ranked lowest for importance for inclusion in an aspiring principal training programme were "managing the legacy of the previous principal" (41.7%) and "managing the isolation of the role" (33.4%). Results are shown in Table 25.

Table 25: Principals- Importance since becoming a principal of items for an aspiring principal training programme

		Rating				
		High			Low	
Item	Freq. %	1	2	3	4	5
Developing your educational/ pedagogical beliefs	Freq. %	8 72.7	1 9.1	1 9.1	1 9.1	
Understanding the role of the principal	Freq. %	9 75.0	2 16.7		1 8.3	
Developing your self-awareness (e.g., personal beliefs and values)	Freq. %	7 58.3	4 33.3		1 8.3	
Developing your emotional intelligence (e.g., understanding own strengths and weaknesses)	Freq. %	6 50.0	5 41.7		1 8.3	
Leading and managing change	Freq. %	7 58.3	4 33.3	1 8.3		
Leading the learning	Freq. %	8 66.7	4 33.3			
Leading future-focused schooling	Freq. %	6 50.0	5 41.7		1 8.3	
Understanding of cultural awareness	Freq. %	3 25.0	4 33.3	4 33.3		1 8.3
Understanding of tikanga	Freq. %	3 25.0	4 33.3	3 25.0	1 8.3	1 8.3
Understanding of financial management	Freq. %	6 50.0	3 25.0	2 16.7	1 8.3	
Managing resources	Freq. %	4 33.3	5 41.7	3 25.0		
Relationships with staff, students	Freq. %	8 66.7	2 16.7	1 8.3		1 8.3
Relationships with families, whānau and the wider community	Freq. %	6 50.0	2 16.7	3 25.0		1 8.3
Relationships with educational organisations (e.g., MOE, ERO)	Freq. %	4 33.3	4 33.3	3 25.0		1 8.3
Managing the diverse challenges of the role	Freq. %	7 63.6	1 9.1	3 27.3		
Managing the isolation of the role	Freq. %	4 33.3	2 16.7	2 16.7	2 16.7	2 16.7
Managing the legacy of the previous principal	Freq. %	2 16.7	2 16.7	3 25.0	3 25.0	2 16.7
Time management	Freq. %	4 33.3	4 33.3	2 16.7	1 8.3	1 8.3

NOTE: Percentages may not add up to 100% due to rounding

Principals were asked if they felt sufficiently prepared to take on the role of principal and a five point rating scale with (1-2) very well prepared and (4-5) inadequately prepared was used. Slightly over fifty per cent (54.6%) of principals felt they were very well prepared while 27.3% felt they were inadequately prepared. Results are shown in Table 26.

Table 26: Principals- Were you sufficiently well prepared to take on your current position?

Rating					
	Very well prepared			Inadequately prepared	
	1	2	3	4	5
Freq. %	2 18.2	4 36.4	2 18.2	2 18.2	1 9.1

NOTE: Percentages may not add up to 100% due to rounding

In relation to the above question, principals were also asked to indicate in a written response, in what areas they believed they needed further preparation, if any. Responses were grouped around common themes using constant comparative analysis. Six principals (54.5%), indicated they believed they needed further preparation with financial management and three principals indicated further support in resource management. Other identified areas included: property (2); staffing; "buck stops with me"; industrial relations; legal issues; ensuring work/life balance; dealing with the loneliness of the job; dealing with the demands of living/working in a small community; reporting to the Ministry and governance (1).

Some typical participant responses included:

> *"I feel as well prepared as any new principal. I did not understand the financial and resource management areas that well but you pick them up quickly".*
> *"Many of the compliance issues e.g. Financial and Property Management (10YA and 5 YA for example a complete mystery)".*
> *"Financial management particularly. A number of the other areas were simply experiential".*
> *"Had no idea about industrial relations and legal issues- never got to do that as a DP"*
> *"Governance- knowing what to expect from the BOT. What the BOT should be taking responsibility for".*

Information was sought regarding principals satisfaction with being a principal. A five point rating scale with 1-2 very satisfied and 4-5 very dissatisfied was used. Results show ninety per cent of principals (90.9%) are very satisfied. Results are shown in Table 27.

Table 27: Principals- Satisfaction with being a principal

Rating					
	Very satisfied			Very dissatisfied	
	1	2	3	4	5
Freq. %	8 72.7	2 18.2	1 9.1		

Semi-structured interviews of AP/DPs and Principals

In order to clarify and develop the survey results for the third research question, *What recently appointed principals believe was required to support them in preparation for the role*? two questions were asked of the principals:

Has your view changed, since becoming a principal, regarding the key areas of support you required prior to applying?

Since your appointment as principal, what support have you had in this role and how effective has this support been?

The three principals shared the view that the issues of property and finance, which they had believed prior to appointment to be areas they needed support with, were still areas where prior support was required. They did, however, express the view that relationships were crucial and more support prior to appointment in dealing with difficult relationship matters was required. They raised a number of concerns, including: personnel issues; staff competency issues; dealing with difficult parents; and BOT members with their own agendas. One participant raised the issues of problems with time management and an inability to delegate, as possible areas of training prior to appointment.

Typical responses were as follows:

> *"It's around those relationships, those really tricky relationships".*
> *"And some of it is just relationship building, some of it is problem solving but I never realised how big a component that was of my job".*
> *"So managing a Board, to managing my individual staff, and some of my support staff that has been bigger than anticipated".*
> *"Just learning to actually prioritise and driving out of that probably is the need to delegate".*

The final interview question focused on the support principals have received since taking on the role and how effective that support had been. All three principals spoke positively of the mentor support they had received from the Education Support Services, Leadership and Management (L&M) advisers. Of particular importance to the principals was the L&M advisers experience as recent principals, their impartiality and their availability. Also identified, by all three principals, as important sources for support, were the local principals associations, the Otago Secondary Principals Association, the Southland Secondary Principals Association and the combined Otago/Southland Secondary Principals Association. Linked closely to the support provided by the principals associations were the opportunities to network with other principals and this was identified as important by all participants.

All three principals were involved in the First-time Principals Programme (FTPP) and the value of this programme received mixed responses. One principal found the programme to be very worthwhile, with the FTPP mentor especially valuable as a means of support, while a second principal found the FTPP mentor to be of limited support. The third principal found the FTPP mentor "didn't work, they were from the same city, same school type and we were competing for students". This principal also chose not to engage in the course workshops as these were held in the holidays and "in the first year and a half when it came to my holidays, I was so exhausted that the last thing I wanted to do was go and spend another week".

One principal indicated they had taken on a supervisor as a means of support, initially to help them work through a difficult staffing matter but more recently as a means to reduce the isolation of the role. A further area of support identified by another principal was the NZSTA

helpline, “the NZSTA helpline I’ve found incredibly helpful in dealing with situations where you just want an outsiders point of view”.

All three principals were extremely positive in their outlook towards the principal’s role and this can be best summed up by one comment at the end of an interview:

> *“This is a marvellous job, I mean I wake up every morning and can’t wait to get to work so I figure you couldn’t ask for anything more”.*

Summary of Research Question Three

Research question three sought information from principals regarding what they believed was required to support them in preparation for the role.

Principals were asked what type of PD, related to their role as principal had they received since becoming a principal. All respondents had been involved in the First-time Principals Programme.

Principals were also asked the importance, *since* becoming principal, of items for an aspiring principal training programme. This question had previously been asked but from the perspective of importance *prior* to becoming principal. Results showed a contrast between the two responses with six items rated by principals at high importance (1-2) at 90% or above, slightly lower than the seven items rated in the *prior* to becoming principal response. One item which had not been included previously, “developing your self-awareness (e.g. personal beliefs and values)” was included in the six items identified while two items were no longer included: “developing your educational/pedagogical beliefs” and “relationships with educational organisations (e.g., MOE, ERO)”. Responses from the semi-structured interviews identified dealing with difficult relationships as an area that principals believed they needed both prior and further support on appointment.

Principals were asked if they felt sufficiently well prepared to take on the role and half of the respondents felt they were well prepared for the role. Written responses indicated that over half of the principals believed they needed more support with financial training. This view was expanded on in the semi-structured interviews and training in relation to dealing with property matters was also identified.

Principals were then asked to comment on their satisfaction rating for the role and 90.9% indicated they were very satisfied with the position.

This chapter has outlined the results of the AP/DP and principal surveys and the follow-up semi-structured interviews of three AP/DPs and three principals. The next chapter will discuss the implications of these results.

CHAPTER FIVE
DISCUSSION

Introduction

The purpose of this chapter is to discuss the findings from the results of the data gathered from the survey and semi-structured interviews of AP/DPs and principals. Analysis of the findings identified four propositions and this chapter is organised according to a discussion of these propositions and nine related themes developed from the findings of this research. The propositions are as follows:

1 Specific conditions encourage teachers to aspire to principalship.
2 Specific conditions deter teachers from aspiring to principalship.
3 The support and guidance of principals is important in encouraging teachers to aspire to principalship.
4 Principals require a range of support once appointed to the role.

Proposition One: Specific conditions encourage teachers to aspire to principalship

From the study undertaken, the evidence from both the research literature and survey and interview data indicates specific conditions need to be present to encourage teachers to assume the role of principal. Four themes, which make a significant difference to teachers' aspirations for principalship, have been identified in the research: conditions that encourage teachers to aspire to principalship; important features of an aspiring principal's training programme; least important features of an aspiring principals training programme, and effective mentoring support. These findings are described below.

Specific conditions that encourage teachers to aspire to principalship

The research literature identifies a number of factors that encourage aspirants to aspire to principalship (Coggshall et al., 2008; Walker & Kwan, 2009). The provision of training and support, including aspiring principal's programmes; effective mentoring support prior to principalship; the support of the principal; and the knowledge that quality programmes and mentoring are provided for new principals, are all factors which encourage aspirants to aspire to principalship. The research literature also identifies a number of positive conditions that

teachers identify with principalship including: desire to make a difference, the opportunity to develop and enact a vision and financial remuneration (Howley et al., 2005).

The research findings supported the three conditions found in the literature research, while identifying an additional four conditions both groups believed were important for encouraging aspirants to principalship: opportunity for leadership; belief in oneself; challenge of the role; and career progression. In contrast to the literature findings, financial remuneration, noted in a body of research literature as a factor encouraging aspirants to assume principalship, was not identified in the surveys and interviews as an important contributing factor. These conditions should be looked at closely as important components of any future support programmes in New Zealand which focus on encouraging teachers to aspire to principalship, to ensure programmes are designed to meet aspirants needs, leading to the potential increase in applications for principalship.

An important aspect of this research study was to find out if teachers did, in fact, desire to become a principal. AP/DPs were asked in the survey if they aspired to principalship, and the results show a relatively even split of negative responses (52.4%) and affirmative responses (47.6%). These results reflect previous New Zealand research (Wylie, 2010) which states 44% of AP/DPs were interested in becoming a principal. When analysed further, there were significant trends within the survey data. Of the AP/DPs who responded, 65.6% of males indicated they aspired to principalship while only 29.6% of females did so. Within this group, 57.6% of the DPs who responded indicated they aspired to principalship compared to 38.5% of APs. When breaking the cohort down further and isolating only those who indicated yes to aspiring to principalship, 72.4% were male and of this group 62.1% were male DPs. When isolating those who indicated a negative response to aspiring to principalship, 65.5% of the group were female. Wylie (2010) writes, “Is gender related to interest in becoming a principal? It is” (p.5). These results support this view, that males have more interest in principalship.

The provision of training programmes for principals reflects the international trend outlined in the research which indicates an increased number of countries have formal programmes to support beginning principals (Brooking, 2007). The principals and AP/DPs in this study strongly support the literature findings and believe that training and support is crucial to both encourage aspirants to seek principalship but also to support principals once engaged in their

leadership role. When asked, "Should a training programme be a prerequisite for principalship?", both principals (80%), and AP/DPs (68.5%) strongly agree it should. For the AP/DPs surveyed, knowledge that support will be provided once they assume the principal's role, is a key factor in determining if they will seek principalship. These results are in slight contrast to the responses from principals in the semi-structured interviews, where two of the principals interviewed expressed reservations about a training programme being compulsory:

> *"Hate to see it become a condition of appointment".*
>
> *"Will it help? Yes. Does it need to be an absolute concrete prerequisite? I don't think so".*

These principals believed, while they supported the intent of providing training programmes for aspiring principals, they did not believe that every aspirant for principalship should have to go through a training programme, if they chose not to. They expressed concern that if it was a compulsory requirement, a potentially excellent principal may never get the opportunity if they chose not to go through an aspirant's programme. The views expressed by these principals raise the issue of the merits of compulsory leadership training. In England where a compulsory leadership training programme is in existence, the National Professional Qualification for Headship (NPQH), there are mixed assessments of the success of the programme. While changes to the programme enabling it to be more customised to the identified needs of each individual have been identified as successes (Crawford & Early, 2011), criticisms of the NPQH's reliance on a competence system and lack of intellectual rigour have also been raised (Brundrett, 2006).

Most important features of an aspiring principal's training programme

From the study undertaken, several clear findings were evident relating to the importance of training and support prior to principal appointment. The findings examined in the literature identify the importance of providing a training and support programme to encourage aspirants to principalship and an increasing number of western countries have developed formal aspiring principal's programmes in response to this (Alsbury & Hackmann, 2006). The research findings support the literature findings and indicate that both groups believe training and support is crucial to encourage aspirants to the role.

The research literature identifies a number of areas as important for inclusion in programmes supporting those aspiring to principalship. A body of research identifies themes of "leading

the learning" and "leading and managing change" as two key areas of support required for those assuming principalship (Crum & Sherman, 2008) while, "understanding of financial management" is identified in further research literature as a key area aspirants believe they have limited knowledge of and require additional support in (Bush & Oduro, 2006). Managing the "isolation of the role" (Leitch, 2004) and "managing the legacy of the previous principal" (Weindling & Dimmock, 2006) are also identified in the research literature as areas that need to be included in any support programme for aspirants. However in contrast, the survey and interview results from AP/DPs and principals indicated these two areas were regarded as of little importance for inclusion in an aspiring principal's programme.

Information was sought from AP/DPs and principals regarding their perceptions of "what was most important to be included in an aspiring principal training programme". Both AP/DPs and principals ranked a number of items as high for inclusion, with principals identifying seven items above 90% and AP/DPs identifying two items above 90% and another four items over 80%. The items, "leading the learning" and "developing your educational/pedagogical beliefs" were rated over 90% by both groups while "understanding the role of the principal", "leading and managing change" and "leading future-focused schooling" were also identified by both groups as important for training programmes. These findings strongly support the research literature. Ranked highly by principals, at 90% or over, but not ranked by AP/DPs were "relationships with educational organisations (e.g., Ministry of Education, Education Review Office)" and "developing your emotional intelligence (e.g., understanding own strengths and weaknesses)". The variation in responses may result from the experiences gained by the principals since assuming the role which highlight the importance of these areas.

While identified in the literature as important factors, the two items ranked least important for inclusion in an aspiring principals programme by principals were "managing the isolation of the role" and "managing the legacy of the previous principal", while AP/DPs identified one item, "managing the legacy of the previous principal" as least important. The legacy of the previous principal was not seen as important because both AP/DPs and principals expressed confidence in stamping their mark on the role once appointed and believed they had the relationship skills to enable this to occur.

In addition to being asked what they thought was most important to be included in an aspiring principal training programme, AP/DPs were asked what areas of support *they personally* would most require, if they were to aspire to principalship. The four areas rated highest were: "leading the learning", "understanding of financial management", "leading future-focused schooling" and "leading and managing change". Of these items, only "understanding of financial management", was not rated highly by both groups for inclusion in an aspiring principal's programme, however, in line with the research literature both AP/DPs and principals identified this as an area they would need personal support. The four areas AP/DPs identified as requiring the least support were: "managing the legacy of the previous principal", "time management", "developing your emotional intelligence (e.g., understanding own strengths and weaknesses)" and "developing your self-awareness (e.g., personal beliefs and values)". When asked to expand on these views in the semi-structured interviews both AP/DPs and principals stated 'it wasn't that they didn't see these items as important but they viewed them of less importance than the other items listed'.

Current and future programmes aimed at encouraging teachers to aspire to principalship, need to consider these factors when providing quality training and support for both those aspiring to principalship and those recently appointed to the role.

Least important features of an aspiring principal's training programme

When establishing what conditions might encourage aspirants to consider applying for principals positions, also of significance are those responses which AP/DPs and principals viewed as least important. This provides the opportunity to review these responses against the research literature and identify similarities and contrasts.

The importance of financial reward as a motivating factor has been addressed in the research literature with a body of research stating financial reward is not a significant driving force for those aspiring to principalship (Pounder & Merrill, 2001). There is, however, a contrasting view which states financial remuneration is a key factor in encouraging aspirants to assume principalship (Coggshall et al., 2008). This latter research is at odds with both the survey results and semi-structured interview data from this study.

Principals identified three items: "financial remuneration" and "improved conditions (e.g. sabbatical)" both 41.7%, and "time management training", 41.6%. AP/DPs also identified

"time management training" (28.6%), along with "positive advertising/marketing of the role" (38.7%), as the two items least important. The unimportance of financial remuneration as a motivating factor towards principalship, as identified by the principals in the survey, was also supported by AP/DPs. Of the 33 AP/DPs who indicated they wished to become a principal, when asked to give three reasons for this decision, only one of 88 responses identified financial remuneration as a motivating factor. Both AP/DPs and principals, when asked in the semi-structured interviews to elaborate further on the importance of financial remuneration stated financial reward was not an important factor. The view that principals should be well remunerated for the role was expressed but this was not identified as an important issue. Both AP/DPs and principals expressed the view that, 'if money was a driving factor, they would have chosen a career other than teaching'. Instead, the idea that 'teaching was a social calling' was expressed and more intrinsic motivating factors were described including, 'a desire to make a difference to the lives of children and teachers', and 'enacting their vision'.

Effective mentoring support

Research literature highlights the significance of mentoring support for those aspiring to principalship (Draper & McMichael, 2005). Evidence gathered in the literature review indicates recently appointed principals strongly support mentoring support in their early years (Sackney & Walker, 2006). A considerable body of international research literature has focussed on the quality and effectiveness of mentoring programmes. While analysing mentoring programmes was not a focus of this research, the evidence from the survey and interview data supports the view that quality mentoring can have a significant impact.

While the literature indicates the importance of mentoring support prior to appointment and the results from the survey of AP/DPs and principals indicate both groups share this view, the provision of mentoring support for aspirants in the Otago/Southland region is variable. The survey results indicated there was a high participation by AP/DPs and principals in professional development (PD) related to their senior leadership roles, with both AP/DPs (84.6%), and principals (100%) taking part in PD. While both groups indicated high participation in courses and conferences, with both over 83%, of significance is the difference in mentoring support received by these two groups. Of the principals surveyed, 66.7% included mentoring as a type of PD received prior to principalship, compared to 14.5% of AP/DPs. Results from the semi-structured interviews supported this data with both principals

and AP/DPs stating they had not received formal in-school mentoring focusing on leadership skills and attributes for aspirants to principalship.

Significantly, for the AP/DPs surveyed, a key factor in determining if they will seek principalship, is the leadership support provided once they assume the role. When responding in the survey to the question, "What conditions might encourage aspirants to consider applying for principals positions?", there was a high level of agreement amongst the group that support is required, with the two highest ranked categories being: "a support programme during the first 2 years of principalship" and "mentoring support for new principals", both rated 93.7%. Principals also rated "mentoring support for new principals" highly at 83.3%. In the semi-structured interviews the importance of mentoring support both prior to and on appointment was articulated by both AP/DPs and principals and these results reflect the research literature identified above. The implications of these findings are significant for those involved in providing both aspiring principal and beginning principal support. First, it is important quality mentoring support is provided for new principals and second, those aspiring to the role need to know that this support is provided, on appointment. The importance placed on quality mentoring is shared by the First-time Principals Programme (FTPP), the New Zealand national funded induction programme for new principals, where a mentoring programme makes up one of four components of delivery. In comparison, O'Mahony and Barnett (2008) in their work with experienced principals in Victoria, Australia, noted that a successful coaching relationship not only led to personal growth for this group of principals but also enabled "greater awareness of the need to develop and nurture other people in the school, while making better use of staff members' capabilities" (p. 27).

Proposition Two: Specific conditions deter teachers to aspire to principalship

Several clear research findings were evident relating to the specific conditions that deter teachers from aspiring to principalship. The findings examined in the literature review identified six themes recognised as deterrents to principalship: the issue of work/life balance; stress; time commitment; the accountability associated with the role; the perceived increase in societal problems and associated lack of parental and community support; and the reduction in interactions with students, once principal. The research findings from this study identified

similar themes as the most significant deterrents to assuming the role of principal and these are addressed below.

Deterrents to principalship

Research literature indicates a number of factors are responsible for dissuading potential aspirants, (Walker & Kwan, 2009) including: stress; time commitments; work/life balance; issues of accountability; societal problems and lack of parental and community support; and reduced interactions with students.

AP/DPs and principals were asked what conditions might discourage aspirants to apply for principal's positions in an effort to determine if there were significant factors deterring aspirants from assuming principalship. There was a very high level of agreement between AP/DPs and principals on the factors they saw as most discouraging for aspirants.

Research indicates issues of stress associated with principalship, the time commitments involved and problems with work/life balance are identified as the most significant deterrents to principalship, both in New Zealand and internationally (Brooking, 2007; Coggshall et al., 2008). The results from both the surveys and semi-structured interviews endorse the research literature. Principals ranked as most discouraging: "impact on family life" (83.3%), "impact on work/life balance" (75.0%) and "workload" (66.6%). AP/DPs identified three of the same items: "impact on work/life balance" (86.1%), "impact on family life" (84.6%) and "workload" (63.1%), while also including "stress of the position" (69.2%) as a significant discouraging factor.

The findings from the surveys and interviews of AP/DPs and principals were in agreement with a number of the deterrents identified by the literature. However, variations in the significance of these deterrents were found. One theme identified in the literature, lack of parental and community support (Winter & Morgenthal, 2002), was not identified by AP/DPs and principals as a significant deterrent.

While the principal's survey results ranked "less opportunity to interact with students" as a significant discouraging factor (83.3%), the semi-structured interviews provided contrasting results. All three principals interviewed believed they had considerable opportunity to

interact with students in their role as principal, including teaching a class, and all three expressed strong support for continuing to do so, with one principal stating:

> *"I have said to the parents, the day I stop taking a class is the day I stop being a principal".*

These findings from the principal's semi-structured interviews are in contrast with the research which suggests, loss of contact with students as a significant deterrent to assuming the role of principal (Coggshall et al., 2008). The views expressed by the recently appointed principals in their survey results, however, support the AP/DPs survey data which identified "enjoy contact with students" and "possible loss of contact with students" as a key contributing factor amongst those who indicated they do not wish to become a principal.

It is important the factors identified as significant deterrents by AP/DPs and principals: impact on family life, impact on work/life balance, workload and stress of the position be addressed in any future support programme focusing on encouraging teachers to aspire to principalship. This should reduce the negative impact of these factors on the aspirants.

Proposition Three: The support and guidance of principals is important in encouraging teachers to aspire to principalship

From this research study, several clear findings were evident relating to the importance of the principal's role in encouraging and supporting teachers to aspire to principalship. The international findings examined in the literature review indicate the principal's role in providing encouragement and developing the leadership skills of others within the school, is crucial in supporting those aspiring to principalship, to take the next step. This study's findings support the research literature with both groups believing the encouragement and support of the principal is important in encouraging teachers to aspire to principalship. These findings, addressed below, also indicated that AP/DPs are supported by many informal means within their school and by formal training programmes outside the school but formal training with-in school, related specifically to aspiring to principalship, is limited in secondary schools in the Otago/Southland region.

Importance of principal support for aspirants

Browne-Ferrigno & Muth (2004), highlight the importance of the principal's role in providing guidance and developing the leadership skills of potential aspirants to encourage them to take the next step. With research in many countries indicating fewer teachers are prepared to aspire to principalship (Gronn & Lacey, 2004; Wylie, 2010), it is important those who are interested are encouraged to assume the role. The findings from this study support the research literature with strong support from both AP/DPs and principals for both formal and informal support for aspirants.

Information was sought from both groups to determine if "their principals had actively engaged in preparing them for principalship". Of the principals surveyed, 75% had been actively supported by their principals in preparation for principalship, while 58.5% of AP/DPs had been supported. The noticeable difference between the two groups may result from those principals surveyed having actively sought principal's positions, while many of the AP/DPs indicated they did not seek principalship.

Survey results indicated both AP/DPs and principals rated "encouragement and support from the principal" as a significant condition that may encourage aspirants to consider principalship, with 83.4% of principals and 76.9% of AP/DPs rating this highly. No principals or AP/DPs rated this condition as low. These results support the research literature which indicates the role of the school leader is important in encouraging teachers to aspire to principalship (Howley et al., 2005).

An important aspect of this theme is the type of support, both formal and informal, provided by principals. International research suggests, the opportunity to be exposed to a wide variety of leadership experiences and responsibilities is important for providing teachers with the belief that they are ready to take on the principal's role (Browne-Ferrigno & Muth, 2004).

AP/DPs and principals who had indicated their principals had actively engaged in preparing them for principalship were asked how this had been done. AP/DPs identified three areas of high support: "encouraged to attend courses/conferences related to principalship" (65.0%), "encouraged to attend meetings e.g. Board of Trustees meetings" (59.0%) and "mentor support within the school" (56.4%). Principals identified two identical items: "encouraged to attend meetings e.g. Board of Trustees meetings" (80.0%) and "encouraged to attend

courses/conferences related to principalship" (60.0%) while also including, "being in an acting principal role" (70.0%). Three items in the survey related to various aspiring principals programmes provided in New Zealand, and when combined together were a significant means of support provided for principals (60%) and AP/DPs (57.7%).

The findings from the survey results and research were reinforced by the semi-structured interview responses in which both AP/DPs and principals, when asked to expand on the support they had received from their principals in preparation for principalship, identified a wide range of areas including: leadership roles with the school; attending courses; attending BOT meetings and taking on an acting principal's role.

The evidence from the surveys and interviews above indicate teachers have the opportunity to take part in a range of professional development options, some formal, most often a course or training programme and some informal within the school. These findings reflects a body of research which indicates that while evidence shows the importance of the principal's role in supporting potential aspirants, this support is not always provided in a formal, deliberate manner (Coggshall et al., 2008).

Supporting this research and of particular significance, AP/DPs and principals when interviewed were able to provide a wide range of responses to the informal means they had been professionally supported and encouraged by their principals but the only formal support they had received was provided outside school, in the form of courses focusing on leadership. No participants had been involved in a structured, formal programme within their school focusing on the skills and attributes required in preparation for principalship. The support provided, as one DP stated, was not deliberate:

> *"Not really deliberately sitting down and saying you've got this strength, you need to develop this piece".*

A further area of significance, were those items included in the survey of AP/DPs and principals which were identified as not being provided as a means of support. "Shadowing other senior leaders" was the least supported of items in the survey with AP/DPs (5.1%) and principals (0%), while "encouraged to take university and/or other papers", AP/DPs (17.9%) and principals, (40%) was also identified as a limited method of support.

As indicated above, the research literature strongly supports the involvement of school leaders in supporting aspirants and in this study principals were asked in a survey question if, "they would encourage others to become a principal" and all respondents stated they would, with a number also expressing the challenges and positive aspects of the role. The ability to make a difference and the diversity of the role were expressed by one principal:

> *"It is a wonderfully rewarding job. No two days are ever the same and you can make a difference".*

From the research literature and the findings above, evidence indicates future in-school support, for those aspiring to principalship, would benefit from a targeted approach focusing on the skills and attributes required for the principal's role. Principals need to look at a variety of approaches to ensure this occurs within their school which may involve inclusion in the performance management goals of the AP/DPs and the appraisal cycle. The introduction of professional learning communities (PLCs) focused on leadership and management practice for potential aspirants within the school is a further option. Providing the opportunity for aspirants to have a 'leadership mentor' and visits to other schools to see a variety of practice are additional approaches.

Proposition Four: Principals require a range of support once appointed to the role

From the study undertaken, the evidence from both the research literature and survey and interview data indicates principals require a range of support once they assume principalship. The findings examined in the literature review indicate recently appointed principals strongly support, both a beginning principals' training programme and mentoring support in their early years (Sackney & Walker, 2006). Bush & Heystek (2006), take this view further and question the ethics of not providing a quality induction programme. This study's findings support the literature and indicated a range of areas and types of support were identified by the principals. Three themes, described below, were identified from the research study: principal preparedness for the role; types of support required by principals; and principals' perspectives of the most important features for an aspiring principal's training programme.

Principal preparedness for the role

A body of research literature suggests, despite prior training, that many beginning principals are not sufficiently prepared for the role (Weindling & Dimmock, 2006). Supporting this view are responses from beginning principals in the U.K stating only 17% of new head teachers felt they were very prepared for the role and 10% were not at all prepared (Early et al., 2002).

An important aspect of this study was to determine if recently appointed secondary principals in the Otago/Southland region believed they were prepared to assume the principals role once appointed. The literature findings above are in contrast to the principal's survey responses in this study. When asked if they felt sufficiently prepared to take on the role of principal, 54.6% felt they were very well prepared while only 27.3% felt they were inadequately prepared. These views were supported by the data gathered from the semi-structured interviews with all participants expressing the view that the wide variety of roles they had experienced as AP/DPs had prepared them for principalship. However, all participants stated they still had a lot to learn once in the role but felt nothing could ever fully prepare an aspirant for the position.

Types of support required by principals

The challenge of providing a programme to meet the diverse needs of recently appointed principals has been identified in New Zealand research (Robinson, Eddy & Irving, 2006). International research over recent years also highlights the importance of quality beginning principal's programmes (Cowie & Crawford, 2007).

Principals in this study were asked what types of PD they had undertaken since assuming principalship. All principals had participated in the national First-time Principals Programme (FTPP), while the next two most used forms of PD were FTPP mentor support, and courses and conferences, both 83.3%. While all participants had been involved in the First-time Principals Programme, results from the semi-structured interviews indicated varied responses regarding the value of components of this programme. One principal spoke very positively about the overall programme, one principal stated the course aspect of the programme were of limited value and one principal indicated they had not taken part in the course component of the programme. Two of the three principals interviewed believed the mentors linked to the FTPP were a very valuable support while the third principal's response indicated limited

value and highlighted the importance of the careful selection of mentors to best fit with the principal they are assigned to mentor. The importance of a well-organised mentor programme to support newly appointed principals, while not a key focus of this study, is identified in a body of research as being critical to the successful transition into principalship (Bush & Heystek, 2006). A further challenge, identified by the principals interviewed, for those organising the First-time Principals Programme, is the issue of the course component of the programme being held in the school holidays, which for many newly appointed principals is the time they require to rest and recuperate after a demanding start to their principalship.

A further two types of support identified as significant by the three principals interviewed were: the mentor support provided by the School Support Services, Leadership and Management (L&M) advisers; and the support provided by the local principal's associations, the Otago Principal's Association, the Southland Principal's Association and the combined Otago/Southland Principal's Association.

The findings indicated a range of 'types' of support are required for new principals, including: formal training programmes, mentor support, leadership advisers and principal's associations. Principals indicated these means of support needed to be specific to the requirements of each individual principal which is in-line with the concept of context-based learning for school leaders. The findings from the principal's semi-structured interviews highlighted the unique context of each school and the importance of contextualised learning for the school leaders. Leithwood, Harris and Strauss (2010), identify the importance of developing contextually specific approaches when providing successful support for school leaders. Evidence from this research suggests that those involved in providing training programmes and mentoring support for new principals, need to ensure the unique context of each school leader is taken into account, to ensure the support is appropriate.

Principals' perspectives of the most important features for an aspiring principal's training programme

A limited body of research has been undertaken on the early years of principalship (Stevenson, 2006). However, the literature available identifies a number of areas where new principals believe they require support: clarification of the principal's role; being prepared for the role; the diverse challenges of the position; leading the learning; principal isolation;

technical and managerial concerns; and the legacy of past principals (Trnavcevic & Vaupot, 2009).

The data from this study identified a number of these factors as areas of support required but also found several of these items were not seen as requiring support by principals in this region. These findings link closely to an important aspect of this research study which was to identify what principals saw as important features of an aspiring principal's programme *since* they had assumed the role, to detect if there were any notable changes from their views prior to assuming the role.

The items identified by the principals as important for an aspiring principal training programme were very similar to many areas identified in the research literature including: "clarification of the principal's role", "leading the learning" and "being prepared for the role" (Walker and Qian, 2006). In a number of cases, however, areas identified in the research were not seen as important by the principals surveyed, including: "principal isolation"; "the legacy of past principals"; "the diverse challenges of the position" and "technical and managerial concerns". Two of these items, "managing the isolation of the role" and "managing the legacy of the previous principal" were ranked least important for inclusion in an aspiring principal training programme, in significant contrast to the research literature which identifies both of these factors as areas where beginning principals frequently require support both in New Zealand and internationally (Leitch, 2004; Weindling & Dimmock, 2006). Supporting this literature, and in contrast to the survey results, the principal's semi-structured interviews identified "isolation of the role" as a significant concern, with two principals stating it was a substantial issue they had encountered and both were taking actions to reduce the problem.

Crum and Sherman (2008) identify 'the diverse challenges of the position' as an area where principals believe they need support. However, results from the principal's survey and semi-structured interviews indicated this was not the case with this participant group. When identifying "conditions that may discourage aspirants to consider a principalship", principals rated "diverse challenges of the role" not at all discouraging, at 83.5%. This view is supported by a response from a principal in the semi-structured interview who stated:

> *"There is no day that mirrors any other day, I love the variety of tasks"*.

Research literature suggests many new principals are concerned about the "technical and managerial" aspects, the so called 'nuts and bolts' of the role, including matters of finance and administration (Bush & Oduro, 2006). The survey responses from principals indicated this was not an area of high priority. However, when asked in the survey to indicate in a written response, in what areas they believed they needed further preparation, if any, additional training on financial and property management were the two most prominent areas of support required. This view was further supported in the semi-structured interviews when participants stated they needed initial additional financial and/or property support.

In line with the research, which identifies what experienced principals believe is important in a training programme (Sackney & Walker, 2006), the principals interviewed in this study identified the importance of quality relationships and expressed the view that more support prior to appointment in dealing with difficult relationship matters was required. They identified a number of areas where more training and support for beginning principals would be beneficial, including: personnel issues; staff competency issues; dealing with difficult parents; and Board of Trustee members with their own agendas. Evidence from this research indicated significant implications for New Zealand providers of training and support for aspiring and new principals. While a number of the areas identified above have been included in New Zealand training programmes for both aspiring and new principals, it is clear the material provided did not meet all of the needs of the participants in the programmes. The challenge service providers have is often what is provided in a training programme. While most programmes are well researched and presented, they may not be relevant to where the individual aspirant or new principal is at that time. The unique 'context' for that participant may be something quite different. A possible solution to this is the role the aspirant or new principal mentor plays. Appropriately selected mentors must have the experience and knowledge to support aspirants and new principals deal with contextual challenges as they arise.

Summary of Findings

The findings discussed in this chapter provide data for those involved in developing training and support for aspirants to principalship and those recently appointed to the position. A number of specific conditions were identified by AP/DPs and principals as factors that encourage teachers to aspire to principalship. AP/DPs identified four areas as most

significant for encouraging aspirants: prior training and support for aspirants; the support of the principal; a support programme during the first 2 years of principalship and mentoring support for new principals. Principals identified as important factors: the opportunity to make a difference; to lead the learning within the school and enacting a vision.

Several items were also highlighted by both groups as factors that are identified as deterrents to aspiring to principalship: work/life balance; impact on family life; workload; and stress of the position. These factors need to be addressed to reduce the barriers and encourage quality aspirants to apply for principals positions. Recently appointed principals also identified a number of areas where they believed further support was required for those taking on the principal's role, including: property; finance and dealing with relationship matters. These factors need to be taken into account when planning a training and support programme for aspirants and beginning principals.

The following chapter reviews the implications of this study and makes recommendations as a result of this research.

CHAPTER SIX
CONCLUSION

Introduction

The purpose of this study was to investigate secondary assistant and deputy principals' (AP/DPs) perceptions of the conditions they believe are required to assist those aspiring to principalship. The study also examined recently appointed principals' perceptions, both prior to and since becoming a principal, of what they believe was required to assist those aspiring to principalship. For the purpose of this study, recently appointed principals were defined as those appointed within the last four years.

The three research questions for this study were as follows:

1. What conditions need to be present to encourage teachers to assume the role of principal?
2. How important is the support of the principal for those aspiring to principalship?
3. What do recently appointed principals believe was required to support them in preparation for the role?

This chapter incorporates a review of the methodology. It explores implications for the preparation of New Zealand secondary principals and makes recommendations as a result of this study.

Review of methodology

This research study used a case study methodology with a mixed methods data gathering approach because it was the most appropriate combination to conduct the research. The study explored an issue within a bounded system as outlined by Creswell (2007), with the Otago/Southland region selected as the setting and the perceptions of AP/DPs and principals towards aspiring to principalship, the context for the research.

The semi-structured interviews, carried out as a follow up to the initial surveys, provided depth and greater insight to the participants' perceptions of principalship. The validity of the data collecting methods, a survey and semi-structured interviews was appropriate for this

research study. This study focused on a particular region of New Zealand and the group of participants involved, and cannot be generalised to a broader population. The survey return rates, AP/DPs 64%, principals 75%, did not provide a large sample, 65 and 12 respectively, and was not representative of a wider cross-section of teachers. A further reason for treating this research as representative of particular educational contexts only, is the small number of participants interviewed, three AP/DPs and three principals.

One further limitation concerns the potential for bias on the part of the researcher. The researcher has been involved in providing professional development support for secondary school teachers, AP/DPs and principals within the Otago/Southland region. The researcher acknowledges that there is a risk of bias with the researcher constructing the surveys and conducting the semi-structured interviews. Measures were put in place, however, to reduce the potential of bias including pre-testing of survey questions and the opportunity for those interviewed to view their interview transcript.

Implications for those involved in encouraging aspirants to seek principalship

Findings from this study suggested several implications for those involved in encouraging aspirants to seek secondary principalship in New Zealand.

The AP/DPs and principals involved in this research study suggested conditions that encouraged teachers to aspire to principalship. While research evidence identifies a number of factors that support teacher's aspirations, the following conditions were of particular significance to this targeted group: desire to make a difference; the opportunity to develop and enact a vision; opportunity for leadership; belief in oneself; challenge of the role; and career progression. The implications for those involved in encouraging aspirants to seek principalship are considerable when planning the structure and syllabus content of any programme focusing on aspiring leadership. These conditions, identified by the participants in this research study, need to be central to any current or future support programme.

Formal in-school leadership support is required for teachers who have leadership potential and possible candidates may extend wider than the senior leadership team within a secondary school. Evidence from this research study confirms considerable valuable informal support is currently provided within schools, including: involvement in leadership courses; attending

Board of Trustee meetings; and leading in-school initiatives. However, little formal in-school support focusing on developing leadership potential exists. An important role of the principal is to provide the opportunity for succession planning, and central to this is enabling teacher leadership. This requires more than just appointing a teacher to a position of responsibility and assuming they have the confidence and skills to adapt to this position. Teachers who have an interest in pursuing leadership and those who are not aware they have leadership qualities but are identified as potential leaders by others, require the opportunity to develop their leadership capability and competencies with focused in-school leadership support. This has significant implications for providers of leadership programmes who may need to address how they support school leaders to both identify and scaffold leadership development potential within their school.

Closely linked to the formal in-school leadership support, this research study identified the significance of the principal's role, as key to encouraging those aspiring to principalship. While this has previously been recognised, the implications for those involved in encouraging aspirants to seek principalship is that, principals need to take a very active and formal role in mentoring those with leadership potential. In order to develop future leaders, this should not only be focused at AP/DP level but should also involve learning area leaders and head of departments.

A significant finding from this research study was the importance AP/DPs placed on the knowledge that support programmes and mentoring were available for principals, on appointment. This was identified as an important factor in their consideration of aspiring to principalship and this provides impetus for those involved in encouraging teachers to seek a principal's position. Principal induction programmes and mentoring, already in existence, need to continue to be provided. However, this research suggests an important measure to encourage potential candidates for principalship is to ensure aspirants are fully aware of the support provided for principals, once appointed.

The AP/DPs and principals involved in this research study also identified a number of conditions that deter teachers from aspiring to principalship. Three conditions were identified as significant deterrents: stress; time commitments; and work/life balance and while these finding endorse the research literature, they also pose important implications for those involved in the recruitment of secondary principals. If the secondary teaching profession is

seeking to appoint the best possible candidate to principal's positions, every effort must be made to address the impact of the deterrents outlined above. Alternatives to address concerns of stress; time commitments; and work/life balance need to be investigated. Strategies to deal with these issues include, on-going mentoring support for all principals and the possibility for co-principalships.

Implications for those involved in supporting principals once they have assumed the role

Findings from this study suggested several implications for those involved in providing support for new secondary principals in New Zealand.

Findings from the recently appointed principals involved in this research study identified the importance of induction programmes and mentor support for new principals in this region. While this supports previous research evidence, the significant findings in this research study were the importance of these means of support being tailored to meet an individual principal's needs. It is essential that all support provided is relevant to the unique context of each principal and school. Wherever possible, context-based learning should be provided for other school leaders. Principals indicated that, while they felt as well prepared to take on the role as was practical prior to assuming the position, on-going support that focused on their individual needs was crucial in their early years. The importance of the careful selection of the principal mentor in a support programme was highlighted in this research. The implications for those involved in providing support for new principals is that generic principal support, while providing the opportunity to provide key messages and directions for all new principals, needs to be centred on individual principal needs and school context.

Recommendations for further research

Several recommendations have been identified regarding areas for further research relating to those aspiring to principalship. These recommendations are as follows:

- Further research is undertaken in other regions of New Zealand, including a wider range of ethnic groups, to see if these results reflect the overall picture of perceptions of the conditions required to assist those aspiring to principalship. This research study was particular to the Otago/Southland region and further research is required to ascertain the

needs of other regions of New Zealand and also the needs of Māori and Pasifika potential aspirants.

- Research is undertaken on how principals can be encouraged to provide 'teacher leadership' support within their schools. The limited provision of formal in-school support, focused on the skills and attributes required for leadership, was a significant finding in this research study. Research into the level of provision of succession planning and teacher leadership, in secondary schools, would provide evidence of what is required to support principals in this important aspect of their role.
- The impact of the National Aspiring Principals Project (NAPP) in encouraging aspirants to seek principalship needs to be researched further. This programme, introduced in 2008, deferred in 2009 and continued since 2010, has involved up to two hundred primary and secondary potential aspirants each year. Research was undertaken on the provision of the 2008 pilot project (Piggot-Irvine, Ferguson & Youngs, 2009). However, further research needs to be undertaken on the success of NAPP's role in increasing both the quantity and quality of the fields applying for principals' positions.
- Research is undertaken of those secondary principals appointed in the last four years, who have been involved in the national First-time Principals Programme (FTPP), to determine if the programme syllabus is meeting the long-term needs of participants. Findings from this research identified considerable support for aspects of the programme while participants in this study also identified areas which did not meet their individual needs.
- Limited research evidence was found during this research study on the best practice for transitioning aspirants into principalship. This aspect of assuming the principal's role requires further research, to ensure the most relevant support is provided to aspirants as they transition into principalship.

Epilogue

This research study set out to investigate secondary AP/DPs' and recently appointed principals' perceptions of the conditions they believe are required to prepare those aspiring to principalship. A body of international research suggests there are anxious times ahead in school leadership with increasing numbers of principals retiring and fewer teachers aspiring to the role.

The evidence gathered in this small-scale research study, however, does not support these universal claims. A large number of the AP/DPs who participated in this study indicated they were interested in aspiring to principalship. They believed there were a number of positive aspects associated with the principal's role, and viewed the position in a positive light. The recently appointed principals supported these views with almost all the principals stating they were very satisfied with the position and every principal stating they would encourage others to become a principal.

While international research may suggest apprehensive times ahead for school leadership, the findings from this research study indicate recently appointed secondary principals in the Otago/Southland region of New Zealand are relishing the opportunity to lead learning within their schools. The findings for this regional sample suggest that there are senior leaders within schools who are ready and eager to assume principalship. If this positivity becomes a reality, it could very well benefit teachers and students in the longer term.

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APPENDICES

Appendix A: Principal survey of perceptions of support required for aspirant principals

PRINCIPAL SURVEY OF PERCEPTIONS OF SUPPORT REQUIRED FOR ASPIRANT PRINCIPALS

UNIVERSITY of OTAGO NEW ZEALAND

As part of the requirements for a Masters degree through the University of Otago, I am undertaking research investigating perceptions of support required for those aspiring to the role of principal and factors that may be preventing senior school leaders from aspiring to this position. As part of this research I am surveying Assistant Principals / Deputy Principals (AP/DPs) and recently appointed principals in the Otago/Southland region.

I would like you to take some time to complete the following survey. Results of this survey will provide information which may help shape the direction and programme format of support for those aspiring to principalship in the future.

Responses will be confidential. Your name is not required and your identity will not be known. Results will be recorded as group data only and your school will not be identified in any way.

A summary of the findings from the survey will be forwarded to your school after the research has been completed.

The survey should take fifteen minutes to complete. Please return the survey in the stamp-addressed envelope provided.

Your involvement in this survey is appreciated.

Thank you.

Ian Stevens

Demographics

0 Example: Please shade your answers ■

1. Gender: Male ☐ Female ☐

(Please shade the appropriate box)

2. Please indicate your age range

< 25	25-29	30-39	40-49	50-59	60+
☐	☐	☐	☐	☐	☐

3. How long have you been a principal?

Less than 1 year	1 year	2 years	3 years
☐	☐	☐	☐

4. What is your highest qualification?

Certificate / Diploma	Bachelors	Masters	Doctorate
☐	☐	☐	☐

Other (please specify) _____

5. What is your school type?

Year 7-13 Co-Ed	Year 9-13 Co-Ed	Year 7-13 Single sex	Year 9-13 Single sex	Area school
☐	☐	☐	☐	☐

Professional Development

6. Have you had any Professional Development in the past 3 years related to your senior leadership roles?

Yes	No
☐	☐

7. If yes, indicate the type of Professional Development related to your senior leadership roles that you had **prior to becoming a principal.**

Professional Development support related to senior leadership role *(shade the boxes that apply).*	
Attended courses/conferences	☐
Participant in 2008, 2010 or 2011 National Aspiring Principals Programme	☐
Participant in 2009 Mainland Aspiring Principals programme	☐
Participant in other aspiring principals programmes	☐
Being in an acting principal role	☐
In-school professional development	☐
Mentoring	☐
Shadowing other senior leaders	☐
University and/or other papers	☐
Other, please specify _____	☐

8. If yes, indicate the type of Professional Development related to your role as principal that you have had **since becoming a principal.**

Professional Development support related to your role as principal *(shade the boxes that apply).*	
Attended courses/ conferences	☐
Participant in National First Time Principals programme	☐
National First Time Principal mentor support	☐
Education Support Services Leadership and Management support	☐
Regional Principals' Association professional development support	☐
National Principals' Associations professional development support	☐
University and/or other papers	☐
Other, please specify _____	☐

Preparation for principalship

9. How many principals have you worked under?

One	Two	Three	Four	Five	More than five
☐	☐	☐	☐	☐	☐

10. Have any of your previous principals actively engaged in preparing you for principalship?

Yes	No
☐	☐

11. If yes, indicate how they have done this?

Principal support for preparation for principalship *(shade the boxes that apply).*	
Encouraged to attend courses/conferences related to principalship	☐
Encouraged to participate in 2008, 2010 or 2011 National Aspiring Principals Programme	☐
Encouraged to participate in 2009 Mainland Aspiring Principals Programme	☐
Encouraged to participate in other aspiring principals programmes	☐
Being in an acting principal role	☐
Mentor support within the school	☐
Shadowing other senior leaders	☐
Encouraged to attend meetings e.g. Board of Trustees meetings	☐
Encouraged to take university and/or other papers	☐
Other, please specify _____	☐

12. The following items represent **conditions that may encourage aspirants to consider a principalship**. Please rank each item on a scale of (high) to (low), according to the importance you attach to each item.

Conditions that encourage aspirants to undertake principalship *(Please shade the appropriate box)*	High				Low
Example	☐	■	☐	☐	☐
a. Being in an acting principal role	☐	☐	☐	☐	☐
b. A training programme prior to appointment	☐	☐	☐	☐	☐
c. A support programme during the first 2 years of principalship	☐	☐	☐	☐	☐
d. Mentoring support for new principals	☐	☐	☐	☐	☐
e. Improved conditions (e.g., sabbatical)	☐	☐	☐	☐	☐
f. Relationship training	☐	☐	☐	☐	☐
g. Financial training	☐	☐	☐	☐	☐
h. Time management training	☐	☐	☐	☐	☐
i. Training in cultural awareness	☐	☐	☐	☐	☐
j. Training in tikanga	☐	☐	☐	☐	☐
k. Positive advertising/marketing of the role	☐	☐	☐	☐	☐
l. Encouragement and support from principal	☐	☐	☐	☐	☐
m. Opportunity to enact a shared vision for the school	☐	☐	☐	☐	☐
n. Opportunity to make a difference	☐	☐	☐	☐	☐
o. Financial remuneration	☐	☐	☐	☐	☐
p. Opportunity to lead the learning within the school	☐	☐	☐	☐	☐
q. Other, please specify _____	☐	☐	☐	☐	☐

13. The following items represent **conditions that may discourage aspirants to consider a principalship**. Please rank each item on a scale of (not at all discouraging) to (very discouraging), according to the importance you attach to each item.

Conditions that discourage aspirants to undertake principalship *(Please shade the appropriate box)*	Not at all Discouraging				Very Discouraging
a. Impact on family life	☐	☐	☐	☐	☐
b. Accountability pressures	☐	☐	☐	☐	☐
c. Workload	☐	☐	☐	☐	☐
d. Impact on work/life balance	☐	☐	☐	☐	☐
e. Stress of the position	☐	☐	☐	☐	☐
f. Lack of parental, whanau, community support	☐	☐	☐	☐	☐
g. Less opportunity to interact with students	☐	☐	☐	☐	☐
h. Diverse challenges of the role	☐	☐	☐	☐	☐
i. Isolation of the role	☐	☐	☐	☐	☐
j. Dealing with the legacy of the previous principal	☐	☐	☐	☐	☐
k. Lack of knowledge of cultural awareness	☐	☐	☐	☐	☐
l. Lack of knowledge of tikanga	☐	☐	☐	☐	☐
m. Lack of knowledge about the position	☐	☐	☐	☐	☐
n. Inadequate financial remuneration	☐	☐	☐	☐	☐
o. Loss of close relationships with colleagues	☐	☐	☐	☐	☐
p. Other, please specify _____	☐	☐	☐	☐	☐

Training for principalship

14. The following items represent generic areas of training for aspiring principals. Please rank each item on a scale of (high) to (low), according to the importance to you, **prior to principalship**, of these items for aspiring principal training.

Generic areas of training for aspiring principals prior to principalship *(Please shade the appropriate box)*	High				Low
a. Developing your educational/pedagogical beliefs	☐	☐	☐	☐	☐
b. Understanding the role of the principal	☐	☐	☐	☐	☐
c. Developing your self-awareness (e.g., personal beliefs and values)	☐	☐	☐	☐	☐
d. Developing your emotional intelligence (e.g., understanding own strengths and weaknesses)	☐	☐	☐	☐	☐
e. Leading and managing change	☐	☐	☐	☐	☐
f. Leading the learning	☐	☐	☐	☐	☐
g. Leading future-focused schooling	☐	☐	☐	☐	☐
h. Understanding of cultural awareness	☐	☐	☐	☐	☐
i. Understanding of tikanga	☐	☐	☐	☐	☐
j. Understanding of financial management	☐	☐	☐	☐	☐
k. Managing resources	☐	☐	☐	☐	☐

continued over

Generic areas of training for aspiring principals prior to principalship *(Please shade the appropriate box)*	High				Low
l. Relationships with staff, students	☐	☐	☐	☐	☐
m. Relationships with families, whanau and the wider community	☐	☐	☐	☐	☐
n. Relationships with educational organisations (e.g., MOE, ERO)	☐	☐	☐	☐	☐
o. Managing the diverse challenges of the role	☐	☐	☐	☐	☐
p. Managing the isolation of the role	☐	☐	☐	☐	☐
q. Managing the legacy of the previous principal	☐	☐	☐	☐	☐
r. Time management	☐	☐	☐	☐	☐
s. Other, please specify _____	☐	☐	☐	☐	☐

15. The following items represent generic areas of training for aspiring principals. Please rank each item on a scale of (high) to (low), according to the importance to you, **since becoming a principal**, of these items for aspiring principal training.

Generic areas of training for aspiring principals since becoming a principal *(Please shade the appropriate box)*	High				Low
a. Developing your educational/pedagogical beliefs	☐	☐	☐	☐	☐
b. Understanding the role of the principal	☐	☐	☐	☐	☐
c. Developing your self-awareness (e.g., personal beliefs and values)	☐	☐	☐	☐	☐
d. Developing your emotional intelligence (e.g., understanding own strengths and weaknesses)	☐	☐	☐	☐	☐
e. Leading and managing change	☐	☐	☐	☐	☐
f. Leading the learning	☐	☐	☐	☐	☐
g. Leading future-focused schooling	☐	☐	☐	☐	☐
h. Understanding of cultural awareness	☐	☐	☐	☐	☐
i. Understanding of tikanga	☐	☐	☐	☐	☐
j. Understanding of financial management	☐	☐	☐	☐	☐
k. Managing resources	☐	☐	☐	☐	☐
l. Relationships with staff, students	☐	☐	☐	☐	☐
m. Relationships with families, whanau and the wider community	☐	☐	☐	☐	☐
n. Relationships with educational organisations (e.g., MOE, ERO)	☐	☐	☐	☐	☐
o. Managing the diverse challenges of the role	☐	☐	☐	☐	☐
p. Managing the isolation of the role	☐	☐	☐	☐	☐
q. Managing the legacy of the previous principal	☐	☐	☐	☐	☐
r. Time management	☐	☐	☐	☐	☐
s. Other, please specify _____	☐	☐	☐	☐	☐

16. Do you believe a training programme should be a prerequisite for principalship?

(Please shade the appropriate box)	Strongly Agree				Strongly Disagree
	☐	☐	☐	☐	☐

17. Do you believe you were sufficiently well prepared to take on your current position?

(Please shade the appropriate box)	Very well prepared				Inadequately prepared
	☐	☐	☐	☐	☐

18. In what areas do you believe you needed further preparation, if any?

_____

_____

_____

_____

The role of principal

19. How satisfied are you with being a principal?

very satisfied	satisfied	disatisfied	very disatisfied
☐	☐	☐	☐

20. Would you encourage others to become a principal?

Yes	No
☐	☐

Please comment on your response

_____

_____

_____

_____

Any further comments

_____

_____

_____

_____

Thank you, Ian Stevens

Appendix B: AP/DPs survey of perceptions of support required for aspirant principals

ASSISTANT PRINCIPALS / DEPUTY PRINCIPALS (AP/DPs) SURVEY OF PERCEPTIONS OF SUPPORT REQUIRED FOR ASPIRANT PRINCIPALS

UNIVERSITY of OTAGO NEW ZEALAND

As part of the requirements for a Masters degree through the University of Otago, I am undertaking research investigating perceptions of support required for those aspiring to the role of principal and factors that may be preventing senior school leaders from aspiring to this position. As part of this research I am surveying AP/DPs and recently appointed principals in the Otago/Southland region.

I would like you to take some time to complete the following survey. Results of this survey will provide information which may help shape the direction and programme format of support for those aspiring to principalship in the future.

Responses will be confidential. Your name is not required and your identity will not be known. Results will be recorded as group data only and your school will not be identified in any way.

A summary of the findings from the survey will be forwarded to your school after the research has been completed.

The survey should take fifteen minutes to complete. Please return the survey in the stamp-addressed envelope provided.

Your involvement in this survey is appreciated.

Thank you.

Ian Stevens

Demographics

Please shade your answers ■

0 Example:

1 Gender: Male ☐ Female ☐

2. Please indicate your age range: < 25 ☐ 25-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60+ ☐

3. What is your current position in the school? DP ☐ AP ☐

4. How long have you been in this position? 2 years or less ☐ 3-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16 + years ☐

5. What is your highest qualification? Certificate / Diploma ☐ Bachelors ☐ Masters ☐ Doctorate ☐

Other (please specify) _____

6. What is your school type? Year 7-13 Co-Ed ☐ Year 9-13 Co-Ed ☐ Year 7-13 Single sex ☐ Year 9-13 Single sex ☐ Area school ☐

Professional Development

7. Have you had any Professional Development in the past 3 years related to your senior leadership roles?

Yes	No
☐	☐

8. If yes, indicate the type of Professional Development you have had

Professional Development support related to senior leadership role *(shade the boxes that apply).*

- Attended courses/conferences ☐
- Participant in 2008, 2010 or 2011 National Aspiring Principals Programme ☐
- Participant in 2009 Mainland Aspiring Principals programme ☐
- Participant in other aspiring principals programmes ☐
- Being in an acting principal role ☐
- In-school professional development ☐
- Mentoring ☐
- Shadowing other senior leaders ☐
- University and/or other papers ☐
- Other, please specify _____ ☐

Preparation for principalship

9. How many principals have you worked under?

One	Two	Three	Four	Five	More than five
☐	☐	☐	☐	☐	☐

10. Have any of your principals actively engaged in preparing you for principalship?

Yes	No
☐	☐

11. If yes, indicate how they have done this?

Principal support for preparation for principalship *(shade the boxes that apply).*

- Encouraged to attend courses/conferences related to principalship ☐
- Encouraged to participate in 2008, 2010 or 2011 National Aspiring Principals Programme ☐
- Encouraged to participate in 2009 Mainland Aspiring Principals Programme ☐
- Encouraged to participate in other aspiring principals programmes ☐
- Being in an acting principal role ☐
- Mentor support within the school ☐
- Shadowing other senior leaders ☐
- Encouraged to attend meetings e.g. Board of Trustees meetings ☐
- Encouraged to take university and/or other papers ☐
- Other, please specify _____ ☐

12. The following items represent **conditions that may encourage aspirants to consider a principalship**. Please rank each item on a scale of (high) to (low), according to the importance you attach to each item.

Conditions that encourage aspirants to undertake principalship *(Please shade the appropriate box)*	High				Low
Example	☐	■	☐	☐	☐
a. Being in an acting principal role	☐	☐	☐	☐	☐
b. A training programme prior to appointment	☐	☐	☐	☐	☐
c. A support programme during the first 2 years of principalship	☐	☐	☐	☐	☐
d. Mentoring support for new principals	☐	☐	☐	☐	☐
e. Improved conditions (e.g., sabbatical)	☐	☐	☐	☐	☐
f. Relationship training	☐	☐	☐	☐	☐
g. Financial training	☐	☐	☐	☐	☐
h. Time management training	☐	☐	☐	☐	☐
i. Training in cultural awareness	☐	☐	☐	☐	☐
j. Training in tikanga	☐	☐	☐	☐	☐
k. Positive advertising/marketing of the role	☐	☐	☐	☐	☐
l. Encouragement and support from principal	☐	☐	☐	☐	☐
m. Opportunity to enact a shared vision for the school	☐	☐	☐	☐	☐
n. Opportunity to make a difference	☐	☐	☐	☐	☐
o. Financial remuneration	☐	☐	☐	☐	☐
p. Opportunity to lead the learning within the school	☐	☐	☐	☐	☐
q. Other, please specify _____	☐	☐	☐	☐	☐

13. The following items represent **conditions that may discourage aspirants to consider a principalship**. Please rank each item on a scale of (not at all discouraging) to (very discouraging), according to the importance you attach to each item.

Conditions that discourage aspirants to undertake principalship *(Please shade the appropriate box)*	Not at all Discouraging				Very Discouraging
a. Impact on family life	☐	☐	☐	☐	☐
b. Accountability pressures	☐	☐	☐	☐	☐
c. Workload	☐	☐	☐	☐	☐
d. Impact on work/life balance	☐	☐	☐	☐	☐
e. Stress of the position	☐	☐	☐	☐	☐
f. Lack of parental, whanau, community support	☐	☐	☐	☐	☐
g. Less opportunity to interact with students	☐	☐	☐	☐	☐
h. Diverse challenges of the role	☐	☐	☐	☐	☐
i. Isolation of the role	☐	☐	☐	☐	☐
j. Dealing with the legacy of the previous principal	☐	☐	☐	☐	☐

continued over

Conditions that discourage aspirants to undertake principalship *(Please shade the appropriate box)*	Not at all Discouraging				Very Discouraging
k. Lack of knowledge of cultural awareness	☐	☐	☐	☐	☐
l. Lack of knowledge of tikanga	☐	☐	☐	☐	☐
m. Lack of knowledge about the position	☐	☐	☐	☐	☐
n. Inadequate financial remuneration	☐	☐	☐	☐	☐
o. Loss of close relationships with colleagues	☐	☐	☐	☐	☐
p. Other, please specify _____	☐	☐	☐	☐	☐

Training for principalship

14. The following items represent generic areas of training for aspiring principals. Please rank each item on a scale of (high) to (low), according to **the importance of these items** in an aspiring principal training programme.

Generic areas of training for aspiring principals according to the importance of these items. *(Please shade the appropriate box)*	High				Low
a. Developing your educational/pedagogical beliefs	☐	☐	☐	☐	☐
b. Understanding the role of the principal	☐	☐	☐	☐	☐
c. Developing your self-awareness (e.g., personal beliefs and values)	☐	☐	☐	☐	☐
d. Developing your emotional intelligence (e.g., understanding own strengths and weaknesses)	☐	☐	☐	☐	☐
e. Leading and managing change	☐	☐	☐	☐	☐
f. Leading the learning	☐	☐	☐	☐	☐
g. Leading future-focused schooling	☐	☐	☐	☐	☐
h. Understanding of cultural awareness	☐	☐	☐	☐	☐
i. Understanding of tikanga	☐	☐	☐	☐	☐
j. Understanding of financial management	☐	☐	☐	☐	☐
k. Managing resources	☐	☐	☐	☐	☐
l. Relationships with staff, students	☐	☐	☐	☐	☐
m. Relationships with families, whanau and the wider community	☐	☐	☐	☐	☐
n. Relationships with educational organisations (e.g., MOE, ERO)	☐	☐	☐	☐	☐
o. Managing the diverse challenges of the role	☐	☐	☐	☐	☐
p. Managing the isolation of the role	☐	☐	☐	☐	☐
q. Managing the legacy of the previous principal	☐	☐	☐	☐	☐
r. Time management	☐	☐	☐	☐	☐
s. Other, please specify _____	☐	☐	☐	☐	☐

15. The following items represent generic areas of training for aspiring principals. Please rank each item on a scale of (high) to (low), according to **the level of support you believe you would need** if you were to aspire to principalship.

Generic areas of training for aspiring principals according to the level of support you believe you would need. *(Please shade the appropriate box)*	High				Low
a. Developing your educational/pedagogical beliefs	☐	☐	☐	☐	☐
b. Understanding the role of the principal	☐	☐	☐	☐	☐
c. Developing your self-awareness (e.g., personal beliefs and values)	☐	☐	☐	☐	☐
d. Developing your emotional intelligence (e.g., understanding own strengths and weaknesses)	☐	☐	☐	☐	☐
e. Leading and managing change	☐	☐	☐	☐	☐
f. Leading the learning	☐	☐	☐	☐	☐
g. Leading future-focused schooling	☐	☐	☐	☐	☐
h. Understanding of cultural awareness	☐	☐	☐	☐	☐
i. Understanding of tikanga	☐	☐	☐	☐	☐
j. Understanding of financial management	☐	☐	☐	☐	☐
k. Managing resources	☐	☐	☐	☐	☐
l. Relationships with staff, students	☐	☐	☐	☐	☐
m. Relationships with families, whanau and the wider community	☐	☐	☐	☐	☐
n. Relationships with educational organisations (e.g., MOE, ERO)	☐	☐	☐	☐	☐
o. Managing the diverse challenges of the role	☐	☐	☐	☐	☐
p. Managing the isolation of the role	☐	☐	☐	☐	☐
q. Managing the legacy of the previous principal	☐	☐	☐	☐	☐
r. Time management	☐	☐	☐	☐	☐
s. Other, please specify _____	☐	☐	☐	☐	☐

16. Do you believe a training programme should be a prerequisite for principalship?

(Please shade the appropriate box)	Strongly Agree				Strongly Disagree
	☐	☐	☐	☐	☐

Principal aspirations

17. Do you aspire to become a principal in the future?

Yes	No
☐	☐

18. Please list your three most important reasons for the response above.

1. _____
2. _____
3. _____

Any further comments

_____

_____

_____

Thank you for your time, Ian Stevens

Appendix C: Survey themes identified in the literature review (example page)

Survey themes identified in the Literature Review (examples of resources)

Pounder and Merrill

Factors
1 Subjective- desire to achieve/influence education
2 Work- problems/dilemmas
3 Work- time demands
4 School context
5 Objective- salary/benefits (now added)
6 work- external relations
7 Critical contact- professional support network
8 Work- management tasks
9 Work - fiscal management

Dorman and D'Arbon p 131

1 Unsupportive-external environment
2 systemic accountability
3 explicit religious identity
4 lack of expertise
5 Personal and family impact
6 Gender bias
7 Interview problems
8 Loss of close relationships (now added)

My Lit review

1 Desire to make a difference (now added)
2 Financial remuneration (now added)
3 Enact a vision (now added)

1 Stress of the job (time management)
2 Impact on family (now added)
3 Accountability pressures (now added)
4 lack of parental/community support (now added)
5 Less opportunity to interact with students (now added)

1 Clarification of the role
2 Diverse challenges of the role (now added)
3 Leading the learning
4 Ill-prepared for the role (now added)
5 Isolation (now added)
6 Technical and managerial aspects e.g. financial requirements
7 Ghosts of principals past (now added)

Appendix D: Letter to experienced principals seeking permission to survey AP/DPs

Ian Stevens
C/- Education Support Services
University of Otago College of Education
P O Box 56
DUNEDIN 9054

11 March 2011

«Principal»
«SchoolName»
«AddressLine1»
«AddressLine2»
«AddressLine3» «AddressLine4»

Dear «FirstName»

Re: Perceptions of support required for those aspiring to principalship

As part of the requirements for a Masters degree, I am undertaking research related to the perceptions of support required for those aspiring to the role of principal. As part of this research I am surveying DPs/APs and recently appointed principals in the Otago/Southland region. The research study has received ethics approval.

I am seeking your permission for DPs/APs in your school to be involved in the research project.

DPs/APs will be invited to be involved in the research and will be asked to complete a survey (approx 15 minutes). Four DP/APs from across the region will also be randomly selected for a follow up interview (approx 20-30 minutes).

No names are required with the survey information and identities will not be known. Results will be recorded as group data only and your school will not be identified in any way.

A summary of the findings from the survey will be forwarded to your school after the research has been completed. This may assist in providing your school with information on the support required to assist those aspiring to principalship.

I will make phone contact with you during the next week to discuss any questions you might have and to seek your approval to undertake the research in your school. Alternatively if you are in agreement you can email me directly at ian.stevens@otago.ac.nz

Thank you for your consideration

Yours sincerely

Ian Stevens
Ian.stevens@otago.ac.nz
Phone 03 479 4907
Cell 021 772 381

Appendix E: Letter to recently appointed principals seeking permission to survey AP/DPs

Ian Stevens
C/- Education Support Services
University of Otago College of Education
P O Box 56
DUNEDIN 9054

11 March 2011

«Principal»
«SchoolName»
«AddressLine1»
«AddressLine2»
«AddressLine3» «AddressLine4»

Dear «FirstName»

Re: Perceptions of support required for those aspiring to principalship

As part of the requirements for a Masters degree, I am undertaking research related to the perceptions of support required for those aspiring to the role of principal. As part of this research I am surveying DPs/APs and recently appointed principals in the Otago/Southland region. The research study has received ethics approval.

I am seeking your permission for DPs/APs in your school to be involved in the research project. As a recently appointed principal, (within the last three years), I am also seeking your permission for your involvement in the research.

DPs/APs and recently appointed principals will be invited to be involved in the research and will be asked to complete a survey (approx 15 minutes). Four DP/APs and four recently appointed principals from across the region will also be randomly selected for a follow up interview (approx 20-30 minutes).

No names are required with the survey information and identities will not be known. Results will be recorded as group data only and your school will not be identified in any way.

A summary of the findings from the survey will be forwarded to your school after the research has been completed. This may assist in providing your school with information on the support required to assist those aspiring to principalship.

I will make phone contact with you during the next week to discuss any questions you might have and to seek your approval to undertake the research in your school. Alternatively if you are in agreement you can email me directly at ian.stevens@otago.ac.nz

Thank you for your consideration.

Yours sincerely

Ian Stevens
Ian.stevens@otago.ac.nz
Phone 03 479 4907
Cell 021 772 381

Appendix F: Information sheet for survey participants

Preparing the pathway to principalship - perceptions of the support required

INFORMATION SHEET FOR SURVEY PARTICIPANTS

Dear Assistant Principals/Deputy Principals (AP/DPs), and recently appointed principals

Thank you for showing an interest in this research project. Please read this information sheet carefully before deciding whether or not to participate. If you decide to participate, we thank you. If you decide not to take part there will be no disadvantage to you of any kind and thank you for considering our request.

What is the aim of the research?

The aim of this project is to explore views held by both AP/DPs and those who have recently taken on a principals role, on the perceptions of support required for those aspiring to principalship and factors that may be preventing senior school leaders from aspiring to the position.

What type of participants are being sought?

The research project seeks to survey all secondary AP/DPs and recently appointed secondary school principals in Otago and Southland. A follow-up interview of a small randomly selected sample (4 AP/DPs, 4 principals) will also be conducted.

What will participants be asked to do?

Should you agree to take part in this research, you will be asked to

- Complete a survey covering your perceptions of the support required for those aspiring to the role of principal (no more than 15 minutes).
- A small, randomly selected sample, 4 AP/DPs, 4 principals will also be asked to participate in a brief follow up interview (no more than 20-30 minutes).

What data or information will be collected and what use will be made of it?

The results of the project may be published and will be available in the University of Otago Library. A summary of the results will be provided to schools which participate but results derived from any particular school will not be identifiable and every attempt will be made to preserve anonymity. Results of the surveys and interviews will be reported as group data only.

You are most welcome to request a copy of the results of the project should you wish.The data collected will be securely stored in such a way that only the researcher will be able to gain access to it. At the end of the project any personal information will be destroyed immediately except that, as required by the University's research policy, any raw data on which the results of the project depend will be retained in secure storage for five years, after which it will be destroyed.

Can participants change their mind and withdraw from the project?

You may withdraw from participation in the project at any time and without any disadvantage to yourself of any kind.

What if participants have any questions?

If you have any questions about this research project, either now or in the future, please feel free to contact:

Ian Stevens
University College of Education
Phone: (03) 479 4907
Email: ian.stevens@otago.ac.nz

or

Dr Darrell Latham
University College of Education
Phone: (03) 479 4249
Email: darrell.latham@otago.ac.nz

This study has been approved by the University of Otago Human Ethics Committee.

Appendix G: Focus questions for semi-structured interview participants

FOCUS QUESTIONS FOR SEMI-STRUCTURED INTERVIEWS

The role of the principal

1. What do you see as the positive aspects of the principal's role?
2. What do you see as the negative aspects of the principal's role?

Conditions and support required

3. What conditions would need to be (were) present to encourage you to apply for a principal's position?
4. How important is financial remuneration as a condition for applying for the role?
5. Prior to applying for a principal's position, what do (did) you see as the main areas of support that you would require?
6. If you have no current desire to be a principal what factors have influenced that decision? (AP/DPs only)
7. Has your view changed, since becoming a principal, regarding the key areas of support you required prior to applying? (Principals only)

Training- formal and informal

8. In your role as AP/DP, what leadership training do (did) you receive, both formal and informal?
9. In what ways has your current or previous principal(s) actively engaged in preparing you for principalship?
10. Do you think aspirants should complete a leadership programme or have some other formal training for the role?
11. Since your appointment as principal, what support have you had in this role and how effective has this support been? (Principals only)

Any other questions

Appendix H: Information sheet for semi-structured interview participants

University of Otago College of Education
Te Kura Akau Taitoka

Preparing the pathway to principalship- perceptions of the support required

INFORMATION SHEET FOR
SEMI-STRUCTURED INTERVIEW PARTICIPANTS

Dear Assistant Principals/Deputy Principals (AP/DPs), and recently appointed principals

Thank you for showing an interest in this research project. As part of the project, I have conducted a survey of AP/DPs and recently appointed principals in the Otago/Southland region. In order to clarify and expand on the results of the survey I am interviewing a small randomly selected number from the groups specified above.

Please read this information sheet carefully before deciding whether or not to participate. If you decide not to take part there will be no disadvantage to you of any kind and we thank you for considering our request.

What is the aim of the project?

The aim of this project is to explore views held by both AP/DPs and those who have recently taken on a principal's role, on the perceptions of support required for those aspiring to principalship and factors that may be preventing senior school leaders from aspiring to the position.

What type of participants are being sought?

The research project seeks to interview a small randomly selected sample (3 AP/DPs, 3 principals) in Otago and Southland.

What will participants be asked to do?

Should you agree, you will be asked to take part in a semi-structured one-on-one interview (taking no more than 30 minutes). Interviews will be arranged at a time and place agreeable to you and interviews will be audio-taped with your permission. All information that you provide will be CONFIDENTIAL and you will not be identified in any way. Questions will be shared prior to the interview.

What data or information will be collected and what use will be made of it?

The results of the project may be published and will be available in the University of Otago Library. A summary of the results will be provided to schools which participate but results derived from any particular school will not be identifiable and every attempt will be made to preserve anonymity. Results of the surveys and interviews will be reported as group data only.
You are most welcome to request a copy of the results of the project should you wish.

The data collected will be securely stored in such a way that only the researcher will be able to gain access to it. At the end of the project any personal information will be destroyed immediately except that, as required by the University's research policy, any raw data on which the results of the project depend will be retained in secure storage for five years, after which it will be destroyed.

Can participants change their mind and withdraw from the project?

You may withdraw from participation in the project at any time and without any disadvantage to yourself of any kind.

What if participants have any questions?

If you have any questions about our project, either now or in the future, please feel free to contact either:-

Ian Stevens
University College of Education
Phone: (03) 479 4907
Email: ian.stevens@otago.ac.nz

or

Dr Darrell Latham
University College of Education
Phone: (03) 479 4249
Email: darrell.latham@otago.ac.nz

This study has been approved by the University of Otago Human Ethics Committee

Appendix I: Consent form for semi-structured interview participants

University of Otago College of Education
Te Kura Akau Taitoka

Preparing the pathway to principalship- perceptions of the support required

CONSENT FORM FOR
INTERVIEW PARTICIPANTS

I have read the Information Sheet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.
I know that:-

1. my participation in the project is entirely voluntary;

2. I am free to withdraw from the project at any time without any disadvantage;

3. the data [*audio-tapes*] will be destroyed at the conclusion of the project but any raw data on which the results of the project depend will be retained in secure storage for five years, after which it will be destroyed;

4. this project involves an open-questioning technique where the precise nature of the questions which will be asked have not been determined in advance, but will depend on the way in which the interview develops and that in the event that the line of questioning develops in such a way that I feel hesitant or uncomfortable I may decline to answer any particular question(s) and/or may withdraw from the project without any disadvantage of any kind.

5. the results of the project may be published and available in the University of Otago Library (Dunedin, New Zealand) but every attempt will be made to preserve my anonymity.

I agree to take part in this project.

....
(Signature of participant) (Date)

Appendix J: Constant comparative analysis (example page)

Constant comparative analysis (example page)

Survey- AP/DPs Do you aspire to become a principal **YES**- reasons for response

Preliminary coding categories

Theoretical sampling: Broad thematic areas	**Axial coding: Provisional categories**
Leading a team	Enjoy leading, opportunity for leadership Leading a successful organisation/team Opportunity to lead a school in a common goal Held significant leadership positions in the past To drive/motivate staff and students to be better than before Frustration (eventually) of playing second fiddle Don't want to work for a principal who can't do the job
Leading learning	Lead learning
Leading change	Lead change Change manager
Leading in the future	Lead a school into 21st Century learning before we are half way through it Make a school up to date in terms of relevance to tertiary education and work force
Challenge	New challenge Personal and professional challenge Challenge myself Find the challenge of leadership motivating Variety/diversity
Make a difference	Make a difference in a different way /for students Have the most influence Provide better opportunities for students Incorporate positive learning outcomes Improve teachers feelings of value and worth Passion for education and young people Enjoy working and supporting both students and staff
Personal belief/ skills	Belief in own skills/ know I can do it Believe I have the many attributes/skills needed Believe I can manage the role Self-development All skills and knowledge gained need to be put to productive use Personal goals Arrogant humility
Natural progression	Natural progression from what learning now Apply the knowledge and maturity I am gaining The further development of my career Have been Acting Principal

Appendix K: Coded interview transcript (example page)

Participant E

Wednesday 24 August 2011

Ian	Interview with Participant E. What I have done is I have gone through and just grouped the questions into three categories and so it's really just getting your feedback your comments on these particular areas. The first one that I have looked at is the role of the Principal and I would be interested in what you see is the positive aspects of the Principal's role?	
Q1		
Participant E	I see the Principal's role, the positive things I see are the interaction that he has with the parents and the students and I'm speaking about he at the moment but in any school it's the interaction that he has with parents, student, teachers and I'm talking about more the building relationships with them.	RQ1 (ii) (+ve) – interactions with parents + students – relationships
Ian	Right.	
Participant E	I really like that, I like the fact that you get time or you don't get time but as far as I am concerned a Principal doesn't seem to have any time, but that opportunity to get out there and actually talk with people and do some of the nice stuff with them.	interacting with people
Ian	Yep.	
Participant E	So to make the school look good or you know pass on the good things that are happening in our school. I think that is really positive. Other positive things about being a Principal, actually I don't see a lot of positive things of being a Principal.	RQ1 (ii) (+ve) – pass on good things happening – make school look good
Ian	Right.	
Participant E	And so if I can just sort of slide into the negative stuff for me, the Principal never has enough time. Things move from one side of the table to the other side of the table all the time because there is things happening that need attention. Maybe that has got something to do with being a good leader and not such good leader because I kind of see the Principal as being the real leader of the school.	RQ1 (i2) (-ve) B/BTW 2 Time – lack of
Q2		
Ian	Yep.	
Participant E	And often they don't get to do that because they are dealing with stuff that, yeah for me the Principal should be dealing with the what the school is about the vision, the curriculum and promoting that and they end up with silly things like sports and finding money for sports teams and trying to organise people to do things and it kind of takes it takes it away from me because I sort of think that if you get to be the Principal then you are the overall guru person.	RQ1 (i2) (-ve) not dealing with what is right eg vision, curric instead – sport, fund raising.
Ian	Yep.	
Participant E	That everybody looks up to and looks to follow and often I don't see them having the time to do those wonderful things, it really worries me.	RQ1 (i2) (-ve) lack of time

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