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**GETTING A LIFE:
PRINCIPALS AND DEPUTY PRINCIPALS REFLECT
UPON THEIR CHANGED CAREER PATHS**

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ABSTRACT

The thesis aimed to find out why successful primary school principals were leaving teaching for other careers and why deputy principals were becoming increasingly reluctant to seek further promotion.

The researcher was concerned to learn in the media of increasing numbers of principals leaving the profession and wanted to find out the reasons for this. The factors which influenced mid-life career decisions from the perspectives of two different groups, twelve recently resigned, successful urban primary principals and fifteen in-post deputy principals were critically examined. A between-group comparison of their attitudes and beliefs regarding the principal's role, role satisfactions and dissatisfactions and the impact of the 1989-1996 educational reforms on their career change decisions was conducted.

A considerable body of qualitative and quantitative research literature has examined the reasons why teachers become dissatisfied and seek new careers. Of particular relevance to this study were those investigations which explored mid-career crises, 'triggers' which caused life reassessment and career pattern and promotion studies.

Evidence in this study suggests that some principals resigned because of health-related problems exacerbated by high administrative workloads and stress. Others perceived a lack of attractive career opportunities within education and sought new challenges. Many of the deputies no longer aspired to principalship positions because of the stress, excessive administrative workload and the loneliness associated with the position. A number of members in both cohorts wanted to restore balance to their lives.

In the researcher's opinion, if talented educational leaders are to be retained and the status of the profession enhanced, an independent, national, professional support body needs to be established for principals. Desirable, clearly-defined, well-compensated career paths must be created and additional administrative support provided to schools in low socio-economic regions.

Traditional career paths of New Zealand teachers have changed and further evidence of the reasons for this is required. The career paths of male and female teachers are markedly different. Additional research is needed to ascertain if, as this study suggests, women seeking principal's positions are being disadvantaged. Ways must be found which will make the position more attractive to ensure that the best educational leaders are retained in the profession.

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GLOSSARY

Board/s	Boards of Trustees
BoT	Boards of Trustees
Department	Department of Education
ERO	Education Review Office
Ministry	Ministry of Education
MOE	Ministry of Education
NZEI	New Zealand Education Institute
NZPF	New Zealand Principals' Federation
PPTA	Post Primary Teachers' Association
STA	School Trustees Association
APPA	Auckland Primary Principals Association
AP	Associate Principal
DP	Deputy Principal
STJC	Senior Teacher of Junior Classes
NZCER	New Zealand Council for Educational Research
CEO	Chief Educational Officer
DSI	District Senior Inspector of Schools
PTA	Parent Teacher Association
ASTU	Advanced Studies for Teachers Units
TQM	Total Quality Management
LEA	London Educational Area

CHAPTER ONE

INTRODUCTION

Background to the study

In the years following the 1989 *Tomorrows Schools* reforms the researcher heard many accounts of the difficulties and stress being experienced by school principals as they strived to implement the new policies, procedures and structures. Frustrations about the lack of clear directions from the Ministry of Education and the inadequate training to enable them to cope with their new responsibilities were reported. Difficulties associated with Boards of Trustees were also widely mentioned.

The researcher was interested in this matter because of her own varied career in education. Her previous experiences as a primary school principal and as an inspector of schools in the Auckland region and empathy with the important role of the principal made the study particularly relevant. Furthermore, her continued involvement in education made her acutely aware of the new challenges and responsibilities which the educational reforms had placed upon schools. She wanted to find out if principals' traditional leadership roles had changed as a result of the reforms. Anecdotal comments from friends and colleagues of the high levels of stress and heavy workloads among principals stimulated her concern for their health and welfare.

In 1994, the researcher learned of an increasing number of highly regarded principals resigning to take up new jobs outside of the education service. She became curious about the reasons why successful, respected mid-career senior teachers and principals were leaving teaching to explore non-traditional career paths. This appeared to be a new phenomenon. Previously those who were successful by mid-career had tended to remain in the profession. If this new trend continued, the researcher was concerned about who would provide effective leadership and high quality role models for newly trained teachers and who would mentor newly-appointed principals. She believed that

having successful teachers leaving the profession in mid-career was a waste of talent and training resources which New Zealand could not afford.

This situation was considered to be of particular importance to New Zealand primary school education. The researcher believed that morale among teachers at the time was at an unprecedented low. Reduced numbers of applicants were seeking to enter teacher training. Many teachers were leaving the service at a time when schools in the Auckland region in particular, had a desperate shortage. The researcher was also concerned that if skilled, professional educational leaders left teaching in mid-life for other careers, Boards of Trustees with their own agendas might appoint administrators to 'manage' schools. This, she believed, would have a negative impact on educational standards and further undermine the status of the profession.

The researcher believed that primary schools should be led by professional educators committed to developing teachers' skills by promoting strong professional development programmes. Therefore it was vital that reasons be identified for the increasing numbers of successful mid-life principals and deputy principals changing their career paths. Solutions were required before the situation escalated.

Press releases during 1995 provided information about national surveys conducted by both the New Zealand Principals' Federation (NZPF) and the Post Primary Teachers Association (PPTA) principals' council. These surveys indicated that changes of direction, stress, ill health, conflict and burnout were the major reasons cited for principals' resignations and moves to other jobs, (*New Zealand Herald*, 24 May, 1995; *The Dominion*, 12 June, 1995). The figures in these accounts of those leaving the profession were disputed by the Ministry of Education, (*New Zealand Herald*, 24 June, 1995). The Ministry, (1995) had produced their own statistics about the situation. Thus the statistical data provided by the principals' associations and those of the Ministry failed to agree.

The researcher believed that a closer analysis of the situation was necessary. She was also curious to find out if new educational changes had influenced these career moves.

Had the joy of teaching disappeared, or had the challenges of the principal's role become too great? Or did other issues and reasons underpin these career change decisions? She resolved to undertake a qualitative study to explore personal experiences with senior educationists whose careers had recently changed.

What the thesis did

The study aimed to examine the reasons why experienced, mid-life primary school principals in the Auckland region were leaving teaching to begin new careers. It also sought to find out why increasing numbers of successful deputy principals were no longer interested in seeking principalship positions. The effects that the 1989 educational changes which reformed state education in New Zealand had on the respondents' career paths were also examined.

The study critically examined the ways that the role of the principal in New Zealand urban primary schools had changed since the 1989 educational reforms. Data was gathered from the perspectives of twelve principals who had resigned from their positions within the previous two years. This was compared to evidence about the principal's role provided by fifteen successful deputy principals and from the research literature. The deputies identified to participate had indicated to their principals that they were not interested in pursuing a principalship position. The career paths of both cohorts, the ex-principals and deputy principals, were analysed and discussed and their reasons for changing their earlier career directions examined.

Although the data reflected an Auckland regional perspective, it was anticipated that many of the findings would reflect the national urban situation. The study examined the frustrations and satisfactions associated with the principal's role experienced and witnessed by twenty seven experienced educationists. These informants had worked in state and integrated schools in a range of different districts. The influence of a 'market forces' ideology on the principal's role was also considered. Factors which influenced career decisions were identified and recommendations suggested to resolve the situation.

In 1995 the researcher undertook a search of the literature. Reasons for teachers leaving the profession in New Zealand and in overseas countries were investigated. Several

studies were found which focused upon teacher exit on both retirement and at early stages in their careers, (e.g., Maclean, 1991; Williams, 1994; Holland, 1991). However, it seemed little research attention had been given to the reasons leading to teachers' decisions to change careers, (Rhodes & Doering, 1993), although Bell (1995) reported that increasing numbers of teachers in England were no longer seeking promotion into senior posts.

Factors which indicated teacher job commitment, (Firestone & Pennell 1993; Neville 1988), were examined as well as those which caused career dissatisfaction, (Jones & Haynes, 1991; Holland 1991; Wylie 1994). Intrinsic and extrinsic factors which influenced career decisions were also explored.

The impact of the educational reforms which had occurred in a number of Western countries was also examined. Within New Zealand, a number of educationists expressed serious concerns about the speed and number of the changes imposed on schools as a result of the *Tomorrows Schools* reforms, (Ramsay, 1993; Sullivan, 1994; Nuthall, 1994). Annual monitoring undertaken by Cathy Wylie for the New Zealand Council for Educational Research (NZCER) confirmed that teachers were experiencing additional stress as a result from constant 'rule' changing by the Ministry and the government. Overseas in England and Australia, concerns were voiced about the speed of educational change, (Cooper & Kelly, 1993; Maclean 1991.) The increased administrative burden experienced by head teachers was also documented, (Ross, 1995).

To help build up an accurate picture of the reasons for mid-career New Zealand teachers were leaving teaching and to help establish possible solutions, the researcher examined the ideas of various career theorists, such as Super, (1992) and Holland (1973). Work which analysed 'life stages' and career patterns, (e.g., Sikes, 1985; Huberman, 1993; Maclean, 1992) were studied. As a result, she decided to examine in detail the career 'patterns' of the two cohorts, an ex-principal group and a deputy principal group. These data would be compared with other investigations into teachers' career paths, such as those of Hill, (1994), Maclean, (1991) and Neville, (1988), and those of business managers, (Kanchier & Unruh, 1988).

It was hoped that this thesis would fill a gap in the literature and knowledge of the current situation in the Auckland region.

The nature of the study

Two key research questions formed the focus of the study. These were:

- What were the reasons for successful principals in mid-career leaving their positions for other jobs?
- What impact or influence did the reforms associated with *Tomorrows Schools* have on respondents' career change decisions?

The research sought to identify the major intrinsic and extrinsic factors which contributed to decisions of successful mid-career principals and deputy principals to change or halt their career paths in education. The new role expected of the primary school principal was analysed and aspects which gave the most and least job satisfaction were identified. The changes to the principal's role which resulted from the *Tomorrows Schools* reforms or which were generated by the new educational climate were also examined. The influence that these changes had on the career decisions of the respondents were then discussed.

A brief outline of the methods and techniques used

The researcher held discussions about the research proposal with members of the Auckland Primary Principal's Association, (APPA) and the NZPF. Strong support for the study was received and assistance was provided with the identification of the possible informants. Access to the APPA database which recorded career movements of teachers in the Auckland region was obtained. This enabled appropriate informants to be located. The criterion 'successful principal' was informally validated by APPA Executive members. The support provided by the two major principals' organisations assisted the researcher to obtain unsolicited verbal responses of interest from a number of principals and deputy and associate principals in the Auckland region.

Procedures used:

Individual qualitative case studies from twelve ex-principals were produced. Data was gathered through a questionnaire and semi-structured individual interviews. This information was complemented by additional data obtained through case studies from a group of fifteen associate or deputy principals. This group was called the 'deputy principals' throughout the study, because eleven held this position. Information from this cohort was also obtained using a survey and group interviews. An 'illuminative methodology' (Brown & Ralph, 1992) involving objective data description and interpretation was used.

It was intended that this data would be presented in a way which would reflect the different 'voices' of the participants. A richly textured account, (Delamont, 1992) which would reveal the personal feelings and emotions of those involved was sought.

Criteria were developed for the selection of the two cohorts. The names of possible informants who had resigned from primary principalship positions within the last two years to take up other careers or positions were identified. A group of twelve ex-primary principals from urban Auckland in their 40s-50s was randomly selected using an informal 'snowballing' technique, (Cohen & Manion, 1994). The names of deputy principals not intending to seek further promotion were obtained through principals' recommendations, or by those interested directly contacting the researcher. The researcher hoped to identify the challenges, difficulties and issues facing primary principals and to validate the findings by comparing the responses from the members of these 'accidental' samples, (Bouma, Atkinson, & Dixon, 1995).

Prior to the commencement of the fieldwork, a pilot study was undertaken involving an ex-principal and two deputy principals not selected to participate in the project. This ensured clear instructions and intelligible questions were developed for use in the survey and interviews. Next the interested participants who had met the criteria were chosen and informally invited to participate. Formal consent was then obtained.

The fieldwork involved two major phases. Informants were first required to complete a questionnaire. (Refer Appendix 3). This requested detailed information about their teaching careers and the reasons for their changed career directions. The second phase involved an interview. The ex-principals participated in individual semi-structured one hour interviews. (Refer Appendix 4.) The deputy principals were organised into four 'focused' groups, (Anderson, 1990) and interviewed using a 'nominal group technique', (Mercer, 1993).

The interviews were audio-taped by the researcher and transcribed. Once the data had been checked with each respondent for accuracy, it was sorted, coded, analysed and classified. A cut and paste method, (Taba, 1962) was used to categorise the material into themes. Triangulation involving the evidence from the literature and data obtained through the questionnaires and interviews was applied to maximise the power of the research and to validate the findings. Grounded theory (Hitchcock & Hughes, 1995), was used to analyse the results and conclusions were drawn.

Limitations identified in the study

A number of limitations were identified in the study.

- The research was centred around the Auckland urban region. This was where the researcher lived, had knowledge of local school situations and where her personal networks could assist with the identification of suitable respondents. However, due to this centralisation upon the Auckland region, the study failed to present a complete picture of the role of the New Zealand primary principal. No attempt was made to include the perspectives of principals of small or rural schools.
- The gender imbalance between the two cohorts selected as respondents was a serious limitation. The ex-principals' cohort, Sample A, contained ten males and two females while Sample B was composed of fifteen female deputy principals.
- Although eight of the deputy principals had 'acted' for some time in the principal's role, few had had extensive experience of the job. This meant that comparison of perceptions of the role by the ex-principals and deputy principals was probably

unbalanced. This was an unavoidable difficulty. Fortunately, the study did not intend to examine the principal's role from different male and female perspectives.

Two relatively small samples were selected. Larger sample sizes would have enhanced the validity and reliability of the study. However, this would have created additional difficulties for the researcher because of the restricted timeframe available in which to conduct her research.

- The researcher was constrained from involving respondents in further interactive debate by her full-time work commitment. Greater validity through a further interview would have enhanced the reliability of the study.

The structure of the thesis

Chapter One provides an introduction to the research. It outlines the nature and the structure of the thesis, the location used and the researcher's reasons for selecting the topic. The key questions upon which the study was based are defined

Chapter Two provides a detailed examination of the research literature available from overseas and from within New Zealand. It verifies the point that little research evidence was available about teachers' mid-life career-change decisions, (Rhodes & Doering, 1993). Only limited evidence was found about the problems principals based in schools in different socio-economic situations, (Wylie, 1997).

The qualitative, case study approach and a discussion of the methodology used in the study is described in Chapter Three.

Detailed narrative data obtained from the surveys and interviews with the respondents are presented as objectively as possible in Chapter Four. It is hoped this will enable readers to draw their own conclusions about the reasons for the respondents' changed career decisions. Within this chapter, data from both cohorts are sometimes reported separately. This permits the reader a closer examination of the different perspectives presented by the two groups. A variety of themes is used to define the research findings.

Chapter Five discusses the career journeys of both cohorts in the study. It isolates the major factors which influenced career path decisions. The data suggests that 'uncontrollable' variables, such as personal situations, the cultural environments of each school and external factors were responsible for many individual career decisions. Common traits are identified which enabled the ex-principals to be categorised into groups. The chapter concludes by comparing the effects of the greater authority available to principals with those resulting from new 'imposed' controls.

The conclusions deduced from the research are identified in Chapter Six. This chapter discusses the role of the primary school principal in the 1990s and the factors which influenced the principals' and deputy principals' career opportunities and decisions. Possible ways to retain experienced principals and to encourage female deputy principals to reconsider applying for a principal's role are identified. The chapter concludes with some recommendations for future action, problems associated with the research and suggestions of topics requiring further investigation.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

This chapter, which is divided into two sections, examines the principal's role from both an international and a New Zealand perspective. The issues and challenges which have influenced the position will be analysed and the ways that recent educational changes have influenced these will be discussed.

In part one, the development of career theory is briefly discussed. This is followed by an examination of aspects of the principal's role which have influenced their career paths. These include the influence of mid-life and mid-career factors, career patterns and journeys, the skills and characteristics of successful principals, satisfactions and dissatisfactions associated with the job, the impact of stress, the effects of recent educational reforms and legislation and reasons for leaving principalship positions.

The second part of the chapter considers the New Zealand educational context, to set the scene for the data presented in Chapter Four. It focuses on the impact of the educational reforms and the ways these have affected the principals' role. Information which sparked this investigation such as research evidence, statistics and media reports is also discussed.

Part One: International Research

Career Development and Theory

A brief study of career theory provided the researcher with a number of useful ideas and models to consider. 'Career' in this study is defined as "the evolving sequence of a person's work experiences over time." (Arthur, 1989:8). Studies of careers should consider individual change, organisational change, (Arthur, 1992) and societal change, (Kanter, 1989). Attention should also be given to the role interpretation of both those involved in and those affected by the role.

A theory of careers should focus upon the ‘whole’ person as he or she relates to the work situation, (Arthur, 1992). Career theory “obliges us to look at individuals and institutions, through time and social space, all at once,” (op.cit: 66-7). However, (Montross, 1992:5) warns that “there is not, at present, a single comprehensive, well-integrated theory of career development.”

Career theories have developed from various disciplines and perspectives. Those developed by Super and Holland have particular relevance for this study. Super’s (1992) life-career rainbow model defines a career role which is divided into five longitudinal stages relating to age. These are: growth, (0-14), exploration, (14-25), establishment, (25-45), maintenance, (45-65), and decline, (65+). The maintenance stage is the most relevant to this study. At this stage people maintain their place in the world by “holding their own”, “updating” or “innovating”, (ibid :43). “Careers evolve, they emerge: that is what development means when applied to lives.” (ibid :61).

Holland, (1973), developed a ‘theory of careers’ which claimed that individuals make vocational choices based on a match between their personality traits and their job environments. In 1985, he defined four primary assumptions relating to his theory: people can be categorised into one of six types; there are six model environments; people look for environments which use their skills and abilities, express their attitudes or values, take on agreeable experiences; and behaviour is determined by the interaction between personality and environment. Minor, (1992), supported Holland’s assumption that people seek environments which suit their personalities and found “some evidence that adults changing occupations do seek more congruent environments,” (op. cit:17).

The ‘social’ (i.e. interested in working with people) and the ‘enterprising’, (i.e. interested in persuasion and leadership) personality types identified by Holland, (1973), have particular relevance for the respondents involved in this study. Super & Hall, (1978) (cited in Arthur, et al. 1992:34-5), recommend an examination of Holland’s theory “in relation to adult career change, turnover and the outcomes of mid-career crises.” The study tries to cover this by examining the careers and lives of twelve ex-principals.

Vocational satisfaction, stability and achievement depend upon the congruence between personality and the environment in which one works, (Holland, 1973). This evidence is supported by many studies (e.g., Lortie, 1975; Young, 1995; Maclean, 1991; Williams, 1994). These have shown that those entering the teaching profession want to make a contribution to society and to work with children.

The Influence of Mid-Life and Mid-Career Factors

Many researchers have found life stages a useful tool when examining career ‘patterns’, (e.g., Huberman, 1989; Goodson, 1992; Kanchier & Unruh, 1988; Maclean, 1992). A condition referred to as ‘mid-career crisis’ (Huberman, 1989), or ‘mid-career malaise’ (Lowther, 1982), occurs when people critically reassess and re-arrange their work role, personal career and total life situation. The period between the ages of 37 and 45 can be at least as traumatic as adolescence, (Sikes, 1985). Lowther, (1982:3) agreed that this could be a “most problematic developmental period.” During this time teachers lose their vitality, are generally dissatisfied with their work and lives and may begin to consider new life structures and jobs.

Crow, (1985) found that mid-life crises in working women tended to occur between the ages of 42- 47. She identified four causal ‘triggers’ for these crises: careers; the meaning of life; home and family; and own psychological and physical health. Women in mid-life face what Park, Pringle & Tangri (1995:4), entitled “the sandwich generation situation”, a stage between caring for children and caring for elderly parents. During this period, women demonstrated a commitment to continuing personal development, (*ibid*). This evidence is supported by the professional development reported by the women in this study.

Sikes, et al. (1985), recommend that life cycle changes should not be used as a rigid framework. The age at which teachers enter teaching and overlaps between phases must be considered. This is highly relevant in the context of this study, as most respondents were classified as being in mid-life and many were also in mid-career.

Career Journeys

The professional career journeys of teachers and principals are diverse and change over time. (Huberman, 1993; Maclean, 1992; Hill, 1994). Maclean (1992), advocates that both horizontal and vertical mobility should be considered during an analysis of career paths, especially when reduced promotional opportunities exist. The effect of career breaks on promotion is, however, "by no means clear cut," Huberman, (ibid:201). He maintains career development should be interpreted as a 'process' which allows for comparisons between individuals, (Huberman, 1989). It is more focused than a study of 'lives' and incorporates within its analytic tissue both a psychological and sociological perspective.

Two main types of teaching careers, school and non-school positions, which occur in parallel strands, were identified by Maclean, (1992). The focus of this study is on the school strand. The lives of mid-career ex-principals and deputy principals are examined during a phase which Huberman, (1993), describes as the 'exploration and diversification phase'. This involved teachers between 30-50 years of age in their 15-20th year of teaching. This is similar to the 'maintenance stage' (45-65 years) identified by Super, (1992) and to two of the transition periods, 'mid-life', (40-44 years) and 'age 50', (50-55 years) identified by Kanchier & Unruh, (1988).

The Canadian research of Kanchier & Unruh, (op. cit.) which examined managers who had worked within an organisation for more than three years and those who had left their positions within the previous four years, proved particularly useful resource for the researcher. Their work identified two groups: the 'changers' and the 'non-changers'. The 'changers' were intrinsically motivated risk-takers, oriented towards change and achievement. They were adaptable and flexible enough to use changed circumstances to make calculated moves. For the 'changers'

...career development seemed to be a continual search for a better fit between their occupations and their developing personalities, (Kanchier & Unruh, op. cit:135).

Their model was used to analyse the ex-principals in this research, as it was considered highly likely that several might be identified as ‘changers’.

‘Critical incidents’ or phases are the key events in an individual’s life around which pivotal decisions are made, (Measor, 1985). They are most likely to happen during what Strauss and Rainwater (1962) define as ‘periods of strain’. These can occur in all areas of life, cannot be anticipated or controlled and can have far-reaching effects on teachers’ careers. “Transitions, derived from the study of key pauses are turning points in working lives”, are also important, (Arthur, 1992:69).

In this study, several critical incidents or “triggers”, (White, 1992:192), are identified which influenced mid-career decisions and priorities. Extrinsic, intrinsic and personal factors related to critical incidents which provoked career constraints or influenced the career decisions are also examined.

Career Patterns and Promotion

Career patterns and promotional paths provide a very rich source of data about the professional opportunities taken by principals and deputy principals, as demonstrated in their career paths. (Refer Appendices 6 and 7) They provide important insights into the individual and to the career options available within a defined time frame. Career patterns are strongly influenced by age, gender and marital status and moves are invariably ‘planned’, (Maclean, 1992).

In most countries, those appointed to principalship positions have invariably been successful teachers themselves. Teachers who had gained promotion to principalships were found by Maclean (1992), to have: worked in jobs for a shorter period of time, worked in a larger number of schools, spent a greater proportion of their time in ‘less preferred’ work situations, (e.g. rural/low socio-economic regions), used ‘bench marks’ to measure their own progress over others and were more like to have been involved in a wide variety of in and out of school non-teaching professional activities.

...the most successful teachers to achieve their career goals are those who are best able to read the opportunity structure accurately, to anticipate likely changes in this structure over time and take advantage of these ahead of their colleagues (Maclean, op. cit :194).

“Career anchors”, (Schein, 1992), which had evolved over a number of years and guided and constrained the career choices of those in the study, were also identified. Many of the ex-principals used ‘career maps’ and adjusted their ‘career anchorage’ perspectives as their professional lives developed. These patterns are similar to those described by Hill, (1994), and Maclean, (1992). However, not all careers of the respondents in this study were planned. A number of the women’s professional lives were radically influenced by their partner’s career moves and by ‘time out’ for family reasons.

The age of appointment to the crucial first headship is of particular significance. (Huberman, 1993; Prick, 1989) It is one of the best predictors of attitudes towards work, according to Lowther, (1982). Over half of the heads of large schools in Hill’s study, (1994), gained their first headship under the age of 35 years. This factor also proved pertinent to this research.

The career patterns of female principals are often quite different from those of males. Park, et al. (1995), and Gallos (1989) suggest that the static and linear models of career development are inappropriate for women as they can be too limiting. The cyclic model outlined by Marshall, (in Arthur, et al. 1989:285), may be more appropriate.

Women’s careers are influenced by a number of factors. They are less well-qualified than males, (Hill, 1994; Riehl & Byrd, 1997; Maclean, 1991; Travers & Cooper, 1991); take longer to reach equivalent positions, (Maclean, 1992; Strachan 1995); if married are less mobile than males, (*ibid*; Hart, 1989; Maclean, 1991); are under-represented in the larger schools, (Hill, 1994); and tended to obtain their first headship at an older age than their male counterparts, (*ibid*; Maclean, 1992).

Female principals and deputy principals do not expect to succeed as men do, (Hill, 1994; Maclean, 1992). They invariably have less senior positions, lower salaries and a lower status than males, (Travers & Cooper, 1991; Wylie 1997). Women question their ability to do the job and expect to have to prove their worth before being given the respect which men receive automatically, (Hart, 1989). Often, they put their marriage and

families ahead of career and promotion, (Woo, 1985; Huberman 1993; Maclean, 1992) and seek 'balanced' lives, (Huberman 1993; Marshall, 1989). Having a supportive husband is crucial to many women's professional success, (Hart, 1989; Neville, 1988; Woo, 1985).

... attachments and relationships play a central role in both identity formation and the concepts of developmental maturity, colouring how women see themselves, their lives, their careers and their on-going responsibility to those around them. (Gallos, cited in Park, et al. 1995:2).

Williams, (1994) and Maclean, (1991) found more men than women anticipated becoming principals and were likely to be mentored from an early age in their careers. Other studies found the pursuit of the male's career was a priority in many families and males sought promotion more vigorously after marriage, (Woo, (1985; Maclean, 1992). In New Zealand, Wylie (1997) found that female principals are significantly less likely to think about changing careers than males, (9% compared to 17%).

Teachers who plan to quit and those who intend to stay in the teaching profession can be reliably distinguished by patterns in their work relationships, attitudes, perceptions and reactions, (Firestone & Pennell, 1993; Hall, Pearson & Carroll, 1992). Teachers' own perceptions about the work environment and their attitudes were found by Hall, et al. (op. cit) to be highly influential indicators of long-range teaching plans and job persistence.

Concerns were expressed when a large number of deputy heads and heads in both England, (Bell, 1995) and New Zealand, (Wylie, 1997) indicated they no longer wished to be promoted further. Reasons given included the weight of responsibility, change overload and loss of autonomy since the reforms. These very issues influenced the career decisions of the deputy principals in this study.

Skills Needed Today by Principals

Research into school effectiveness repeatedly stresses the importance of the headteacher's role in the development of effective schools. (Tromen, 1996). Competent principals require a wide range of skills, knowledge and attitudes if they are to be

successful, (Scott, 1992; Education Review Office, 1996). Their skills should include: good conceptual planning and strategic leadership skills; the ability to obtain and deploy an appropriate mix of human, financial and physical resources; the ability to get loyalty and commitment from staff; excellent communication and networking skills; empathy with staff; personal integrity and trust in others; creativity and innovation; the ability to manage conflict effectively and formulate policies and to make decisions.

Principals in Cranston's study, (1996), agreed that to be successful in the current educational climate, their level of existing skills, knowledge and attitudes "fell well short of that expected of them now or in the future", (op.cit:6). New and coherent ways of thinking and acting were required which enabled educational leaders to be "holistic thinkers and reflective, responsive practitioners," responsible for upgrading their professional skills and knowledge, (Duignan & Macpherson, 1992:183). Principals should be involved in the preparation of prospective school managers, (Johnson, 1992).

The flow on effect of increased demands on principals has meant that other senior staff must also develop new skills and competencies and be prepared to take on a range of increasingly complex administrative and professional tasks, (Cranston, 1994). This view was reinforced by Troman, (1996) who argued that "...current educational legislation has tended to reinforce the chief executive role at the expense of the leading professional role," (op. cit:140).

The increased pace of change may necessitate new, flexible, non-hierarchical modes of organisation and radically different roles for teachers and headteachers, (Hargreaves, (1994a). Within this thesis these are examined alongside role commitment factors, (Firestone & Pennell, 1993; Neville, 1988). These factors include: characteristics of the job; personal attributes; the 'whole job' focus; increased skill variety; loss of autonomy; balance and control; feedback on professional performance and collaboration.

Career Satisfaction Within the Principal's Role

Career satisfactions and dissatisfactions have a strong influence on career stability and have particular relevance to the ex-principals and deputy principals in this study. The factors which give principals career satisfaction are examined first.

Career satisfaction is strongly linked to career change decisions, (Rhodes & Doering, 1993), and job satisfaction is determined by person-work environmental factors, personal factors and perceived available alternative opportunities. Positive first teaching experiences were found to relate positively to teacher retention, (Maclean, 1991; Chapman, 1983).

The contexts in which teachers work also influence job satisfaction.

... research shows teacher morale, motivation, commitment, job satisfaction and career plans depend, to a large extent, upon the management context in which they work, (Sikes, Measor & Woods, 1985:126).

Mercer, (1993), outlined a hierarchy of needs, developed by Lawlor, (1973), which provide job satisfaction. These included: existence needs, security needs, social needs, the need for self esteem, the need for autonomy and the need for competence and self-actualisation. As shown in Chapter Four, these needs were directly linked to the intrinsic and extrinsic career satisfaction factors of those involved in this research.

Intrinsic career satisfaction

A number of studies (e.g., Jones, 1987; Holland, 1991; Wylie, 1994), agree that principals obtain intrinsic career satisfaction from their jobs if they: have autonomy, have opportunities to demonstrate leadership, have opportunities to work with children, perceive positive effects from planning and have established good relations with pupils and parents. Huberman (1993), suggests that relationships are the heart of most motivations. This is particularly true for women, according to Gallos, (1989), who suggests

... attachments and relationships play a central role in both identity formation and the concepts of developmental maturity, colouring how women see themselves, their lives, their careers and their on-going responsibility to those around them, (Gallos, cited in Park, et al., 1995:2).

The climate and culture of the school was vitally important for women, (Strachan, 1995). Women were motivated by challenges and by doing important work, according to Park

et al., (1995). In contrast, they found men recognise status, rewards, job conditions and autonomy as strong motivating factors.

Other significant intrinsic career satisfaction factors include: quality of family life, Lowther, (1982), control over one's personal life, Mercer, (1993); "a sense of balance and control," Neville, (1988:149); and dedication to making a different world (Young, 1995; Williams, 1994). New challenges were vitally important to those seeking promotion according to Maclean, (1992).

Extrinsic career satisfaction

Researchers have identified a number of extrinsic factors which influenced teachers' career satisfaction. Improved salaries were important for the retention of women teachers in particular, in Jacobsen's (1988) study and for those leaving teaching, (Chapman, (1983). However, Chapman (op. cit.), identified that those who had a spouse in teaching were more likely to remain in teaching or education themselves. The reasons identified by Rhodes & Doering (1989), for teachers' thinking about a career change included: inadequate pay, lack of advancement and job insecurity. They speculate that "barriers become salient only after one has thought of a career change," (ibid:89).

It is interesting to note, that while male and female primary teachers in both the United Kingdom and New Zealand have parity on basic salary scales, males continue to earn more. This is perhaps because a higher proportion of them occupy more senior and therefore more lucrative positions, (Measor and Sikes, 1992; Travers & Cooper, 1991; New Zealand Ministry of Education, 1996).

Career Dissatisfaction Within the Principal's Role

Three major job dissatisfactions influenced principals to look for new career opportunities according to the literature. These are: high administrative workloads; powerlessness caused by decisions over which they have no formal control such as those made by 'outside agencies'; and difficulties in addressing children's learning needs, (Jones, 1987; Holland, 1991; Wylie, 1994; Cooper & Kelly, 1993; Draper & McMichael, 1996).

Mercer (1993), contends that heads in the United Kingdom experienced frustration when they were unable to complete tasks they identified as important. This was due to the physical and mental burden experienced as a result of the excessive workloads generated by the Local Management of Schools and the Education Reform Act. Mercer, (op. cit), suggests collegial and staff support for the head is vital "the head must be a political animal and survival probably cannot be achieved alone," (*ibid*:160). A state of permanent overload occurs when there is an over-supply of tasks and an assumption that all of those tasks will be done, (Kanter, 1989). Predictable work hours and predetermined responsibilities, she contends, are things of the past.

Job dissatisfaction occurs when day to day problems compete with development plans. In New Zealand, job dissatisfaction and frustration was increased when the "goalposts were moved," (Mitchell, McGee, Moltzen, & Oliver, 1993:123). Lack of effectiveness can also lead to frustration and job dissatisfaction. To reduce innovation 'shock', heads need to be prepared for the role and "wear two hats" (Sullivan, 1994:16). They are also required to develop a mix of management skills "beyond that of a manager in industry", (Mercer, 1993:161).

Stress

Stress can be recognised as both a positive and negative force and varies from one individual to another, depending upon individual toleration levels, (Brown & Ralph, 1992). Within this study, stress is examined in its negative context.

Stress has been widely accepted as a major reason for teacher dissatisfaction with teaching as a career, (Holland, 1991; Bansgrove, 1994; Bowers, 1995; Maclean, 1992; Ostell & Oakland, 1995). Teacher stress is commonly defined as

...the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger and depression, resulting from aspects of his work as a teacher, (Kyriacou, 1987:146).

Many researchers, (e.g. Gold & Roth, 1993; Kyriacou 1987; Manthei & Gilmore, 1994; Wylie, 1992), have found that those involved in the teaching profession have one of the highest levels of occupational stress. Stress may lead to mental and physical ill-health,

impair working relationships and detrimentally affect personal and professional lives, (Kyriacou, 1987; Cooper & Kelly, 1993; Bell, 1995). While Bansgrove, (1994:50) suggests that “stressful working conditions must encourage potentially gifted teachers to seek other professions.” Personal or family events can destabilise teachers in their professional work, (Huberman, 1993). Problems associated with

...coping with role change and the increased financial responsibilities and unpleasant staff relationship issues severely impair the psychological and physical health of head teachers.(Ostell & Oakland, 1995:184).

Stress was an important consideration in the career decisions of members in both of the cohorts in this study.

Cooper & Kelly, (1993) contend that primary headteachers had significantly higher stress related outcomes, such as levels of job dissatisfaction and mental illhealth, than their tertiary and secondary counterparts. They also found women headteachers were “more resilient and better copers than their male counterparts,” (ibid:141).

While caring teachers themselves are the most vulnerable to stress, (Woods, 1990), having supportive school colleagues is vital to the alleviation of stress, (Kyriacou, 1987; Whitehead & Ryber, 1995).

Role conflict, (Owens, 1981), is a form of stress. It affects principals who occupy “highly vulnerable positions”, Meredith, (1991:14) in many ways. They are likely to experience on-going stress related to role conflict because of the superhuman efforts expected internally by school staff and externally by the community, agencies and the government, (Woods, 1990; Ostell & Oakland, 1995). Role conflict was also found by Troman, (1996) to occur between the heads’ work and the impact of legislation and between their leading professional and administrative role as the chief executives.

Deputy principals too, experience role conflict, as they are expected to support both their staff colleagues and the head in running the school, (Woods, 1990). Successful women administrators experience role conflict in their home and school lives, (Woo, 1985).

However, some have a range of career strategies they use to enable them to cope with their dual roles, (Hill, 1994).

The main causes of teacher stress reported in the literature include: too heavy a workload, (Kyriacou, 1987; Cooper & Kelly, 1993; Brown & Ralph, 1992; Trembath, 1994); unwillingness to delegate managerial tasks, (Hellawell, 1991); staff relationships, (Cooper & Kelly, 1993; Trembath, 1994; Ostell & Oakland, 1995; Whitehead & Ryber, 1995; Holland, 1991); lack of job satisfaction, (Wylie, 1992; Woods, 1990); poor career structure which had a detrimental effect on mid-career teachers in particular, (Kyriacou 1987; Ozga, 1988; Woods, 1990) change factors, (Brown & Ralph, 1992; Trembath, 1994; Holland, 1991; Mager, Myers, Maresca, Rupp, & Armstrong, 1986); inability to control events, (Woods, 1990; Mager, et al. 1986).

The Effects of Legislation and Politics on Principals' Careers

The educational reforms in the United Kingdom, Australia, Canada, United States, as well as those in New Zealand, have been driven largely by conservative governments keen to support market-driven, parental 'choice', ideologies, (Horder, 1995; Cranston, 1994; Kelsey, 1995). As a result of the government legislation which has introduced educational reforms in many countries during the past decade, the role of the school principal has changed significantly.

In the United Kingdom, (Jones & Haynes, 1991; Bansgrove, 1994), the Education Reform Act, 1988, "altered the basic power structure and education system." (op. cit: 211). It imposed a National Curriculum and an entirely new way of managing schools under local management. This broke the tripartite 'partnership' of power between central government, local government and schools, (Horder, 1995). Increased local accountability was accompanied by financial management responsibilities, by increased powers to governors, by a changed role for the local education authorities and by imposed national assessment.

While these changes resulted in more open consultation, Hellawell (1991) argues that the increased financial responsibilities and greater autonomy inflicted further stress on heads. The heads in his study viewed the externally enforced, administrative manager role as a

retrograde step which forced them to replace their valued teaching commitments with 'stopgap crisis management'. These new roles required them to be both manager and employer, rather than the leading educational professional. This situation is similar to that in which many of the ex-principals in this study found themselves.

The transference of power over appointments to the schools, together with the disappearance of career opportunities beyond headship, concerned Jones & Haynes (1991), and Hill (1994). Hill predicted the changes in the United Kingdom would have "far-reaching consequences upon teachers' careers," (op. cit.:205), as heads constantly struggled to lift staff morale. The efforts required to combat weekly media attacks on falling standards and the impact of truancy figures and league tables, together with the burden of additional administration and paperwork did little to alleviate stress and anxiety, (Ross 1995).

Media reports reflected the changing school situation. A high turnover among deputy principals and older teachers was reported in the *Times Educational Supplement*, 17 May, 1996. The number of headteachers taking early retirement for reasons of ill health was reported to have doubled since 1991, (*ibid*). This was verified by Draper & McMichael, (1996). Career opportunities for deputy principals were reported to be becoming limited and the only option available was headship, (*Times Educational Supplement*, 2 June, 1996). The government in the United Kingdom appeared to be expecting more and more of headteachers and the strain was clearly showing.

Government-imposed educational changes and reforms of a similar nature also occurred in Australia. The Queensland reforms (Cranston, 1994), were embedded in wide public sector reform processes similar to those which occurred in New Zealand and elsewhere. The principal's role was greatly affected and was viewed as pivotal in the cultural/reform process. Managerial skills were now considered essential, (*ibid*). However, a different perspective was reported in Western Australia by Dimmock & Hattie, (1994), who found principals preferred there to share most new responsibilities with the Ministry of Education.

Many Australian principals faced role ambiguity and confusion with their new responsibilities, (Cranston, 1994; Hellawell, 1991; Dimmock & Hattie, 1994). These confusions were particularly associated with: centralisation and decentralisation, accountability, responsibilities for the implementation of planning and review processes and tensions involving the empowered wider community.

Reasons for Leaving Careers in Education

Some studies have examined teacher exit early in their careers, (e.g. Measor, 1985; Williams, 1994). But researchers have given little attention to teachers' intention to change careers, (Rhodes & Doering, 1993). They found the main reasons for teachers changing careers were: inadequate pay, lack of advancement and job insecurity. Environment and personal factors also affected career decisions.

Studies which analyse teacher exit on retirement invariably focus upon age and retirement, (Maclean, 1991; Holland, 1991), or early principal retirement, (Draper & McMichael, 1996; Sullivan, 1994).

Nearly all of those surveyed by Draper & McMichael, (1996), had greatly enjoyed their principalships but didn't regret leaving while they were 'still zestful'. Most of their informants found their new career paths a "great relief". They discussed their new life as "enriched", or having entered a "third age", in spite of some financial constraints, (*ibid*:152).

The principals in Sullivan's 1994 study reported that their increased power and responsibilities had not lead to financial rewards or government recognition. They reported receiving none of the positives associated with their 'expected business model role' but all of the negatives, such as stress, alienation, extra hours and extra meetings.

As teaching careers become influenced by wider political and economic developments, (Bell, 1995; Sikes, et al. 1985), evidence shows that increasing numbers of formerly committed teachers are looking forward to early retirement or changing their career direction, (Mitchell et al. 1993; Sullivan, 1994). An informant in Holland's (1991) study on principal stress asked

I wonder into the 1990s, how many principals will give it away? I could have stayed beyond my 40 years, but not now, (op. cit:290).

This poignant remark was made very soon after the introduction of the *Tomorrows Schools* changes into the New Zealand education system. It encouraged the researcher to investigate more closely the lives of ex-principals and deputy principals. She hoped to uncover more complete explanations for their changed career paths.

Part Two: New Zealand Research

The second part of this chapter focuses on the New Zealand situation, as it is within this context that this study is set. It examines in particular the effects that the 1989 educational changes have had on the primary school principal's role.

Research Reports and Statistics

In 1995, information was published about surveys conducted by both the NZPF and the Post Primary Teachers Association (PPTA) principals' council. The NZPF claimed that 402 primary principal positions were advertised in 1994, (twice that of 1993). The 290 survey responses received indicated that the major reasons for principals leaving were: 30% - change of direction, 19% - conflict, 16% promotion, 9% age retirement, 8% illness retirement, 8% early retirement, 9% other and 1% death, (*New Zealand Herald*, 24 May, 1995).

In 1995, the PPTA also conducted a national survey in 319 state secondary schools which traced principal movements during the past 10 years. This also reported that stress, ill health, 'burnout' and conflict with Boards of Trustees were the major reasons for early retirement, resignations and moves to other jobs.

These figures and accounts were disputed by the Ministry of Education, (*The Evening Post*, 31 May, 1995). The Ministry's own data (1995), reported that of the 197 principals who left primary teaching, only 24 went to careers outside of education. In contrast, the NZPF survey indicated 38% of principals had left the profession for a change of direction or early retirement.

Researchers are cautioned “to be watchful about who owns the data and who controls the accounts,” (Goodson, 1992:239). Those who use statistics to speculate or merely conduct surveys to find out why teachers leave, rather than consulting those concerned are also open to criticism, (Casey, 1992). The researcher decided that a closer analysis of the situation was necessary so that an accurate picture could be obtained.

The Impact of the Educational Reforms in New Zealand

The new regime, *Tomorrows Schools*, which was implemented as a result of the 1989 Education Act, echoed reforms already established in the United Kingdom, (Kelsey, 1995; Snook, 1996). Some researchers, (e.g., Nuthall, 1994; Snook, 1996; Codd, 1990), believe that the reforms were hijacked by government officials and politicians with their own political agendas. This they assert, increased the educational bureaucracy and the amount of time spent on administration, while reducing the amount of money spent on classroom support.

The restructuring underpinned three contradictory goals, (Kelsey, 1995). These she defined as: a deregulated, artificially-constructed education market; the development of a highly skilled technologically literate population which required a centralised skills-based approach and community participation; and diversity and accountability which demanded effective democratic input into decisions on policy, operations and resources.

Educational reforms in New Zealand are believed by Mitchell, et al. (1993), to have occurred in two waves. The first abolished the regional educational boards and the Department of Education, established Boards of Trustees and created new agencies. These changes were largely external to schools and had little impact on the curriculum and teaching methods, (Wylie, 1992). The second wave introduced the 1993 New Zealand Curriculum Framework and national monitoring.

As occurred overseas, (Cranston, 1994; Horder, 1995; Hellawell 1991; Hill 1994), one of the most serious impacts of the educational reforms was on the role of the primary principal, (Wylie, 1992, 1994, 1997; Sullivan, 1994). The results of this impact form the prime focus of this study.

The Role of the Primary School Principal

Prior to the 1989 reforms, New Zealand primary principals were supported by regional education boards who were responsible for the administration and management of salaries, school transport, buildings special education services and the appointment of teachers. Professional guidance was provided by Department of Education inspectors who monitored school performance, developed and implemented curriculum and provided leadership. Principals gained promotion through a 'grading system' which recognised years of successful experience, performance 'in the job' and academic study as the main ways to develop the necessary principalship knowledge and skills.

As a result of the educational reforms, well-established educational systems and structures were removed. Traditional appointment and promotion mechanisms disappeared. Individual, school-based, locally-elected Boards of Trustees were given the responsibility for school governance and principals' appointments. However, although these Boards had most of the responsibility, they had little control, (Nuthall, 1994) Parents had little more say in running the school than they had had previously.

Central control was firmly retained over funding, special education services and curriculum implementation. The government wanted schools to accept 'bulk funding' and be responsible their own finances. This meant schools would be responsible for teachers salaries as well as school operations. This situation has been strongly opposed by the teachers' unions, who fear teachers salaries will be affected. To date only a small number of schools have been willing to accept this responsibility. Therefore, continued financial control by the government, Absolum, (1995), claims, has prevented schools from using resources flexibly or creatively striving for excellence.

Principals were required to accept different roles and acquire a generic range of new skills. These included responsibilities for human and physical resources, finance, curriculum and the involvement of the community in decision-making. Teaching principals in particular, (Wylie, 1997), had little time to be educational leaders or to be innovative.

Ramsay (1993), found most principals admitted a high degree of ownership of, and support for, the educational reforms. These enhanced their autonomy and provided them with opportunities to manage their own schools. However, many principals found themselves managers accountable to Boards of Trustees, rather than professional leaders, (Mitchell, et al.1993; Wylie, 1992, 1997; Sullivan, 1994). Greater financial management responsibilities, coupled with a market-driven education system, reduced principals' ability to provide effective educational and professional leadership, (Sullivan, 1994; Trembath, 1994). "The scope of their responsibilities has changed significantly since the administration reforms of 1989..." Education Revue Office (1997:12). So although their powerbase increased, the principal's job became one of administrative manager, Sullivan, (1994), or business manager, Absolum, (1995).

Principals experienced many tensions and challenges trying to cope with the wide variety of managerial and educational roles expected, (Sullivan, (1994). A number tried to retain their traditional 'hands on' teacher-leadership roles, (op. cit). They continued to guide teachers, be active participants in the professional development to staff, know each child and be directly involved in all school activities. Others were aware of staff 'overload' resulting from the recent administrative changes, (Whitehead & Ryber, 1995; Mitchell, et al.1993; Wylie, 1992). These principals tried to 'protect' their staff from additional tasks, (Hellawell, 1991; Jones & Hayes, 1991). Retaining these traditional responsibilities became increasingly difficult because of national and community requirements and expectations.

Ramsay, (1993) and Wylie, (1997) found the markedly increased workloads and changed responsibilities were a major issue for principals. Evidence of a 'paper war' was reported, (Wylie, 1992). In surveys conducted on behalf of the New Zealand Council for Education Research, Wylie (1994), found that 45% of principals were working more than 60 hours per week in 1994, compared with 18% in 1989. Just over half of Board of Trustee members surveyed worked on average 5 hours per week.

In 1997, Wylie reported that the principal's role had changed a great deal since 1989. She reported: an increase in school personnel, public relations and roll management

tasks; less direct involvement in the teaching learning sphere; greater occurrence of disruptions; and an increase in tasks involving parents and Board members. In her opinion, decentralisation had increased the principal's workload. In addition, they had less opportunities to use their educational professional expertise.

Political considerations dominated educational directions. The speed by which the reforms were introduced to 'prevent provider capture' affected teacher morale. Grassroots teachers were no longer involved in decision making, (Sullivan (1994) Political and economic control was securely held in Wellington. There groups with their own agendas dominated the educational direction.

Respondents in the *Monitoring Today's Schools Resource Project* were also critical of several aspects of the implementation of the reforms, (Mitchell, et.al., 1993). In particular, they criticised the inadequacies in the information flow, the excessive demands on principals, poor resourcing of new developments and the lack of identity of personnel within the new Ministry of Education and other agencies. Gabolinsky reported other concerns expressed by teaching principals in the *New Zealand Herald*, 22 January, 1996. These included the increased demands in management and accountability now required by the community and the Ministry, pressure for curriculum leadership and expectations of classrooms improved classroom performance. For some principals the Ministry demands were further exacerbated by the 'outcomes' focus of the Education Review Office (ERO) and their audit and effectiveness reviews. These reviews were disincentives for schools to develop their own self-review systems, (Absolum, 1995).

Stress in New Zealand Schools

The educational reforms, the increased emphasis on accountability and media criticism by politicians and other 'interest groups', have impacted heavily on teacher and principal stress, (Whitehead & Ryber, 1995; Brown & Ralph, 1992; Wylie, 1990, and 1993). Compared with teachers in other countries, Manthei & Gilmore, (1994) found that twice as many New Zealand teachers stated they were unlikely to be teaching in ten years' time. The comparatively high rate of general tension and low rate of commitment to teaching as a career was a further concern, (op. cit).

Administrative workloads and consequential strain were the main cause of stress, (Wylie, 1994). Principals recorded the highest levels of stress, (Whitehead & Ryber, 1995), possibly due to the recent administrative changes. The *Board of Trustees Opinion Survey* (1995), reported that increased stress experienced by principals was compounded by tasks such as: dealing with a wide variety of outside agencies, maintaining relationships with the wider community, meeting administrative requirements of government agencies and working within government regulations and funding levels. Principals were feeling increasingly powerless and having difficulty in addressing children's needs. (Wylie, 1992, 1994).

Stress among secondary school principals was also reported. Trembath, in the *PPTA News*, June, 1994, identified six stressor factors which significantly affected the role of secondary principals. These included: work overload, educational change, dealing with student issues, issues relating to resource management, staff relationships and dealing with community issues.

Reports in the Media

Reports about principals leaving the profession and changing career became increasingly common throughout New Zealand during 1995-6. High principal turnover rates were reported. The *New Zealand Herald* 24 May, 1995, reported that over 400 primary school principals had left the profession during the previous year, almost double the 1993 figure. On the 25 July, 1996, the *Western Leader* claimed that 17% of local principals had left the area during the previous eight months to work overseas, or to change jobs. In the Coromandel area at least seven principals were reported in the *Gisborne Herald*, 25 November, 1995, to have left teaching within the last six months of the year. In Nelson, the School Trustees Association established an emergency staffing pool to appoint temporary principals, (The *Nelson Evening Mail*, 18 January, 1996).

Nearly half of the 50 primary principals interviewed in ERO's 1996 study were newly-appointed with no prior principalship experience. This information supplemented concerns expressed in the media about principal competency. The *New Zealand Herald* reported on 22 January, 1996, that "more than 90% of rural teaching principals have difficulty doing the job." In a survey about status, *The National Business Review* on the

26 of January, 1996, listed teachers fourth below nurses, police and doctors. Although this survey demonstrated that most New Zealand teachers were still well respected within the community, many principals believed that the difficulties associated with their jobs had not received adequate public recognition.

Several reports of principal disquiet were published. Damerell was reported in *Auckland Metro*, November, 1995:27, to be feeling "undervalued" and 'having lost the clarity of goal'. *The Sunday Times* on 4 February, 1996, recorded Williams's disillusionment with the lack of school resources, curriculum reforms concerned with measuring pupil performance rather than learning and the lack of a human face in education. He confessed

There used to be a vitality and breadth to learning. But not now. Principals are so preoccupied with balancing the books and thinking about budgets and meetings and consulting they have not the time to think about the emphasis on children's learning... (op.cit.: 10).

McArthur stated "the present system is destroying the very people capable of saving education in New Zealand." (*Education Today*, August, 1996:15).

Increased workloads and stress were also widespread in New Zealand secondary schools. The *New Zealand Education Review* of August 30, 1996, reported that 24 out of 31 secondary principals who had resigned had retired early, or gone to other professions. A "decade of change has altered the principal's job beyond recognition", (*Education Review* 22 May, 1996).

Summary

The literature examined in this chapter would lead a reader to suspect the following to have occurred as a result of the 1989 educational changes:

- principals' intrinsic career satisfactions to have been significantly affected.
 - there would be a wide diversity in career paths available to teachers
 - male and female career paths would be very different
 - the increased workloads on principals would inflict role conflict and stress
 - women would put their families ahead of their educational careers
-

- ‘critical incidents’ would influence some career decisions
- some principals might be ‘changers’
- career moves were usually planned

Conclusion

It was vital that the reasons why principals were leaving the profession in mid-career were fully explored. Little research was found either internationally or in New Zealand about teachers’ mid-life career change decisions. This study seeks to provide data about this.

Evidence of successful deputy principals who are choosing not to apply for principalship positions is a further serious concern, (Wylie, 1997). As Hall, et al. (1992), commented

Those thinking about leaving are of no less a concern than those who do so, because the presence of disgruntled teachers may well affect others and cause a chain reaction, (op. cit: 1).

Before the literature presented in this chapter can be compared to the research data and the results obtained, the methodology used in this study must be examined. This is outlined in the next chapter.

CHAPTER THREE

PROCEDURES AND RESEARCH METHODOLOGY

This chapter outlines the context of the research, the type of investigation undertaken, the role and personal bias of the researcher, information about the samples involved and the methods used to collect and analyse the data.

Background Information

The researcher had been concerned for some time at the rate and amount of curriculum and administrative change imposed on schools following the implementation of the 1989 *Tomorrows Schools* reforms. She was also concerned about the impact the changes were having upon the lives and career paths of principals and teachers as they tried to adapt to the new structures, procedures and their recently acquired autonomy. Educationalists, (e.g., Ramsay, 1993; Sullivan, 1994; Nuthall, 1994), had expressed serious concerns about the speed and number of changes schools had been expected to make. The incredible stress principals' experienced as a result of the constant 'rule' changing by the Ministry of Education and governments was also worrying.

The researcher read in media reports and surveys that because of the increased pressure on their roles, some well-regarded principals were leaving education in 'mid-career' for less stressful jobs, while other 'wise old heads' were taking early retirement. She felt that New Zealand could not afford to lose highly skilled, experienced, principals. She was also concerned to learn that Boards were appointing to principalship positions relatively inexperienced teachers with managerial expertise, but little leadership experience. If these trends continued, the lack of experienced, wise mentors could she believed, have a detrimental effect on the development of future principals. Two key research questions formed the 'focus', (Anderson, 1990), of the study:

- What were the reasons for successful principals in mid-career leaving their positions for other jobs?
-

- What impact or influence did the changes associated with *Tomorrows Schools* have on respondents' career change decisions?

The Role of the Researcher

Researcher bias

The researcher had worked for the past 12 years in Auckland, most recently as a teachers college administrator. Prior to this appointment in May, 1989, she had been five years as an inspector of schools in the Auckland region. Her national involvement in various curriculum and educational capacities also meant that she was known both personally and professionally by many teachers.

The researcher had an obligation to ensure that all informants were alerted to her background, personal bias and reasons for undertaking the research, prior to accepting an invitation to be involved, (Battersby, 1991). An honest appraisal of her values were undertaken prior to the beginning of the research, (*ibid*).

The researcher held a number of beliefs about the situation in schools before she commenced her research. These were shared with the informants prior to the data collection:

- the traditional role of the principal as the professional educational leader in schools appeared to be changing,
- managerial tasks were consuming increasing amounts of principals' time,
- increased attention to legal requirements and administrative tasks was required,
- women were not winning principalship positions in the numbers expected and
- the traditional career paths for both principals and deputy principals appeared to have changed.

It was hoped that, by openly declaring these biases, respondents would be encouraged to share their personal opinions and situations more freely. However, the researcher recognised the danger inherent in this disclosure for those respondents who held contrary views.

An interactive interviewing style was used which went “beyond, before and after the interview,” (Oakley, 1981:17). This participatory research style allowed the researcher “to acknowledge her particular biases”, (Matthews, 1993:39).

Being her ‘natural self’ was extremely important and influenced all written and oral communication with respondents. This preferred feminist style (Barnes, 1994), enabled the data to “grow out of the personal experiences, feelings and needs of the researcher”, (op. cit.:2). Although the data presented in Chapter Four in particular was presented objectively, respondents thoughts and feelings strongly influenced the study results and conclusions. Whenever possible, the data was presented so that the ‘voices’ of the participants could be heard in the contexts of their “whole life as well as the school life”, (Goodson, 1992:235). This ensured a “respect for the authenticity and integrity of the narrative discourse,” according to Casey, (1992:187). Every effort was made to report all information honestly and accurately.

Rapport with respondents

The researcher endeavoured to develop a genuine collaborative, honest and trusting relationship with all informants. This was considered essential to research success, (Goodson, 1992; Anderson, 1990; Burgess, 1985). The researcher’s reasons for selecting the topic and background in education were clearly communicated to all respondents prior to obtaining their formal consent. Throughout the interviews and all verbal interactions, she endeavoured to be a sympathetic and sensitive listener. As some of the respondents were personally known to the researcher, being ‘totally objective,’ was considered quite inappropriate

RESEARCH METHODOLOGY

Research Questions

Supplementary questions were used to support the two key research questions: What were the reasons for successful principals in mid-career leaving their positions for other jobs? What impact or influence did the reforms associated with *Tomorrows Schools* have on these

career change decisions? These supplementary questions listed below formed the major foci of the investigation.

- What major factors contributed to a decision to change career or proceed no further with the teaching career?
- In what ways had the changes in education since the introduction of *Tomorrows Schools* in 1989 influenced career decisions?
- What kind of role is expected of the primary principal?
- What aspects of the principal's role gave the most or least satisfaction?
- What changes should be made to the current education system to encourage respondents' to reconsider their career path decisions?

Qualitative research

The qualitative research approach used. This allowed the respondents' views, attitudes, values and beliefs to be explored from their perspectives.

Qualitative methods [therefore] support researcher involvement and acknowledge inherent bias by requiring documentation of data collection and analysis processes. (Csete & Albrecht, 1996:3).

Qualitative data analysis involves the reworking of data and developing codes and categories. It also offers opportunities for the researcher to be creative and innovative. The method gives the researcher the freedom to move backwards and forwards, sifting and sorting data during the analysis phase.

Qualitative research reflects an interpretive paradigm and facilitates the use of multiple variables. It enables in-depth contact to occur between the researcher and informants, (Driscoll & McFarland, 1989). New evidence can be presented in a way which is easily understood. Results can be reported in a context-bound, richly textured, descriptive, personal style. This enables the reader to compare their conclusions with those proposed by the researcher. Qualitative research has the advantage of its "well-established tradition of using more than one form of data collection to enhance the 'truth value' of its findings", (Csete & Albrecht, 1996:10).

The reflection journal

A journal was kept by the researcher throughout the study. In this journal, thoughts, ideas and feelings were recorded in a chronological order. The journal was a particularly useful tool as earlier ideas and models were able to be accessed during the data analysis phase.

Grounded theory

An important feature of qualitative research is ‘grounded theory’, (Glaser & Strauss, 1967). The heart of grounded theory is action and interaction, (Strauss & Corbin, 1990). By moving backwards and forwards and by continuously sifting and sorting the data, the researcher developed her own theory. (Refer *diagram 3.1 p.51.*)

As she coded, analysed, and formulated ideas, propositions and hypotheses began to emerge. These were then tested against further evidence to determine those which were weak and those which were strong. Strong propositions were those which tended to become ‘saturated’ early in the process. These were clustered into categories using a cut and paste method developed by Taba, (1962). These later became identified as themes. (Refer Appendix 8). “The development of the grounded theory depends on the interaction between the data and the creative processes of the researcher”, (Sherman & Webb, 1988: 132). The researcher constantly revisited the data throughout the analysis phase.

A “conditional matrix,” (Strauss & Corbin, 1990:163), was used in the analysis. This helped the researcher to understand how action and interaction related to the conditions and consequences which influenced the participants in their career decisions.

Examples of propositions which emerged from this study were:

- Principals were more likely to change their career directions if staff and/or Boards of Trustees disagreed with their vision for the school
- The career decisions of deputy principals were likely to be influenced by reports of negative experiences of principals.

Examples of discarded propositions which were unable to be substantiated were:

- The sheer workload expected of primary principals forced them to look for new careers.
- Principals resented having to work closely with community elected Boards of Trustees.

Examples of strong propositions which were later developed into themes were:

- The educational reforms resulted in new responsibilities which changed the principal's role from that of an educational leader to one of school manager.
- Issues relating to autonomy and power influenced career decisions

Themes which were developed from related propositions centred around, for example:

- Changed career directions were influenced by common traits found among the ex-principals.
- Career journeys were influenced by uncontrollable variables

Once the core variables had 'illuminated' the main themes in the data, the basis for the theory was developed. The researcher hoped that the theory grounded in data based upon personal life experiences by colleagues supported by research literature would be of value to other principals and teachers. Being able to consider the data alongside their personal knowledge about schools would provide additional relevance to their own experiences. Organisations such as the principals' associations' and the NZEI would have access to quantitative data about school working conditions and the difficulties experienced by principals.

Content analysis

Content analysis enabled the researcher to let the data 'do' the work. The technique assisted her to evaluate bias in media reports and to objectively and systematically identify specific characteristics within the survey data. (Holsti, cited in Lindzey & Aronson, 1968; Anderson, 1990).

So that the reader could have access to realistic and convincing discourses and stories, an 'illuminative' content analysis methodology was used. This involved data description and

interpretation, (Brown & Ralph, 1992). As a result, a richly textured account was developed which included individual respondent's personal feelings and emotions. By using respondent validation and 'between method' triangulation, (Delamont, 1992) the researcher was able to confirm the credibility and validity of the data. Evidence was gathered from a variety of different sources, such as surveys, interviews, media articles and reports and research from New Zealand and overseas. Thus a "thick description" (Delamont, 1992:150) was constructed about the changes which had influenced the principal's role between 1989 and 1996. Triangulation (Denzin, 1989) strengthened the credibility of the research as it allowed for "more confident interpretations for both testing and developing hypotheses, and for more unpredicted and context-related findings", (Jick, 1979: 608.) Furthermore, it gave validity to the evidence by cross-referencing different sources and respondent's perspectives and sources, (Hitchcock & Hughes 1995).

Cohen & Manion, (1985:262) suggest that triangulation is a particularly useful technique when case study methodology is used and "when an established approach yields a limited and frequently distorted picture." Conflicting, superficial information about principals leaving teaching was published in the media during 1995 by both the Ministry of Education and the Auckland Primary Principals' Association. This emphasised the need for an in-depth study of the situation.

The case study approach

A qualitative, collective case study approach gave the researcher a broad understanding of the issues involved from a number of different perspectives.

Case studies are the preferred strategy when 'how' and 'why' questions are being posed... [and highly relevant]... when the focus of the research is a contemporary phenomenon within some real-life context. (Hitchcock & Hughes, 1995:322).

It was an appropriate approach to use in an inquiry which examined what the reasons for principals' changing career paths were and how the educational changes had influenced decisions. The researcher was also keen to determine why some successful deputy principals no longer considered the role of a primary principal attractive.

Case study methodology enabled the researcher to

probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit ... and to establish generalisations about the wider population to which the unit belongs, (Cohen & Manion, 1985:120).

A particular difficulty experienced by the researcher was how to present the different 'career stories' in an authentic and credible way.

Reliability and validity

The restricted nature of the study, which for practical reasons was confined to the Auckland region, meant that the conclusions may have limited generality. However, insights may well be relevant to principals and teachers in other areas.

Bias and construct validity were diminished by the use of multiple data collection methods, (Sherman & Webb, 1988; Ramsay, 1993). Information was gathered through surveys and interviews. Data credibility and reliability was thus entered by both data and by methodological triangulation. Information collected from the questionnaires and interviews provides opportunities for cross validation and also combines the qualitative and quantitative paradigms, (Jick, 1979).

Selecting the Samples

The researcher's study was confined to the Auckland and Waikato regions. Two 'accidental', sample groups were selected. (Bouma, et al. 1995). It was hoped that many of the perceptions of the ex-principals, (Sample A) would be verified by those of deputy principals, (Sample B).

Selection of Sample A

The following criteria were used to select the twelve ex-principals who made up Sample A.

Those selected must:

- be recognised by their peers as 'successful' in the principal role;
 - be 'known' and respected by other educators in the Auckland region;
 - be aged in their 40s;
 - have resigned from a large, (preferably grade 4-5) school within the past 2 years;
 - have moved into another career outside of school teaching.
-

'Successful' was interpreted as 'those recognised as successful by other well-known, respected educationalists'. Those chosen as respondents in this study were judged as 'successful' by their peers who were members of the NZPF prior to their selection. This definition is similar to that used by Ramsay, (1993). The researcher felt that principals of large schools were highly likely to have had 'successful' track records. They had been found to have a higher morale than those of smaller schools. (Wylie, 1997). It therefore seemed to the researcher that they would have very definite reasons for leaving. It was these she was keen to explore.

The 'forties age group' criterion was selected so that those identified could be interpreted as being in 'mid-career', (Huberman, 1989; Goodson 1992). It was anticipated that most of the ex-principals chosen would have worked recently in an urban environment.

Problems associated with the identification of Sample A:

The researcher wanted a sample which closely replicated the national statistical data on primary principals. Those who met the criteria from the largest schools were identified first and two highly-regarded ex-principals from the Waikato region included. Initially, all of those selected who met the criteria were male, (including a Maori), presenting an obvious gender bias. The addition of two female principals who had resigned from smaller, (Grade 2 & 3) urban schools was an attempt to reduce this bias.

Unfortunately, the age criterion was unable to be verified until the informants had been approached. As a result, the age criterion was extended to include those in their early 50s and late 30s. (Refer *figure 4.1* p.54)

Selection of Sample B:

Fifteen associate or deputy principals who were highly regarded by their principals and currently employed in primary schools were selected to form Sample B. The following criteria were used in the selection process. Those chosen were expected to:

- be currently employed as an associate or deputy principal in an Auckland urban school;
-

- be locally recognised as 'successful' in their current positions and have the potential to be promoted into principalship positions;
- be aged in their forties;
- have currently no firm commitment to applying for principalship positions.

Those selected 'successful' were recognised by their colleagues and principals as having the skills, knowledge and abilities necessary for undertaking a principal's role. To verify the professional reputations of each deputy principal selected, their current principal's were contacted by phone. These people had already informed their principals and friends that they were not seeking principalship positions.

Problems associated with the identification of Sample B:

The first fifteen verified names of possible informants were all female! Several unsuccessful attempts were made to locate males. However, the only one located who met the criteria was not interested in participating in the research. Three recommended respondents were over 55 years of age. Gallos, (1989:122) reported that women over fifty years of age make "significant career accomplishments" and women in New Zealand are promoted on average at an older age than men, (Wylie, 1997). In Auckland in the past, a number of women known to the researcher had been promoted to their first principalship positions in their fifties. As a result, the age criterion was extended. (Refer *figure 4.1 p.54.*)

Selecting the ex-principals (Sample A)

A 'snowballing' technique (Delamont, 1992) was used to find out the names of all of the principals in the Auckland region who had left teaching for other jobs during the past three years. Names were obtained from a variety of sources. Information was sought from colleagues and newspaper and magazine articles were scrutinised. The project was 'advertised' in the *APPA Newsletter* in November, 1995, inviting those interested to contact the researcher. Data collected by the Auckland Primary Principals Association and the New Zealand Principals Federation were examined as well.

Principals believed to be in their forties who had moved from positions in the largest schools and who had changed careers within the past two years were identified. Their professional

reputations were verified by the researcher contacting at least two independent, well-regarded educationists. (Ramsay, 1993). All when orally invited to participate readily agreed.

Selecting the deputy principals - Sample B

The deputy principals' names were also gathered using the 'snowballing' technique. An *APPA Newsletter* advertisement invited principals whose senior staff met the criteria and who expressed an interest in becoming involved to contact the researcher. The researcher's colleagues also had the opportunity to submit appropriate names of deputy and associate principals. When an interest was registered, subjects were to nominate names of others who might fit the criteria and the 'snowball' grew. Once twenty names had been gathered, the suitability of fifteen from the largest schools were confidentially verified with colleagues and principals, to ensure they met the criteria. Those selected were contacted directly by phone and their informal consent obtained. All expressed enthusiasm at being involved.

Ethics

When the two samples had been informally confirmed, each member was sent an information sheet outlining the aims, objectives and methods to be used in the study, (Hitchcock & Hughes, 1995). They were also given information about confidentiality and participants' rights. Participants were informed that the data obtained through the questionnaire and interview would be securely stored and that tapes and transcripts would be disposed of at the completion of the project. (*Massey University Code of Ethical Conduct August, 1994*).

Written formal consent was secured from informants through a Consent Form. This informed them of: their right to withdraw from involvement at any time during the study, ensured confidentiality of names and the information provided and requested their agreement to be involved in taped interviews, (Anderson 1990; Hitchcock & Hughes 1995). It was only after the signed consent forms had been returned to the researcher that the field work began.

Transcribed data were verified with each respondent prior to the analysis process. Inconsistencies found between the survey and transcript data were checked by phone.

However, the draft individual career paths were returned to the respondents to verify their accuracy. At this time, respondents submitted pseudonyms to ensure their anonymity within the study, (Hitchcock & Hughes, 1995). They were assured that a summary of the findings would be given to them at the end of the study. (Anderson, 1990). Those interested in reading the completed thesis were offered this opportunity too.

Data Collection

Prior to obtaining written consent, informal phone discussions were held with each participant about the process involved, methods of data collection and time-frames.

The questionnaire

A questionnaire was used because: researcher influence on responses was minimised; it provided a standardised format which assisted the coding of demographic data; and it was a relatively economical way to obtain information about individual participants, (Anderson, 1990).

Questionnaire design

A postal questionnaire was developed using the design and layout suggested by Cohen and Manion, (1985:109). A variety of response modes were used, such as checklists and filled-in, scaled and ranked responses. A number of questions sought open-ended responses, while an interval-based time-line sought to identify critical career incidents. The time-line was designed to provoke emotional responses about the respondents' lives. This evidence was used to confirm details elicited through interviews. The researcher was aware of the difficulties of using different question modes during the coding and analysis process. But she wanted the respondents to have an opportunity to reflect on personal issues in a different way without imposed constraints. The different response modes also 'freed-up' of her own thinking processes, a critical dimension in the analysis stage.

A pilot study consisted of an ex-principal, two deputy principals and a college lecturer, none of whom were participants in the study. This was 'to get the bugs out of the instrument.' It ensured the development of clear instructions and intelligible questions and facilitated the identification of important items for the semi-structured interviews which followed, (Bell, 1987).

Recommendations from the members of the pilot study involved a number of minor structural and content changes. The questionnaire was divided into sections and additional space was provided for comments.

Administration of the questionnaires

Once the participants for both samples had been finalised, individual letters were sent out to them. These contained an information sheet, a consent form (Appendix 2) and a copy of the questionnaire, (Appendix 3). They were requested to complete the questionnaires which would take approximately 30 minutes to complete and return these, together with the signed consent form to the researcher in the enclosed stamped, addressed envelope as soon as possible.

All questionnaires were completed and returned to the researcher over a period of three months. Only three or four phone call reminders were necessary. However, another questionnaire 'pack' had to be sent out when it was mislaid when a respondent moved house!

The interviewing process commenced with each ex-principal as soon as their completed questionnaires had been received. The first was held two weeks after the questionnaires had been distributed. Once all of interviews with the ex-principals were complete, the group interviews were held with the deputy principals.

The purpose of the interviews

Semi-structured interviews were chosen as the central data collection tool. They facilitated the researcher's need to probe deeply to uncover the underlying reasons for career change decisions, (Hitchcock & Hughes, 1995).

The good research interview is structured in terms of the research problem. The interview structure is not fixed by predetermined questions as in the questionnaire, but is designed to provide the informant with the freedom to introduce materials that were not anticipated by the interviewer, (Whyte, 1982:27).

A semi-structured, interview schedule was developed to use with the ex-principals. (Appendix 4). This was adapted slightly later when used with the deputy principals. Questions were designed to clarify key issues about the role of the principal.

'Open' questions designed to illicit useful responses, formed the basis of the interviews which were conducted during July, 1996. At the beginning of each interview, the researcher outlined her professional career, as recommended by Burgess, (1985b), her reasons for undertaking the study, her biases and the interview process. She strove to achieve an honest collaboration with the respondents to demonstrate her "respect for the authenticity and integrity of the narrator's discourse", (Goodson 1992:237).

The best interview results are achieved when relationships between interviewee/s and the interviewer are non-hierarchical, and 'involved' in the process, (Oakley, 1981). She also claims interviewers should be "prepared to invest his or her own personal identity in the relationship" (op. cit: 41). The researcher recognised herself as a knowledgeable 'insider', who was empathetic with the various school and personal situations described by the participants.

Interviews presented a number of research advantages. They enabled the researcher to: clarify questions, collect useful, additional material, test hypotheses, extend her understanding of the information already provided and to validate survey data, (Cohen & Manion, 1994). As a direct form of interaction, (Anderson, 1990) interviews were a more personal way of eliciting data from respondents. A face-to-face setting enabled the researcher non-verbal cues to be addressed. The relationship established between the researcher and the respondents is vital, according to Burgess, (1989). Interviews assisted in the data analysis process, (Hitchcock & Hughes, 1995). They enabled the researcher to get 'under the skin' of informants so that their true 'voices' would be heard.

Interviews also presented the researcher with a number of disadvantages. The validity of statements was a problem (Cohen & Manion, 1994), particularly in the group interviews. Individual deputy principal's responses were often influenced by others. Sometimes respondents contradicted their earlier responses and the time available was limited. Non-

verbal cues were sometimes missed. The accuracy of memories of past situations was sometimes an issue and there was little opportunity for in-depth reflection.

Interviews with the ex-principals

Semi-structured individual interviews were conducted at a time and place most convenient for the ex-principals. This offered the researcher greater flexibility in obtaining data, (Hitchcock & Hughes, 1995). Most interviews were held during the day at the weekend, while the others took place on a week day in the late afternoon or evening. Venues used included the participant's work places or homes, the researcher's office and her home.

Whenever, possible, the interviews allowed respondents to follow their "own pattern of free associations and to avoid interruptions", (Gorden, 1992:177). They were taped and the researcher took probe notes, so that points not covered adequately could be re-visited.

One interview was conducted using a 'speaker' phone because of the participant's unavoidable time constraints. Fortunately this respondent was well known to the researcher and the interview was extremely focused. The interviews were held in the participant's 'own' time and were kept informal yet business-like. Most took about an hour, a time recognised as being within the 'critical awareness' span, (Measor, 1985; Hitchcock and Hughes, 1995).

Food and drink were rarely shared. Informants were informed in advance of the type of questions involved. While the same set of questions was used as a basis for each interview, the sequence varied to encourage a natural information 'flow'. (Appendix 4).

Interviews with the deputy principals

To reduce the number of interviews required, a 'nominal group technique' was used with the deputy principal cohort, (Mercer, 1993). The deputies were organised into four focus groups, (Anderson, 1990; Merton & Kendall, 1946), of between two and six members. The composition of these groups was determined by members' availability. The interviews were all held in the researcher's office during week day afternoons, usually after school.

Prior to the interviews, the participants were sent a letter which confirmed the meeting venue, date and time and outlined the discussion questions. The interviews varied in length from an hour to an hour and a half in duration. Informants were welcomed with a cup of tea or coffee and biscuits and became acquainted through a 'planned' informal 10-15 minute pre-interview chat. This avoided what Oakley (1981) called the 'talk and run' interviewing model.

The group interviews were invariably lively. They yielded a wide range of responses (Cohen & Manion, 1994), but restricted the researcher's opportunity to follow up individual points of view in depth. Respondents were all required to contribute to each question in an un-predetermined, 'natural' way. The interviewer 'controlled' the discussions to prevent conversation 'overlap'. These focused interviews enabled the researcher to gather 'significant data'. They provided in a wide range of responses and proved a practical and useful way to gather together people who had had varied experiences relating to the situation, (*ibid*).

At the conclusion of each interview, participants were encouraged to 'unwind' and talk informally about professional issues. Many expressed their enjoyment in the process and regretted such opportunities were now rare. Most reported they had unexpectedly enjoyed the experience. They claimed it had unconsciously helped them to clarify their own professional directions and to reflect on their goals. A similar situation was reported by Huberman, (1993). He found teachers appreciated an opportunity to reflect upon their own work and to identify career milestones. One of the participants in the present study wrote in an unsolicited letter to the researcher *It's helped me to think clearly about my future.* (Fleur, informal letter, 17 November, 1996). This comment validates research by Matthews (1993), who claimed that "reflection is linked to a feminist methodology which attempts to empower women through a medium in which the voices of women can be heard, (op. cit:49)

Group interviews provided members of the all-female deputy principal cohort with an opportunity to be challenged by and exposed to the views of others in a 'safe', neutral environment. The researcher played a pivotal, non-judgmental role in facilitating these.

Interview transcriptions

Taped interviews were transcribed into texts ranging from 14 to 18 pages in length. The transcriptions were checked against the tape recordings, after which copies were posted to each informant for corrections, deletions or additions. The perspective presented in the study involved the collaboration recommended between the researcher and the informant, (Oakley, 1981). Once the amendments had been made, copies of the corrected transcripts were returned to the respondents' for their personal records. Many of the narratives were largely left intact by them, although some were keen to correct syntax. Several reported appreciating the opportunity to check the validity of their statements.

Analysis of the Data

The researcher began her analysis of the questionnaires as soon as all of them had been received. This data was used later to verify interview information. Anderson (1990), stresses the importance of collecting the data ‘before the patterns are fully analysed and conclusions drawn’, (op. cit.:150).

Multiple copies were made of each of the interview transcripts, (Delamont, 1992). One was securely locked away for emergency purposes. Another was kept intact so that the researcher could refer to the data within its natural context throughout the analysis process. The relevant data contained within other copies were sorted, classified and categorised. Relevant extracts were then cut up and assembled into themes defined on lengths of wallpaper so they be easily stored. Throughout the process, the researcher read and re-read the data in its original context to ensure her thorough familiarity with it, (Hitchcock and Hughes, 1995). The qualitative analysis process of the interview material then began, (op. cit).

Coding the interview transcripts

‘Manageable chunks’ of discourse relating to the research questions, were identified in each interview transcription at the beginning of the coding process, (Potter & Wetherall, 1987). Words and phrases in each transcript were underlined and each text line given a number to indicate its precise location, (Gorden, 1992). This identified relevant pieces, but did not classify them. It meant that data could be used in different categories and ways. Data were identified by an interview number, page and line, so that it could be easily located within its

original context. ‘Inclusive’ coding categories were used where ‘dense’ data provided several interpretations. Wherever possible, the respondents’ responses remained intact in the dialogue.

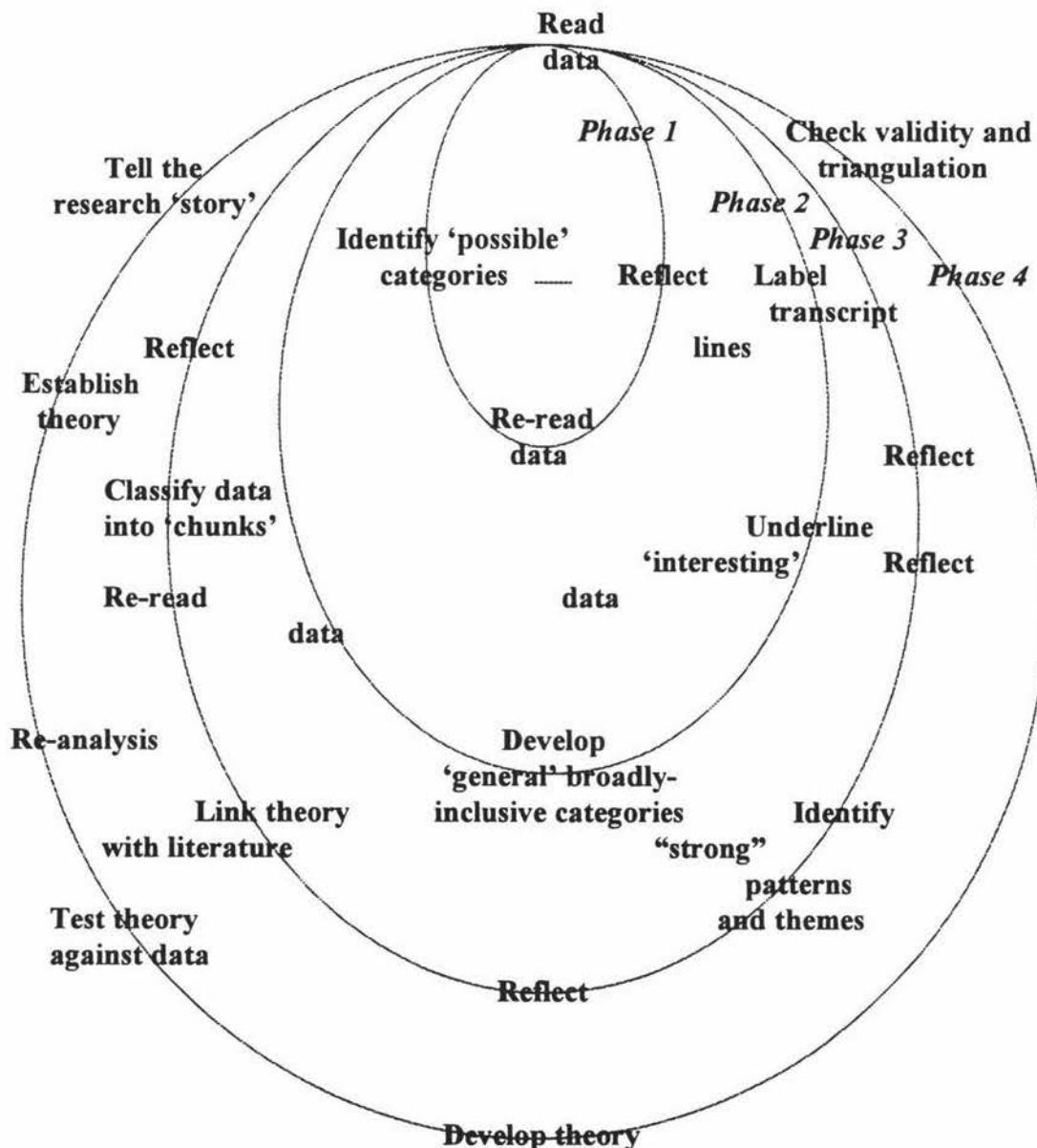
During the coding process tables were developed which summarised biographical data about the respondents’ ages, qualifications, absences from teaching, career goals and incentives which if implemented might attract them to reconsider their career paths. Figures which provided quantitative data were constructed to illustrate survey questions which were difficult to discuss. A variety of diagrams were also developed to illustrate significant professional and personal life events and features which influenced career paths, (Huberman, 1993).

Data patterns

The researcher searched for the data for patterns of similarity and difference between the participants responses. Difficulties had to be overcome, such as how best to report short quotes and how to deal with longer ones. Eventually ‘strong’ patterns and themes began to emerge and passages were taped onto their appropriate wallpaper chart. (Refer Appendix 8.) These themes were next verified by triangulation with other data. From these patterns the theory gradually evolved.

The data analysis process is shown in *diagram 3.1* on the next page. Although four major phases are recorded, the involved reading, sorting, classifying, reflecting and thinking process which continued over many months. The model attempts to describe the analysis process followed during this study.

Diagram 3.1: The analysis process



During the final phases of the analysis, the researcher had an opportunity to present a paper based upon a group identified within her research. This proved a useful experience. It enabled her to check the validity of some of her hypotheses within a 'safe' environment and to get feedback on the methods used.

A real challenge for the researcher was how to tell the respondents' stories in a coherent way so that their 'voices' to be readily accessed by the reader. She endeavoured to do this

by reporting the data as objectively as possible, putting a particular emphasis on the narrative. This is the focus of Chapter Four.

Summary

This chapter examined the procedures and research methodology used in the study. It outlined the researcher's role and the ways in which the respondents for both cohorts were selected. The ways in which the data were collected and analysed were discussed. Problems experienced during the methodology process were described and ethical considerations recorded.

CHAPTER FOUR

RESULTS

Introduction

This chapter presents the integrated data obtained through questionnaires and individual interviews with the ex-principals, (Sample A) and questionnaires and group interviews with the deputy and associate principals, (Sample B). It is based around themes and has been deliberately presented in a narrative form without a lot of interpretation, to enable readers to hear the respondents' own 'voices'. This will enable them to draw personal conclusions about the data obtained from the surveys and interview transcripts. The data have been recorded both verbatim and in figures, tables and diagrams and will be used as the basis of the discussion, Chapter Five and for the conclusions drawn in Chapter Six.

The evidence from the two cohorts is presented separately within the chapter, as part one, (the ex-principals) and part two, (the deputy principals). At the beginning of each part, biographical details provide background information about the informants. The key research questions posed in Chapter Two form the focus of the study.

THE EX-PRINCIPALS: SAMPLE A

Part One: Background Details

Biographical Details

The ex-principal cohort, (Sample A), consisted of ten men and two women, who ranged in age from 38 - 56 years. As can be seen on *figure 4.1* on the next page, most were in their forties or early fifties.

Italic script within this chapter denotes direct quotations from the taped responses or written surveys of those involved. Words inserted in the original dialogue are shown inside braces []

Parenthesis shown around figures refers directly to the relevant survey question which is indicated. (Refer Appendix 3.)

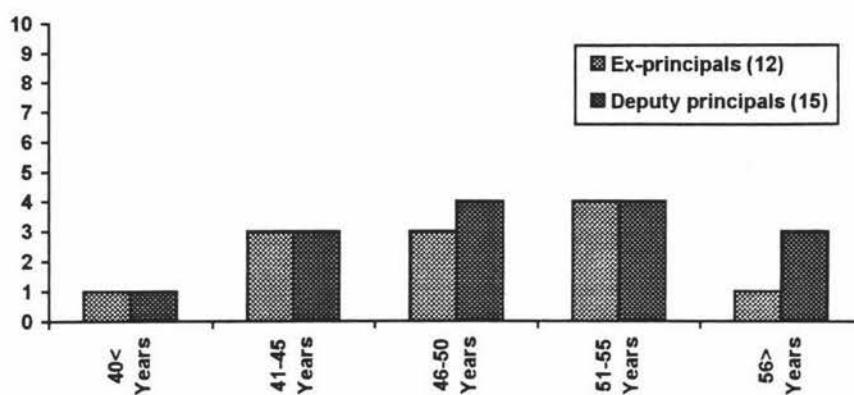


Figure 4.1: Informants' age at the time of the survey

Of the twelve informants, eleven were of European extraction, while one of the males was Maori.

Educational and Professional Qualifications

Four ex-principals had obtained a tertiary qualification 'prior to beginning teaching.' (1.5). Most respondents had improved their professional qualifications considerably since beginning their teaching careers.

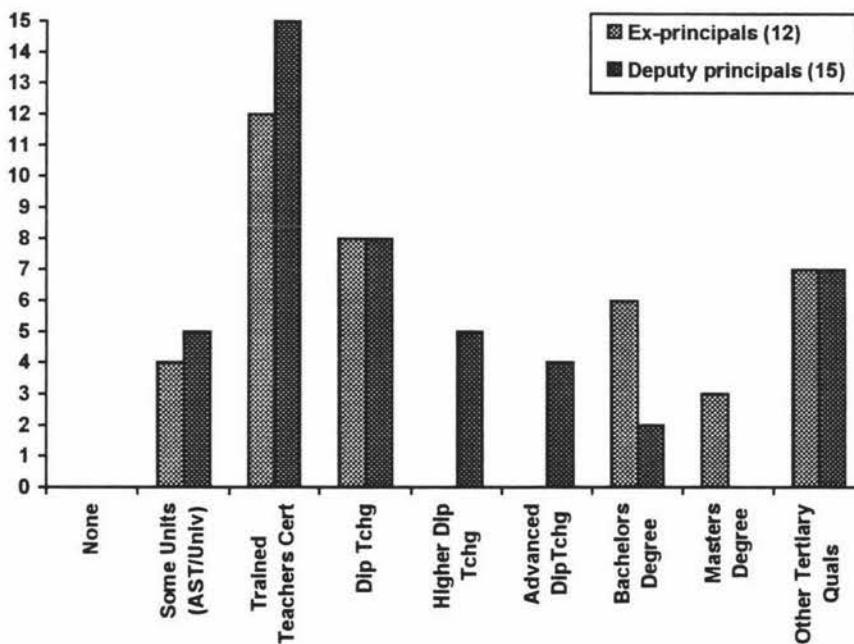


Figure 4.2: Educational qualifications at the time of the survey

Figure 4.2 on the previous page records the evidence obtained through the survey about educational and professional qualifications. All of the ex-principals had obtained a Trained Teachers Certificate, while eight had obtained Diplomas of Teaching. Half of them had obtained a bachelor's degree and three had completed a master's qualification. Four ex-principals had been awarded post-graduate diplomas in education. Several reported the completion of a number of university and Advanced Studies for Teachers (AST) units, together with diplomas in recreation and sport, town planning, valuation, real estate and business studies. Members recorded a wide range of interests.

Current Occupations

The occupations of the twelve ex-principals at the time of interview, could be classified under four broad headings:

- business managers, Don and Martin, who owned and operated motels and camping grounds;
- educational managers or consultants, Dale, Fred, Rob and Stuart, who were involved in private businesses doing computing and advisory work;
- real estate salespersons, Ben and Mark;
- educationalists, Bridget, Theresa, Rawiri and Alan who had resigned from principalship positions, but had, by the time of their interview, returned to a position in education, albeit in different capacities and situations.

Seven of the ex-principals had secured permanent positions, while the other five held non-permanent positions. These new positions had been taken up between February 1993 and July, 1996.

Important Factors of the Current Position

The ex-principals were asked in the survey, (2.5), to rank on a 1 - 5 scale, the items listed which were considered important to their current jobs.

Table 4.1: Means and standard deviations for factors considered important in the current job

factors	Ex-principals		Deputy principals		# <i>p</i>
	M	S	M	S	
family circumstances	2.0	1.5	2.9	1.4	0.13
financial situation	2.4	1.3	2.7	1.3	0.51
children's learning	2.6	1.4	1.6	1.1	0.04
opports. for advancement	3.0	1.3	3.6	1.2	0.22
able to share knowledge	2.5	0.8	1.6	0.9	0.02
availability of new career	2.4	1.2	3.6	1.1	0.02
new professional opport.	2.5	1.3	2.8	1.3	0.53
increase in stress	2.6	1.6	3.0	1.5	0.57
health problems	4.2	1.1	3.7	1.5	0.40
age	4.0	1.2	3.9	1.5	0.90
inappropriate career choice	3.8	1.3	3.6	1.4	0.75
increased demands - BOTs	3.3	1.5	2.6	1.2	0.27
increased pressure - parents	3.9	1.0	2.6	1.3	0.01
increased demands - agencies	3.2	1.5	2.4	1.3	0.18

These are the exact probabilities (two-tailed) obtained within a test of Least Significant Difference (LSD).

Note: A rating of 1= "highest importance", a rating of 5= "lowest importance".

Table 4.1 sets out the ratings of the ex-principals and deputy principals on the factors they considered important in their current jobs. There is a trend for personal factors such as health and age to be judged to be relatively unimportant and two factors associated

with learning to be perceived as relatively important, a commitment to sharing knowledge and a commitment to children's learning. The multivariate test found no significant main effect [Wilks' Lambda= .263, p=..136]. However despite the non significant manova, there are a number of significant differences between the responses of the ex-principals and deputy principals and it is probably important that the reader is alerted to these as the power of the multivariate test is very low (.56), because of the small numbers. The ex-principals rated the following as significantly less important in their current job: a commitment to children's learning, a commitment to sharing knowledge, the availability of a new career and increased pressure from parents/community.

Part Two: Teaching Careers

Factors Which Influenced Career Choice

Teaching was the 'first choice of career' for nine of the ex-principals. Mark had selected teaching because he had a *belief in making a difference in life for children*, and appreciated the *intrinsic rewards teaching brought, rather than working to earn money*, (Mark, questionnaire p.7). Theresa had entered a teaching order because *My desire to become a religious sister was the main factor*, (Theresa, questionnaire p. 7).

Those who had not chosen teaching initially, provided different reasons for changing to a career in teaching.

- Dale, an officer in the navy, left because of the *illness and then death of father* (Dale, questionnaire p.6)
- Fred, a bank clerk who later became a travel agent, disliked the *superficial contact with people* (Fred, questionnaire p.6)
- A valuation clerk, Ben, *wasn't motivated by money - I felt I could "make a difference" in teaching*. (Ben, questionnaire p.6).

Reasons for Entering Teaching

Table 4. 2 on the next page, provides the means and standard deviations for the factors which influenced the informants to take up teacher training. It records responses to the survey question (4.4) 'which of the following factors influenced you to take up teacher

training?' Respondents were asked to 'give each factor a value - high, medium or low, according to its importance.'

Table 4.2 Means and standard deviations for factors which influenced the informants to take up teacher training

factors	Principals		Deputy principals		# <i>p</i>
	M	S	M	S	
desire for secure future	1.7	.9	1.8	.8	0.95
desire for absorbing career	1.3	.6	1.1	.3	0.40
collaborative environment	1.9	.5	1.8	.9	0.82
exercise leadership	1.9	.8	2.2	.8	0.34
help children learn	1.2	.4	1.1	.4	0.93
social status and prestige	2.7	.4	2.6	.6	0.55
be creative and original	2.0	.6	1.8	.8	0.43
good working conditions	1.9	.7	1.5	.7	0.16
free of supervision by others	2.4	.6	2.3	.6	0.68
just 'drifted' into it	2.6	.8	2.7	.6	0.70
family tradition	3.0	.0	2.3	1.0	0.03
opportunity for advancement	1.7	.8	2.0	.8	0.30

These are the exact probabilities (two-tailed) obtained within a test of Least Significant Difference (LSD).

Note: A rating of 1= "more", a rating of 3= "less"

Table 4.2 shows the ratings of the ex-principals and the deputy principals on the factors which influenced them to take up teaching. Two intrinsic elements, the 'desire for an absorbing career' and the 'opportunity to help children learn', were perceived of high

importance, (average ratings close to 1.0), for both groups of respondents. At the other extreme, both groups noted ‘social status’ and ‘prestige’ as of low importance (an average rating close to 3.0). Thus the ex-principals and deputy principals have somewhat different value positions. ‘Family traditions in teaching’ were rated as a greater influence by deputy principals. However, the multivariate test did not find a single main effect.[Wilks’ Lamba=.54, p.=.61]. Overall, it was found that the ex-principals and deputy principals have similar reasons for becoming teachers.

Career Paths in Teaching

A detailed analysis of the teaching career profiles of the ex-principals is provided in the career path diagram, (Appendix 6). It shows the dates individual teaching careers began, details and years of teaching service both within and outside of New Zealand, significant career breaks for overseas teaching and travel experience, as well as time out for family and maternity reasons. It shows that most respondents had been ‘employed as full-time teachers in New Zealand’ for between 15 - 34 years. Martin was an exception to this. Although he recorded 16 years of teaching experience, he had only taught for six years in New Zealand.

Those who had ‘not been directly involved in the New Zealand education system’ (3.7) at some stage during their teaching career provided several reasons for this.

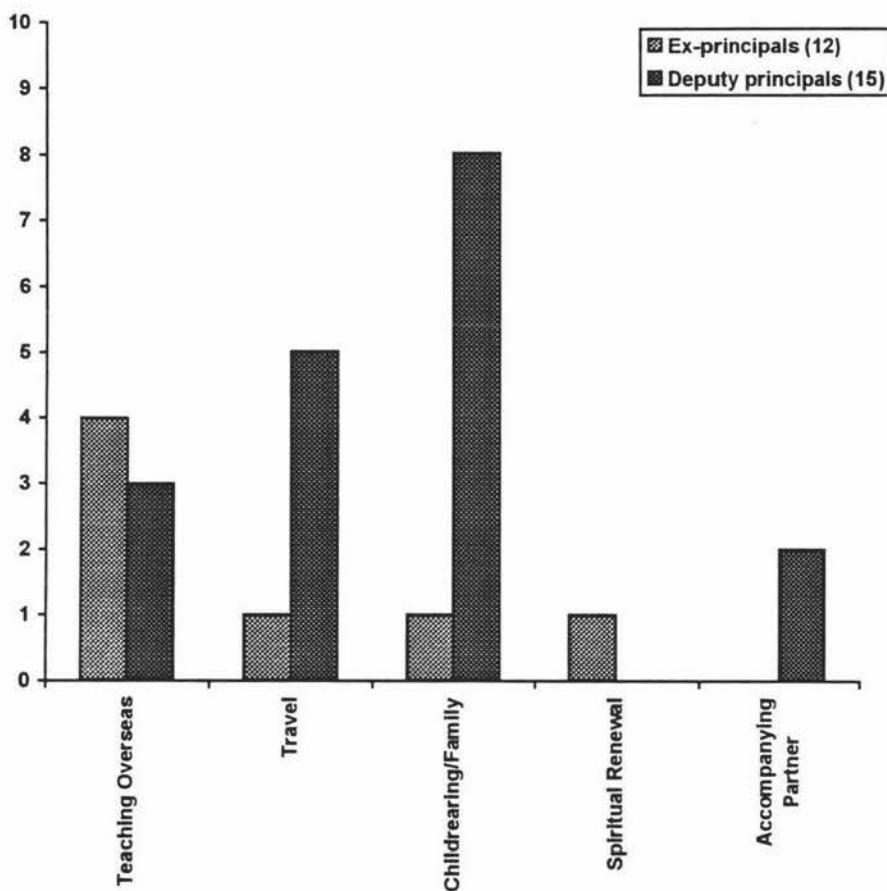


Figure 4.3: Main reasons for absence from teaching in New Zealand

Note: Some in deputy principals had more than one reason for their absence.

Absence from Teaching

The most significant reason given by the ex-principals for their ‘absence from teaching’ was for overseas teaching experience, as is evident in *figure 4.3* above. Teaching experiences in the Cook Islands, Nauru, Papua New Guinea and the United Kingdom had made a significant impact on the lives and careers of four respondents during their careers, who had been ‘employed full time’ for varying periods ‘in other educational institutions outside of New Zealand by other educational authorities.’

Eight members indicated significant periods when they had been ‘not directly involved in the New Zealand education system’ since first entering teaching. For some, this related to these overseas experiences. Six others had received ‘fellowships, awards, scholarships

or exchange programme' opportunities, which ranged in duration from one month to a year. Stuart's years study leave award to a university provided *recognition of my contribution to education*, (Stuart, questionnaire p.8). Fred had been awarded a Shroff Fellowship and Rob had spent 1979 in Scotland as a member of a Commonwealth teacher exchange scheme.

Contributions to Professional Organisations

During their careers, nine ex-principals had made significant contributions to several different professional and educational organisations and had 'held office in the New Zealand Educational Institute, principal, deputy principal or subject associations at local, regional or national levels'.

Promotional Opportunities

Most ex-principals had taught in between 4 and 18 'different' schools during their careers. Over half had taught in 'small or country schools'. Their career paths had been dramatically influenced by the 'internal and external promotional' opportunities available. Ten ex-principals had experienced none or one 'internal' school promotion and two recorded two internal promotions.

Most had experienced a range of varied positions in different schools. Ten of them had experienced between 4 and 6 external promotions. (Refer: Appendix 6).

Career Goals Prior to 1989

The ex-principals appeared to have had, until relatively recently, clear, education-focused career goals, as shown in *figure 4.4* on the following page. However, within four or five years of the 1989 educational changes, all had changed their career plans. A variety of different responses was provided to the question 'why you decided to change your earlier career direction?'(3.14)

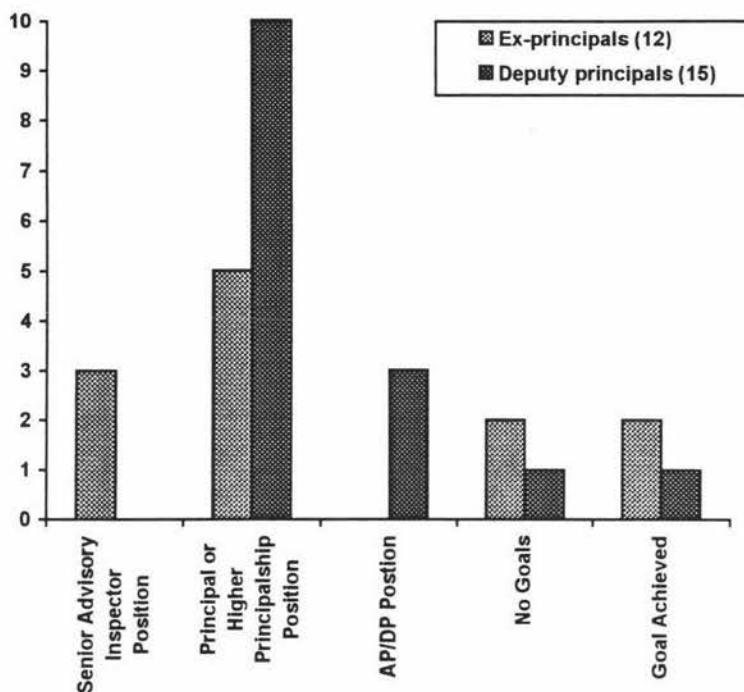


Figure 4.4: Career goals prior to 1989

A number of the ex-principals believed their career aspirations had been upset by the educational reforms. Prior to 1989, Mark had aimed to be a DSI or Senior Inspector, or perhaps seniority in [the] Dept of Education. This career goal changed dramatically with Tomorrow's Schools. The MOE and ERO didn't appeal at all, (Mark, questionnaire p.6). Ben had anticipated a move to some form of advisory role or consultant, (Ben, questionnaire p.6). Fred too, had considered a position of some kind in the Department of Education, (Fred, questionnaire p.6).

Positions as principals in large primary, intermediate or normal schools had appealed to Rawiri, Dale and Alan. Dale had aspired to a G5 principalship, although he was increasingly frustrated by being in reactive situations instead of being able to follow through planning and to be proactive. (Dale, questionnaire p.6). Rawiri reported that after reaching G5... I felt that a position in an intermediate may be a future goal, (Rawiri, questionnaire p.6). Alan had wanted a position in a normal or intermediate school, but had changed his mind... recently, I decided that, given the uncertainty and

lack of assurance brought about by Tomorrow's Schools, one is on sounder ground staying put. (Alan, questionnaire p.6). Rob had wanted *to work in increasingly larger schools and to settle in a school of my choice. This disappeared with the demise of the Department of Education and the move to BOTs as employers,* (Rob, questionnaire p.6).

After being appointed as a principal of a large Auckland school Martin became disillusioned and unfocused. *On my return to NZ I saw little reason to continue - no clear goals or career path apparent,* (Martin, questionnaire p.6)

Not all career plans had been influenced by the 'imposed' educational changes. Stuart had anticipated a continuation in his current principalship position, while Don felt he had *probably achieved my goal,* (Don, questionnaire p.6). Bridget however, had no clear career goal. Theresa's *long term goal was to spend 5 -6 years as a non-teaching principal. I changed this direction when some staff, some BoT and [staff named] were antagonistic towards me,* (Theresa, questionnaire p.6).

Major Influences on Teaching Careers

A wide range of similar and different personal and professional 'aspects which had a significant impact upon your teaching position', (3.15), were recorded in the survey. Informants were also asked to plot 'significant events which impacted upon the development of the teaching career' on a timeline, (4.5).

The major variables recorded in response to these survey questions, are shown on *diagram 4.1* on the next page, together with the number of respondents who recorded each in parenthesis. These will now be discussed in detail.

Marriage

Marriage was recorded as a significant life event which influenced several with their career directions and opportunities. It provided Fred with *another teacher for support!* (Fred, questionnaire p.8). Marriage gave Dale *opportunities to collaboratively set career goals,* (Dale, questionnaire p.8). However, this collaborative partnership may have contributed to his decision to change career. He reported later *my wife - who resigned*

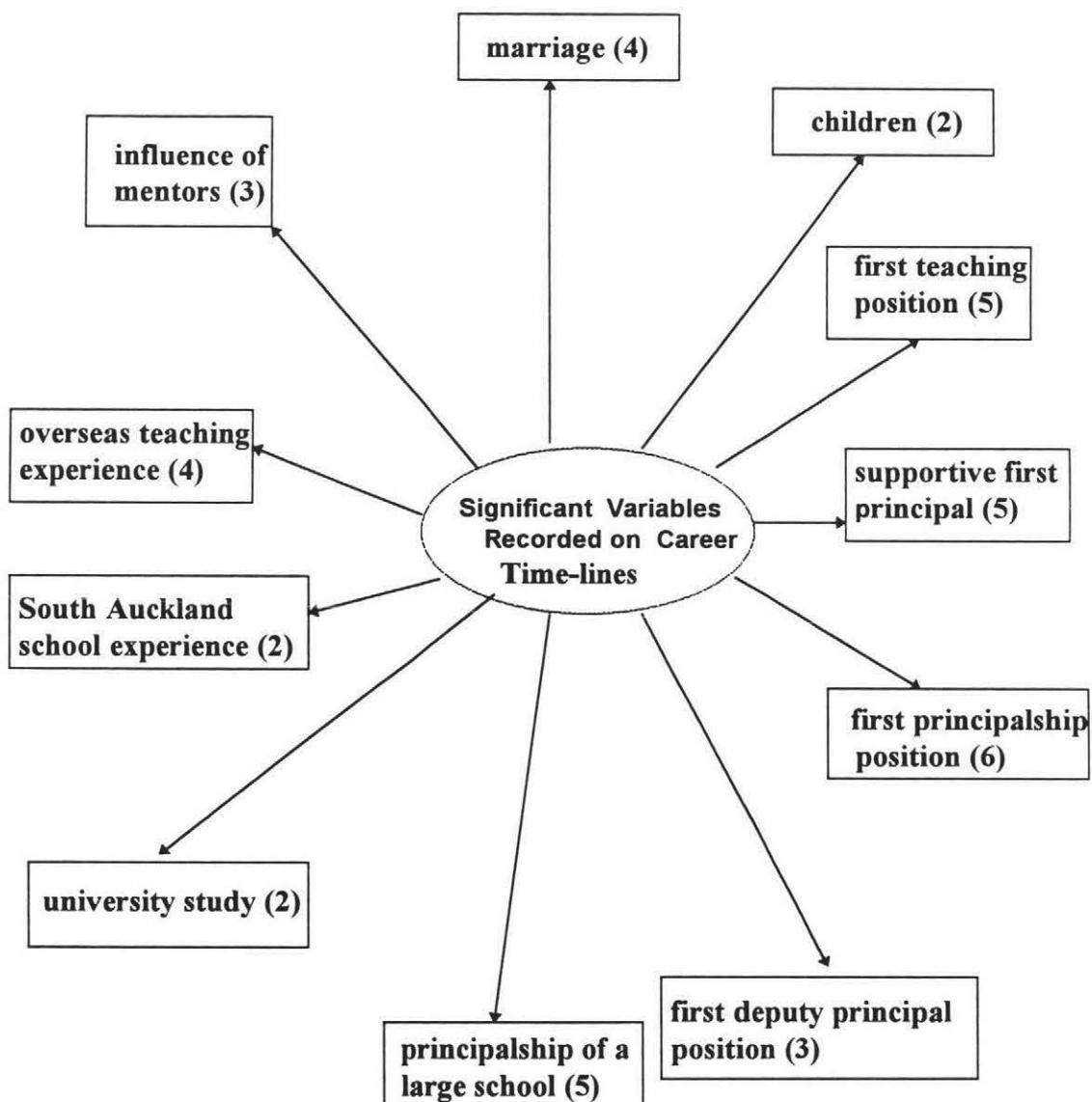
from teaching in 1986 - being able to earn significantly more than I have been able to do, with far less stress and being able to do so working less hours, (*op. cit.*)

Children

Having children had a strong influence on the career of the only married female ex-principal, Bridget, who had taken time out from her teaching career for *family commitments*, (Bridget, questionnaire p.6). Although their children were not mentioned as 'significant events' on the career time-lines of Ben, Rawiri, or Mark, their influence will become apparent later in this chapter.

Diagram 4.1: Significant professional and personal life events

(following initial teacher training).



First teaching position

A number of promotional opportunities were identified as important career steps. The appointment to their first teaching position was a memorable experience for five informants, whose first principals had a profound influence on their lives and careers.

These principals

- *allowed my enthusiasm to flow,* (Rob, questionnaire p.8).
- *gave guidance and opportunity, plus support and freedom to experiment,* (Ben, questionnaire p.8).
- *fostered a sound love of learning,* (Fred, questionnaire p.8).
- *modelled an attitude to children, staff and community [which] had a major impact on how I dealt with [these] people,* (Rawiri, questionnaire p.8).

However, not all reported positive support. Theresa reported, *first year teaching - it was sink or swim!* (Theresa, questionnaire p.8).

Bridget recorded the *very positive influence by STJC* [during her] *first permanent job* which occurred 17 years after beginning teacher training. (Bridget, questionnaire timeline, p.8).

Appointments to senior teaching and first deputy principal positions

Appointments to a senior teaching position, especially their first deputy principal position, was reported as a very important career milestone by three respondents. This position gave them valuable insights into the teaching profession, as well as a new personal direction. Martin *recognised in myself that I had something to offer others,* (Martin, questionnaire p.8.) Rob became *aware for the first time of the autonomy/control dilemma,* (Rob, questionnaire p.8).

First principalship appointments

First principalship appointments were important career milestones. Ben found he *wanted to 'lead' my own school,* (Ben, questionnaire, p.8). Mark was *inspired [to] further effort... I pushed accelerator pedal,* (Mark, questionnaire p.8). Being a first time principal *was a real challenge in a remote rural community,* (Stuart, questionnaire p.8)

Principalships of large (G5) schools

Principalships in large schools were also rewarding experiences. Don relished opportunities *to encourage and develop others' skills*, (Don, questionnaire p.8). Ben was able to *realise my leadership abilities*, (Ben, questionnaire p.8). Stuart found teaching in a G4 *large city school... the most satisfying, challenging, enjoyable time of my life.* (Stuart, questionnaire p.8).

University study

Graduate and postgraduate study was very important in the lives of many of the ex-principals (as shown on *figure 4.2* on p.54.). Stuart gained *self-satisfaction - [when he was] awarded my M Ed.*, (Stuart, questionnaire p.8).

Overseas experiences

The most extensive overseas teaching periods were recorded by Martin and Dale. Martin spent ten years teaching in positions of increasing authority in Papua New Guinea. Dale had taught *in Nauru for six years*. Fred's year overseas had given him an opportunity to *focus on educational technologies. Time outside of the school system - developed a desire to return to school, so as to have a greater personal impact on teaching/learning environments, (cf superficial)*, (Fred, questionnaire p.6). Don had appreciated the opportunity to *work in another education system as a teacher trainer in the Cook Islands*, (Don, questionnaire, p.8).

Ben had taken a three year 'break' to travel. Theresa had participated in a *spiritual renewal course in Melbourne* where she was involved in *parish work for a year*, (Theresa, questionnaire p.5).

Experiences in South Auckland Schools

Stuart and Dale both reported experiencing rewarding teaching opportunities in South Auckland schools. A *multi-cultural and multi-ethnic situation* provided Dale's *first real understanding of [the] need to develop leadership and administration skills*, Dale, questionnaire, p.8). Stuart recorded the influence of *an outstanding principal*, (Stuart, questionnaire, p.8).

Mentors

Mentors such as principals, senior staff, advisers and school inspectors, played a significant role in the career development of some. Theresa fondly remembered *a junior [class] adviser* who, as a mentor was *very enthusiastic and set me on an exciting path*, (Theresa, questionnaire, p.8.). Bridget recorded the *very positive influence* of two STJCs, (Bridget, questionnaire, p.8). For Mark, University *opened my mind*, (Mark, questionnaire, p8.)

Satisfying Aspects of the Principal's Role

During the interviews, respondents identified three particularly pleasurable aspects of the principal's job. These were: working beside people, particularly staff, children, parents and with Board of Trustee members; educational leadership and efficient management; and the autonomy, challenge and creativity associated with the role.

Working with staff, children and members of the school community

Working as a team with various members of the school community was reported to be extremely rewarding and particularly missed by those who had left teaching. Don missed *being kept alive and alert by children and working with a team of people on a common purpose*, (Don, interview 25/8/96, p.14). Mark referred to the *fraternity of teachers as being special*, (Mark interview 14/7/96, p.17). This sentiment was echoed by Fred who missed *the interaction with kids and also with the professionals, with the teachers. You miss that professional collegiality*, (Fred, interview 11/7/96, p.12). The importance of collegiality with staff was expanded upon further by Stuart, had had

some golden years, in terms of senior people... we got on well together, we shared our learning, we shared our responsibilities within the school, (Stuart, interview 14/7/96, p.6). [He said later] *we had a focus... we knew where we were going... I didn't do it all myself... we had a round table...* (op.cit.p.3).

Teaching had given Rawiri *a real sense of belonging to a group of kids, a group of staff and a community... [which] for me, culturally, it meets a real need... that belonging to a group like that* (Rawiri, interview 15/9/96, p.9). For Alan *team building and building up relationships is probably one of the most critical things and... seeing positive things happen in classrooms, that's been rewarding*, (Alan, interview 18/7/96, p.9). Bridget

enjoyed it when things really work as a team and you can see the results in the children, (Bridget, interview 16/7/96, p.7).

Educational leadership and efficient management

Most ex-principals had relished the educational leadership and efficient managerial aspects of the principal's role. *The principal is still the key player... and ensuring that learning is the priority - children's learning,* (Stuart, interview 14/7/96, p.1). Another rewarding aspect of the educational leadership role of empowering staff. Rawiri reported that *some people really, really took the reins and made the most of it,* (Rawiri, interview 15/9/96, p.1). Alan believed

the prime function of the principal is to be the educational leader and professional and curriculum leader of the school... but also to be able to share that role with other staff members... I give my staff power with the responsibility to act, (Alan, interview 18/7/96, p.1).

Mark used the opportunity for developing the curriculum to empower other people and give them leadership responsibilities, (Mark, interview 14/7/96, p.2). Fred, Ben and Rawiri all spoke of the satisfaction associated with the development of new senior management structures within their schools. Fred explained

the roles of the senior management team changed considerably to [a] cross-school role... we had five curriculum teams based on the five curriculum areas at that time... my presence there [at their meetings] was to pick and challenge what they were doing, (Fred, interview 11/7/96, p.3).

Ben liked developing a new management structure which involved people who were responsible for individual areas, the curriculum, having curriculum leaders, rather than senior teachers, we were moving towards that... (Ben, interview 26/7/96, p.3).

Several informants outlined challenges they had enjoyed, such as: Don's battle over the removal of a classroom, *when the Ministry decided that one of the prefab rooms at the school would be taken...* (Don, interview 25/8/96, p.6). Fred's fight with the Ministry to *get input into the design of rooms,* (Fred, interview 11/7/96, p.7) and Rawiri's *applications for funding, especially when you were successful and got something for your school...* (Rawiri, interview 15/9/96, p. 4).

Most respondents gained a great deal of pleasure and pride from establishing well-organised systems within their schools. Ben described how he

knew how to establish systems to assist those individuals to utilise their strengths to ensure there was strategic management and quality management.... I just felt a huge amount of satisfaction setting up systems which I believe improved things enormously, (Ben interview 26/7/96, p.4).

Bridget took pride in developing *clear structures within the school*. Theresa observed *I find the thing[s] that really annoy teachers most is... disorganisation, (Bridget, interview 16/7/96, p.1).*

The autonomy, challenge and creativity of the principal's role

Several relished the new autonomy associated with the principal's role and the opportunity to be creative following the educational reforms. They enjoyed the challenge of being *in the middle of it all*, (Don, interview 25/8/96, p.6). Martin agreed that principals can *put their mark on them [schools]*, (Martin, interview 10/8/96, p.3).

Ben felt

there weren't any real structures in place to restrict the role of the principal, therefore every school could have an entirely different role and it's quite legitimate... (Ben, interview 26/7/96, p.4). [He enjoyed] doing things... trying things... trialing things and getting on with it and having some successes and some failures and, yeah, it was great! (ibid).

Having the opportunity to *create your own individual school* was valued by Mark. He went on to say *You could put your own stamp on it and at the end of the day go for it as hard and fast as you wanted to.* (Mark, interview 14/7/96, p.5). The extent of the new autonomy was appreciated by Fred who discussed the satisfaction he got from

the separate decision-making ability... you can literally decide from building designs and colour schemes to curriculum direction and implementation. It's all yours if you want it and that's an extremely positive thing, (Fred, interview 11/7/96, p. 4).

The responsibility of appointing their own staff was really appreciated by the all of the ex-principals. Alan described his delight in having

the ability to employ staff, I've absolutely relished that... and the opportunity to direct the professional development resources to your own perceived needs... we haven't felt bound by the Ministry contracts or anything... and certainly the control over financing, too. (Alan, interview 18/7/96, p.5).

Rawiri emphasised the importance of being able to *pick the people that I feel suited the way I wanted things to move and they were the ones that really got behind...* (Rawiri, interview 15/9/96, p.3). Mark thought that *hiring your own staff has got to be the best side of it, [the changes]*, (Mark, interview 14/7/96, p.5). Dale agreed *You can get the teachers hopefully that you feel are right for the school and the community*, (Dale interview 9/7/96, p.4).

Involvement with school finances and how these were used were also valued changes. Stuart was able to *use the funding in the way you want and to take initiatives...* (Stuart, interview 14/7/96, p.7). Rawiri explained how he

liked to be able to have influence over how things came onto the site and to creatively manage the money, so that we got things that weren't in the plans, and we shifted things around to make it suit the climate and the culture of the school...(Rawiri, interview 15/9/96, p.3).

The importance of working alongside members of the Board was stressed by Dale. *You can spend the money, if you get the Board behind you*, (Dale, interview 9/7/96, p.4).

At the end of the survey, ten of the ex-principals recorded spontaneously how much pleasure they had had from their teaching careers and during the interviews. Two thirds of them provided the unsolicited comment that they *really loved the job*.

They made comments such as: *I have loved the school and the challenge and excitement of the new curriculum and management and would like to return...* (Theresa, questionnaire p.12), *[and] education was kind to me and the highs clearly outweigh the lows*, (Stuart, questionnaire p.12). Alan made what he believed to be a widely supported comment, *I don't know any principal who was a principal under the old system [who] would want to turn the clock back*, (Alan, interview 18/7/96, p.7).

In spite of the positive outcomes of the increased autonomy and the satisfying aspects of the principal's role, there were a number of things which were not enjoyed. These are discussed in the next section.

It is now time to examine why principals who appeared to enjoy their principalship positions became disenchanted with their roles. Educational changes which had a negative impact on the principal's role will now be examined.

Part Three: The Impact of the Educational Changes 1989 - 1996

Many of the educational changes introduced between 1989-1996 increased principals' responsibilities and workloads quite significantly in many ways.

Educational changes which influenced career decisions

In the survey, respondents were asked to rate each item (on a scale of 1 - 5) of the educational changes which had had the most significant impact on their role. *Table 4.3* below provides evidence of their responses.

Table 4.3 Means and standard deviations for changes impacting on principal's role

impacts	Ex-principals		Deputy principals		# <i>p</i>
	M	S	M	S	
increased autonomy	1.3	0.5	1.3	0.6	0.70
new curriculum	2.3	1.1	2.5	1.1	0.51
accountability to BOT	2.1	1.0	1.5	0.6	0.09
more complex tasks	2.2	1.2	1.5	0.9	0.10
demands of new agencies	2.5	1.2	2.7	0.9	0.60

These are the exact probabilities (two-tailed) obtained within a test of Least Significant Difference (LSD).

Note: A rating of 1="highest importance", a rating of 5="lowest importance".

Table 4.3 sets out the means of the ratings of the ex-principals and deputy principals on the most significant impacts on the role of the principal brought about by changes implemented during the period 1989-1996, (see Question 5.1 in Appendix X). The ratings of the two groups are very similar, in that both regard the increased autonomy of

schools as having the most important impact on the principals role and the demands of new agencies such as ERO as being less significant, with both rating this in the middle of the scale. The multivariate test found no significant main effect [Wilks' Lambda= 1.3, p=.31] and as can be seen in *table 3* there are no significant differences between the ratings of the ex-principals and deputy principals on any of the rated impacts.

Principal's Workloads

When asked in the survey, 'which of the following activities do you think involved principals more, the same, or less, than before 1989,' (5.2), there was a general consensus by all of the respondents in Sample A.

Table 4.4 Means and standard deviations for educational changes involving the principals more, the same, or less, than in 1989

# educational changes	Ex-principals		Deputy principals		p
	M	S	M	S	
school finances	1.0	.0	1.0	.0	a.
written communication - staff	1.3	.5	1.2	.6	0.83
written communication - parents	1.4	.5	1.1	.3	0.04
written communication - 'others'	1.1	.2	1.0	.0	0.28
oral communication - staff	1.6	.6	1.5	.8	0.78
oral communication - parents	1.3	.5	1.3	.7	0.84
oral communication - 'others'	1.2	.4	1.1	.5	0.59
staff appointments	1.0	.0	1.0	.0	a
staff appraisal	1.0	.0	1.2	.6	0.21
interactions with children	2.6	.5	2.8	.4	0.26
working beside children	2.7	.4	2.6	.6	0.48
educational leadership	1.4	.8	1.6	.9	0.65
school management tasks	1.0	.0	1.0	.3	0.36
meetings - individ. parents	1.6	.6	1.6	.7	0.97
meetings - BOT members	1.0	.0	1.0	.0	a

These are the exact probabilities (two-tailed) obtained within a test of Least Significant Difference (LSD).

Note: A rating of 1 = "more", a rating of 3 = "less".

a. Inferential tests cannot be calculated because there is no sample variance.

Table 4.4 on the previous page, shows the activities which have influenced principals more or less since the introduction of the 1989 educational changes, (Refer Question 5.1 in Appendix 3). Both cohorts agree that principals now have less opportunities to work beside children and interact with them. There was unanimous agreement by both the ex-principals and the deputy principals that principals today are involved more in school finances, staff appointments and in meetings with members of the Boards of Trustees. There appears to be a trend towards more meetings and oral communication with individual parents and more written communication with staff members. The multivariate test did not find a significant effect. [Wilks' Lambada= .642, p= .805], suggesting that principals and deputy principals have similar understandings of the impact of changes in the principal's role.

Educational Changes which Influenced the Principal's Role

The educational changes which were reported to have had the most significant impact on the career decisions of the ex-principals were: the establishment of Boards of Trustees; the appraisal of principals; the loss of 'professional' mentors; and increased managerial responsibilities, (at the expense of their educational leadership role).

The establishment of Boards of Trustees

In 1989, the responsibility for the self management of schools was given to the newly created Boards of Trustees, which now hold considerable power. Their establishment has had a major impact on the principal's role.

The governance role

In schools where the Boards comprised knowledgeable, skilled members who understood the governance role, principals felt generally well supported. However, where the members lacked 'useful' skills, the interactions and relationships between the Board and principal were often stressful and difficult. Theresa reported that in her school

they didn't really understand their governance [or] what management meant... some of them began to want to take on a management role and they didn't like what I was doing... (Theresa, interview 17/7/96, p.4).

While Dale indicated that he would have had less to do if the board had followed their roles... if they had had the time to follow their roles... (Dale, interview 9/7/96, p.4).

Alan agreed that there was

a lack of role clarification for Boards of Trustees... the professional expertise of the principal had been devalued when boards were expected to take responsibilities relating to the curriculum, (Alan, questionnaire p.9)

Skills of Board members

Other ex-principals reported their Boards were enthusiastic and keen to support the school, but lacked the necessary knowledge and skills. When this occurred, additional tasks became the responsibility of the principal. In Martin's school, *the board was made up of a group of people who had little or no education or expertise in any area...* (Martin interview 10/8/96, p.2). In Don's situation *they were expected by ERO and others to be responsible for a maze of important things that they knew nothing about and [were] not even interested in...* (Don, interview 25/8/96, p.4). Those on the Board in Dale's school were *very good people, not necessarily very competent people, at [our school] you haven't got the professional expertise...* (Dale, interview 9/7/96, p.9).

Bridget reported that

In the first Board of Trustees that I inherited, there was no one with any expertise of that nature [building maintenance] at all and I'm certainly not experienced in that area and I found it quite time consuming... (Bridget, interview 16/7/96, p.2).

The situation in Rawiri's school was different. There, the Board failed to co-opt others, *there weren't enough members, we only just had the bare minimum...* (Rawiri, interview 15/9/96, p. 4-5). This gave him additional responsibilities. Like Fred and Mark, he considered getting the *right mix* of members on the Board was extremely important.

Relationships between the principal and the chairperson of the Board

Sound relationships between the principal and the chairperson of the Board of Trustees were considered essential by most respondents. When friction occurred which could not be resolved, usually one or other would eventually step down. Ben experienced a chairperson whom he believed exceeded the defined governance role.

I had a very fiery relationship with my Board chairperson... (Ben, interview 26/7/96, p.8). We had the Board chairperson standing at the classroom windows looking in, watching, all that horror story stuff. I just said to her, 'Listen this has got to stop,' (op. cit. p.9).

This difficult relationship became the catalyst for him to begin exploring other career alternatives.

Lack of support from the chairperson also influenced Rob's decision. He had a chairperson who *would take great delight in picking it apart and sending me back to prepare the budget again, just because I had a blowout of \$10,* (Rob, interview 24/7/96, p.3). Theresa, who had a *very cliquey* board, (Theresa, interview 15/7/96, p.5), recalled a Board meeting where *this... fellow, was so horrible to me and antagonistic and shouting... the Board chairperson allowed it to continue, so that was about it. I just thought, I am not going to be here to be abused,* (op.cit p.11).

Principal appraisal

When the Boards of Trustees were given the responsibility for the appraisal of principals' performance, some ex-principals reported feeling angry and undervalued. Alan complained *all my staff... have the right to be appraised by a professional educator... I don't! I think that's ludicrous!* (Alan, interview 18/7/96, p.7). Don also felt that appraisal should have been carried out by a professional. *It was ridiculous. I would have wanted a colleague doing a similar job in a similar school...* (Don, interview 25/8/96, p.9). Mark's experience in the private sector influenced his opinion and he asked *What board of directors at the end of the day appraises the general manager and writes a job description for them and signs their weekly pay cheque? I mean it just doesn't happen,* (Mark, interview 14/7/96, p.15.)

The loss of professional mentors

Particular mention was made of the loss of assistance of the Department of Education Inspectors of Schools following the restructuring of 1989. Dale remarked, *I miss the inspectorate... because you had a professional sounding board... to provide assistance and give you ideas, or say go down and see so and so down the road...* (Dale interview 9/7/96, p.14.)

Both Mark and Alan bemoaned the fact that there was no one to give principals professional guidance. Rob complained that

the career structure had disappeared... under the old system, the inspectors, one of the roles they tended to play was mentor... support groups weren't readily

available to you the way the old inspectorate was... (Rob, interview 24/7/96, p13.)

Fred concurred and went on to add I think the lack of a career structure is a disillusionment to many, (Fred, interview 1/7/96, p.6).

Increased managerial responsibilities

Many ex-principals believed that their role had changed from one of an educational leader responsible for children's learning and teachers' professional development, to one which was dominated by a variety of administrative and managerial responsibilities. They found, that although many tasks had been delegated to the Boards following the introduction of *Tomorrows Schools*, in reality, in many schools, they became the principal's responsibility, because, as Mark interpreted it, *at the end of the day the person who's accountable, is the principal and you had to have hands on in those other areas*, (Mark, interview 14/7/96, p.3). Therefore, included in the 'expected' principal's repertoire were tasks such as: the monitoring and supervision of the development of new buildings, school maintenance, grounds, staff appointments and Board of Trustees training. In addition to their traditional responsibilities, tasks such as the development of school policies, the production of various reports and audits for the Ministry and the Education Review Office were required. Principals were also expected to be knowledgeable about all new government regulations and legislation.

Stuart reported his role had

shift[ed] from an educational leader to the management role, increasingly, you know, dealing with paper, more paper and more paper in the accountability mechanisms, (Stuart, interview 14/7/96, p.1). [He later commented,] the shift [in the role] from real children's learning and having to look after children's learning in an indirect way... making sure that the furniture was right... that the legal responsibilities were met and health and safety issues... I was constantly being placed in conflict... am I a manager, or am I here for children's learning... (op. cit. p.8).

The new emphasis on managerial responsibilities disturbed Alan, who believed *the management should serve the learning and teaching function*, (Alan, interview 18/7/96, p.1). Mark agreed, the *principal should be [the] educational leader, not manager or administrator*, (Mark, questionnaire p.11). Demands from the newly created Ministry of Education and the new educational agencies created additional stress and anxiety

Principals struggled with changed regulations and legislation, new responsibilities and additional tasks. Dale found he

spent more and more time on advertising, interviewing, recruiting... and reporting to the Ministry. The Ministry requiring more data and more accountability with regard to the money they were giving us... (Dale, interview 9/7/96, p.2). [He went on to say] I think it is important that the parents know that you are able to teach... [and] for the staff that they can see their principal is able to get into the classroom and work with the children, (op.cit. p4)

Part Four: Career Change Decisions

Decisions to change career took some informants much longer to make than others. Dale, Mark, Theresa, Bridget, Rob, Ben and Don took between six months and a year to make a decisions, while Fred, Stuart, Alan, Martin and Rawiri made theirs very quickly. Attitudes to and feelings about the job also influenced how each reacted to their decision about accepting or actively seeking new career challenges.

Four major factors contributed to the ex-principals change careers decisions: their personal situations; the culture within their school environments; changes to their 'traditional' role; and external influences upon their school environments.

Personal Situations

Personal situations such as age, personal and family circumstances, health and gender were factors which had a significant influence on career decisions.

Age

Age was a major consideration for some. The amount of time remaining within their working life was especially relevant for those who believed their opportunities for a new educational position had become more limited. These respondents did not want to remain in a position which offered few new challenges. Dale explained his predicament: *the thought of staying for another 12-13 years as a G5+ principal in an increasingly difficult environment probably in the same position, or else having a sideways shift wasn't good for me. I was losing motivation, (Dale, interview 9/7/96, p.6).* Alan reported he was *ready for a change... it's been nearly eight years, (Alan, interview 18/7/96, p.12).* Don echoed this concern *another five or eight years of doing what I had*

been doing for the previous ten or twelve, I needed a spook up of some sort... (Don, 25/8/96, p.11)

Personal and family circumstances

Personal and family circumstances were a serious consideration for some respondents, particularly those who had young children. Mark explained

they didn't see me enough, my sons and my wife ... during my five years at [named] School. Bevan was 3 and James was 9 when I started there, prime years for me as a father, they hardly saw me, (Mark, interview 14/7/96 p.2)

Martin echoed these sentiments

I get up in the morning and they're all asleep when I go to work, and I come home, often at night and the kids are in bed and I don't see them. And it's not five days a week, it's more than that and I don't think I want to spend the rest of my life doing that... (Martin, interview 10/8/96, p.3).

Alan recorded

the workload and others' expectations of principals in our NZ version of self-managing schools, is having a serious impact on family life. This together with the diminishing job satisfaction and inadequate salary levels led me to question whether I wished to remain in our system until retirement, (Alan, questionnaire p.6).

However, his decision to resign really resulted from an opportunity which occurred, coupled with the fact *the timing is right, my kids are 12 and 8, (Alan, interview 18/7/96, p. 12).*

The situations which influenced both Rob's and Bridget's decisions were quite different. Rob had two sons at university [who] had bursaries, but these ceased, so I was obliged to earn extra to support them pay their fees and board, so I bought into [firm named] to earn extra, (Rob, questionnaire, p.6). Bridget's decision to resign... was compounded and I felt the stress was getting too much when I knew Mum was terminally ill, (Bridget, interview 16/7/96 p.8).

Health

Unexpected health problems and the stress associated with the school environment, were factors which influenced Mark, Martin, Theresa, Rob, Don and Rawiri to reconsider their careers. Mark explained, *my health deteriorated badly... I realised if I didn't go*

the decision was going to be made for me, (Mark, interview 14/7/96, p.15) and Don felt if I don't have a go now - time will run out, (Don, questionnaire p.3). Theresa felt it [the job] was not worth having a breakdown for! (Theresa, questionnaire p.12). During the interview, she initially informed the researcher that she felt she had coped well with the stressful situation in her school, but volunteered later that she would go home and cry and cry, (Theresa, interview, 15/7/96 p14). Rawiri found everything just revolved around the school and it was a mistake. I've got two boys... they saw less and less of me... it took its toll on me personally, (Rawiri, interview 15/9/96, p.7.)

Dale expressed his concern about the effect of stress on his colleagues in schools: *I have seen a large number of my colleagues suffering from poor health and stress related problems, (Dale, questionnaire p.12)*

Gender

None of the respondents mentioned issues relating to gender had directly influenced their decisions to resign.

The Culture within the School Environment

Career decisions were also influenced by the environment of the individual schools and their cultures. Two factors were of particular importance: the various difficulties experienced with staff and the complexity and demands of the job.

Difficulties with staff

Dealing with difficult staff was an aspect of the job that most ex-principals reported was one of their most challenging responsibilities. For some, unpleasant staff situations were the major catalyst for their departure from the principalship position.

One of the biggest frustrations was *the hard task of removing unsuitable staff, (Fred, questionnaire p.11)*. Dealing with unsupportive staff who were *reluctant to come on board with the new curriculum... and [who were] antagonistic towards me, (Theresa, interview 15/7/96 p.12)* became untenable. For Bridget, staff who *resisted change, (Bridget, interview 16/7/96, p.4)*, had a serious impact and led to “*burnout!*” (*Bridget, questionnaire p.8*). Martin also recorded an unpleasant experience

Having been involved in initiating competency and disciplinary procedures with two staff in this country with little professional support available, it was time to get out. I didn't want to become negative in the role and let it influence the job I was doing, (Martin, questionnaire p.12).

He later wondered if his resignation would have been linked to staff difficulties he had experienced. *Some people would have thought I'd left because of all the hassles with those two teachers - it was horrific. Stuff I'd never like to live through again, (Martin, interview 10/8/96, p.8).*

Having to deal with staff who were 'entrenched', 'ineffective' and 'incompetent' led to a great deal of stress frustration. Fred explained, *The hardest thing in the world is the incompetency thing. You know you're in for a two year haul and all kinds of debates... (Fred, interview 11/7/96, p.10).* Ben's frustration was very evident.

It was not money, frustration over workload or removal from the classroom which were my prime motivators in choosing a new career path. Simply, it is the mediocrity prevalent within primary teaching at present, and the inability of the principal/BOT to implement effective practices, (Ben, questionnaire p.12) ... even a school Board comprising awesome management skills could not effectively challenge the non-progressive nature of the profession, (op. cit. p.8) ... the unwillingness of the profession as a united force to take on board changes has caused enormous, resistance/confusion, with the resulting duplication and ineffectiveness of much of what is happening in schools today, (op. cit. p.9).

During his interview, he expanded on this opinion

I just got fed up! I just got fed up with sitting in staff rooms, telling, trying to work people through change... I don't want to spend my entire life you know, trying to empty a swimming pool with a teaspoon... there's another life! (Ben, interview 26/7/96, p.5)... I could see people who just weren't performing and I'd start various procedures... and NZEI would come in and cotton wool them and I just thought, well... (op.cit. p.11).

Stuart believed *as a profession... we have allowed ourselves through lack of desire to remove poor teachers from schools, to be judged by the community by the weakest teacher, (Stuart, questionnaire p.12).*

Particular difficulties were experienced by those who inherited long-serving senior staff who were reluctant to accept new responsibilities. These staff created further stress for principals. Rawiri found *the rest of the staff had no real faith in the deputy principal's*

leadership, (Rawiri, interview 15/9/96, p.3) and thus he was obliged to do further tasks. For Rawiri, like others, *the thing was having to deal with the incompetency*, (op. cit.) was a major concern.

The complexity and demands of the position

The complexity of the job, demands and job 'overload' often contributed to decisions of this group of ex-principals to change career. For Bridget

the changes listed were compounded for the teaching principals in small schools who had classroom responsibilities and fewer teachers with whom to 'share the load', (Bridget, questionnaire p.9).

It was the sheer workload... and the resistance to change, (Bridget, interview, 16/7/96, p. 8) which had contributed to her resignation decision. Martin and Dale believed too many people expected too much of the principal

... to expect one person to carry the breadth of responsibility I think which is expected from the parents... teachers... board... Ministry of Education and from the community as a whole is huge. There's no way you can live up to all those expectations... (Martin, interview 10/8/96, p.3).

Rapid roll growth, overseeing building projects, increased political interference, decreasing educational support agencies and CHANGE were key features which influenced Dale's decision, (Dale, questionnaire p.9). He said later

I was having to put out bush-fires, I was having to deal with the situations you weren't expecting, the welfare problems... parents who suddenly landed a bombshell on your desk... [the] Ministry occasionally landing a bombshell on your desk... (Dale, interview 9/7/96, p.6).

Stuart also reported that his time was being taken up with a myriad of different tasks.

I was moving from what I saw as the real role to see maybe each day 30 children which I normally used to try to do, in a classroom, or kids come into my office, that wasn't happening. I was spending too much time doing other things, whether it was buildings or personnel... or increasingly spending time looking after difficult kids for teachers, so they could get on and teach, because we didn't have... backup resources... (Stuart, interview 14/7/96, p.8).

The complexity and multiplicity of tasks required by various government agencies which interrupted schedules and increased paperwork were a further concern. Mark found it extremely frustrating, and explained

The bureaucracy's increased, the reading is phenomenal now than what it was. And it changes. I mean you can read it for one month and think you've got it

under control and then it comes out in another edict from the Ministry and it's different, rules change... (Mark, interview 14/7/96, p.1).

Dale recorded his *disillusionment with the "system" and a disappointment in the perceived negative development affect[ing] a profession I had grown to love*, (Dale, questionnaire p.8). He also disliked *being reactive rather than proactive, reacting to crises as they came up*, (Dale, interview 9/7/96, p.1).

Alan objected to the *multiplicity of tasks that have fallen on the principal's lap...* (Alan, interview 18/7/96, p.10). He went on to explain that *while I'm not opposed to self-managing schools... it has tended to grind people down*. The intensity of the work concerned Stuart, who commented *it always seemed that I had to do it in a rush... the joy was starting to disappear*, (Stuart, interview 14/7/96, p.9).

Changes to the Principal's Traditional Role

Informants reported that the principal's role had changed significantly following the 1989 educational reforms. Several expressed regret at no longer being able to sustain the close professional relationships that they had previously held with staff and with children. These ex-principals missed being directly involved in teaching activities associated with learning and with curriculum development. Others were frustrated by the increased complexity of the job, time constraints and the required focus on managerial tasks.

Involvement with teachers in the curriculum

Ben believed it was *essential that the principal has a very good grasp of the curriculum...* (Ben, interview 26/7/96, p.1). Stuart reported he *certainly did a lot more [curriculum] prior to 1989*, (Stuart, interview 14/7/96, p.3). Don regretted his lack of recent curriculum involvement *I'd have liked to be able to keep up with what was happening in the curriculum in the past two years*, (Don, interview 25/8/96, p.7). Alan believed *the responsibility of the curriculum being placed on Boards actually disempowers or devalues the contribution of professional educators like myself...* (Alan, interview 18/7/96). Mark, in particular, had relished *first and foremost, developing and changing the curriculum, constantly on that and secondly, providing in-class support for teachers...* (Mark, interview 14/7/96, p.1). He went on to say

In the old days... you might have handled seriously two major areas a year... the pressure that was on schools in the last five years, I mean, everything's happened. Every major document. Drafts of this, trials of that, in-service... What we've lost... was the flair and innovation that used to go on with things like spontaneous teaching, or let's get intensive about this... (op. cit. p.8).

Fred presented a slightly different view, *the curriculum change should have had the greatest impact. Unfortunately I believe that the autonomy may have got in the way!* (Fred, questionnaire p.9). He later commented, *the problem with autonomy - you can do what you like, no one knows!* (Fred, interview 11/7/96, p.3).

Time constraints and managerial tasks

Time constraints and additional managerial tasks prevented many of the ex-principals having the opportunities that they had had in the past to work beside teachers and children. The long hours spent weekly on the job was commented upon by all respondents.

I've had less time... I've found myself working extremely long hours... (Alan, interview, 18/7/96, p.6)... spending an inordinate amount of time... on Board-related matters and getting ready for Board meetings... I'm not sure whether its worth it. I think my time could be better spent working with teachers and children. (op. cit. p.12).

Stuart also supported a commonly reported view that *the principal's role was to be seen by all children, to know what was happening...* (Stuart, interview 14/7/96, p.9). He went on to say he was *increasingly spending less and less time with children... I lost that personal touch,* (op. cit.)

The inability to be involved in children's learning

Decreased opportunities for involvement in children's learning was distressing for several ex-principals. Mark stated

I've always enjoyed teaching the kids... gradually it declined... as the constraints of time didn't allow for it. I tried to timetable them in and that was fatal. I tried to be flexible and that didn't work either and in the end I just had to take what I could get, which was minimal, (Mark, interview 14/7/96 p.6).

Don believed that

children's learning should be paramount. Too much time is spent on paper work, thus reducing the ability of teachers to prepare and present exciting programmes for children, (Don, questionnaire p.9). If I am first and foremost not the 'manager' of my school's curriculum then I begin to fail. The impact of

the current new curriculum implementation is and has been quite dramatic and quite often overpowering in its effect on schools and those who work in them, (op.cit. p.11).

The dichotomy of the role was explained by Rob, who said

If I was doing the business side of things all the time and seeing the paper was all shuffled properly and filled out properly and the new policies and procedures and everything like that were up to scratch, I think I would miss that relaxed time of being able to go around the classrooms and know the kids by name... (Rob, interview 24/7/96, p.15).

Knowing the children was also very important for Alan

I like to get involved in the enrolment, even if its just to take the child to the class, because nobody can accuse me of not knowing, or the children in the junior school of not knowing, who the principal is.... (Alan, interview 18/7/96, p.9).

Stuart reported, *I was constantly being placed in conflict... am I a manager, or am I here for children's learning... that was a dilemma, (Stuart, interview, p.9).*

External Influences on School Environments

The most significant external factor which influenced the ex-principals' career change decisions involved the *increase in the number and range* of managerial tasks required. In schools where rolls were rapidly rising, increased responsibilities and tasks placed additional burdens on principals. Frustration was experienced by Dale, Fred, Rawiri, Stuart and Mark who found their opportunities to be involved in other school activities were reduced. Stuart discussed

an over-regulated system where the principal [is] caught in the middle... I was spending too much time doing other things, whether it was buildings or personnel or just sorting out things that needed to happen... (Stuart, questionnaire p.6).

Fred also complained

one of the biggest frustrations was property... Ministry property division would not acknowledge the fact that there was pressure on the roll... [and] ... that we wanted some input into the design of the new rooms... (Fred, interview 11/7/96, p.7).

The roll in Rawiri's school went from 310 to 470 within a year and a half... my time was spent keeping up with classes and children and teachers, (Rawiri, interview 15/9/96, p.12).

The increased workload required to deal with various bureaucratic and legal requirements and the implementation of the new national curriculum was also stressful and influenced career decisions. Don found the greatest negative... was the feeling of powerlessness in the continual battles with other agencies in trying to achieve the best deal possible for the school's pupils and staff, (Don, questionnaire p.3). Mark's career decision was also influenced by too much 'non-professional' interference with running of school; meetings, meetings and more meetings; lack of funds; bureaucratic frustration, (Mark, questionnaire p.6).

Part Five: The Current Situation

Advantages of Current Positions Outside of Education

Respondents working outside of education were asked to identify the factors which made their current employment situation a better career option than the role of principal. A variety of advantages of their current positions were presented by Dale, Fred, Mark, Rob and Ben,

- *in my new position I am able to be more focused, I earn an increased salary and have a car provided. Although I am working longer hours there is significantly less stress... (Dale, questionnaire p.12)*
- *the skills acquired in teaching are superior to those encountered in commercial business world... (Mark, questionnaire p.12).*
- *in my own [business]... I knew I was in charge. (Rob, questionnaire p.12). [He reiterated at his interview]... I knew who was in charge. It was me and that was one of the attractions (Rob, interview 24/7/96, p.16).*

Although the other respondents gave very different responses, there appeared to be a general consensus among those who were self employed that they now were able to make their own decisions and had a 'better' lifestyle. Martin explained

everything that I do here is making things change ... it's seven days a week, and sometimes 24 hours a day, but if I want to take time out, I do. I can close the door and be unavailable... (Martin, interview 10/8/96, p.14)

Those who had decided to stay in education, Theresa, Bridget, Rawiri and Alan, were not asked this question, as it seemed inappropriate.

Incentives which Might Encourage Ex-principals to Return

The ex-principals indicated in their survey response (5.3) a number of 'incentives which might encourage them to reconsider a primary school principal's position'. These are shown on figure 4.5 below.

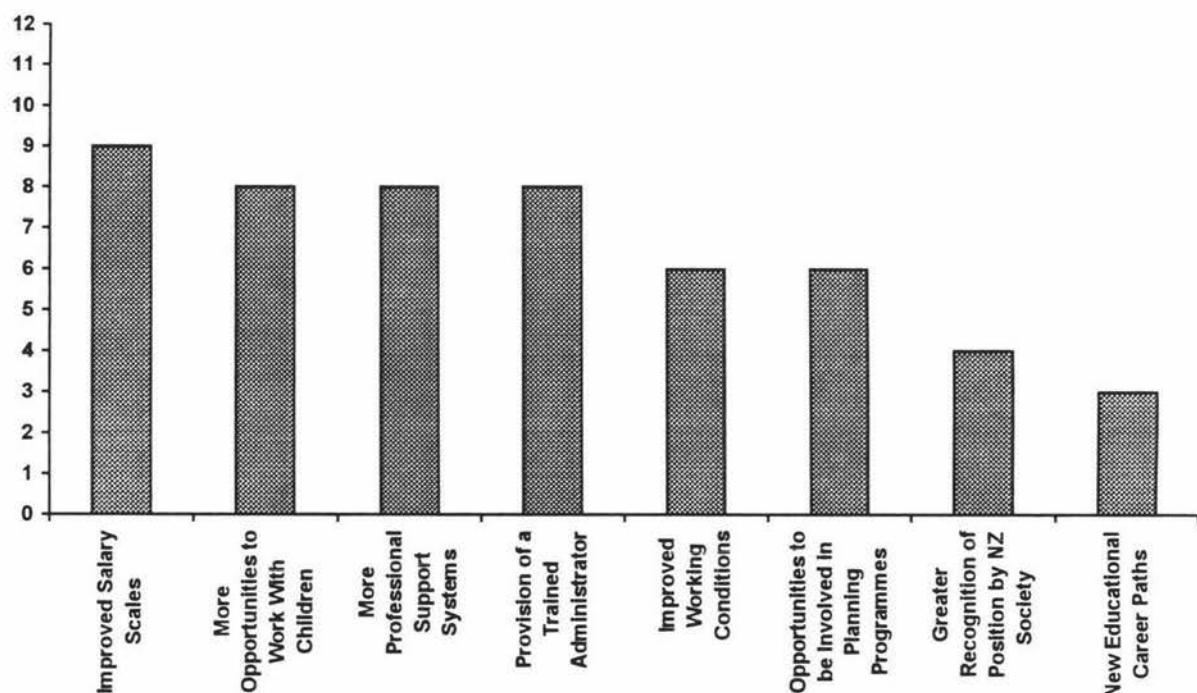


Figure 4.5 : Incentives which might encourage ex-principals to return

Improved salaries

Improved salary scales for principals were supported by three quarters of them. Some had anticipated that the principal's salary would be commensurate with greater

responsibilities. Ben believed *in advancement and my expectation of adequate remuneration for that advancement* (Ben, questionnaire p.6).

Martin stated,

I thoroughly enjoyed all aspects of my career, it was challenging and fulfilling, however, the workload, the poor salaries offered in this country and the increased paper warfare signal a decline in time for one's family and extra stress, (Martin, questionnaire p.12).

Dale was

disillusioned with the salary - in comparison with equivalent managerial positions outside education and the lack of support to cope with the changes, (Dale, questionnaire p.12)

However, improved salary scales were not the main issue for all informants. *The rewards of seeing children, parents, blossom have outweighed the poor financial return, (Fred, questionnaire p.12).*

Other incentives

Other incentives which appealed most included: *more professional support systems, more opportunities to work with children [and the] provision of an as-of-right trained administrator to provide assistance.* Half of the ex-principals also recorded that incentives such as *improved working conditions and opportunities to be involved with teachers in planning programmes and activities* might attract them back to teaching. Greater recognition given to the position in New Zealand society appealed to three of them and *new educational career paths* to three.

A number of new changes to the current education system were suggested that might encourage a reconsideration of career decisions. These were: *improved support structures both within and outside of the school, a lessening of the powers awarded to the Boards of Trustees, a redefinition of the principal's role [and] fewer external demands.*

Several individuals had their own ideas of other incentives which might encourage the ex-principals to return to teaching:

- *Real authority to bring about change i.e. teacher and organisational management,* (Ben, questionnaire p.11)
- *a growing awareness by the 'government of the day' for longer term planning and to listen to the concerns of teachers and principals,* (Dale, questionnaire p.11)
- *more support for dealing with difficult children; ERO role should be re-visited; trust people - most teachers are professional; the re-examination of the Union's role,* (Stuart, questionnaire p.11)
- *the creation of a support layer for principals- perhaps in the form of a district liaison principal, responsible for the support, appraisal of principals, etc... [there should be] less attempts to devalue principal's professionalism and expertise,* (Alan, questionnaire p.11).

Educational Changes Which Might Encourage a Career Reconsideration

It was considered inappropriate to ask all respondents about 'changes to the current education system which would encourage them to reconsider their career path'. This was because at the time of their interviews, Alan, Theresa, Bridget and Rawiri had either already returned to teaching, or had decided to return. (For the reader's information however, the responses received are shown on *figure 4.5 p.87*) Alan, for example, was leaving New Zealand to take up a position in an international school, but felt he *may come back to NZ with a very open mind on career directions, either within or outside NZ education,* (Alan, questionnaire p.12). Theresa said she would *be happy to go back to [a] school where there is a supportive B.O.T. and a more co-operative staff,* (Theresa, questionnaire p.11).

Some respondents' circumstances had changed from when they had agreed to participate in the study to the time of data collection. Rawiri, who had been involved in a consultancy business in March, 1996, reported in his survey in June, *I have been forced to reconsider teaching as a career through circumstance. I am also looking at other opportunities. However, at this stage, teaching looks like the best option,* (Rawiri, questionnaire, p.12). Bridget reported *I am applying for another principal's position this week...* (Bridget, questionnaire p.12).

Fred was keeping his options open

I did not leave teaching because something forced me out... I moved because I had an exciting opportunity that would not be offered often - I was approached... I do not believe that I may not, some day, return to some educational context... (Fred, questionnaire p.12).

He was keeping *an open mind*, indicating that *if the right context was there* he might reconsider his decision, (Fred, interview 9/7/96, p.12). Martin's decision was related to *relationships, a decline in the challenge of the position and stress*, (Martin, questionnaire p.6). He added later *I have no further interest in pursuing this career. I don't want to become stale, burnt out or lose my love of the job*, (Martin, questionnaire p.11). Martin, Don, Ben, Rob and Mark gave firm indications they would probably not return to a career in education.

Summary

This section examined the teaching careers and backgrounds of twelve successful ex-principals who left their principalship positions between 1993-1996, to take up other careers or positions. It considered the impact the educational changes had on their roles and explored the reasons for their changed career directions.

A variety of reasons was given for why these principals had left their teaching careers. Factors which had had a significant impact on their career change decisions careers included:

- personal situations, such as age, personal and family commitments and health
- the culture of the school environment, particularly difficulties experienced with staff and the complexities and demands of the position
- the changes to the 'traditional' role of the principal, such as their past involvement with curriculum, time constraints, increased management tasks and their inability to be involved with children's learning
- external influences on the school environment.

The study also identified the most satisfying elements of the principals' job, which were:

- working with staff, children and various members of the school community
 - educational leadership and efficient management
 - the autonomy, challenge and creativity of the role.
-

THE DEPUTY PRINCIPALS: SAMPLE B

Introduction

The data obtained from the deputy principals, (Sample B), were gathered through the use of questionnaires and group interviews. As for the ex-principals, the data presented here are related directly to the research questions. It is important that the reader remembers that the two cohorts were quite different, both in size and in gender composition. There were 12 ex-principals in Sample A and 15 deputy principals in Sample B. The significant gender imbalance, with ten males and two females in Sample A and 15 females in Sample B, will influence the results. However, this factor, as explained in Chapter Three, was beyond the researcher's control. No males who met the selection criteria for this cohort were located.

The biographical information obtained in the surveys will be discussed first, so that a clear picture of the members selected for the deputy principal group is obtained.

Part One: Background Details

Biographical Details

The all female cohort of ten deputy and five associate principals, (referred to throughout this study as deputy principals), ranged in age from 39 - 56 years. Fourteen were European and one was of part Maori/European descent. (Refer *figure 4.1 p.54*).

Educational and professional qualifications

All of the deputy principals had Trained Teachers Certificates and just over half had obtained Diplomas of Teaching. None had gained a 'tertiary or other professional qualification' prior to entering teacher training. However, fourteen had studied for further qualifications, 'after beginning their teaching careers', most of which were related directly to teaching.

At the time of the survey in July, 1996, only two of the fifteen deputies had been awarded a bachelor's degree, one of whom was completing a master's degree. (Refer figure 4. 2 p.45). However, five had completed a Higher Diploma of Teaching and four had obtained an Advanced Diploma of Teaching. Other qualifications gained included a Diploma of Teaching Handicapped Children and a Diploma in English Language Teaching. Most of the deputy principals focused their professional development on 'curriculum-related', 'classroom relevant' knowledge. Included under the survey category 'other study' were recorded certificates in Teaching English to Speakers of Other Languages, two Certificates in Reading Recovery and papers in Advanced Studies for Teachers. No respondents recorded qualifications which would have had a high currency in a career outside of education.

Members recorded a wide range of interests.

Current Positions

When the data were collected, fourteen were employed in permanent associate or deputy principal positions in Auckland primary schools, while one ex-deputy principal held a contract position as a College of Education lecturer. All had been appointed to these positions between 1983 and February, 1996. (Refer Career Path diagram, Appendix 7).

Important Factors of the Current Position

Respondents were asked to 'rank on a 1-5 scale, the items listed which they considered important to their current jobs.' (2.5). *Table 4. 1 p.56* analyses those that the deputy principals and ex-principals selected.

Part Two: Teaching Careers

Factors Which Influenced Career Choice

Teaching was the 'first choice of career' for 12 of the 15 deputy principals. Different reasons were provided by those who decided not to continue with their first career choice.

- Bev, the aspiring Karitane nurse, found that the intake occurred nine months after she had left school and reported her father had *orchestrated my career!* (Bev, questionnaire p.6)
-

- Jenny, the aspiring policewoman, was *too short!* (Jenny, questionnaire p. 6)
- Jan, who chose occupational therapy, left because the medical environment *didn't suit her needs*, (Jan, questionnaire p.6)

Reasons for Entering the Teaching Profession

Respondents were asked which of the factors listed ‘influenced you to take up teacher training?’ and to ‘give each a value of high, medium or low, according to its importance.’ Refer to *table 4.2*, p.58 for an explanation of the responses to this question.

The ‘status of teaching’ was considered relatively unimportant. Ten of the deputies reported a lack of ‘family tradition’ in the teaching profession, but this had influenced five in their career choice. Most had deliberately selected teaching as a career. Penny stated, *It was one of the few acceptable options open to females at that time that allowed you ‘to be your own boss’*, (Penny, questionnaire p.7), while Bev felt she hadn’t been influenced much by the factors listed - *it was more a case of “having a career”*, (Bev, questionnaire p.7).

Career Paths in Teaching

Appendix 7 records the careers of the deputy principals. It outlines their individual career paths, their years of service and changes of teaching position, as well as significant career breaks. Included are periods of overseas teaching experience and travel, as well as time out for having children or for other family reasons. The deputy principals had been ‘employed as a full-time teacher in New Zealand’ for periods ranging from 14 - 33 years.

Breaks in Teaching Service

Nine deputies reported absences from teaching for periods of between 3 - 14 years. Ten had spent significant periods ‘not directly involved in the New Zealand education system’ since first entering teaching. (Refer *figure 4.3* p.60). The longest absences were recorded by Rachel, Jenny, Bev and Alison. Several ‘reasons for this absence from teaching’ were given. Eight deputy principals had been absent from teaching for family reasons or motherhood.

Contributions to Professional Organisations

Only two of the fifteen respondents had received 'fellowships, awards, scholarships or exchange programme' opportunities. However, five had 'held office in the New Zealand Educational Institute and/or principal, deputy principal or subject associations at local, regional or national levels'.

Promotional Opportunities

When asked to 'list the number of different schools in which you have taught', a wide range was recorded. (Refer: Appendix 7). None of them had taken the opportunity to teach in country schools.

Career paths had been influenced by the 'internal and external teaching promotional' opportunities available. Nine of the deputy principals had experienced none or one 'internal' school promotion and six deputies had had two or even three internal promotions.

Most had experienced a number of positions in different schools. However, two of them had never received promotion beyond one school during their careers. Others had had a number of opportunities to work in a range of different schools and five had experienced between 4 and 6 external promotions.

Career Goals Prior to 1989.

Prior to the 1989 educational changes, ten of the fifteen deputy principals had aspired to principalship positions. (Refer figure 4.4, p.62).

Since that time, most of them had changed their original career directions, after learning of negative experiences reported by principals and friends. Higher workloads, demands and stress, were the key reason for the decisions why Penny, Rachel, Janice, Barbara, Alison, Sue and Fleur had decided not to pursue a principalship position, as earlier planned. Several expressed strong opinions about their career aspirations.

- Penny always envisaged being a principal of a smallish school in South Auckland. and listed the role of the principal is too demanding, stresses... financially not
-

worthwhile and not enough resources or time to do things properly [professionally], as the reasons for her changed direction. (Penny, questionnaire p.6).

- Rachel was married to a principal and having experienced principalship at [named] School, I have absolutely no wish for the workload and stress involved. School tends to take over one's whole life and become a way of life, (Rachel, questionnaire p.6).
- Janice had hoped to become a principal of a Special School, (Janice, questionnaire p.6).
- Lea reported there was a time when I was enthusiastic about becoming a principal but having relieved in the position on a number of occasions for long periods it began to dawn on me that it wasn't really worth it. We are talking about multi-million dollar businesses and principals are paid peanuts! (Lea, questionnaire p.6)
- Alison's long term goal was to become an intermediate principal, (Alison, questionnaire p.6). However, her husband's desire to return overseas for a number of years, (op.cit. p.12), coupled with the constant and changing demands made on principals ,(op. cit. p.6) had forced her to reassess her earlier decision.
- Juliet had looked forward to being a principal in the near future - starting in a small school and moving up...(Juliet, questionnaire p.6).

Fleur, Jan, Barbara and Sue had also aimed to become principals, but Hannah, Jenny, Nancy, Bev and Margaret reported that they had already achieved their career goals.

- Hannah was satisfied being the head of a large junior department, (Hannah, questionnaire p.6),
 - Jenny had never really had a teaching goal, (Jenny, questionnaire p.6),
 - Nancy had never wanted to be a principal, (Nancy questionnaire, p.6).
 - Bev reported My long term goal was and still is, to be in the position I already hold, (Bev, questionnaire p.6).
-

- Margaret had *always wanted to be a teacher... I enjoyed my position as an Assistant Principal*, (Margaret, questionnaire p.6).

Major Influences on Careers

The deputy principals recorded a wide variety of 'aspects which had a significant impact upon your teaching position', together with 'significant events which impacted upon the development of the teaching career' which were plotted on a timeline (4.5), in their surveys. Different personal and professional experiences were reported and several patterns emerged. These are shown on *diagram 4.2* on the next page. The figures beside each variable record the number of respondents, shown in parenthesis, who noted this influence on their careers.

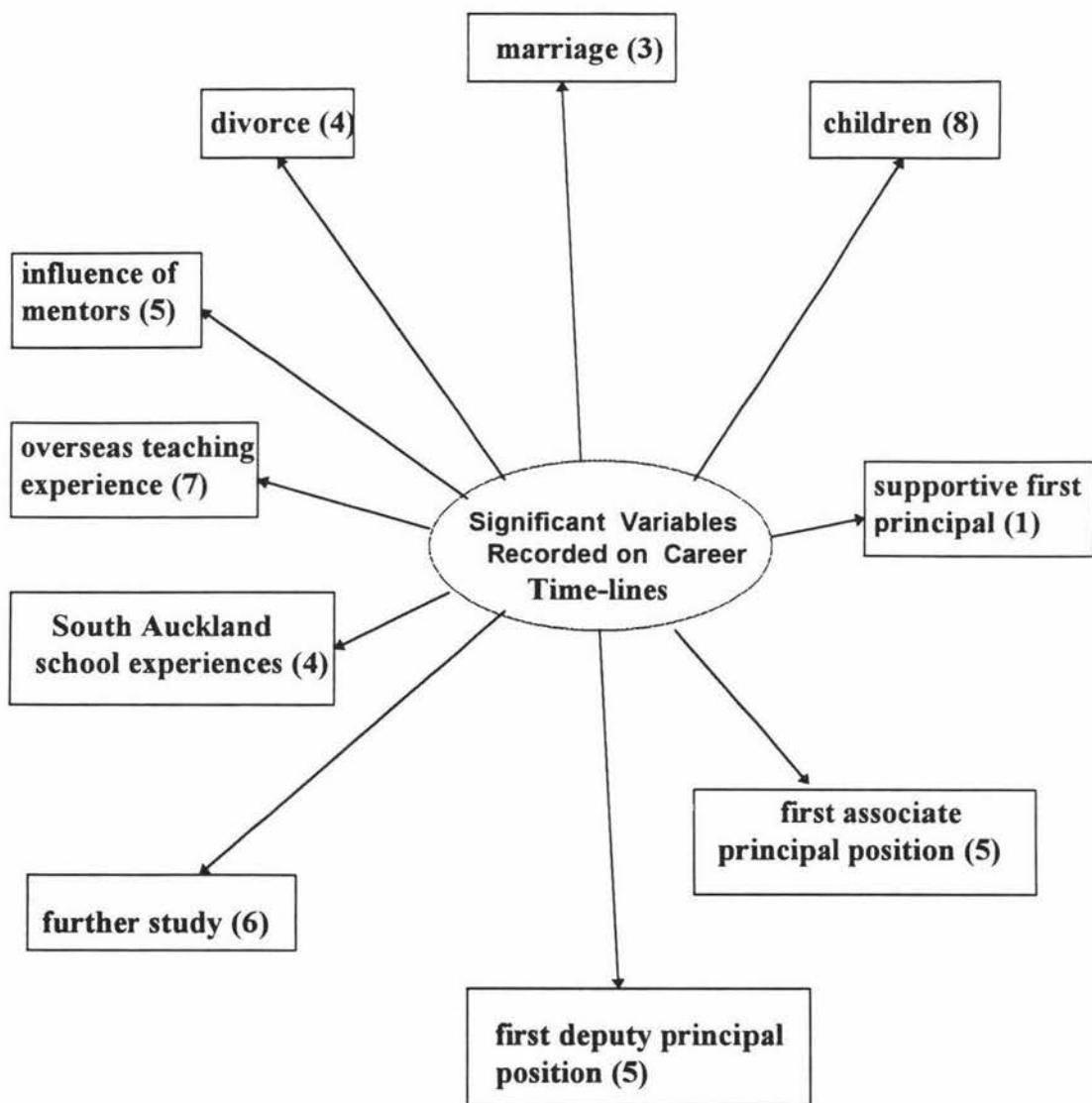
Marriage

Marriage was recorded on the time-lines of three of the deputies as a significant life event and it had an important influence on their career opportunities and directions. Those who were married to teachers cited incidents which demonstrated the influence that this had had on the development of their careers. Rachel appreciated her career advantage - *both my husband and I are in education so [we] can share stress/ideas -and understand the stress of the job*, (Rachel, questionnaire p.6). Janice was also *married to a teacher and we moved regularly while he pursued his career. I applied for jobs closer to home when I had settled the family*, (Janice, questionnaire p.6). Nancy's early career had been influenced by *moving cities with husband [and] frequent changes of jobs*, (Nancy, questionnaire p.8) Her *marriage break-up [had made it] necessary to look at career opportunities [and, as the] children were getting older [she was] able to give more time to job and take on S.T. roles*, (op. cit).

Having a family

Over half of the deputy principals had taken time out from their teaching careers for family reasons. Some had taken very little 'time out' to have their children, while others had several years of absence from teaching. (Refer: Appendix 7.)

**Diagram 4.2: Significant professional and personal life events
(following initial teacher training).**



Having children had a major impact on the teaching careers and lives of Sue, Bev, Janice, Margaret, Lea, Alison, Penny and Nancy. Bev commented, *the role of wife and mother impacted on my teaching career*, (Bev, questionnaire p.6). Alison's life was influenced by *having children very early - the role of wife and mother impacted on my teaching career*, (Alison, questionnaire p.6) and Sue's career direction changed because she wanted to spend more time with my own girls... both had been sick as pre-schoolers... they don't need a mum who's never home at night! (Sue, questionnaire p.6).

Having children enabled some to

- *spend time care-giving and [acting] on many committees... [the] other side of education,* (Penny, questionnaire p.8).
- *give more time to the job [and] take on senior teacher roles, as they got older,* (Nancy, questionnaire p.8).
- *make the decision that they [children] came first, not me or my career,* (Lea, questionnaire p.6).

Divorce

Divorce had affected the lives and careers of four respondents, three of whom had since remarried.

Supportive first principal

Juliet was the only deputy principal who remembered the influence of the principal associated with her first teaching position. This principal *fostered creativity and gave you lots of affirmations about what you were doing,* (Juliet, questionnaire p.8)

Appointments to senior positions

Appointments to senior teaching positions were considered very important career milestones. Of particular relevance to Penny, Rachel, Margaret, Jan and Bev was their appointment to their first associate principal positions, which Jan hoped would be *a stepping stone to other things,* (Jan, questionnaire, p. 15).

Janice, Hannah, Barbara, Penny, Lea and Alison recorded on their time-lines their appointments to their first deputy principal positions. It was in this position that Hannah learned about *the management side [it] removed me from the classroom,* (Hannah, questionnaire p.8.) Barbara had the opportunity for *full-time release as a walking 'sane' D.P.*, which made an enormous difference to her life, (Barbara, questionnaire p.6)... *after four years of being a full-time, [in class] teaching D.P. plus all the class and team responsibilities with limited release,* (op. cit.)

Further study

University qualifications and other forms of professional study were recognised as

important forms of personal development by most respondents. However, Lea had made a conscious decision that her children *came first, not me or my career*, (Lea, questionnaire p.6) and to *not up-grade her qualifications* (op. cit. p.12). She later admitted in the interview that this had restricted her career opportunities.

Only six deputies recorded the gaining of qualifications within their career time-lines, although Hannah admitted that *studying for B.Ed. [had given her] more understanding and commitment to the job*, (Hannah, questionnaire p.8). For Alison, the importance of *extra study* (Alison, questionnaire p.6), which involved completing her degree had *broadened [her] knowledge base [and] exposed [her] to new ideas*, (op.cit. p.8).

Mentors

Five of the deputy principals recorded in their surveys that mentors, such as principals, senior staff, advisers and school inspectors, had influenced their career development. Alison mentioned a *senior teacher... someone with the same philosophy which gave me the strength to influence others*, (Alison, questionnaire p.8). Fleur listed the names of many people from different educational situations and who had influenced her in a wide variety of ways and during the interview acknowledged that *teachers need warm fuzzies... we don't have those now... no inspectors doing cross checks across the country*, (Fleur, group 2 interview 19/8/96, p. 8). Juliet reported *inspectors who were my mentors... but they've gone*, (Juliet, group 1 interview 19/8/96, p.14). Bev appreciated the inspectors, who *were advisers, whereas ERO...* (Bev, group 1 interview 19/8/96, p.17).

Overseas teaching experiences

Overseas teaching experiences had been an important part of the lives and careers of seven deputy principals. The most extensive experience was reported by Barbara, who had emigrated from England where she had trained and spent 12 years teaching. Alison had spent seven years teaching in Australia where she had enjoyed being *part of another education system at two different levels*, (Alison, questionnaire p.8). Jenny's travel experiences had given her *opportunities to teach in East End schools in London, [and in] Australia*, (Jenny, questionnaire p.6). In 1987 Hannah had spent the year in *U.K on a*

teacher exchange, (Hannah, questionnaire p.6). Jan commented that travel had helped her *grow up*, (Jan, questionnaire p.6).

Experiences in South Auckland schools

The value of teaching in multicultural South Auckland schools was emphasised by four deputies, for whom this was a particularly valuable professional experience. Margaret *loved working in Otara - enjoyed the challenge - stayed...* (Margaret, questionnaire p.8.) Penny's Otara experience had given her an opportunity to work alongside a *radically different clientele to what my closeted life had been exposed to. I loved it and the people...* (Penny, questionnaire p.8.)

Satisfying Aspects of the Principal's Role

The deputy principals were asked to identify the 'aspects of the principal's role which 'in their opinion' gave the principals the most and least job satisfaction. A number of them had a great deal of difficulty in identifying attractive elements associated with the principal's job, especially *in the present climate, with staff being so difficult and all the extra demands...* (Margaret, group 4 interview 23/8/96, p.12). Sue said *I was just sitting here thinking, are there any?* (Sue, group 3 interview 22/8/96, p.4).

In spite of comments such as these, three major themes did emerge during the group interviews: vision; educational leadership; and autonomy.

Vision

Penny, Nancy, Hannah and Fleur agreed that it was vital that principals had a vision for education in their schools. Jenny stressed the importance of having a principal who was a *forward thinker* [who had the] *large ideas [and] shared the vision*, (Jenny, group 2 interview 21/8/96, p.2). Fleur suggested *it must be exciting to see something that you develop come through...* (Fleur, group 1 interview 19/8/96, p.5). Margaret saw an advantage in having *your vision and being able to make all sorts of things happen... as long as you had good staff to inspire you...* (Margaret, group 4 interview 23/8/96, p.12).

Barbara believed

The sky is the limit... if you have got the vision and you can excite and enthuse and motivate people, because if you can count on the selection of staff... you can do anything, virtually... (Barbara, group 4 interview 23/8/96, p.12).

Educational leadership

Being the educational leader in a school was seen as both satisfying and important. Margaret suggested that

The standard set in the school comes from the principal, the educational vision, the knowledge. He should be the most knowledgeable person... the one out there leading and giving the vision, even though he doesn't actually direct and say what has to happen, it is collaborative, but he should be the one that absolutely leads the school to where he wants it to be... (Margaret, group 4 interview 23/8/96, p.3).

Nancy thought *having a real influence on the learning... if you've got committed staff, it would be quite exciting to develop new programmes... and make it [the school] a better place to be... (Nancy, group 4 interview, 23/8/96, p.14).* Barbara supported her and said, *if you've got someone who's got vision and creativity and they have got lots of ideas, then go for it...(Barbara, group 4 interview, 23/8/96, p.8).*

Autonomy - putting your stamp on the job

One of the joys of the principal's position was the opportunity to put *your own stamp on things... (Juliet, group 1 interview 19/8/96, p9).* The autonomy of the job provided a *flexibility of choice and how you can implement that, you can move more pieces around the chessboard... and the opportunity to think laterally and creatively, (Barbara, group 4 interview 23/8/96, p.7 - 8).* Lea agreed one of the most positive things is *autonomy... we are bulk funded, we can do exactly what we want... our Board of Trustees... really don't have the experience... so we are able to drive what we want, (Lea, group 3 interview 22/8/96, p.4).*

The autonomy of the position enabled a principal to

- *have a say in what's happening... where you want buildings put... the design... colour... to have the right surroundings, the right grounds, (Jenny, group 2 interview 21/8/96, p.4)*
- *actually be yourself and make a difference. You can pursue your dream, (Hannah, group 4 interview 23/8/96, p.7).*
- *have a say in appointments, (Ann, group 2 interview 21/8/96, p.5)*
- *think on your feet... your planned day doesn't actually work... that's really exciting... I think the demands of a principal have increased... they are accepted as*

a professional, whereas in the past, I don't think the role was seen as a professional one... (Alison, group 4 interview 23/8/96, p.8)

An interesting observation was made by Margaret, who thought the variety of tasks within the role *gives them an enormous experience in the background which enables them if they really don't want to be a principal, to go easily into the workforce and do other things... (Margaret, group 4 interview, 23/8/96, p. 8).*

Part Three: The Impact of the Educational Changes (1989 - 1996)

Educational Changes Which Influenced the Principal's Role

When asked about 'which of the following activities do you think involved principals more, the same, or less, than before 1989', there was a general consensus by the respondents. (Refer *table 4.4* p.73).

Principal's Workloads Since 1989

All of the changes listed in 'the most significant impact on the role of the principal today' (5.1), were rated very highly. One deputy principal scored all of the changes of the highest importance and eleven rated each item as important, rating them a 1, 2 or 3 within a 5 point scale. *Table 4.3* on p. 71 records the deputy principals' responses to the changes which affected the principal's role.

Ways Changes in Education Have Influenced Career Decisions

There is no doubt that the career decisions of many of those selected to participate in this study have been influenced in many ways by the changes which have taken place in education since 1989. Janice put it this way

With the introduction of Tomorrow's Schools the workload, time involved frustrations, changes in policies, etc. [being a principal] seemed to me to be a daunting prospect. Basically I decided to enjoy my remaining 10 years teaching without that kind of stress and have time to be involved in other interests, (Janice, questionnaire p.6).

These comments were supported by Nancy, who suggested that with the introduction of *Tomorrow's Schools*, [the] *impact of the changes in curriculum, ERO etc. [made principals] much more accountable. More time [was] required for meetings, assessment, professional reading etc...* (Nancy, questionnaire p.8).

Two educational changes in particular influenced the deputy principals' career decisions: the increased managerial responsibilities and accountabilities expected of principals and the greater demands and expectations of Boards of Trustees and parents.

Increased managerial responsibilities

The importance of principals developing successful management skills and establishing effective administrative systems was recognised as vitally important in the new educational climate. Several deputy principals agreed that principals were taking a far greater managerial role than they had in the past.

Principals are actually becoming more [like] managers, according to Juliet, (group 1 interview 19/6/96, p.1). Barbara suggested that principals have to *manage two things ... people and... systems*, (Barbara, group 4 interview 23/4/96, p.4).

Penny acknowledged that

they are probably being swamped with managerial systems and they are ... not having the time to pursue educational leadership... The management role dominates the principal's role, (Penny, group 4 interview 23/8/96, p.1).

Administrative skills were considered very important too. Hannah commented *you have got to have somebody that is able to organise things, their admin. skills are good... otherwise it would be chaotic*. (Hannah, group 4 interview 23/8/96, p.4). Many of the informants believed principals were now required to undertake a wide range of tasks which had not been part of their traditional roles. Jenny felt that principals *seemed to becoming more and more removed from what's actually going on in classrooms...* (Jenny, group 2 interview 21/8/96, p.1).

Sue and Lea believed their principals were spending more time on

property and management of people takes a greater percentage of the principal's time...[there seemed to be] less time for getting on with the job of educating children and [for] staff development, (Sue, group 3 interview 22/8/96, p.1).

a lot of new classrooms, property maintenance, Boards of Trustees finance... all those things, correspondence, [the] actual running of the school in the

leadership educationally, which should be the task of the principal is no longer... (Lea, group 3 interview 22/8/96, p.2)

Fleur presented a different perspective

the most negative thing is not having your own life. This is what really turned me off. When I compare principals who were doing, really creative and original things being supported by the Department [of Education] and inspectors... now, they just haven't got the time or energy, because everything is devoted to the school - hours and hours and hours of time, (Fleur, group 1 interview 19/8/96, p. 6)

The demands and expectations of Boards of Trustees and parents

The deputy principals discussed the increased powers awarded to the Boards of Trustees and parents to 'self manage' their schools. The implementation of these new powers had had a significant impact on the way they currently perceived the principal's role.

Sue suggested that *since Tomorrow's Schools - pressures/demands have really tripled,* (Sue, questionnaire p.6). Juliet, in particular, had been strongly influenced by the

treatment of BOT to a very good principal and the expectations that the community had of what a principal should be - an up-standing, corporate citizen - I felt boxed in - and decided against being a principal, (Juliet, questionnaire p.6). [She later argued] There were huge differences in the way that the principal operated and the Board... and that was about who was controlling the school... the level of interference... teachers seem to be spending most of their time trying to educate the community, rather than educating the kids... Other people seem to be in charge of the school... (Juliet, group 2 interview, p.4).

Jan reported on her experience as the staff representative on the Board ... *I saw what can happen when board members have their own agendas,* (Jan, questionnaire p.8). Fleur suggested that *non-professionals have that greater influence...* (Fleur, group 1 interview 19/8/96, p.17). Rachel believed that *BOT's place unfair demands on a principal in terms of meetings, etc.* (Rachel, questionnaire p.6).

Others reported unpleasant experiences during the changes had already influenced their lives in a negative way. Bev later commented

I'm the staff rep on the Board and we have meetings that go to midnight and beyond. I feel that just totally draining because you go home... you're as high as a kite, so you read or something for an hour... (Bev, group 1 interview 19/8/96, p.11).

Barbara' career direction had been influenced by

observing my current principal working through the implementation of Tomorrow's Schools since its inception and recognising the erosion of job satisfaction and the continual increase in pressure and demands from all quarters. The job has become a stressing chore with poor remuneration and recognition of the worth of the individual, (Barbara, questionnaire p.6).

Lea told her group of personal experience she had had as an acting principal

we had a major problem with the Board of Trustees being captured by a special interest group... I went to the Ministry and... said "Help! Our school is in serious difficulty. Someone... a Board member... was misappropriating funds." They said, "Sort it out yourself!" (Lea, group 3 interview 22/8/96, p.11).

However, in spite of these comments, not all responses to the 1989 educational changes were negative. Alison reported *Tomorrow's Schools created [an] environment for my leadership ideas to be implemented and used,* (Alison, questionnaire p.9). Penny found an *ERO visit* a pleasant experience where she was *stimulated by [a] professional body,* (Penny, questionnaire p.8).

Part Four: Career Change Decisions

Reasons for Changed Career Aspirations

Some of the deputy principals indicated that they were no longer seeking principalship positions because of their personal experiences in the capacity of an acting principal. Lea, Sue, Barbara, Jan, Bev, Rachel, Nancy and Juliet had all spent at least a term in this position and gave clear reasons why they were not keen to take up principalships of their own.

The main reasons given by the deputy principals during the interviews for not applying for principals' positions were: the stress and loneliness associated with the position, time constraints and the demands of the job, personal factors, such as age and health, family life and being a woman.

The stress and loneliness of the job

Jenny was the only one to report that personal problems associated with health and stress had affected her career path, *ill health which resulted in heart surgery,* (Jenny, questionnaire p.6). However, most of the deputy principals were acutely aware of the stress and loneliness associated with the principal's job. Jan explained

stress actually plays a big role. I think a lot of them aren't having a life of their own any more. It's controlled by other people and I actually believe we need to be in control of our own life and our own job... (Jan, group 2 interview 21/8/96, p.7).

Lea was quite definite with her opinion

I hate the buck stopping with me. Being a principal is a very lonely job... I've been probably acting principal almost two years at [named] School... at various stages, I hated every minute of it. I just found it so stressful. I don't want it... (Lea, group 3 interview 22/8/96, p.9)

Sue, another member of the group agreed, *it's the most lonely job out*, (Sue, group 3 interview 22/8/96, p.9.) An interesting picture was painted by Barbara, who said

when you are a principal, you are at the top of the tree and my God, does that tree move in the wind! Whereas the people that are low down on the trunk can huddle together, you know... it's the isolation part... no matter how open that principal's door might be... it is solitary, it is lonely... (Barbara, group 4 interview 23/8/96, p.16).

Time constraints and the demands of the job

The amount of time required of principals to do an effective job and the toll evident on their lives posed a serious concern to many deputy principals. Fleur suggested *that the demands on present principals mean that they just haven't got the time to be true educational leaders in the same way as in the past*, (Fleur, group 4 interview 23/8/96, p.1) Sue believed that *the paper war, the demands and not being left to get on and get the job done* was extremely frustrating for principals, (Sue, group 3 interview 22/8/96, p.5). Barbara stated

Watching what happened to my own principal... he literally spent the early hours of the morning seven days a week... it nullified his family life. I wasn't prepared to compromise that, (Barbara, group 4 interview 23/8/96, p.13).

Hannah suggested

the school has become so much a part of the community now. There's such a huge demand on that person by the community that cannot be restricted between 8 and 5 and so you're just 'on call' just too many hours of the day... (Hannah, group 4 interview 22/8/96, p.4).

The total commitment required and the demands of the job influenced others. Hannah asked *who wants a job where you have got to work 70 hours a week?* (Hannah, group 4 interview 23/8/96, p.21). Jenny didn't want to take *ultimate responsibility*, (Jenny,

group 2 interview 21/8/96, p.9). Alison found *having the term as an acting principal ... it was the commitment and the fact that my family never saw me*, (Alison, group 4 interview 21/8/96, p.13). Juliet took a long term view... *you think, if you get a job at 30, 40, do you want to spend 20 - 25 years being principal? I think that's horrendous!* (Juliet, group 1 interview, 19/8/96, p.9). The constant demands influenced Jenny, who was *running a school for about 9 months... It was everyone wanting something all the time... there's not one focus, it's everywhere...* (Jenny, group 2 interview 21/8/96, p.9). She later added, *Principals have become a target for all sorts of things and that's hard... everything from a parental complaint to the drain going wrong...* (*op. cit.* p.13).

Juliet, Nancy and Jan were strongly influenced by teacher incompetence difficulties experienced by their principals.

the incompetency of the teacher... if you've got to go through a case like that it has a tremendous effect on a school... it's just horrendous what I've seen principals go through when they've actually taken up an incompetency case... shocking, shocking teacher... That teacher really got the community against the principal and the principal went instead, (Juliet, group 1 interview 19/8/96, p16.)

What would have set my decision in concrete, would have been watching our principal... dealing with incompetence against two staff members and the procedures you had to go through to dismiss an incompetent staff member, that should have gone years ago... (Nancy, group 4 interview 23/8/96, p.14).

Jan replied, *I've seen some principals go through hell and I don't want to do that,* (Jan, group 2 interview 21/8/96, p.11.)

Personal factors - age, health and family life

Some of the deputies firmly believed their age would be against them if they applied for principalship positions. Fleur and Lea were two of these.

I think it's the age expectation now, too. My friends who were principals started... at the age of 55 - 60... there was the expectation that those experienced and knowledgeable women would make wonderful principals, but now you need to be 30 - 40 to be even thought of... (Fleur, group 1 interview 19/8/96, p8).

Lea made a similar comment in her group

I'm at the wrong end of my career now... I am too old and... I made a conscious decision not to upgrade my qualifications... I have missed the bus ... and Boards of Trustees... don't want me. (Lea, group 3 interview 22/8/96, p.13).

Health was another personal factor which influenced the career decisions of several of the informants. Jenny remarked *I don't think I would survive, myself. I had a heart attack and heart surgery and I thought that's not really for me, I don't want it*, (Jenny, group 2 interview 21/8/96, p.8.)

Some busy deputy principals were already concerned about the quality of their lives. Jan informed Group 2

Up to about the end of last year I had no time to myself. I was involved with the Board and all the sort of thing that went with it and I was involved in planning meetings and curriculum meetings... I decided I needed to take more control and so I opted out of Boards, I decided to chill out... I would go to PTA teams when I needed to... yes. I'm trying to get my quality of life back and I'm trying to do things for me... otherwise your health goes down... my heart was going... blood pressure... I went to a "Quality Schools" course run by [named] and [learned] someone else has the key to my life. I thought I'm going to get it back... (Jan, group 2 interview 21/8/96, p.11).

Some informants placed family needs above their own career decisions and expressed concern about the lack of balance between their home and work lives. Additional responsibilities of particular importance to these members were those who required special support, such as the elderly, the disabled, or young children.

In the group 3 interview, Sue explained that she had *had my children late so... I can't really be bothered going through that* [being a principal] *with two young children*, (Sue, 22/8/96, p.13). Lea agreed with this saying, *your kids are your kids...* (Lea, 22/8/96, p14).

Those deputies who did not consider themselves to be the prime bread-winners in their families failed to see any real advantage in seeking a position of greater responsibility with an increased salary. Nancy wondered *If I was relying on one salary... that may influence me more*, (Nancy, group 4 interview 23/8/96, p.12). Margaret felt *If you've got children and grandchildren, you do want to spend that quality time with them*, (Margaret, group 4 interview 23/8/96, p.16).

Being a woman

During the interview, several deputy principals in Group 4 suggested support in the home was crucial. Alison stated *if you're a woman principal, you need a wife!* (Alison, group 4 interview 23/8/96, p.16). Hannah agreed, *you need a support person, no matter who they are,* (Hannah, group 4 interview 23/8/96, p.16). While Penny wanted *someone who totally looked after my other role, which is my house, family...* (Penny, group 4 interview 23/8/96, p.20).

Nancy suggested that men were more focused in their career aspirations than women *men... they know they're going to become a principal, whereas women, I don't think we have the same mind set, even now...* (Nancy, group 4 interview 23/8/96, p.21). Alison agreed with this opinion

I agree. Women... they forget they are probably twice as intelligent as this guy who is doing it already... and went on to add the perception those of us who are older, even if we may have been encouraged by parents... there was still this overall feeling that men were expected to do that, but you weren't, (Alison, group 4 interview, p.21).

Members speculated about ways their gender may have influenced their career decisions.

Hannah wondered

it could be that [as women] we put importance on things outside our job, like family, that are perhaps more important than the job... those are the things that are best in life for us, rather than having a very powerful job, (Hannah, group 4 interview 23/8/96, p.15).

Nancy remarked to the group

talking about women and men operating in different ways as principals, I think in our lives we operate in different ways. O.K. it might not be family responsibilities, I mean my kids have grown up now but I like to see my daughter and meet her for breakfast and all the rest of it... it is not responsibilities, it is relationships and my relationships with my family, friends and so on, are incredibly important... I don't want to get to the stage where I don't have time for them. (Nancy, group 4 interview 23/8/96, p.20).

Both Nancy and Hannah believed that women could do the job of principal better than their male counterparts. Hannah said *we know that we could do it, it's just that we don't want to do it,* (Hannah, group 4 interview 23/8/96, p.14). Nancy agreed, *probably some*

of us could do it a lot better than a[male] principal, we know that!" (Nancy, group 4 interview 23/8/96, p.15). This idea was supported in other interviews.

Jan suggested *I think they [women] have to work twice as hard... as... male counterparts do, to be accepted* [by the community and sometimes other women], *in that role...* (Jan, group 2 interview 21/8/96, p.7). Lea lamented

Women principals have it really hard... we have to work twice as hard to get there and [we're] too damn old by the time [we] get there! Women are not getting appointed... If you want a job in a rural school, you have to be an ex-All Black, 25, with a master's degree in education administration... They play musical chairs out there, (Lea, group 3 interview 22/8/96, p.9).

Why a Principal's Position No longer Appealed

Again, the responses provided by the deputy principals to the question of the 'least satisfying aspects of the principal's role' were extremely varied. Discussions focused upon aspects relating to the Boards of Trustees, the difficulties associated with consensus decision-making in the new educational environment and the significant changes in the principal's role following the introduction of the educational reforms.

Problems with Boards of Trustees

A number of factors associated with Boards of Trustees were identified which were believed to contribute to principals' dissatisfaction. The relationship between the principal and the Board was critical, as Juliet commented, *if you have a Board that is not supportive... it can all go down hill pretty quickly,* (Juliet, group 1 interview 19/8/96, p. 17 and later added, *communities can turn against teachers very easily...* (*ibid*).

Lack of Board knowledge and support in low socio-economic school districts, placed additional stress and responsibility on principals. Fleur told Group 1 about her *cousin's school in Christchurch in a poor area where the principal really has to do everything.* (Fleur, group 1 interview 19/8/96, p.2). Nancy outlined her experience in

a very low socio-economic area. Our BOT was criticised by ERO saying they weren't doing their job properly, which I think is most unfair... They [the Board] are very well-meaning, but they don't have the skills. So therefore a lot of it must fall on the principal... It's not like another school, where you've got lawyers and accountants... (Nancy, group 4 interview 23/8/96, p.6).

Alison interjected

it still falls on the principal, even in those schools... the lawyers, the accountants and the architects, it's a voluntary thing and they are too busy. The time they spend at school is time away from their own business and it's a real imposition and I think that's one of the reasons why principals have had to assume finance roles... rebuilding... and the contact with the Ministry for contracts and sub-contractors has fallen on the principal even to the overseeing of what kind of construction... in theory that should be delegated, (Alison, group 4 interview 23/8/96, p.6).

The principal inevitably became involved in non-educational tasks because *the principal happens to be there... where the action takes place*, (Barbara, group 4 interview 23/8/96, p.6). Other respondents reported feeling frustration and powerlessness when Boards failed to co-opt additional members, thus increasing the principal's load.

Sue told Group 3

our Board hasn't chosen to make themselves big enough yet... and the principal could only suggest... because he or she is only the principal... and an employee of them. They are driving us... I sit here knowing my principal's frustration, (Sue, group 3 interview 22/8/96, p8).

She expanded on this concern and wondered if *the power given to Boards hadn't been thought through, because how or [how] not a school runs is actually a lot to ask of volunteers...*(op. cit.)

Consensus decision making

The time involved in consensus decision-making was an issue of concern discussed during the interview by Group 1 members. Bev said, *you actually have to go through so many channels...* (Bev, 19/8/96, p.4). Juliet complained about sitting *on policy meetings with parents who come from a very different perspective at times, it takes such a long time to get through work...* (Juliet, op.cit. p.8). This was endorsed by Fleur, who elaborated, *you basically have to educate the parents about everything, especially the curriculum...* (Fleur, op. cit. p.4).

The influence of *Tomorrow's Schools* on the principal's role

The deputy principals were asked for further information about the influence of *Tomorrows Schools* during the interviews, to enable the researcher to elicit further useful information about the principal's role. Jan had earlier stated

the job of the principal has changed from being a leadership role to that of a personal manager to a BOT - a role I am not currently comfortable with. The

job specification makes it difficult for the principal to have the personal contact with staff and pupils, which I believe is important, (Jan, questionnaire p.6)

She extended this opinion during the interview

as a principal... you can develop something that's actually going to make learning and teaching more fun for kids, but I see that doesn't always happen. I think it's the DPs or APs who are doing that sort of role now. The principal is supporting it from afar, but not in, not as close as he was... (Jan, group 2 interview 21/8/96, p.5).

Margaret remembered

back before 1989 how much educational leadership we had from him [the principal] and how absolutely wonderful it was and how he loved doing that, and the special things that he has tried to take... (Margaret, group 4 interview 23/8/96, p.2)

Barbara argued that *the principal's role is a people orientated thing... to do with children's learning... Education has to be the primary focus that the principal has to address at all times...* (Barbara, group 2 interview 21/8/96, p.2). Jenny reported in her school, the principal is

being a facilitator, encouraging now, rather than leading... (Jenny, group 2 interview 21/8/96, p.1). [Later, she added,] I think it's taken a long time to get that understanding where the principal fits in now, both socially and economically and everything... Some people didn't quite manage that, some principals. It's the retraining... (Jenny, group 2 interview 21/8/96, p.6).

However, two of the deputy principals did believe that things were now beginning to change in schools and offered hope for principals in the future. Hannah believed that

we are beginning to see something at the end of the tunnel... They are beginning to be released from all that extra they had to do with the changeover and all the admin. things and they're being taken care of by extra people that the schools are employing to do that... (Hannah, group 4 interview 23/8/96, p.1).

Alison agreed with her and added

The learning curve has decreased, I think. There was an awful lot that had to be done from 1989... People are more comfortable about it and there is more time for a principal to provide leadership... It's coming to the fine tuning stage which isn't quite so time consuming, or quite so stressful... (Alison, group 4 interview 23/8/96, p.1).

Part Five: The Current Situation

Changes to the Current Education System

The deputy principals provided a range of different responses when asked ‘what changes to education would encourage them to consider a principal’s position’ as a possible career path. The most commonly agreed role attractions they nominated were improved support systems and better resources and staffing.

Improved support systems

Juliet, Bev and Fleur favoured improved school support systems. Suggestions for ‘improved support’ included

- *a separate manager of a school, which [who] would deal with the finance and on-going things... They [principals] haven't got the time to be the true educational leaders in the same way as in the past... tremendously improved support systems... excellent school secretary, bursars... (Fleur, group 1 interview 19/8/96, p.1).*
- *somebody else could come and manage the finance... (Bev, group 3 interview 19/8/96, p.3).*
- *[property] should be done by a Property Administrator, (Sue, group 3 interview 22/8/96, p.5).*
- *[somebody] who is paid, who has the status... equal to a principal, who is in charge of the educational facet of your school and you have a bursar who is in charge of management... who does all those tasks that we have in a self managing school that... we're not trained to do, (Lea, group 3 interview 22/8/96, p. 6).*
- *a real commitment from the Government or the Ministry... to establish a real defining line between governance and management, so that everybody knew specifically what their roles were... (Jan, group 2 interview 21/8/96, p.14).*

Not all members agreed with these suggestions. Jenny disagreed with the idea of “others” managing the property and finance

one of the beauties of the schools as they are is that we do have input into all that now... control over our surroundings... property... finances... I wouldn't like to see others take over that role, (Jenny, group 2 interview 21/8/96, p.3)

Resources and staffing

Improved resources and staffing were considered essential. Jan suggested *the right amount of money, so that you could have all the resources and the personnel that you wanted to...* (Jan, group 2 interview 21/8/96, p. 14). Support for enhanced resources was important for all Group 1 members. Juliet believed that *adding stronger admin staff with a lot more hours... could be a really good thing,* (Juliet, group 1 interview 19/8/96, p.3). Bev commented *it comes down to finance, doesn't it?* (Bev, group 1 interview 19/8/96, p. 18). Fleur agreed, adding firmly, *More money, more quality,* (Fleur, group 1 interview 19/8/96, p18).

Incentives

Respondents were asked to tick the 'incentives which would make you reconsider your current job and encourage you to take up the position of a primary school principal'. (5.3). Figure 4.6 below examines incentives which might encourage the deputy principals to reconsider taking up a principalship position.

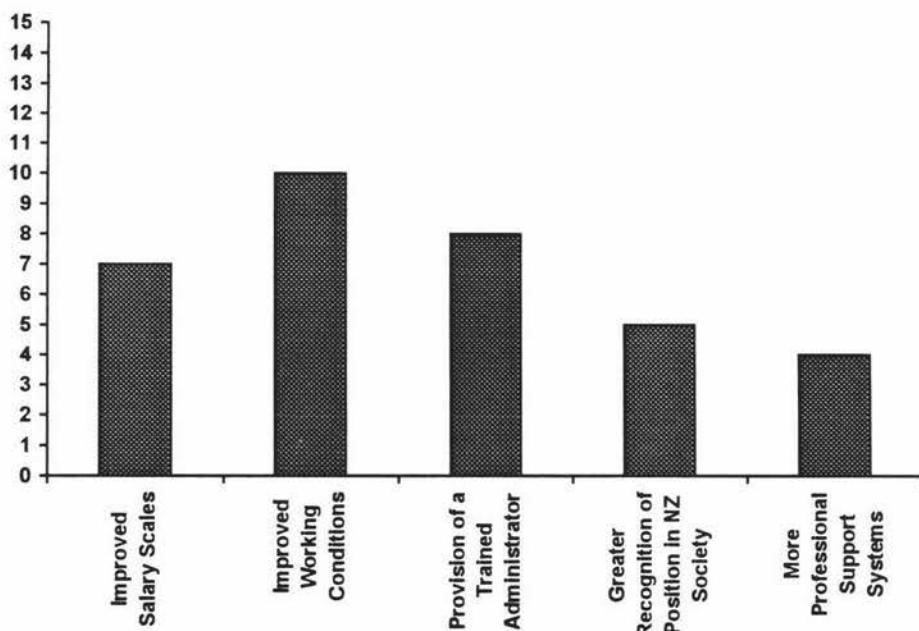


Figure 4.6: Incentives which might encourage deputy principals to take up a principalship position

Other incentives suggested included comments such as *less pressure from BOT which is liable to change every 3 years! [and] less of the TQM jargon and thrust - for heaven's sake we work with children!* (Barbara, questionnaire p.11). Lea believed *women must network with other women in the role of principal*, (Lea, questionnaire p.8), but for Jan *respect* (for the teacher) as a professional was required, (Jan, questionnaire p.11).

A large number of the deputy principals within their surveys and during the interviews recorded the pleasure they had had from their teaching careers. However, for most, promotion into a principalship position was not an desired option. Fleur felt *there would be no job satisfaction... I would have less time than I do now* [to pursue musical and painting interests] (Fleur, group 1 interview 19/8/96, p.15). Bev responded *I like working with children... This was my personal choice quite a long time ago... I've always enjoyed my job*, (Bev, op. cit.)

Summary

Part two examines the careers of fifteen deputy and associate principals. The research sought to find out why these successful educational leaders were not seeking promotion and taking up a permanent position as a primary school principal.

A number of factors were identified which had influenced them decisions not to seek their own principalship positions. Particular barriers identified included:

- the stress and loneliness of the position
- time constraints and the demands of the job
- personal factors, such as age, health and family life
- being a woman

Other negative elements related to the role of a principal which concerned the deputy principals were identified, such as:

- problems associated with the Boards of Trustees
 - the time involved in consensus decision-making
 - the influence of the new educational changes on the principal's role.
-

The deputy principals identified three aspects about the principal's position which they believed were the most satisfying. These were:

- the opportunity to put a personal vision into practice
- educational leadership tasks associated with the job
- the autonomy of the role

CHAPTER FIVE

DISCUSSION AND ANALYSIS - THE CAREER JOURNEY

Introduction

In this chapter, the results of the data will be analysed and discussed with reference to the current literature and to the reasons behind the career decisions of the two cohorts examined. The chapter is divided into two sections, to enable the exploration in detail of the two key research questions and the supplementary questions defined in Chapter Three.

Part one examines the major factors that contributed to the career decisions of both cohorts. Issues such as the effect of high workloads on decisions to reassess careers, consideration of whether principals working in low socio-economic areas were under greater stress, the effect of gender on career decisions and characteristics common to those who resigned, will be discussed. Aspects of the principal's tasks which respondents believed gave the most satisfaction will also be outlined.

An examination of the impact and influence which the recent educational changes had on the careers and lives of the ex-principals and deputy principals will form the focus of part two.

Part One: Three Major Factors Influencing Career Path Decisions

There is little doubt that careers in education are all different and this is certainly so for these participants. "By studying the uniqueness in particular, we come to understand the universal," (Simon, 1996:231).

All data shown in italics in this chapter denotes direct quotations from the original taped responses or questionnaires. The longer passages include full referencing details, while the shorter excerpts are attributed to the named respondent/s.

This study found that the lives and careers of all of the respondents were influenced by a number of 'uncontrollable' variables centred around three major categories: their own personal life experiences and situations, the cultures found within their schools and external influences which impacted on their schools' environments. On the first analysis of the situation, it appeared that these variables, together with respondents' personal feelings and attitudes, influenced the deputy principals in their decisions to 'stay put', and the ex-principals to seek other career opportunities either within or outside education. (Refer to *diagram 5.1* on the next page). The lives of both groups were particularly influenced by their gender, and there is little doubt that this also dramatically impacted on their career paths.

The Uncontrollable Variables Which Influenced Career Paths

Personal Situations

The age, health, gender, family needs, and the expectations and support of partners and 'significant others', together with professional experiences and opportunities, all strongly influenced the career decisions and career paths of the ex-principals and deputy principals in this study. (Maclean 1992).

Age

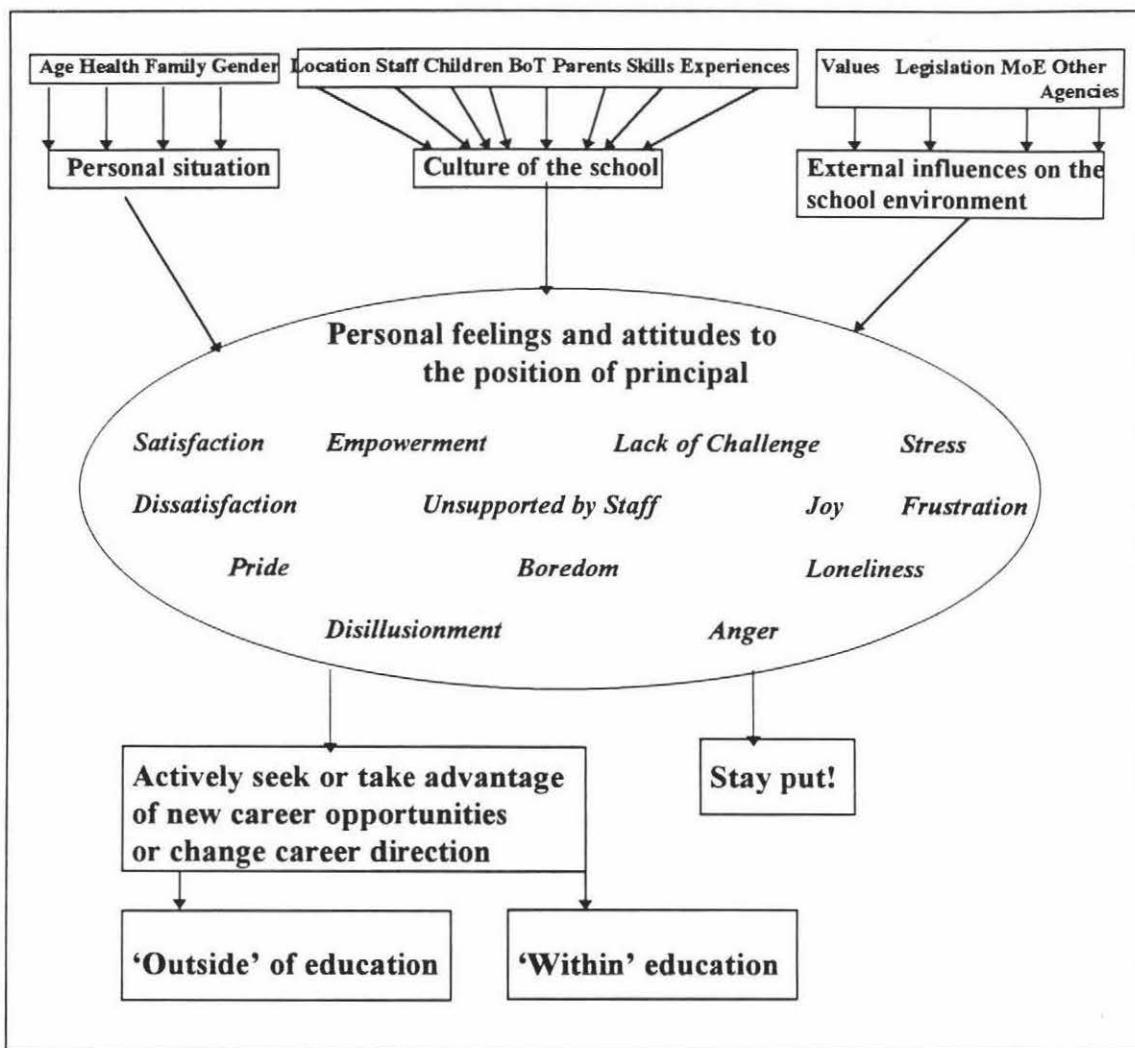
The majority of the respondents in both cohorts were at a life stage commonly described as 'mid-life', (Lowther, 1982). Don, Ben, Alan and Dale gave evidence of experiencing a 'mid-life crisis', (Huberman, 1989; Crow, 1985) as they grasped new opportunities *before it was too late*, or made career decisions based on the *home and family* and *quality of life*. The women in the study however, appeared to be resolved to their 'lot'.

Health and stress

Health problems and stress caused by difficult staffing issues which were confronted daily by ex-principals, Martin, Rob, Theresa, and Rawiri had a direct relationship on their decisions to change careers, and their lack of job satisfaction. This evidence is well substantiated by others, (e.g., Maclean, 1992; Whitehead & Ryber 1995; Kyriacou 1987; Bell 1995). Personal and family events can, according to Huberman, (1993), destabilise

teachers' professional work. This was true for Bridget and Rawiri, both of whom reported school events which compounded the stress associated with their difficult family situations.

Diagram 5.1: 'Uncontrollable' variables which influenced individual career paths



Mager, et al. (1986), suggest an inability to control events is a factor which can cause workload-related stress. This was certainly the case with Dale's missing shoe saga and Bridget's mother's deteriorating health problem.

Theresa was able to cope with her stress in the work environment, thus giving some credence to claims by Cooper & Kelly, (1993), that women are better at coping with stress than men.

A severe health problem occurred because of Mark's self-inflicted, extremely heavy workload and his determined efforts to produce outstanding school results. He was one of the two ex-principals who did not have time to eat lunch until everyone else had gone home! Don recognised the danger of continued stress on his serious health condition and this influenced his decision to look for another position.

The only deputy principal to report that a health problem had influenced her career direction was Jenny. However, the stress and loneliness associated with the principal's position had a profound effect on the career decisions of Barbara, Lea, Sue and Jan, all of whom had had acting principal's opportunities. These factors influenced their decisions not to seek principalships of their own.

Mentorship

Most of the females in both cohorts failed to plan beyond the next obvious step from the beginning of their teaching careers. Little evidence of mentorship was reported, thus supporting the findings of Woo, (1985), Betz & Fitzgerald, (1987), and Barnes, (1994), that women are less likely to have mentors or 'career sponsors'. Unlike Theresa, who had people she could confidently turn to for advice, Bridget reported no strong peer support network.

Five of the male ex-principals had been professionally fostered by mentors from their first teaching position, while neither of the females reported such support. This overt encouragement supports claims by Williams (1994), that males are more likely to be mentored from a young age.

Networking

Support networks, as well as professional development experiences and opportunities, were also recognised as invaluable. Most of the male ex-principals reported involvement in professional networks, such as principals' associations, which provided useful opportunities to share ideas, while Fred initiated his own *breakfast group* of peers with similar philosophies. Several of the deputies lamented, following their group interviews,

that they rarely had the opportunity or the time to reflect on broader issues *the way we did today*, (Penny, group interview 23/8/96, p.12).

Although some assistance was available through local networks and advisers, there was no authoritative professional body available to intervene when disagreements occurred between the principal and Board, or from whom new principals could seek professional or career advice. Rawiri provided an example of *seeking advice* about an administrative matter from *a respected colleague* whom he found was *having even greater difficulty than I was...* Several deputy principals in group 4 suggested the need for a neutral support group, as *they don't really have someone... or a group of people that they can rely on to help them when things are difficult*, (Margaret, interview 23/8/96, p.10). *There is really no-one for them to talk to...* (Barbara, op. cit.).

Life Experiences

Educational and professional qualifications

Four of the male ex-principals had gained other tertiary qualifications prior to entering teaching, while the deputy principals had all entered teaching training without any qualifications, presumably directly from school. Qualifications obtained by the male principals focused upon knowledge which could be used within and beyond the classroom and in some cases in positions outside of teaching altogether. In contrast most of the tertiary qualifications later gained by the female deputy principals related directly to their work in classrooms and the needs of children. (Refer figure 4.2. p.54)

Teaching experiences

Most respondents entered teaching for intrinsic reasons, (refer *table 4.2.* p.58), supporting the research of Lowther, (1982), and Young, (1995). However, unlike the respondents in the research of Williams (1994), out of the total of 27 respondents only three deputy principals reported that 'family history' had influenced them to enter teaching. Teaching was the first choice of career for most of them, although Penny noted *it was one of the few options open to females at that time that allowed you to "be your own boss,"* (Penny, questionnaire p.7).

Members in both cohorts had taken 'time out' from teaching, to go overseas. Such experiences have traditionally been the path taken by many New Zealand teachers following obtaining their Teachers' Certificates. (Refer Appendices 6 & 7). A number of those in this study used it as an opportunity to teach in different situations. Dale, Fred, Martin and Rob planned this as an extension to their careers and took advantage of overseas teaching exchanges. Margaret was the only deputy principal who obtained an exchange position, although several others went overseas for the 'experience', sometimes with their partners, and while abroad some took up the opportunity to teach. As the teaching experiences of the two cohorts differed markedly, each will be discussed separately below.

The ex-principals

Dale, Fred and Ben had worked in fields outside education prior to entering teaching. It is interesting to speculate that these previous experiences may have made them more receptive to seeking or accepting offers of employment outside an education pathway when teaching became unsatisfying, as all three later moved to such positions. Ben reported tapping *into people outside of education as much as possible*, (Ben, interview 26/7/96, p.7), and his deliberate membership of a business organisation enabled him to develop 'outside' contacts.

Alan, Stuart, Mark and Don who had been principals prior to 1989, had had continuous teaching service throughout their teaching careers, (excluding fellowships or awards granted in recognition of their educational achievements). They had very firm ideas about the educational leadership tasks associated with the principal's role and expressed concerns about some of the new responsibilities required. Bridget, Rob, and Dale found the increased workload, together with their increased managerial responsibilities, exceedingly burdensome.

However, not all respondents found their new principalship roles difficult. Ben, Rawiri and Fred in particular, *relished* the new opportunities and *challenges* and quickly made provision for different structures and processes within their schools to accommodate the required managerial thrust of the new regime.

Successful and unsuccessful life experiences influenced career journeys in different ways. Martin acknowledged *that having an opportunity to be a principal early in life* had been an asset. Success as a principal can be predicted by the age of appointment to the first principalship, (Huberman, 1993; Hill, 1994). Dale, Stuart, Mark, Martin, Ben, Theresa, and Don had all been appointed to their first principalships before reaching 35 years of age.

Most of the ex-principals had taught in a wide variety of schools. Some had obtained promotion by moving into rural positions or to more senior positions in other schools - a common career pattern for New Zealand teachers in the 1960-70s. This enabled them to extend their knowledge of different school cultures and to learn how to cope in different challenging situations in a variety of communities.

The majority of them had spent at least five or six years teaching in basic scale positions prior to moving into a more senior role, but Ben and Dale were exceptions. Ben reported having had only two jobs, *Scale A teacher and principal... I had four years as a Scale A teacher, then I was appointed principal...* (Ben, interview 26/796, p.6) and Dale was also appointed to a principalship position early in his career. Dale, Stuart, Ben, and Mark had held a number of different principals' jobs. Don, Alan and Rob had spent longer periods in various senior teacher positions prior to their appointments to non-teaching principalships in large schools. Although Rawiri, Fred and Rob had each had only one principalship position, they were internally re-appointed when their schools were re-graded as the result of roll growth in the early 1990s. Stuart had also been re-appointed as a result of roll growth and had had an extremely varied career which included an array of different leadership roles.

None of the ex-principals reported incidents of their partners' careers hindering their own career development, although Martin hinted there was *the other side if you have a partner that doesn't understand the role of the principal*, (Martin, interview 10/8/96, p.5).

The impact of gender has had a significant impact on the career mobility of teachers and senior educational administrators, (Riehl & Byrd, 1997; Shakeshaft, 1989; Hill, 1994; Neville, 1988; Ortiz & Marshall, 1988). The career paths of the two female ex-principals, Bridget and Theresa, were quite different from those of their male counterparts. Theresa taught for 16 years as a Scale A teacher before accepting several teaching principal positions. This pattern is noted by Hill, (1994), who found that women who had no breaks for children took longer to obtain their first principalships. Having a family had significantly influenced Bridget's career and her first teaching principal's position in an urban setting was a recent experience.

The deputy principals

Fleur was the only deputy principal to have had no breaks in her teaching career, although Barbara had been continuously employed since arriving in New Zealand from the United Kingdom in 1974. Unlike a significant number of the ex-principals, most of the deputy principals had spent nearly all of their teaching within an urban environment. Many of them had experienced internal promotions, particularly those with families whose careers were presumably influenced by their relative immobility. Few had had the variety of roles recorded by many of the male ex-principals.

Experiences both within the job and at home had influenced their career decisions. Juliet reported that having had an *amoral principal*, and *the way the Board treated a very good principal, almost put me off education altogether*, (Juliet, questionnaire p.8). Penny felt that *one CEO in the family is enough... in many ways women are better able to give support... to husbands who are in a demanding role*, (Penny, interview 23/8/96, p.14). Hannah's career decisions were influenced by *feeling at ease with [the] position, and the consideration of my [new] partner and our quality of life*, (Hannah, questionnaire p.6).

Many of the female respondents stressed the importance of their families and personal relationships, thus verifying the findings by Gallos, (1989), Hill, (1994) and Neville, (1988). Janice's career path in particular, (Refer Appendix 7), illustrates clearly how her career was constrained by marriage, as she took *time out to settle her children* each time her husband moved in pursuit of his career. This phenomenon was not restricted to

New Zealand women. Hill, (1994), documented a situation in which an English woman was forced to start her teaching career at the bottom rung each time her husband moved cities with his job.

'Time out' for family reasons, was reported by Penny, Rachel, Bev, Janice, Nancy, Lea, Alison and Sue. Most of them had spent considerably longer in Scale A positions within the Auckland region than had their peers. Breaks for motherhood inevitably resulted in a return to relieving, part-time or full-time teaching positions on the basic scale. This pattern is verified by Hill (1994), who found women were more likely to be working within the same LEA and to gain 'internal' promotion. Marriage and family responsibilities were put ahead of a career by Bridget, Sue, Janice, Nancy, and Rachel, who agreed that a career was of secondary importance, thus supporting the research of Maclean, (1992), and Gallos (1989).

Supportive husbands were a crucial factor in the development of the careers of successful women administrators, (Woo, 1985; Neville, 1988). This is confirmed in this study. *Having supportive partners or husbands* was vitally important to Penny, Alison, and Hannah. Janice recorded *I was not ambitious until after I separated from my husband and had the opportunity to pursue my own career.* (Janice, questionnaire p.6). Her career path and those of Nancy and Rachel in particular reflect the difficulties and obligations that family responsibilities had on womens' careers. These comments about the influence of gender on women's career plans support other researchers, (e.g., Maclean, 1992; Woo 1985; Hill, 1994; Hart 1989).

Although seven of the deputy principals had travelled abroad and several of them had taught elsewhere, not one of them reported an involvement, nor indeed any desire, for a career outside of education. Seven had spent significant periods in senior positions in large schools. Eight reported 'acting' in the principalship role, often for short periods of time, or for a term's duration, while Lea and Rachel recorded periods of a year or more.

One or two of the deputies had applied for principal's positions but had not been successful although they had had experience of acting in the role. Several male ex-

principals mentioned voluntarily the difficulties women experienced when seeking principal's positions. Dale reported that his female deputy principal, in his opinion *the best applicant*, was not appointed to a position, as the Board sought a male. Fred too, knew of women whom he believed were *not being fairly treated* in their attempts to win principal's jobs.

Prior to 1989, ten of the deputy principals interviewed had anticipated becoming principals. Recent research by Wylie, (1997: 54), found that "some women were having to move to obtain principalships." Perhaps this was something that the deputies in this study were unprepared, or unable, to do.

The Influence of the Demographic Situation

The culture of the school environment

The cultures of the schools which were 'inherited' by the ex-principals upon their appointments had a significant impact on their roles, a point for which no reference has been found in the literature. Culture in this sense is defined by Schein, (1992), as a group which shares basic common assumptions. Of particular relevance to the school culture were: staff competency, the length of staff tenure in the school, staff support for the principal's ideas and staff willingness to become involved in new curriculum and teaching methods. Where the staff had different attitudes and beliefs from those of the principal about what was required of them as teachers, conflict arose.

The skills and abilities of teachers already in the schools strongly influenced the job satisfactions of ex-principals. A number of deputy principals verified that difficulties associated with poor staff relationships and poor work performances had a negative impact on their principals' job satisfactions.

The socio-economic region of a school

The socio-economic region in which a school was sited often reflected the skills and abilities of community members and parents' availability to provide guidance and governance assistance to their local school, (Gordon, 1993; Kelsey, 1995; and Wylie,

1994, 1997). This important factor had a significant influence on the workloads and stress of some respondents in this study.

Martin, Rob, Bridget, Dale, and Rawiri, who had schools in low socio-economic districts reported that their Board members did not have the skills or the time to carry out their governance role, and didn't want *responsibilities passed down to them*... (Martin, interview 10/8/96, p.4.) As a result, they had to undertake additional tasks which raised their workloads and stress. Most were required to attend all sub-committee meetings to ensure appropriate decisions were made. Rob explained *with property or finance committee I would have to be there generating things and keeping things going*... (Rob, interview 24/7/96, p.8).

The deputy principals verified the difficulties experienced by principals in low socio-economic areas. Sue discussed a school where there was a *lack of BoT sub-committees ... the principal does all the work*, (Sue, group 3 interview 22/8/96, p.8).

Less stress was reported by Fred, Ben, and Stuart, whose Boards in more affluent school districts contained skilled, trusted and knowledgeable members who clearly understood their governance role. There also, additional skilled parents were available for co-option to assist with administrative and technical tasks and responsibilities and sub-committees could be relied upon to execute their duties effectively without the oversight of the principal. Ben was able to persuade his trustees to his way of thinking and participated in sub-committee meetings only when his presence was required.

I started off the first couple of appointments 'cause the Board said "Well, listen, this is your responsibility, you do it", and I did, and then I realised the danger of me doing it by myself and I stopped that pretty quickly... [He went on to discuss] the school hall, and I didn't want to get involved in that in the slightest, so I let them get on with it, whereas the finance sub-committee... the property committee, I would be on... (Ben, interview 20/7/96, p.9).

Ben and Stuart had Board sub-committees which chose to meet during the day. In their schools, this enabled community members and those staff with particular responsibilities

who could be released from teaching duties, to participate. This was an advantage not experienced by others.

In schools in Pacific Islands communities, parents expected the school to tell them what was required. This gave some principals additional power but greater responsibilities, as Bridget explained, *the Polynesian community, who again looked to the Board, the teacher and the principal that was where the authority was...* (Bridget, interview 16/7/96, p.4).

Unexpected school roll growth caused additional responsibilities and stress. It resulted in Rawiri, Mark and Dale becoming increasingly involved in staff appointments and building developments, which hindered their involvement in educational leadership tasks.

Board of Trustee relationships

Good relationships between principals and their Boards of Trustees members, especially the chairpersons, were paramount according to most respondents, although there is little evidence in the literature to support this. Four main types of Boards of Trustees were identified by Wylie, (1997) as 'supportive', 'support from the heart', 'reactive' and 'mistrustful'. Data obtained from the ex-principals and deputy principals and recorded in Chapter Four, provides examples of each.

The three-yearly Board elections placed an additional stress on Alan, Mark, Rob and Don, who had to contend with new members with fresh ideas. Barbara felt *sorry for principals every time the election comes around... you've got a little block every three years sort of saying, "hold on a minute..."* (Barbara, group 4 interview 23/8/96, p.9).

Rawiri expressed concern about Boards whose elected members wanted to retain power, so deliberately failed to co-opt members. *I initially saw having a small Board as a bonus, but very quickly found that I wanted more ideas and more input and I was getting uncomfortable with people nodding their heads...* (Rawiri, interview 15/9/96, p.5).

External Influences

The influence of outside agencies, such as the Education Review Office and the Special Education Services, together with the Ministry of Education, which determined the resource allocation for each school, curriculum developments and enforced legal responsibilities often took up a lot of the principals' time, (Ramsay, 1993; Wylie, 1994). Bureaucratic 'interruptions' to the day-to-day school activities which involved paperwork, were a constant source of irritation to Alan, Mark and Stuart, as these prevented their participation in other 'preferred' tasks. Increasingly, more of the educational tasks which had traditionally been done by the principal were delegated to others according to Rawiri, Ben, Martin and Fred. This dramatic shift in emphasis in the principal's role from one of direct involvement in teaching is verified by Wylie, (1997).

Reasons for Changing Career Directions

The Ex-principals

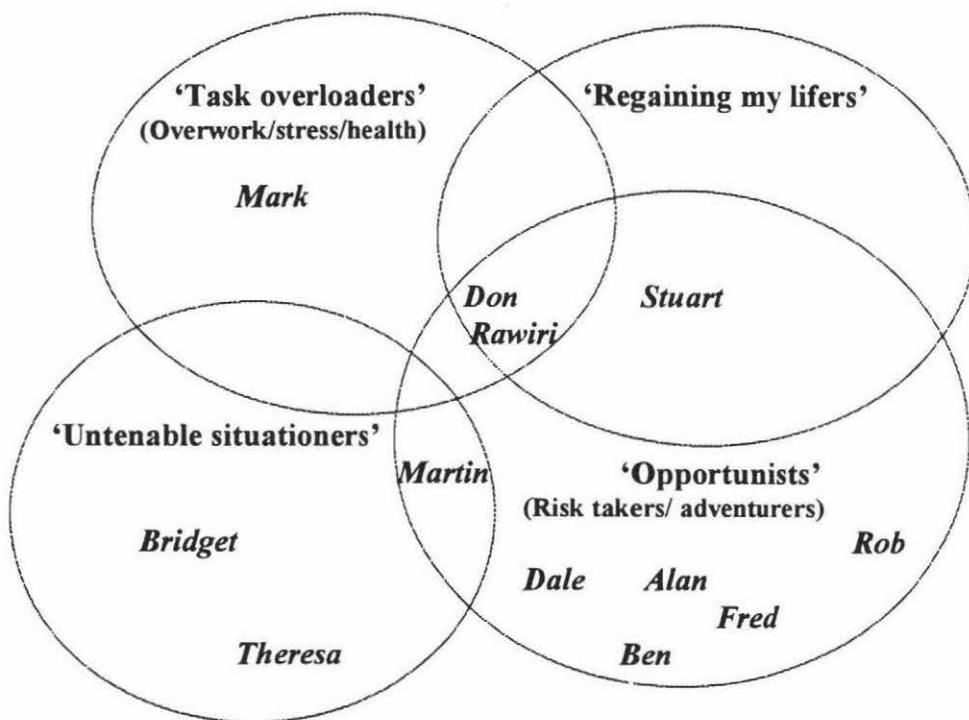
A second analysis of the data found that, among the ex-principals' group, a number of reasons were given for their changed career directions. During an examination of the data to investigate possible common 'traits' among the respondents, the researcher found that they could be categorised into four major groups. These were: 'task overloaders', 'regaining my lifers', 'untenable situationers' and the 'opportunists'. Within these categories several common factors were identified which contributed to the changed career decisions. Some members fitted into more than one category, as *diagram 5.2* on the next page, demonstrates.

The 'task overloaders'

Personal stress, health, family circumstances and professional exhaustion, exacerbated by school commitments and heavy workloads, are the factors identified as the major causes of career dissatisfaction, (Wylie, 1997; Draper & McMichael, 1996; Maclean, 1992; Mercer, 1993). Health and stress factors forced the 'overloaders', Don, Mark, and Rawiri, to consider alternative career options and to move out of teaching, even though they had *loved the job*. Mark left teaching reluctantly and was still very resentful a year

later about his ill health which, exacerbated by his self-inflicted high workload, had forced him to abandon a career he had loved.

Diagram 5.2: Possible reasons why the ex-principals changed careers



Mark had worked extremely hard and achieved

a blemish-free report from the Review Office. We had everything under control but to achieve that was a hell of a price. Not just on me, there were other people who paid the price too, in the school, and I look back on it and I think, it just wasn't worth it. (Mark, interview 14/7/96, p.20).

He had wanted to do everything right, including *protect[ing]* staff from additional administrative tasks to enable them to *concentrate on teaching*. This took a severe toll on his health. Both Rawiri and Mark admitted to *not spending enough time with my kids*, but had committed themselves totally to the job. Rawiri performed jobs which really were his *deputy's responsibilities* as well as the additional tasks necessary in a school with a growing roll, whose Board members were unable to lighten the load.

The 'regaining my lifers'

Don and Alan admitted that they were *getting older* and the *timing is right*. They recognised that if they wanted to take on new challenges *time was running out* and that

they had only a limited number of *years to go*. Both acknowledged that they were *bored and needed a change*. A career change gave Rawiri the chance to *regain [his] own life*.

Stuart could be categorised as a ‘risk taker’ as well as a ‘regaining my lifer’. He made the unplanned decision to resign one Sunday afternoon while watching cricket, deciding *Enough! I thought, do I want to be doing this for the rest of my life?* He went home, wrote out his resignation and handed it in the next day, without any planned future career direction.

The ‘untenable situationers’

For Theresa and Bridget, their school ‘situations’ became untenable and these were the major catalysts behind their resignations. Neither of them had the support of senior staff members, which Mercer, (1993) considers ‘vital’ for job satisfaction. In their schools, entrenched, long-serving staff members with strong community support rebuffed their considerable efforts to resolve difficulties and improve professional competencies. This factor caused both of them to eventually resign, feeling frustrated and exhausted.

Difficulties with difficult, incompetent and entrenched staff were also reported by Ben, Dale, Fred, Rawiri, Rob and Martin. Some encouraged staff to move elsewhere. Fred reported *moving teachers on* in the early years of his last principalsip and his pleasure in appointing staff who would ‘fit’ into his school situation. Several deputy principals, Juliet, Nancy and Jan also knew of principals who had been forced to leave schools where problems associated severe difficulties experienced with Board members could not be resolved. Powerlessness is well recognised in the literature as a major factor in teacher and principal career dissatisfaction, (e.g., Cooper & Kelly, 1993; Wylie, 1994, 1997; Holland, 1991; Whitehead & Ryber, 1995; Trembath, 1994).

Unfortunately, neither Theresa nor Bridget experienced strong support from their Boards of Trustees for their efforts to improve staff performances in their schools. Neither had opportunities to appoint new staff. In Bridget’s five teacher school the only one keen to upskill and improve on curriculum knowledge was the youngest staff member.

Previous successful principalship experiences encouraged Theresa to later re-apply for another *principal's job*, (Personal communication with the researcher, October, 1996.) She also benefited from the professional advice of mentors keen to protect her reputation and career. Bridget, however, found her first principalship a devastating experience that she did not want to repeat and although she *still loved the job of a teacher* indicated she preferred teaching in a relieving teacher capacity and would not be applying for further principal's positions, (Personal communication with the researcher, November, 1996).

'Critical incidents', as described by Measor, (1985), affected both Dale and Bridget in their career change decisions. Dale *had a parent suing the Board over a lost [pupil's] shoe, which grew into a court case [that was] one of the biggest influences on my decision*, (Dale, interview 9/7/96, p.10). This long drawn-out situation placed additional stress on him at the end of the year, and became the final straw. The deterioration in Bridget's *mother's terminal illness* was a catalyst for her decision. Both incidents triggered resignations, thus supporting the claim that critical phases occur during periods of stress, (Cooper & Kelly, 1993).

The 'opportunists'

Eight of the ex-principals, Ben, Alan, Rawiri, Fred, Martin, Dale, Rob and Don were identified as 'opportunists'. Their decisions to change career were influenced by their *age*, their need *to be re-vitalised, a chance to do something different*, and an opportunity to take on *new challenges*. Martin reported within teaching, *the challenge wasn't there, I knew I could do it.* (Martin, interview 10/8/96, p.2). Four of them told the researcher that they were *sick of banging their head[s] against a wall*, and saw *no obvious new career path[s]* which appealed.

Unlike some of the other ex-principals in this study, most of the 'opportunists' had not resigned because they were dissatisfied with the educational changes introduced in 1989. Indeed, all had been initially "excited and challenged" by change, Ostell & Oakland, (1995:184). However, they also indicated that career paths within the profession no longer held promise or excitement and that new challenges were required. This supports evidence by Hill, (1994), who found headteachers in the United Kingdom also reported a lack of career opportunities beyond headships. A similar situation was reported by Wylie

(1997), who found principals had less options to use their professional expertise to advantage. A Ministry of Education report, '*Women in the Teaching Service*', (1996), found that in New Zealand, men rather than women, were more likely to leave teaching for other careers. This was true for these respondents.

Fred and Dale had had *their shoulders tapped*, and *had been offered opportunities* to advance their careers in new directions, while Alan, Ben, Martin, Rawiri, Rob, and Don had actively sought out alternative careers for themselves.

Ben, Mark, Dale and Fred could be categorised as 'risk-takers', 'adventurers' and 'high fliers'. They had moved often within their teaching careers and relished new challenges.

Some of the 'opportunists' were prepared to challenge authority when the situation warranted it. Fred went *over the heads* of the local Ministry officials and sought support from their *seniors in Wellington* over a situation involving *school buildings*. Ben took umbrage when his Board chairperson tried to become *involved in management issues*. Alan made it clear to his Board how he would *deal with curriculum issues* likely to be challenged during an *Education Review visit*. These 'opportunists' fit the description of the 'changers' identified by Kanchier & Unruh, (1988), as they were adaptable and flexible enough to use changed circumstances, such as family responsibilities and job dissatisfactions, to make calculated career moves. Like the 'changers' in Kanchier & Unruh's study, the new careers of the 'opportunists' were centred around self-employment and autonomy. (Refer Appendix 6.)

Inadequate salaries were found to be a reason why teachers begin thinking about changing their careers, according to Rhodes & Doering, (1993). Jacobsen, (1988), found intrinsic rewards are central to job satisfaction. The career change decisions taken by Ben, Dale, and Rob overtly involved salaries. Ben was *unable to provide [his] boys with holidays overseas like others in the school*. Rob initially sought a part-time position to provide the necessary additional income to *support two sons through university*. This *grew into a fulltime commitment*. Dale was encouraged to seek another career when he

realised his ex-teacher wife was *earning considerably more* than he was *without the hassles or stress* he experienced.

The Deputy Principals

Very little research has been published on the intentions of teachers to change careers, (Rhodes & Doering, 1993). In this study several aspects stood out as reasons why the principal's job now lacked appeal for those deputies who had, prior to 1989, been considering this as a possible career move. Barbara, Lea, Jan and Sue all emphasised the *stress and loneliness* associated with the position of principal, basing these opinions on their personal 'acting' principal experiences. The *long hours required* to do the job competently concerned Hannah, Alison, Barbara and Jenny, as did the *huge demands* that members of the community made on the position.

Of particular significance to all of the women in the study was their relationships both within and outside of the school, which Jan referred to as *the quality of their personal lives*. Maclean, (1992), found, that unlike men, women put their responsibilities for marriage and family ahead of their career aspirations. The women in this study demonstrated a deep commitment to their careers in the teaching and learning process and reported a great deal of job satisfaction. There was no evidence to support the claim by Maclean, (op. cit.), that women lacked the career commitment of men. None of the deputies had sought alternative positions outside of teaching and they tried to ensure a sense of balance and control in their lives, as Neville, (1988), found in her study of senior women administrators.

However, they were not prepared to take on a position which would dominate their 'ways of life', as it would mean, as Fleur reported, *not having a life of your own*. This general lack of interest in not wanting to become principals is supported by evidence from Bell, (1995). Wylie, (1997), in her 1996 NZCER survey, found that half of the deputy principals she surveyed were not interested in becoming principals. For them the increased responsibilities and high workload required since the reforms were a major deterrent.

The women in this study were 'realists', trapped partly it seemed, by societal attitudes. Their lives were entwined around their relationships, the successes of which they regarded as more important than careers. 'Being a woman', their attitudes and beliefs, their belief about the stress, long hours of work, the commitment required and the loneliness of the principal's position for women, were the 'key' factors which had influenced most in the changed career decisions and directions of those who, prior to 1989, had aspired to become principals.

Aspects of the Principal's Role Which Cause the Most and Least Job Satisfaction

The Most Satisfying Aspects of the Role

Being a principal was accepted by all respondents as a vitally important and responsible job. For both the ex-principals and the deputy principals, intrinsic rewards associated with the job were the most valued, thus supporting claims by Lowther, (1982). The most professionally satisfying and rewarding aspect of the principal's role according to both cohorts, was the opportunity to work beside teachers, children, Board members and parents in co-operative ways. This supports the findings of Huberman, (1993), and Wylie, (1997).

Being able to balance the roles of an effective educational leader and an efficient manager gave many ex-principals a great deal of pride and pleasure, as reported by Wylie, (1994) and Sullivan, (1994). Most relished the chance to enhance learning environments, to positively influence children's learning and to develop, mentor, challenge and empower talented teachers. These intrinsic satisfactions were recognised by Holland, (1991), Huberman, (1993), and Wylie, (1994). Collaborative activities enriched Rawiri's *cultural sense of belonging*. Stuart reflected proudly on his *golden years of working alongside fellow professionals* and both Mark and Fred remarked on the pleasure gained that their *close professional relationships* and *friendships* with fellow professionals, which supports the evidence of Rhodes & Doering, (1993) and Chapman, (1983). The autonomy and authority of the role, (Jones, 1987; Wylie, 1994), enabled them to put their *individual stamp[s]* on the school, and both cohorts agreed that *being in the middle of things* was exciting. New challenges associated with the

position gave many principals career satisfaction, especially when these were self-initiated, as Maclean, (1992) discovered.

Some of the deputy principals acknowledged several satisfying elements of the principal's job, such as being able to implement *your vision*, *influence learning*, and the status and *autonomy* of the position, which Park, et al. (1995), found were strong job motivational factors. But for most deputy principals, the disadvantages of the position far out-weighed these.

Least Satisfying Aspects of the Role

Some of the least satisfying elements of the principal's job were associated with the increased workload, the additional managerial role and the administrative tasks associated with the *Tomorrows Schools* changes. This validates other research, (e.g., Cooper & Kelly, 1993; Wylie, 1994; Holland, 1991). Many ex-principals regretted the lack of time to participate in educational activities in which they had expertise or in ones which gave them pleasure. The domination of the job, which impacted severely on the personal lives and health of some respondents, undoubtedly influenced their enjoyment of the position. It reinforces the importance of control over one's personal life, (Mercer, 1993; Neville, 1988).

The problems associated with difficult, educationally entrenched, and incompetent staff was particularly disliked by most of the ex-principals, and these problems influenced the climate of the whole school, as Wylie, (1997), found. Having to make decisions in areas in which they lacked training or expertise, such as school buildings or maintenance was frustrating. The frustration of working beside Board chairpersons who tried to exceed their governance role or who failed to support the principal's leadership also influenced job satisfactions, in particular for Theresa and Bridget.

Most of the deputy principals supported the unsatisfying aspects of the principal's role identified by the ex-principals. In addition, the stress and loneliness associated with the principal's position and the time commitment which severely affected their quality of life was a price none of these women were willing to pay. Their stance was supported by the deputy principals in Wylie's, (1997) study.

Summary

The three major uncontrollable variables, personal situations, the culture of the school and the external influences which affected the school environment, correspond closely with the three sources of influence on principals' careers identified by Riehl and Byrd, (1997). The factors which influenced the 27 respondents in this study to change or reassess their career directions were extremely varied. For many they were largely influenced by their individual personal situations at home and at work. For some, age, health and gender determined decisions, while others were influenced by their own previous professional experiences. Some deputy principals, in particular, were influenced by those reported by colleagues and friends. The demography of the areas in which respondents worked also influenced some decisions.

Common characteristics of the ex-principal cohort were examined to determine if common elements had influenced career change decisions. A large number of them were able to be categorised as 'opportunists', some of whom had deliberately sought a career change, while others had taken advantage of the chance to do something different.

All of the ex-principals reported that most aspects of the principal's job had been very rewarding. The deputy principals admitted enjoying their current positions, but all had very clear reasons why they no longer aspired to a principals' positions.

Part Two: The Effects of the Educational Changes (1989 - 1996)

This section will examine the effect that the educational changes which occurred between 1989 and 1996 had on lives of these ex-principals and deputy principals. All reported that the very fabric of their profession had been irreversibly changed. For the ex-principals, their role had changed from one of educational leader to one which had more in common with a business manager. Linked to this role change were issues of role conflict and an autonomy/power dilemma.

Educational Leader or Manager?

The Traditional Role of the Primary School Principal

Traditionally, teachers in New Zealand schools were promoted to principals' positions following successful classroom and team leadership experiences, as occurred in other Western countries, such as England and Australia, (Hellawell, 1991; Cranston, 1994). As school leaders, most principals took considerable pride in their up-to-date knowledge of curriculum and teaching and learning methods. Associated with this educational leadership role was their professional responsibility for the career development of their staff and their interest in and knowledge about the educational accomplishments of the children in their schools.

A cult of efficient managerialism was forced onto New Zealand principals by the 1989 reforms. However, being a good school manager was not enough, (Codd, 1990; Ramsay, 1992). Principals had to assume more managerial and administrative responsibilities and increased workloads, (Wylie, 1991, 1992, 1994, 1997; Ramsay, 1993; Sullivan, 1994). They were also expected to take greater responsibilities for financial management and to compete for students, as expected in the United Kingdom, (Ostell & Oakland, 1995). As a result they had fewer opportunities to use their own educational skills and expertise.

New tensions associated with the new managerial focus required of the principal resulted in role conflict, (Sullivan, 1994), and for some ex-principals this significantly influenced their job satisfaction. Staff, parents and Board of Trustee members had high expectations of their principals and this further exacerbated the pressure on principals' lives. *Diagram 5.3* on the next page shows the different kinds of management responsibilities required of principals following the *Tomorrows Schools* changes and compares these with their previous tasks. These new and additional responsibilities resulted in role conflict for some, as they tried to determine their priorities.

Diagram 5.3: The principal's role conflict situation:



Perceptions of the Principal's Role Since 1989

The ex-principals

After 1989 many tasks *related to teaching and learning which were enjoyed* by the ex-principals had to be *delegated* to others. Most of them found that their time had been increasingly spent on issues related to *buildings, grounds, report writing, finance, meetings and administrative chores*. Don believed he had become *a general dogsbody*, (Don, interview 25/8/96, p. 2). Alan tried to keep an *open door policy*, as he had in the past, but this was *at a cost*. (Alan, interview 18/7/96, p.14). Ben, Fred and Rawiri reported that they had to *restructure [the] responsibilities [and] senior positions* [within their schools, and to] *delegate curriculum responsibilities* to various staff.

In spite of the additional administrative tasks and responsibilities required most ex-principals did not see themselves as managers but continued to prefer an educational leadership role. This confirms other findings, e.g., (1996 ERO Report # 7; Trembath, 1994; Sullivan, 1994). Martin, however, preferred to act as a *facilitator*, perhaps because of his recent *long absence* from New Zealand and his lack of opportunity for curriculum involvement. All of the respondents recognised the value of efficient and effective school management.

A number of features of the principal's role were regarded as particularly important, such as:

- being *well organised* [with] *established effective systems* (Theresa, Fred, Ben, Stuart, Bridget and Mark).
- the provision of *professional leadership*, (Stuart, Don, Mark, and Fred)
- *curriculum leadership*, (Alan, Don, Stuart, Mark, Martin),
- the *empowerment of staff* and helping them to *develop professionally*, (Ben, Rob, Alan, Martin, Dale). However, they acknowledged this had become increasingly difficult as a result of their increased managerial responsibilities.
- *challenging staff* [to initiate and try new educational ideas], (Fred, Mark, Alan)

The new 'expected' role of 'business manager', (Absolum, 1995; Sullivan, 1994), did not suit the leadership styles of Rob, Stuart, Mark and Don. They resented the *additional administrative tasks* required which reduced their opportunities for *educational leadership*. The situation of the pre-1989, 'hands on' principals, (Sullivan, 1994), who spent 80% of their time in classrooms and 20% on administration, had reversed. The role of a New Zealand principal had become essentially what Hellawell (1991) described as a 'wooden box job'. The principal was expected to be both administrative manager and employer rather than a professional leader working with children.

However, most of the ex-principals supported the structure of the reforms, thus verifying Ramsay's (1993) research and several of them viewed their changed roles very positively. Ben, Fred, and Dale *relished the new challenges and opportunities* posed by

the new environment. None wanted to turn the clock back and experience the principal's role as it had been before 1989, a finding verified by Wylie (1997).

The deputy principals

The deputy principals validated a number of the changes reported by the ex-principals which had impacted on the principal's role. Juliet, Jan, Lea, Nancy, and Jenny, believed that in recent years principals had changed and become more like *managers*, rather than *educational leaders with vision*, which they preferred. Juliet, Nancy and Margaret wanted their principals to be at *forefront of all school innovations and educational change...* Most of the deputies continued to expect *educational leadership* from their principals.

The deputies agreed on several additional difficulties associated with the principal's role such as: the time available for educational leadership tasks, curriculum knowledge, the need for a balance between the educational and management roles and the necessity to delegate new duties to staff. The increased complexity of the job was reported by many to be of particular importance.

- [Principals] *haven't got the time to be educational leaders in the same way as in the past...* (Fleur, group 1 interview 19/8/96, p.3), and *there is less time for getting on with the job of educating children, and staff development... the principal is more and more removed from knowing what is going on...* (Sue, group 3 interview 22/8/96, p.1).

These comments were supported by many of the ex-principals who reported that they spent *60-70 hours per week* on *administrative tasks*. Research by Sullivan, (1994), and Wylie, (1997), provides further evidence that principals lacked control over their own lives. Because of the increased role complexity, principals were expected to have a mix of skills beyond those required of business managers, (Wylie, 1997; Mercer, 1993).

- Principals need to keep *up-to-date with curriculum knowledge*. (Groups 1, 2, 4). This was now extremely difficult to do, according to the ex-principals. Sullivan, (1994) and Wylie, (1997) found that principals still preferred the 'leading professional' role
- Members of group 3 believed that the *management role* had become *too big* [and] *dominated the principal's role* at the expense of their leadership responsibilities. Hannah, (group 4 interview 23/8/96, p.1.), suggested the principal's role should be *two-thirds educational leadership, one third management*. Some members in groups 4 and 2 preferred a *balance* between the educational and management roles.
- *Senior staff* were now expected to take *greater responsibility* for more *curriculum* and *staff management tasks...* (Groups 3, 4, 2). This point is supported by Wylie, (1997), who found that principals no longer had time to work beside teachers. Many New Zealand principals were prepared to delegate tasks to others. (Sullivan, 1994), unlike their English counterparts, (Hellawell, 1991).

A number of deputies provided evidence to support the increased complexity of the principal's role,

- *because of the nature of Tomorrows Schools, I think it's [the principal's role] even more complex*, (Barbara, group 4 interview 23/8/96, p.10).
- *we have expectations that he'll be available for us. It doesn't always work out that way... there should be time to allow the principal to walk around the school supporting teachers and getting to know the kids...* (Jan, group 2 interview 22/8/96, p.3 - 4).
- *principals have got to keep their finger on what's going on...* Fleur, group 1 interview 19/8/96, p.3)
- *the competitive environment has posed new problems...* (Alison, group 4 interview 23/8/96, p.11)
- *not one focus, it's everywhere...* (Jenny, group 2 interview 21/8/96, p.14)

Summary

A number of the ex-principals admitted experiencing role conflict following the 1989 educational changes. Role conflict occurs when there is incompatibility between the principal's workload and government legislation and between the professional and administrative roles, (Troman, 1996; Dimmock & Hattie, 1994). Examples provided by the deputy principals verified that role conflict was indeed experienced by some New Zealand principals.

The Autonomy or Control Dilemma

No evidence was found in the New Zealand literature about the effect that autonomy or control have on principal's career change decisions. For those in this study, the promise of autonomy signalled in the education reforms proved to be false. It was unclear to them who really was responsible for what happened in schools. It was another reason why some ex-principals and deputy principals changed their career decisions and directions. Not only had the principal's role changed significantly, but the educational environment itself was substantially different.

The Changed Educational Environment

The researcher believed that the 'New Right' ideology behind the *Tomorrows Schools* changes gave a mandate to parents and Boards of Trustees for local control and policy decision-making. Ballard & Duncan, (1989), identified three major role functions for principals: the executive, instructional and reporting. In 1990, the Principals' Implementation Task Force added seven more responsibilities to the duties expected of principals: staff development, teacher appraisal, educational leadership, recommendation of staff appointments, adherence to the Charter frameworks and Code of Conduct. When the traditional, bureaucratic New Zealand education system was restructured and the new independent agencies established, central control was deliberately retained over resource allocation and the development and implementation of a national curriculum.

As a result of the educational changes new power systems developed. School principals had to adapt, or else change career or take early retirement, according to Sullivan, (1994). Trying to achieve an appropriate balance between accountability and autonomy was one of the greatest challenges for principals in the new era, claimed Edwards,

(1991). In Australia, Cranston, (1994), reported that principals were at the centre of the tensions between centralisation and decentralisation. This was also true in New Zealand, (Wylie, 1994; Sullivan, 1994).

The autonomy promised to 'self managing' schools was a myth. Yet autonomy and independence were important 'career anchors' (Schein, 1992). Ben, Don, Fred, Mark, Stuart, Martin and Rawiri all believed that their work and life should be within their personal control. Now although principals had some autonomy for school programmes and management and remained accountable to their staff and parents as in the past, they were 'controlled' even more stringently by their Boards, the Ministry of Education and the Education Review Office, (Kelsey, 1995; Codd, 1990; Nuthall, 1994). Further impingements on their autonomy were new legislation acts, which required their comprehension and compliance, such as those concerning privacy, child protection, health and safety, copyright and the confidentiality of information.

The 'business model' of education, upon which the new school reforms were founded, failed to recognise that most schools could not be run as commercial operations, (Kelsey, 1995; Cranston, 1994). Principals were appointed to schools which already had distinct cultures of their own and where parents had preconceived expectations of what their local school should provide for their children. Parents in affluent areas paid considerably higher 'donations' (i.e. fees) and were able to raise *considerable funds* within their communities to provide *additional school resources*. These 'private' school resources required *little personal effort* from the principal, according to Ben and Fred.

Principals in the lower socio-economic schools, such as Martin, Dale, Bridget, Rob and Rawiri had to work extremely hard with members of their staff and communities to raise *a few thousand dollars*. This put additional pressure on their educational leadership roles, a point verified by several deputies. The Ministry endeavoured to provide additional resources to schools in these areas using a specially designed funding formulae. Unfortunately the gap between schools which were 'haves' and 'have nots' continued to widen, as most respondents recognised. This affirmed findings by Gordon,

(1993) and Kelsey, (1995). The role of the principals in lower socio-economic schools became increasingly difficult.

The Control of the Ministry of Education

The Ministry kept firm control over resource allocations and accountability and implemented audits, edicts, reports and sanctions on schools. They expected the Boards to take responsibility for, and oversight of, the school curriculum as well as the appraisal of their principal. These were tasks in which Wylie, (1994), found most Boards had little real interest. Several ex-principals and deputies found this control by non-professionals intolerable.

Principals experienced feelings of powerlessness in the face of the rapidly implemented changes, Wylie, (1994). This evidence was confirmed in this study. Fred who reported ...*the Ministry demands... I guess they're out of your control...* (Fred, interview 9/7/96, p.13). Alan believed *there has been a deliberate attempt to... actually disempower professional educators or to devalue professional opinions...* (Alan, interview 18/7/96, p.7). Principals had lost their professional voice at a national level, agreed Kelsey, (1995) who suggested that the curriculum was being 'controlled' by the government for economic reasons.

It was *the lack of trust from the top down* which most annoyed Stuart, who agreed that *we have got to be more accountable for government money and everything else, we've got to make sure it is right... but for the most part they [reports] are not read, so I guess that was one of the biggest frustrations.* (Stuart, interview 14/7/96, p. 11).

Also of concern was the slowness of responses by the Ministry to requests for new buildings, or for their removal, when there was evidence to support their retention, which frustrated Martin, Fred, Don, and Stuart, who found they had little real autonomy over these resources. As Martin said

many times... you were quite powerless to do much about it [finance] ... Someone else made those decisions for you really, about what you got, and what you could do with it... (Martin, interview 10/8/96, p.2).

Parent choice of school was controlled by the classroom places available. Schools were forced to implement enrolment policies where places were limited, but *unable to make their own decisions* about their building needs, as Don and Fred, Rawiri, Stuart and Martin discovered.

We had an enrolment scheme because our role got too high, and the Ministry wouldn't give us another building... [They said] we want them to go to the school down the road... (Stuart, interview 14/7/96, p. 10).

Martin reported that in his school

The roll projection towards the end of the year would see the school increasing... by about 50, [but] the Ministry decided that one of the prefabricated rooms would be taken... we were told "when the roll increases in February we'll bring one back"... they didn't! (Martin, interview 10/8/96, p.6.)

The Control and Influence of the Boards of Trustees

The reforms had promoted the idea of 'partnership' between educators and their local communities, (Edwards, 1991) and where roles were understood and accepted, this was achieved. But the issue of who really was in 'control' of the school remained a contentious issue between many principals and their Boards.

Conflict arose when the boundaries between governance and management, (and power), were not clearly understood or adhered to by either party. This was verified by Wylie, (1997). Alan explained

you've got trustees trying to get involved in areas which belong in the principal's management domain, that's not to say there aren't some principals who have been too protective in not allowing Boards to exercise their role either... (Alan, interview 18/796, p.8.).

Ben had a chairperson who *interfered* directly in *management issues*. Similar situations also occurred in schools described by Juliet and Jan. Where Boards of Trustees failed to support principal's leadership efforts, life became very difficult for the principals involved, as Bridget, Theresa and Juliet reported. In Theresa's situation, staff/principal conflict was exacerbated when members of the Board were 'captured' by long-serving staff members *who had their own agenda*.

While the Crown had the power to sack an incompetent Board and replace it with a commissioner, there were few options available to principals whose Boards were unsupportive, or where untenable relationships developed between the principal and the Board chairperson. When difficult situations arose involving Boards, principals were on their own, as Theresa and Lea discovered.

The difficulties associated with Board/principal relationships were discussed by the deputy principals. Margaret felt that principals *can't always rely on the fact that they are going to have a good strong Board*, (Margaret, group 4 interview 23/8/96, p.10). Sue attended *Board meetings to support the principal* (Sue, group 3 interview 22/8/96, p.8) and described a situation where the Board had given the principal *the responsibility and the blame for choosing the colour scheme for the new buildings*. (op. cit.p.10)

However, some principals were able to exert power over their Boards. Lea described a situation where her principal in a *bulk funded school drove through resource decisions* with the Board. This example supports Alan's opinion that some principals were able to control their Boards.

While most of the ex-principals in this study accepted their day-to-day management responsibilities, they didn't always feel in control. Mark suggested the principal was *more of a puppet than the king or the queen leading the battle charge... it's that part that's disillusioning...* (Mark, interview 14/7/96, p.15).

Community Involvement and Central Control

Some respondents felt that the power given to communities to make their own decisions about how the school would best meet the needs of children was false, as the curriculum was centrally controlled and audited. The Ministry prioritised the national educational outputs for schools and these were monitored by ERO. As in Australia, (Cranston, 1994), principals in New Zealand were torn between trying to meet the needs of both the Ministry and local parents. Stuart *would have liked to [have] sat down with parents and said... what do you want for this school... used my professional knowledge... and then come up with programmes for children...* (Stuart, interview 14/7/96, p.15).

Mark too, noticed a greater central control over what was expected to be taught in schools

...in the new system its more conformity now, and prescribed syllabuses, and prescribed teaching... people are more worried about assessment and the progress of kids... [because] its going to be measured... they're less worried about those creative ideas that we used to be known for... (Mark, interview 14/7/96, p.8).

Stuart found he was caught in a moral dilemma which made him uncomfortable

I was asking teachers to do things that I didn't believe in myself...am I really making teachers do this because someone out there is making me do it ... I think as a professional you make a stand and that is it! (Stuart, interview 14/7/96, p.15).

The increased conformity, accountability, assessment and pupil evaluation now required was confirmed on a number of occasions by the deputy principals. Fleur and Hannah both regretted the *lack of creative opportunities* now available for teachers and affirmed the *increased accountability and control* exerted over classroom programmes.

Control over promotional opportunities

Boards had significant 'control' over the careers of principals. A good reference from their Board was essential in order to win another position, particularly within education.

The principals themselves '*controlled*' the career progressions of their staff, a transference of power which could severely impact on teachers' lives, (Jones & Hayes, 1991; Horder, 1995). They were the major source of professional advice to staff who relied on their support for references, (Wylie, 1994). Nancy and Juliet provided examples of how this situation adversely affected their career plans when they had hoped to *win new positions*. There were no neutral 'outside' educational agencies or advisers to whom deputy principals could go for career guidance, support, or to obtain a reference about the quality of their work, a situation rued by Juliet, Lea, Nancy and Bev.

The influence of the Education Review Office

Principals could not opt out of an ERO visit, (Wylie, 1994). These audit and assurance reviews raised the stress levels and concerned Stuart, Murray and Alan. However, Ben,

Martin and Fred had been stimulated by the 'challenge' of ERO visits. Such an occasion gave some principals a different perspective. Martin commented

your sights are set quite narrowly on your school, its children and the community, whereas the ERO officers are looking at a wider point of view, but they still affected what you were doing... (Martin, interview 10/8/96, p.7).

The deputy principals provided a variety of responses about ERO's effect on schools. Only Barbara believed it was *a major pressure on schools*. Others in her group, such as Nancy, *found them very supportive*, and Penny reported enjoying the *challenge and stimulation* provided by their visit,

Lea believed *ERO is not a great pressure*, (Lea, group 3 interview 22/8/96, p.11), while Sue hadn't *seen them for a while...*(op. cit. p.11). Juliet suggested *there needs to be more of a partnership ... between the schools and them...* (Juliet, group 1 interview 19/8/96, p.16). Jenny said her school *tended not to worry them very much...* (Jenny, group 2 interview 21/8/96, p.4).

As all respondents were highly skilled, experienced professionals, it was hardly surprising that ERO was not seen as a major threat. Some of the ex-principals protected their staff from administrative hassles so that they could concentrate on their educational role. Fred did the majority of the initial development work associated with *school policies*. Alan tried to make *the whole curriculum review and assessment task manageable for teachers...* (Alan, interview 18/7/96, p.4). It is a matter of conjecture that the efforts of Mark, Stuart and Alan, who deliberately shielded staff from unnecessary stress, contributed to their own anxieties.

The control of the teachers' union, the New Zealand Educational Institute

The difficulties in getting rid of incompetent teachers caused real problems for a number of the ex-principals and several deputy principals verified such difficulties had also given their principals stress. Most appreciated the value of a strong teachers' union, (the NZEI), to protect teacher interests but the painful, disruptive, two-year long process which was required to get rid of unsatisfactory staff was a challenge few looked forward to. Ben, Rawiri, Rob and Martin resented the power of the union which protected the

incompetent as well as those who were unwilling or unable to assume new administrative duties and functions.

In Conclusion

The ambiguities and tensions associated with the new responsibilities required following the educational changes resulted in many of the ex-principals being involved in role conflict situations. This situation was widespread, according to the deputy principals. The increased responsibilities and heavy workloads made many principals feel inadequate and stressed and reduced the amount of time available for other preferred professional tasks which they enjoyed.

In addition, new power struggles developed within the new structures, as the Boards, ERO and the Ministry in particular, tried to establish their authority levels, sometimes in direct conflict with school principals.

CHAPTER SIX

CONCLUSION

Introduction

The purpose of this research was to examine ways that the role of primary principals had been affected by the extensive educational changes which occurred in New Zealand between 1989 and 1996. The thesis provides a commentary on this issue from 27 successful, mid-life primary school educators. It evolved as a result of case studies conducted with 12 primary school ex-principals and 15 deputy and associate principals and explored the reasons behind their changed career paths. The researcher was concerned about the numbers of principals reported to be leaving the profession in mid-career and about the indications that many successful deputy principals no longer considered a principal's position to be an appropriate career path.

The career paths and the lives of all of the ex-principals and deputy principals involved in this study were significantly affected by the educational changes and the role of the principal changed markedly. In particular, the advocated 'self-managing' school model created particular problems for principals who wished to retain their traditional educational leadership role, for those whose schools were situated in low socio-economic areas and for career-minded women. In addition, traditional career paths and recognised avenues for promotion suddenly disappeared.

Part one examines these issues together with the influence that job satisfactions and dissatisfactions associated with the principal's role had on career decisions. The major reasons behind the changed career directions of both cohorts are also discussed.

Recommendations for future action, topics which require further investigation and problems associated with this research, are discussed in part two.

Part One: The Principal's Role in the 1990s

The Situation Prior to 1989

Prior to 1989, the New Zealand education system which had evolved over a long period was one which was firmly regulated, bureaucratic and cumbersome. School principals had little autonomy and officers of the national and regional offices of the Department of Education, together with locally-based education boards, controlled most aspects of education. These included regulations, policy development, curriculum, buildings, grounds, staffing and school size. Principals believed to be best suited to positions of responsibility were appointed by regional education boards, based on verified evidence of their experiences and 'graded' competency as attested by school inspectors. Local inspectors had oversight of each school, gave support and guidance to the principal, were responsible for the assessment and certification of teachers and for monitoring school policies and practices.

The Situation After 1989

The complexity of the primary principals' positions prior to 1989 and the high level of commitment to an educational leadership role were not acknowledged, valued, or taken into consideration by those responsible for the implementation of the *Tomorrows Schools* changes. These changes "attempted to enshrine managerialism and hierarchical control rather than consensus, collegiality and mutual support", (Sullivan, 1994:8). Principals were expected to willingly assume a more managerial role and a variety of new responsibilities, (op. cit; Wylie, 1991, 1994, 1997). These additional responsibilities required them to develop and implement new school administrative structures. Quite suddenly, they found themselves responsible for a great deal more than effectively executing their traditional administrative and leadership responsibilities.

The ex-principals in this study reported that they enjoyed the new opportunities the changes offered such as the appointment of their own staff and for making 'internal' school decisions with their Boards. Those appointed to their first principalship positions after 1989, such as Fred and Rawiri, and those who were more adventurous, such as Ben and Martin, were not bound by traditional ways of operating. They relished exploring different ways of managing their schools. However, experienced principals, such as

Stuart, Don, Mark and Dale, welded their newly-created responsibilities on to those already existing in their portfolios. They tried to shield staff from additional managerial tasks to enable them to concentrate on more educationally-focused responsibilities. This resulted in increasing their workloads. It quickly became apparent to Stuart, Mark, Alan, Don and Dale, who were committed to the traditional educational leadership role, that large periods of time were being spent on a myriad of management-related, administrative tasks. They became increasingly frustrated, (Sullivan 1994).

Mark, Don and Rawiri experienced health problems trying to cope with 'job overload' situations, (Wylie 1991; Sullivan 1994; Trembath 1994; Cooper & Kelly 1993). Stress became a problem for Martin, Theresa and Rob. They tried to respond to the needs of their school, staff, parents, Boards, the Ministry, new regulations and the demands from various government agencies, (Wylie 1997; Maclean, 1992; Ostell & Oakland, 1995). Additional stress was felt by Rob, Theresa and Martin, whose senior staff were unwilling or unable to accept the more flexible, non-hierarchical roles now required. The ex-principals found their managerial and leadership roles extremely difficult when new tasks were required, a situation also reported to affect Australian principals, (Cranston, 1994).

Expectations of the principal's role

Most respondents in this study still expected primary school principals to have an intimate understanding of all of the activities and developments occurring within their schools and to ensure that delegated responsibilities were being competently executed.

Most of the ex-principals believed that educational leadership was the prime function of the principal's role. They also emphasised that it was the principal's responsibility to ensure that efficient and effective management systems operated within the school and to professionally develop, challenge and empower staff.

The deputy principals expected the principal to be the educational school leader, although they acknowledged the difficulties associated with the increased complexity and responsibilities associated with the position. They also required principals to have an up-to-date knowledge of current learning methods. While all of the deputies acknowledged

the principal's 'role overload' situation, most of them still required and wanted the principal to effectively execute a dual leadership/management role.

Satisfactions associated with the principal's role

All of the ex-principals involved in this study reported that a career which professionally challenged and stimulated them was extremely important. Particularly satisfying elements of the job included educational leadership, increased autonomy and opportunities to implement a vision for a school. Throughout their careers most principals had thoroughly enjoyed many aspects of the role. They valued the way their lives had been enriched by the high quality professional and personal relationships they had developed with their teaching colleagues, had relished opportunities to assist children in their learning and had enjoyed collaborative interaction with members of their school communities. An essential ingredient for their continued job satisfaction was the positive support many had received from family members, mentors and respected educational professionals throughout their careers.

The deputy principals also considered the positive support of a partner as a vitally important factor for those in leadership roles, thus supporting the findings of Woo (1995), and Hart (1989).

All respondents acknowledged the importance of a salary which adequately rewarded principals for their work, (Chapman, 1983). Although only three ex-principals acknowledged current salary levels had influenced their recent career decisions, a number of the deputy principals identified it as a very important element. These respondents firmly believed that current principals' salaries failed to adequately reward the efforts and personal sacrifice the position now required. This was confirmed by Sullivan, (1994) and Wylie (1997).

Dissatisfactions associated with the principal's role

A number of dissatisfactions associated with the principal's new role influenced many of the ex-principals to change their original career directions. These dissatisfactions were reflected also in other studies and included: the increased management focus associated with the role, (Sullivan 1994; Wylie, 1991,1994); the intensity of effort required to do the job well, (Mercer, 1993; Wylie, 1994; Draper & McMichael, 1996); the lack of time

to be involved in children's learning, (Huberman 1993; Wylie, 1994; Park, et al 1995); problems associated with dealing with incompetent staff, (Cooper & Kelly, 1993, Trembath, 1994; Ostell & Oakland, 1995); and difficulties associated with Boards of Trustees keen to exceed their governance responsibilities, (Hill 1994; Wylie 1991, 1993). Some ex-principals, such as Mark, Stuart, Dale and Alan experienced role conflict when their administrative and managerial responsibilities dominated their preferred educational leadership role, (Troman, 1996; Woods, 1990; Sullivan, 1994). Where they lacked collegial and professional support from their staff or Boards, the job became intolerable, as Theresa, Bridget, and Rob found.

These dissatisfactions that the ex-principals associated with the principal's role were verified by the deputy principals. They added that, even when new additional tasks were able to be successfully delegated, the excessive workloads, (Mercer, 1993), the long hours of work, the demands of the Ministry, parents and 'outside' organisations, together with the difficulties associated with Boards and staff, increased the stress on principals' personal lives. As a result, a principal's job was no longer an attractive career option for those deputies who had previously aspired to it.

The impact of gender

Gender differences were particularly influential on the development of the career paths of all people involved in this study and reflect evidence reported in the literature, (e.g, Hill, 1994; Neville, 1988; Riehl & Bird, 1997; Maclean, 1992; Wylie, 1997). The career paths of the male ex-principals, (Appendix 6), were very different from those of the female ex-principals and the female deputy principals, (Appendix 7).

Many of the men's careers had moved linearly and quite rapidly through different leadership positions. Some acquired principalship roles initially in small rural schools, while others experienced increasingly senior positions within large urban schools. In general, the males in this study had experienced a greater variety within their educational career paths both within New Zealand and overseas, than had the females.

In contrast, most of the females in both cohorts had spent much longer in classrooms as teachers and senior teachers, had been employed in fewer schools and had experienced

fewer different positions in education. Those who had taken 'time out' for children or family reasons were invariably disadvantaged by this time lapse. They inevitably returned to the same (or lower) status level, (Gallos 1989; Neville, 1988). Most of them had put personal family circumstances and the quality of their family lives ahead of their careers, (Hill, 1994; Neville, 1988).

The influence of different school situations

This research found that principals in schools situated in low socio-economic areas were more likely to experience greater stress than others, a situation only recently recognised publicly, (Wylie, 1997). Of the twelve ex-principal respondents, seven had resigned from such schools. Their schools contained children with a wide range of learning needs which often required additional support staff. Where there were large numbers of support staff (often employed for short periods), principals experienced even higher workloads, as Mark reported.

Dale, Rawiri, Rob and Martin had Boards whose members were less skilled in assisting them with governance tasks, which inevitably added to their responsibilities. Where schools were sited in low socio-economic areas which had very mobile populations resulting in a high pupil turnover, principals experienced a higher workload. This was reported by Rawiri, Dale and Mark who found their energy drained further because of their constant involvement with pupil enrolments, government social agencies, parental demands, staff appointments and building developments.

Those who were principals in smaller schools faced additional problems. Small numbers of teachers often constrained attempts to implement new initiatives. Theresa described an untenable situation which arose with her Board when she attempted to up-skill entrenched, long-serving staff who had the support of the community. This evidence was verified by Juliet's description of a similar situation.

Because Rob, Theresa and Bridget had relatively stable school populations they had few opportunities to appoint senior staff willing to assist them with their new responsibilities. Their efforts to improve the quality of school programmes were further thwarted by long-serving, unco-operative staff members. Principals in larger schools who also

reported difficulties with staff, such as Rawiri, Ben, Dale and Fred, had other senior staff members on whom to rely for professional assistance.

All of the ex-principals who had senior staff unwilling to assume greater managerial responsibilities, or who had staff reluctant to improve their personal professional performances, experienced a great deal of stress and frustration.

The tremendous roll growth which occurred in Auckland in the 1990s also influenced principals' careers. However, unlike previous situations, the principals' job market remained closed. In the past, other principals would have actively competed for regraded principalship positions resulting from roll growth and the successful applicant would have been selected by a neutral body.

However, this situation changed under *Tomorrows Schools*. All incumbent principals in this study whose schools were regraded were reappointed to a higher salary bracket, following confirmation by their Boards. Boards now have the sole responsibility for the appointment of principals and appear to prefer to retain the services of the known incumbent who is doing a good job, rather than risk appointing someone of an unknown quality.

The lack of rewarding career paths

Both cohorts, the ex-principals and the deputy principals, agreed that the educational changes had significantly influenced their career paths in education. This verifies the research by Whitehead & Ryber (1995) and Wylie (1992, 1997).

The 1989 changes threw the traditional, linear career paths of principals into disarray, as occurred in England, (Hill, 1994). Positions within the Department of Education disappeared, new jobs were created in the Ministry at both local and national levels and new educational agencies such as ERO were established, (Wylie 1991, 1994). These new roles were unattractive to the ex-principals as they had functions and reputations which were quite different from those previously considered desirable. The lack of clear, challenging and rewarding career paths influenced some of them to reassess their future directions. Changed career patterns are already evident in the United Kingdom where

there "is a shortage of quality headteachers. Too many are leaving the profession; not enough are coming through the ranks," (*TES*, 19 September 1997). Unless something is done soon, this situation which is already evident in New Zealand, may accelerate.

The deputy principals reported facing different challenges related to the ways promotions were now executed. Many lacked the confidence that their skills for desired positions would be fully appreciated, as Boards sometimes appeared to have predetermined ideas of the type of leader required. Several deputies expressed concern about having to rely on their principals for referees statements, as some were unwilling to assist staff whose expertise they didn't want to lose.

It is significant to note, however, that none of the women in either cohort were interested in a career outside of education, neither before commencing their teacher training, nor after their career decision changed. They were clearly committed to the profession.

The impact of autonomy on the role of the principal

The increased autonomy associated with the principal's role was one of the most highly valued changes. As Sullivan, (1994) found, their increased power enabled them to appoint their own staff and have a direct say in school finances, but they were awarded none of the advantages experienced by business managers. In spite of their new autonomy, many wanted even more say in school affairs and resented the ministerial control over building allocations, curriculum directions and funding. Another concern was the power of the NZEI which some respondents believed over-protected incompetent staff.

The lack of real autonomy over educational issues relating to 'their' schools and 'their' professionalism concerned many of the ex-principals and the struggle to achieve a satisfactory balance between autonomy and control was difficult, as predicted by Edwards (1991). A number of them reported feeling increasingly powerless to influence the speed or extensiveness of the imposed changes. This was a major contributing factor relating to career dissatisfaction noted by other researchers, (e.g., Wylie, 1992; Cooper & Kelly, 1993; Draper & McMichael, 1996). Many of them also felt divorced from the decision-making processes involving national policies and educational developments, a

situation which was quite different from their experiences prior to 1989. In addition, they resented the constant, bureaucratic and seemingly unrealistic, demands of the Ministry.

Lack of professional guidance and support

Had the professional support provided prior to 1989 by school inspectors been retained in some form, it is possible that several ex-principals may have remained in their positions. As 'neutral' educational professionals, inspectors undertaking 'pastoral care' responsibilities would have been able to provide them with useful advice and support and assistance with difficult staff and Board situations. Such assistance was unavailable under the new regime of *Tomorrows Schools*.

Several ex-principals who were totally committed to the principal's role, were forced to resign because of serious health problems, or because of unresolvable school situations involving staff or Boards. It is possible that had the inspectorate remained, Mark would have received professional advice which may have prevented his serious health difficulty, Dale's shoe incident could have been defused before it became a major issue and Bridget and Theresa could have been helped with their staff and Board difficulties. Stuart resigned, he said, because he had really just had enough. Perhaps his job frustration could have been avoided had another supportive professional been available to discuss his educational ideas. If these principals had experienced professional stimulation and support from the inspectorate, then the major problems associated with their roles may have been avoided and they would not have been forced to seek new careers or positions.

Ex-principals who had left the education field altogether expressed little likelihood of returning to a principal's position, while those who had moved into education-related positions considered it remained a possible option.

It seems highly likely, however, that, had the educational changes not occurred, some of the ex-principals in this study would still have taken advantage of the buoyant, market-driven economy and used the skills gained in teaching to leave the profession for more

lucrative positions. Rob needed more money to support two sons, while Ben, Dale and Fred chose to explore alternative career opportunities before it was too late.

Influences on Career Decisions: Circumstance or Opportunity?

The ex-principals

The ex-principal cohort was able to be divided into two major categories. Mark, Stuart, Theresa and Bridget left or changed their career directions because of personal circumstances or poor health, general frustrations associated with the job, or staffing or Board difficulties.

The remaining ex-principals, Dale, Fred, Alan, Rob, Ben, Martin, Rawiri and Don were identified as 'opportunists'. They, like the managers identified as 'changers' by Kanchier & Unruh (1988), made calculated career decisions when their family circumstances changed, or when their jobs were no longer challenging or rewarding. These 'opportunists' took advantage of their wide-ranging skills and grasped new opportunities which unexpectedly arose or forged new career directions, confident that they were young enough to adapt to something different. Ben and Martin had enjoyed a wide variety of leadership positions during their educational careers, but like Alan and Don, needed new challenges when their jobs no longer gave them a 'buzz'. Fred and Dale were offered opportunities to work in jobs outside of education, while Rob sought a new position to enable him to meet his family commitments. The attraction of jobs outside education, which offered less stress, appealed to Rawiri and Martin who wanted to spend more time with their families.

The deputy principals

Three major reasons were identified to explain why the ten deputy principals who aspired to principals' positions prior to 1989 had changed their career plans and were no longer seeking promotion. Of most significance was each personal situation. The stress, loneliness and high administrative workload associated with the job were also influential, as were the negative experiences of female principal friends. More than half of the deputies verbally reported they had had the opportunity to be acting principal's during the past six years, although not all recorded this on their career paths! These experiences also made them reconsider their previously-held positive attitudes about aspiring to

principalships of their own. Possibly because of their lack of mobility, the deputy principals had had fewer opportunities to experience different leadership roles than their male counterparts. (Refer Appendix 7).

Women in this study were highly likely to be influenced by others, as the data in Chapter Five show. Some reported being put off from applying for their own principals' positions after learning of bad situations encountered by female principals. They were further dissuaded after hearing of Boards appointing males who had had no prior deputy principalship experience. Reports of unsuccessful bids for principalship positions by well-regarded women, widely believed to have been the best applicants, added further to the changed attitudes of the deputies. Perhaps "local whims and prejudices" rather than professional competence, which Arnold, (1987: 47) found occurred in the early twentieth century, were again influencing women's careers as local communities resumed the responsibility for appointing principals.

Many deputy principals reported that Boards, community members and even their own partners held traditional sex role stereotypes. The disapproval by members of their own sex of the principals' job as unsuitable for women also negatively influenced career decisions. To be successful, female principals needed to out perform their male counterparts in order to achieve recognition, according to a numbers of respondents. When asked if they would reconsider applying for a principal's position, only two of the fifteen indicated that it was a possibility. Most believed that the job just wasn't worth it!

However, not all respondents in the study had aspired to a principal's role. Jenny, Jan and Nancy had deliberately remained in other leadership positions which involved working closely with children.

Many aspects of the principals' role, when coupled with their normal family responsibilities, made their lives too complex and influenced some of the deputy principals in this study to reject their earlier ambitions to become principals. These included the increased managerial component, the high, stressful workload and the autonomy of the position. By remaining in their current positions they felt better able to maintain a sense of balance and control in their lives, (Mercer, 1993). Perhaps these

women were realists, who understood their own limitations and were simply not willing to sacrifice the quality of a lifestyle they enjoyed by making a commitment to a job which might destroy it.

Part Two: Ways to Retain Successful Principals and Encourage Female Deputy Principals to Reconsider the Principal's Role as a Viable Career Option

In the researcher's opinion, New Zealand needs responsible, respected, well-trained, child-focused male and female educators who are caring, effective professionals. It does not need trained administrators who facilitate staff activities according to community demands, (Sullivan 1994). In the researcher's view the responsibility for leading our primary schools into the next century must be retained by professional educationalists skilled at working alongside their communities.

It is vital that, if a commitment to high educational standards is to remain a reality in New Zealand, principals' positions must be the career objective aspired to by most of our best teachers, female and male. Talented principals must be retained in teaching and female leaders must be encouraged to accept principalship positions in the numbers commensurate with their representation in the teaching service. It is imperative that dissatisfactions associated with the role are addressed and appropriate incentives offered.

Recommendations for Action Emerging from this Study

- An independent, national, professional body should be established, similar to the Law Society which is available to lawyers. Members of this professional body would act as advocates for individual and groups of principals. It would be responsible for addressing ethical issues relating to schools and be available to provide principals with professional support and career guidance. It would fill the vacuum identified by many respondents which occurred with the disestablishment of school inspectors. Such an organisation may have assisted Stuart overcome his frustration and Dale to resolve his 'missing shoe' incident. This professional group would also mentor inexperienced principals. Had this been available to Bridget and Rawiri, it may have prevented their resignations. The accountability of such a body would be directly to the teaching profession itself, which would set the parameters of responsibility and

elect members. It would be totally independent of the STA and the NZEI. When necessary, executive members would have direct access to the Minister of Education. Informal relationships would be developed with principals' associations and federations at both local and national levels.

- New ways of assisting principals to deal appropriately with incompetent staff must be developed. Theresa and Bridget described situations which could not be resolved. Had assistance from a professional body been available, their stressful experiences may have been avoided.

The present monitoring procedures to remove incompetent staff must be meticulously followed and often result in long, bitter, disruptive school situations which are detrimental to harmonious school cultures and quality learning environments. While teachers must be protected from unscrupulous principals, the system is extremely cumbersome. The new body proposed above, once established, should make this issue a priority to be addressed with members of the NZEI.

- Male careers are rapidly side-stepping traditional promotional steps, (Wylie, 1997), as shown by the internal promotions resulting from school roll growth in the career paths of Rawiri, Dale, Rob and Ben, (Appendix 6). This new phenomenon has implications for future leadership programmes. Training providers must ensure courses are readily available so that principals' professional knowledge and skills can be enhanced as changes to their roles are introduced.
- Female teachers with leadership potential should be identified early in their careers, mentored and provided with appropriate educational, administrative experiences, (Riehl & Bryd, (1997) so that they develop effective leadership skills. Only one of the seventeen females in this study were mentored by their first principals although half of the males had received career guidance. The female deputy principals had been disadvantaged in their promotional opportunities in several ways. (Refer Appendix 7).

Rachel, Bridget and Nancy who had time out for their family reasons returned to full-time Scale A positions, as did those who taught part-time while bringing up their children, Jan, Alison, Lea, Margaret and Penny. Most of the males had experienced shorter periods in Scale A and senior teacher positions than the females and had a wider variety of schools and educational experiences. Of the seven deputies who taught overseas, only Hannah returned to a position higher than that held previously, while three of the six male principals did so.

Females teachers with leadership potential should experience planned ‘between school’ senior staff exchanges. This would expose them to different types of school cultures and leadership styles and compensate for their lack of varied educational experiences.

- Career paths for teachers need to be visible, desirable and achievable. Few desirable opportunities for career variety currently exist, according to several ex-principals. Many reported that they were *winding down* and had *few challenges*. New ways must be found to promote and communicate attractive career paths in education so that experienced, successful principals and teachers are encouraged to remain within the profession. This is essential if the positive cross-fertilisation of educational ideas is to reoccur as it did in the past as a result of higher teacher mobility.
- Improved salary scales within all parts of the education sector are essential, as shown in the evidence. (Refer *figures 4.5 p.88 and 4.6 p.115*). The salaries of staff employed by the Ministry, ERO, SES and tertiary institutions, as well as schools, must be addressed by the government.
- Principals’ appraisals must be conducted by respected educationists who are selected jointly by principals and Boards. A professional, neutral educator would give principals a realistic role assessment and relieve the Boards of this difficult role and overcome problems such as those identified by Alan. Appraisal findings would be communicated directly to the Board who would discuss them with the principal. In this way, principals would be assured of a fair, realistic and professional assessment of their work. Boards would receive impartial, accurate and independent information

which could be used to assist principals to select appropriate professional development activities.

- The principal, as the professional school leader, must be solely responsible for ensuring that staff teach, plan and develop high quality school programmes. This function was welcomed by most ex-principals and expected by the deputy principals. However, decisions about the appropriateness of the curriculum must be made in conjunction with the members of the school Board and community. Schools must continue to take seriously their responsibilities for involving parents in all aspects of school activities and decision making if true partnerships with their communities are to become a reality.
- Additional funds must be allocated to schools where Boards cannot provide the necessary administrative support to enable principals to purchase what is required. This is particularly important in low socio-economic areas such as those described by Dale, Martin, Rawiri, Rob, Bridget, and Stuart and in rural districts where Board members are unable to contribute specific essential expertise. The success of this scheme could be monitored by the ERO.

Topics Requiring Further Investigation:

The researcher has identified a number of issues which require further investigation, as a result of the data gathered in this study. It is hoped that others will take up the challenge and seek answers to the issues listed below.

- According to the respondents in this study, educational leaders, rather than school managers, are required for New Zealand schools. Further evidence is needed to validate or refute this finding.
 - New Zealand teachers' career patterns urgently require a comprehensive in-depth study. Ministry statistical reports about teachers' promotional opportunities fail to identify longitudinal patterns of career progress, by both males and females, as the data are reported differently each year. Traditional career paths are changing and accurate data is required if wise educational policy decisions are to be made.
-

- There is little evidence recorded about mid-life principals and teachers (who have traditionally remained in teaching until retirement) moving into other jobs. The reasons for this new phenomena needs further investigation. Future planning for the numbers required for teacher training must take this into consideration.
- Further research is needed to investigate the validity of claims by some respondents in this study that females applying for principals' positions are being discriminated against by Boards of Trustees on the grounds of gender. More evidence is required to ascertain whether female principals throughout New Zealand are having greater difficulty than their male counterparts in winning the respect and support of Boards and school communities. According to members from both of the cohorts involved in this study this situation exists in the Auckland region.
- There is little current New Zealand research on how female principals and deputy principals view the principal's role. This is urgently required if more are to be attracted to the position.
- Further research is required into the development of non-hierarchical leadership styles which may be more acceptable to women, (Park, et al., 1995). As Strachan (1995) found, the current leadership culture and climate lacks appeal to women, who as leaders, prefer to promote empowerment, social justice, equity and collegiality, as opposed to managerialism and the current emphasis on competition. New leadership styles would require school communities to be educated to accept these different ways of working.

Problems Associated with the Research

A number of problems were identified during the research.

Sample size

It was difficult to obtain a larger sample because of the time required to process the data. However, the inclusion of fifteen highly regarded deputy and associate principals, to confirm aspects of the principal's role from another perspective, strengthened the study.

These teachers had an intimate working knowledge of the role because of their close working relationships with principals.

Identification and selection of the subjects

A particularly vexing problem associated with this study involved the gender of both cohorts. The imbalance of male ex-principals and female deputy principals was unfortunately unavoidable and of serious concern to the researcher.

Difficulty was experienced in locating females to include in the ex-principal's group. Those initially identified had either retired early, were close to retirement age or were overseas. To enable women principals to be included in the study, the 'experienced principal' selection criterion was stretched to include two. While Theresa's last principalship was located outside of the location area, she had previously held several teaching principalships in the Auckland region. Bridget, who had had few leadership opportunities prior to this first principalship was selected to provide another female in the ex-principal cohort.

More than 25 deputy or associate principals were identified for possible inclusion in the study but efforts to locate males failed. Only one was located but he chose not to participate. This evidence correlates that of Williams (1994), who found that male teachers aspire to principals' positions from their first years of teaching.

Personal bias

As a female in a senior management position, the researcher was acutely aware of bias which could influence the way in which data was reported and received. Every effort was made to record the data accurately so that the 'voices' of the participants could be heard. Where the taped interviews and questionnaire data were disjointed, parentheses were used [] and the text written in regular script, to link respondents' italicised evidence.

Questionnaire data

Responses to the questions in the surveys were sometimes inaccurate. The written response was what informants thought of at the time. However different reasons might be remembered about a previous action during the interview. There was further danger

of the researcher attributing greater significance to a statement than the informant intended. For this reason, every effort was made to present the results data in Chapter Four as objectively as possible within the context of the discussions, so that readers are able to make their own interpretations.

Several errors of questionnaire construction were not identified during the piloting process. Question 2.5, (Appendix 3), asked informants to consider factors important in their current jobs, but some respondents were already working outside of education, while others had new teaching positions. This question failed to enrich the investigation. In Question 5.1, one respondent deliberately provided two scores, a rank and a rate. This illustrates that “meanings and uses of terms... need[ing] to be carefully specified,” (Moir, 1993:158), and the importance of clarity in questionnaires.

Accuracy in the data included on the career time lines was essential. In a number of cases, these did not initially compute. This was particularly evident in the deputy principals’ data, possibly because of their many career ‘breaks’. As a result, the draft time lines were returned to all respondents for checking, so that accuracy was assured.

Individual interviews - the ex-principals

Data gathered in interviews is fraught with problems for a researcher. To ensure that spontaneous data were obtained, the informants were deliberately not given copies of the questions in advance. As a result, the interviews often assumed a life of their own.

Data were invariably influenced by the educational context of the period, the school itself, the time-span lapse since the ex-principal had left a school, which varied from two months to three years, and the accuracy of respondent’s memories.

Group interviews - deputy principals

Group interviews were held with the deputy principals to reduce the time required to collate the data. Copies of the questions were circulated prior to the interviews. Only one deputy arrived with ‘prepared’ responses, but even in that situation, the ‘flow of the interview’ took over, as passions arose, often resulting in discussions on ‘unplanned’ topics. Respondents were influenced by others in the group. Sometimes the focus of the interview shifted radically in spite of the researcher’s efforts to keep to the planned

questions and to ensure all members had opportunities to contribute. Although the same format was followed for each interview, the data gathered was quite different according to the membership of the group and the ideas uppermost in the minds of those most vocal. On several occasions speakers verbally supported the comments of others which they later contradicted!

Concluding remarks

While some of the ex-principals selected for this study could be assessed as more successful educational leaders than others, as a group they represented a very experienced core of urban New Zealand primary principals. Their evidence provides an important insight into ways that the principal's role was influenced by the *Tomorrows Schools* changes. This data was substantiated and validated by additional evidence from another cohort of experienced successful educationalists, the deputy principals, whose careers were also influenced in a variety of ways at the same time..

The initial hypothesis that principals were leaving their positions as a result of dramatic changes in the education system in 1989, proved to be only partly accurate, as many were initially excited by the new opportunities and autonomy offered.

In their attempts to 'get a life' which was challenging and new, some of these mid-life principals were stimulated to use their considerable administrative and leadership skills to take up new career options outside of education. Others re-examined the balance of lives at home and work. They recognised that the job disillusionment and stress related to their heavy workloads, additional managerial responsibilities, lack of career opportunities and constraints on their autonomy was taking a heavy toll. It was seriously influencing their quality of their family life, their health and their own happiness. The principal's job had become a trap from which they could reflect upon past satisfactions associated with the role but from which the current situation appeared increasingly frustrating and unrewarding. The only solution for these principals was to change their career directions or to move out of education entirely.

The deputy principals also reported the importance of getting a balance in their home and school lives. As a result the principalship position no longer attracted the interest of most.

If high quality, skilled, professional educators are to lead our primary schools into the 21st century, the current situation must be swiftly redressed. The educational leadership function must be recognised as the prime role of the principal so that it is valued as a challenging, rewarding and worthwhile career. The nation cannot afford to continue to lose experienced, high calibre, skilled professionals who have become disillusioned and frustrated by unrealistic demands.

In conclusion, perhaps those who develop educational policy in New Zealand should heed the voice of Alan, who said:

... the prime function of the principal is to be the educational, professional and curriculum leader of the school... management should serve the learning and teaching function... (Alan, interview 18/7/96, p.1.)

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APPENDICES

APPENDIX 1

Dear

Thank you for agreeing to participate in my research. Please find enclosed the participant Information Sheet and Consent Form which Massey University requires me to give to you.

Also enclosed is a copy of the questionnaire which contains instructions on the cover sheet. When you have completed the questionnaire, please put it together with the signed and completed Consent Form into the reply paid envelope which is enclosed, and post it to me.

Thank you for your assistance. I look forward to being in touch with you again soon.

Yours sincerely,

Roz Palmer



**AUCKLAND COLLEGE OF EDUCATION
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**Careers of Promise: What Happened to the Joy?
Are the Career Paths of Successful Primary Teachers
Changing?**

CONSENT FORM

I have read the Information Sheet and have had the details of the study explained to me. My concerns have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree to participate and I understand I have the right to withdraw from the study at any time and to decline to answer any particular questions.

I agree to provide information to the researchers on the understanding that my name will not be used without my permission.

(The information will be used only for this research and publications arising from this research project.)

I agree/do not agree to the interview being audio taped.

I also understand that I have the right to ask for the audio tape to be turned off at any time during the interview.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signed:

Name:

Date:

APPENDIX 3

QUESTIONNAIRE

SECTION 1: BIOGRAPHICAL DETAILS

1 : 1 Name: _____

1 : 2 Age: _____ or Date of Birth: _____

1 : 3 Gender (*tick*)
Male _____ Female _____

1 : 4 **Ethnicity**
(Please indicate the ethnic group to which you belong)

1 : 5 **Educational qualifications (*tick*)**

Trained Teachers' Certificate _____
Diploma of Teaching _____
Higher Diploma of Teaching _____
Advanced Diploma of Teaching _____
Bachelors degree _____
Masters degree _____
Other (*Please specify*) _____

1 : 6 **Other professional qualifications (*please specify*)**

1 : 7 **Interests (*please specify*)**

SECTION 2: CURRENT JOB

This section is designed to find out about the characteristics of your current working environment. Those still working in schools should relate the information to their job as it is now, and those who have left teaching should provide information about their current place of employment.

2 : 1	Institution/organisation _____
--------------	---------------------------------------

2 : 2	Position _____
--------------	-----------------------

2 : 3	When did you obtain your current position? _____ _____ _____ _____
--------------	--

2 : 4	Tenure of job (tick) Permanent _____ Non permanent _____
--------------	--

2 : 5

How important to your current job do you consider the following factors? (Please rank each item on a scale of 1-5. 1 is of highest importance, 5 lowest)

Personal family circumstances _____

Personal financial situation _____

Commitment to children's learning _____

Opportunities for professional advancement _____

Commitment to sharing knowledge and exciting learning in others _____

New career became available _____

New professional opportunities arose _____

Increased personal stress _____

Health problems _____

Age _____

Career choice no longer appropriate _____

Increased demands by government agencies
(ERO, MoE, etc) _____

Increased pressure from parents/ community _____

Increased demands/problems created by
the Board of Trustees _____

Other (*please specify*) _____

SECTION 3: INFORMATION ON TEACHING CAREER

3 : 1 What was your last permanent teaching post?

School _____

Position _____ **Year of appointment** _____

3 : 2 List permanent teaching positions (in chronological order)

Position

Salary scale

No. of years

(Asst.T./S.T./D.P.etc)

3 : 3 Number of years employed as a full-time teacher in New Zealand

**3 : 4 Number of years employed as a full-time teacher outside
New Zealand by other educational authorities**

**3 : 5 Time spent on Fellowships/ Scholarships/
Awards /Exchange programmes etc**

3 : 6 Since first entering teaching the number of years not directly involved in the New Zealand education system

3 : 7 Reasons for this absence from teaching? (*if applicable*)

3 : 8 Have you held office in the NZEI, or in principal, deputy/associate principal, or subject associations at a local, regional or national level? (*Tick*)

Yes _____
No _____

3 : 9 Please specify tertiary or other professional qualifications gained prior to beginning teacher training _____

3 : 10 Please specify tertiary or other professional qualifications gained after beginning your teaching career _____

3 : 11 List number of different schools in which you have taught _____

3 : 12 Has promotion via country or small school been part of your career path? (*Tick*)

Yes _____
No _____

3 : 13 How many times were your teaching promotions

(a) internal? (i.e. within the same school) _____

(b) external? (i.e. in different schools) _____

3 : 14

What was, until recently, your long term teaching career goal? (Please elaborate and explain why you decided to change your earlier career direction)

3 : 15

Briefly outline the aspects of your life which significantly presently impact, or impacted in the past, upon your teaching position

SECTION 4: FACTORS WHICH INFLUENCED CAREER CHOICE

4 : 1

Was teaching your first choice for a career? (Tick)

Yes _____ (*Go to 4 : 4*)
No _____ (*Go to 4 : 2*)

4 : 2

What was your first choice for a career?

(Please specify) _____

4 : 3

Why didn't you pursue your first career choice?

(Please explain) _____

4 : 4

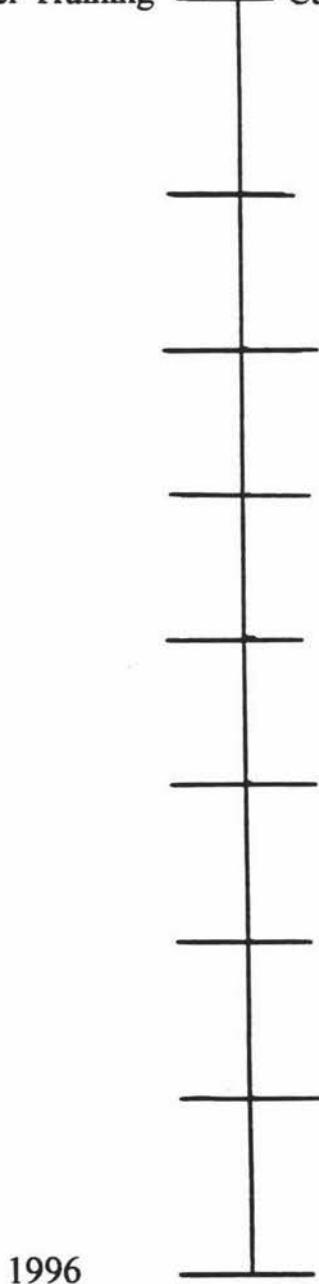
Which of the following factors influenced you to take up teacher training? Give each factor a value by ticking either High, Medium or Low according to its importance to you.

	High	Medium	Low
Desire for a stable, secure future	<hr/>	<hr/>	<hr/>
Desire for an absorbing career	<hr/>	<hr/>	<hr/>
An opportunity to work in a collaborative environment	<hr/>	<hr/>	<hr/>
A chance to influence others and exercise leadership	<hr/>	<hr/>	<hr/>
The chance to help children learn	<hr/>	<hr/>	<hr/>
Desire for social status/ prestige	<hr/>	<hr/>	<hr/>
The opportunity to be creative and original	<hr/>	<hr/>	<hr/>
A belief it offered good working conditions (eg hours of work, vacations, etc...)	<hr/>	<hr/>	<hr/>
A belief it would leave me relatively free of supervision by others	<hr/>	<hr/>	<hr/>
Just 'drifted' into it	<hr/>	<hr/>	<hr/>
Family tradition	<hr/>	<hr/>	<hr/>
A belief it provides the opportunity for advancement	<hr/>	<hr/>	<hr/>
Other (<i>Please specify</i>)	<hr/>	<hr/>	<hr/>

4 : 5

Plot on the timeline below, 6 - 8 really significant events which had a major impact upon the development of your teaching career. These may relate to both your professional and/or personal life.

<i>Event</i>	<i>Brief reason for its significance.</i>
e.g. Teacher Training	Career began



SECTION 5: THE IMPACT OF THE EDUCATIONAL CHANGES (1989-1996)

5 : 1

Which of the following changes implemented since 1989 do you think have had the most significant impact on the role of the primary principal today?

*(Please rate each item listed below on a scale of 1-5.
1 is of highest importance, 5 lowest)*

Increased local autonomy for schools
e.g. staff appointments/ appraisal, resource allocation, environmental 'control'

New national curriculum

Increased accountability to community /BoT

More complex, managerial responsibilities

Influence of new agencies (eg SES, ERO)

Other (*please specify*)

5 : 2

Since the educational changes introduced in 1989, which of the following activities do you think have involved principals more, the same, or less than before? (Tick)

	More	Same	Less
School finances/resource planning	<hr/>	<hr/>	<hr/>
Written communication	<hr/>	<hr/>	<hr/>
(a) With staff	<hr/>	<hr/>	<hr/>
(b) With parents	<hr/>	<hr/>	<hr/>
(c) With 'others'	<hr/>	<hr/>	<hr/>
Oral communication	<hr/>	<hr/>	<hr/>
(a) With staff	<hr/>	<hr/>	<hr/>
(b) With parents	<hr/>	<hr/>	<hr/>
(c) With 'others'	<hr/>	<hr/>	<hr/>
Staff appointments	<hr/>	<hr/>	<hr/>
Staff appraisal/ discipline	<hr/>	<hr/>	<hr/>
Interactions with children	<hr/>	<hr/>	<hr/>
Working beside children	<hr/>	<hr/>	<hr/>
Educational <u>leadership</u>	<hr/>	<hr/>	<hr/>
School <u>management</u> tasks	<hr/>	<hr/>	<hr/>
Meetings with individual parents	<hr/>	<hr/>	<hr/>
Meetings with Board of Trustee members (<i>compared to School Committees</i>)	<hr/>	<hr/>	<hr/>

5 : 3

What incentives would make you reconsider your current job and encourage you to return to or to take up the position of a primary school principal? (Tick)

Improved salary scales _____

Improved working conditions _____
(Lighter workload expected)

More professional support systems available _____

Greater recognition (status) given to the
position by N Z society _____

More opportunities to work with children _____

New educational career paths _____

Provision of an 'as of right' trained
administrator to provide assistance
with non - curricula /staff/student issues
(such as maintenance, finance, etc...) _____

More opportunities to be involved with
teachers in planning programmes and activities _____

Other (*please specify*) _____

In this questionnaire you have been asked some questions about your career directions. Should you wish to comment further, please use the space below.

General Comments

Thank you very much for participating in this research project. Please ensure that you have completed all of the relevant questions in the questionnaire. I would be grateful if you would return it to me as soon as possible in the reply paid envelope.

Your assistance is greatly appreciated. Thank you again for your help.

Roz Palmer

APPENDIX 4

July 1996 THE EX-PRINCIPALS INTERVIEWS

Background

In this interview I'd like to explore more deeply the reasons why you left teaching for another job, what you enjoyed about the principal's role and what aspects did not appeal. I'd also like to discuss how the changes introduced since 1989 have impacted on your life and what would encourage you to reconsider a return to a principal's position.

The principal's role:

1. How would you describe the role of the principal, as a school manager, or an educational leader? Why?

What leadership roles were important?

What management roles were important?

2. What curriculum role did you take within your school?
(Check for delegations.)

3. What practical support did you get from others who worked within your school? (e.g. senior staff/ executive officer)

Were there any aspects of the work required of you which could have been done by others?

What barriers prevented that from happening?

4. What are the positive aspects of the role of the primary principal today?

What did you enjoy most? (Probe for reasons)

5. What are the negative things about the role of the primary principal today?

What did you enjoy least? How could these have been improved?

Educational changes which have influenced the traditional role of the primary principal.

1. What factors or changes caused you to become disillusioned with the role of a principal? (Probe '*Tomorrows Schools*' changes).
2. What were the most rewarding aspects of your principal's job?
3. Were there things that you would have liked to have achieved, changed, introduced or continued, but weren't able to?

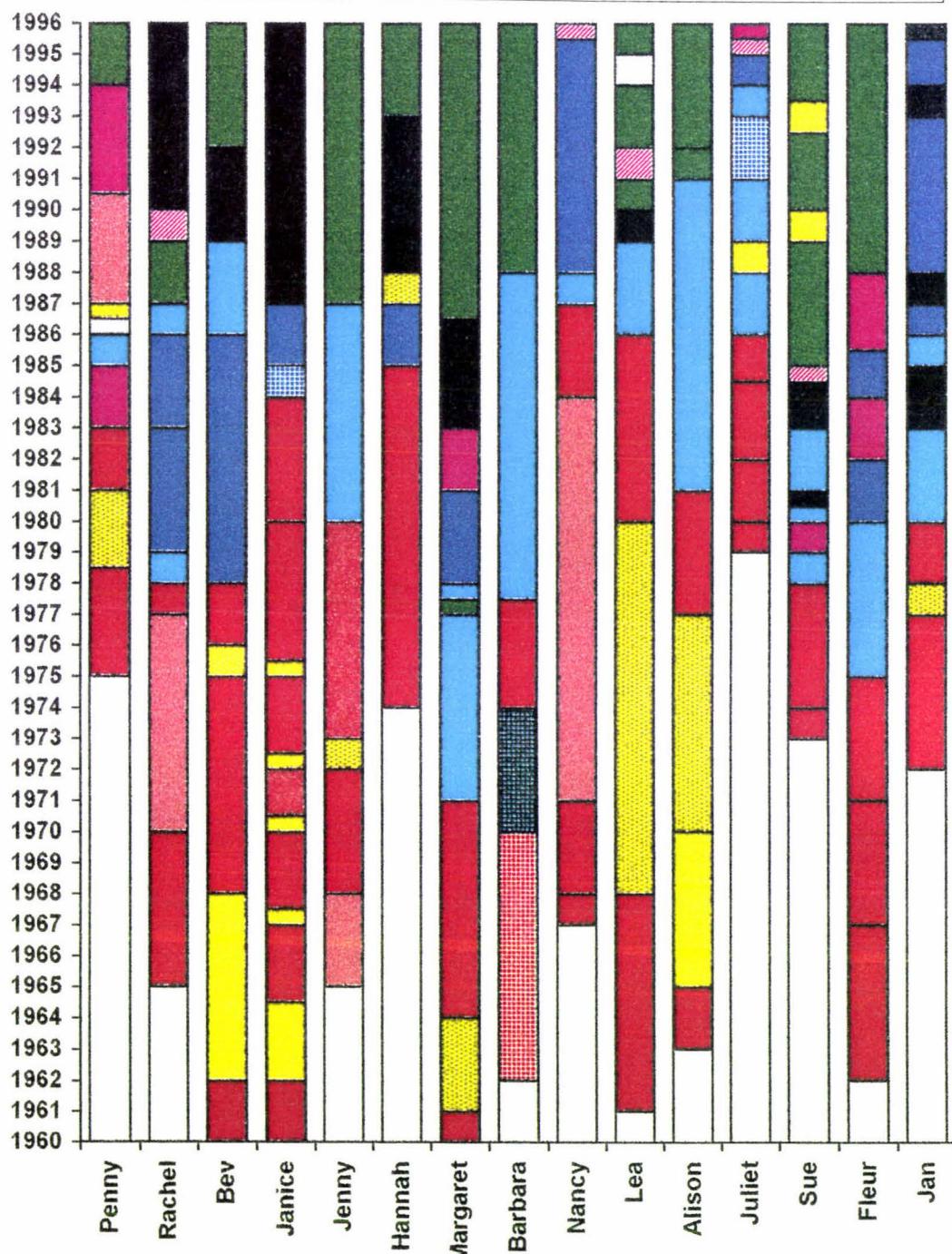
Why was this?

4. What were the main barriers which prevented you from carrying out your daily school management responsibilities?
5. What kind of relationships did you establish with your Boards of Trustees?
 - Did the Boards understand their governance role?
 - Did they understand your role?

Career Change Decision (Exit from teaching)

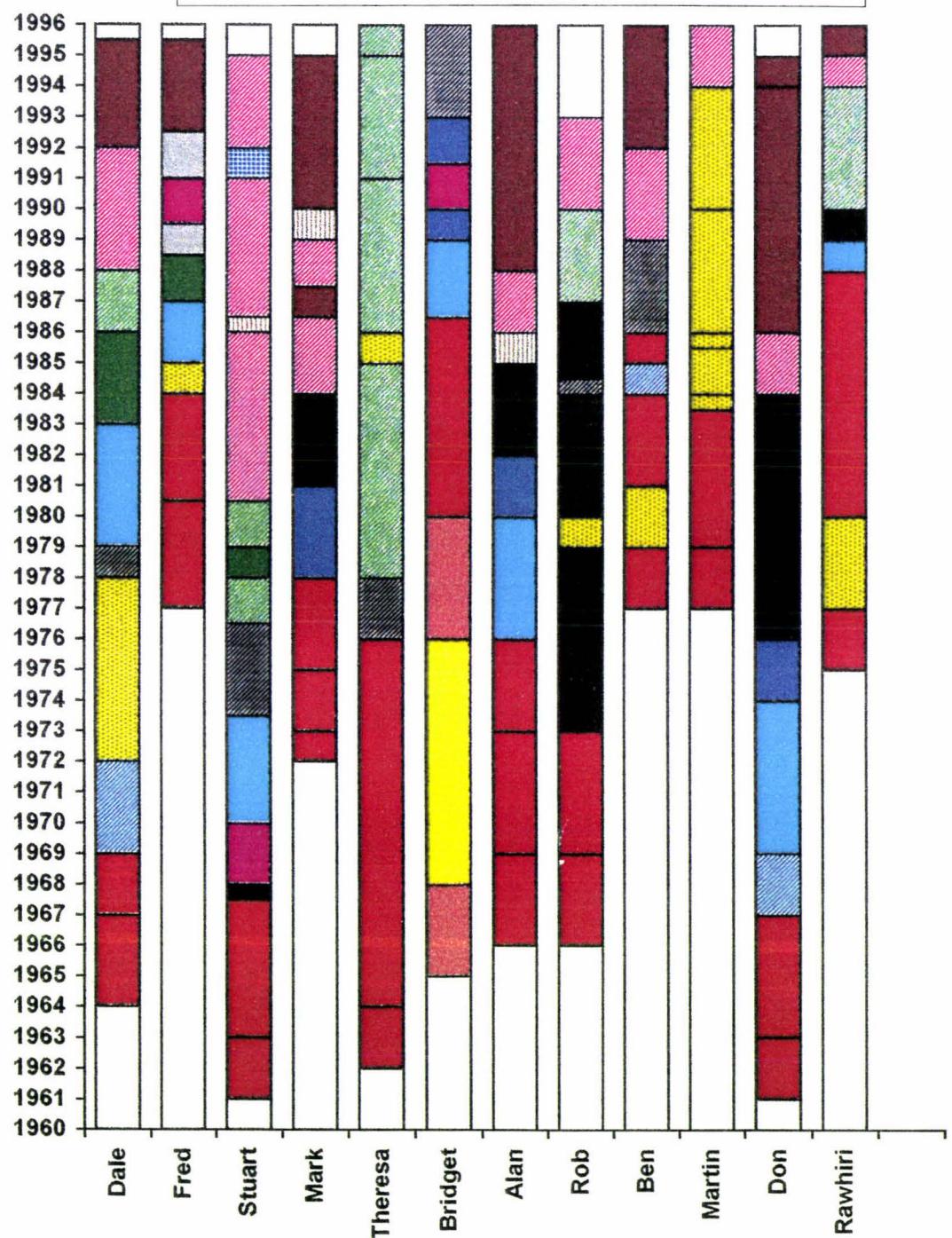
1. Did your decision to change career happen quickly, or did it happen over a period of time?
 - What factors contributed to this decision?
 - Who, if anyone, influenced your decision?
2. Was there a specific ‘critical’ incident/ catalyst which finally pushed you into doing something about changing your career direction? If so, what was it?
3. What, in a nutshell, is your view of why primary principals are leaving teaching and why increasing numbers of highly successful AP/DPs appear not to be applying for principal’s positions?
4. What incentives would influence you to re-consider applying for another principalship position?

Career Paths: Deputy Principals (Sample B)



APPENDIX 6

Career Paths: Ex-principals (Sample A)



APPENDIX 5

Key: Career Paths

- Inspector of Schools
- Principal - G5
- Principal - G4
- Principal - G3
- Principal - G2
- Principal - G1
- Deputy or Associate Principal - G3
- Deputy or Associate Principal - G2
- Deputy or Associate Principal - G1
- Senior Teacher
- Teacher Scale A
- Lecturer/Adviser/RTR/Contract Facilitator
- Curric. Contract Leader/Teacher Centre Director
- Overseas Teaching (incl. fellowships/exchanges)
- NZ Study/Awards
- Maternity/Family Reasons/"Time Out"
- Part-time teaching NZ and Overseas
- Senior Teacher - Overseas
- Teacher Scale A - Overseas

APPENDIX 8

Increased role complexity
& management tasks

PRINCIPAL'S
ROLE

Increased autonomy

Lack o

Increased \$ responsibility

Appointing staff to fit
school culture

New skills

Incr. Comp.