



Working Conditions Survey: A Closer Look at the Perspectives of
Current School Leaders from Four Louisiana School Districts

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for
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by

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INTRODUCTION

The scarcity of well-prepared educational leaders is an issue often discussed in K-12 schools, school district offices, state departments of education, and university settings across the country (Hammond, Muffs, & Sciascia, 2001; McCreight, 2001). However, at least one study (Roza, 2003) found that, in spite of pervasive conversations about a widespread shortage of principals, shortages may more of a perception than a major concern. The greater issue may be the need for a new kind of leader – one who understands the unique challenges of educating the new generation student in an age of accountability. This type of leader does not rely solely on a managerial skill set. He or she must be a visionary, collaborative leader. However, this type of leadership can only exist if it is supported.

Background of the Study

Louisiana State University in Shreveport accepted the charge from the Wallace Foundation, the Office of the Governor, and the Louisiana Board of Regents to gather data which would identify conditions that support educational leaders. The study focused on four school districts in Louisiana selected by the Board of Regents. Selected districts represented four distinct geographical portions of the state – northwest, south central, central, and southeast Louisiana.

Purpose, Goal, and Objectives

The purpose of this study was to gather data to identify conditions that support educational leaders as they strive to increase the achievement of students in four school

districts in Louisiana. Results from this study will assist districts, universities, and the state in identifying policies and procedures to support educational leaders.

The goal was to gather data to determine what specific conditions are needed to support effective educational leaders in Louisiana in their ongoing mission of increasing student achievement.

The study focuses upon four objectives:

(1) To determine what encourages, discourages and motivates individuals to pursue educational leadership certification.

(2) To determine what continued support new leaders need after participation in an educational leadership induction program.

(3) To determine what motivates effective leaders to remain within the profession.

(4) To identify additional conditions that can be addressed by universities, districts, and the state to help educational leaders be successful in improving student achievement.

Research Questions

The following research questions guided this study:

(1) What encourages, discourages and motivates individuals to pursue educational leadership certification to attain principal/central office positions?

(2) What continued support do new leaders need after participating in the *Louisiana Educational Leader Induction Program*?

(3) What motivates effective leaders to remain within the profession, and what motivates effective leaders to work in the most challenging schools?

(4) What additional conditions can universities, districts, and the state address to help educational leaders be successful in improving student achievement?

Limitations of the Study

This study measured the responses of school leaders in four Louisiana school districts with regard to their attitudes about working conditions for school leaders in their school district. A limitation to the study can be attributed to respondent bias as a result of the respondents possibly inflating their responses in order to cast a more favorable view on the working conditions in their school (Gall, Borg, and Gall, 1996). Another limitation of the study results from the lack of sufficient responses to the pilot survey to be able to establish internal validity and reliability for the survey instrument.

Selection of Districts and Participants

The study focused on four school districts identified by the Louisiana Board of Regents: Caddo Parish Public School System, Lafayette Parish Public School System, Rapides Parish Public School System, and the Recovery School District. By virtue of holding such positions, it was assumed that all participants hold at least one of the following endorsements: Provisional Principal, Principal, Supervisor of Instruction (old), or Educational Leader – Level 1 or 2 (new).

Caddo Parish

The Caddo Parish Public School System has 74 schools with over 43,000 students. Slightly more than 60% of the students in Caddo Parish qualify for free or reduced lunch. During the 2006-07 school year, there were 3,362 faculty members in Caddo. In 2006-2007, three of the four schools identified in the state as five star schools were in Caddo Parish. However, during this same year, Caddo had 12 schools identified as *Academically Unacceptable* (Louisiana Department of Education Website, 2009). Of the 75 supervisors and administrators issued the Working Conditions Survey in Caddo Parish Public Schools, 24 submitted completed surveys.

Lafayette Parish

State accountability documents for 2006-07 show that Lafayette Parish Public Schools are comprised of 44 schools with an enrollment of 30,255 (Louisiana Department of Education Website, 2009). Approximately 51% of the student population qualifies for free or reduced lunch. There were 2,376 faculty employed in 2006 and only one Lafayette Parish School was deemed *Academically Unacceptable*. Of the 115 educational leaders asked to participate in the survey, a total of 60 replied with completed surveys.

Rapides Parish

Rapides Parish Public School System showed 52 public schools with an enrollment of 23,763 in the 2006-07 School Report Card (Louisiana Department of Education Website, 2009). Nearly 65% of the student population qualifies for free or reduced price lunch. Three schools were labeled *Academically Unacceptable* in 2006-07. Of the 50 applicants issued the Working Conditions Survey, 20 educational leaders responded.

Recovery School District

The Recovery School District (RSD) was created by the Louisiana Legislature in 2003 in an effort to transform unsuccessful schools into schools which demonstrate student achievement. These schools are administered by the Louisiana Department of Education. For the 2008-09 school year, the RSD operated 33 traditional schools and 33 charter schools, with the bulk of the schools located in Orleans Parish. The RSD has four schools in East Baton Rouge Parish and one in Pointe Coupee Parish. Ten additional schools will be added to the district during the 2009-10 school year. Two of these schools are in Caddo Parish and eight schools from East Baton Rouge Parish will join the RSD. Twenty-one of the 61 educational leaders from the RSD completed the survey.

Data Collection

A total of 125 supervisors/ administrators responded to an electronic survey (See Appendix A). Nine items of the survey explored demographic data. There were ten items which addressed the following questions:

- (1) What encourages, discourages, and motivates individuals to pursue educational leadership certification?
- (2) What continued support do new leaders need after participation in an educational leadership induction program?
- (3) What motivates effective leaders to remain within the profession?
- (4) What additional conditions should universities, districts, and the state address to help educational leaders be successful in improving student achievement?

FINDINGS

Results

For this section, the results from the statistical analyses will follow a specific format. First, the descriptive statistics of the participants or survey respondents will be listed. Next, we will display any significant t-test and ANOVA findings for the eight main survey questions. These were designed to assess which factors based on group differences our participants deemed to be motivating and discouraging while maintaining or pursuing educational leadership positions. Finally, a number of regression models were done to determine if there are any significant predictors of satisfaction and discontent levels associated with educational leadership positions.

Descriptive Statistics

A snapshot of the participants in this study can be achieved through the use of descriptive statistics. Of the 125 educational leadership position respondents, 44 listed themselves as male with 81 as female. Moreover, for ethnic classification, we had 72 Caucasians, 49 African-Americans, 2 Hispanics with another 2 listed as “other”. Parish location was considered acceptable with respondents numbering 24 from Caddo, 60 from Lafayette, 20 from Rapides, and 21 from Recovery School District. The remainder of our respondent frequencies is listed below.

Table 1

Frequency Distribution for Ethnicity and Gender

Ethnicity	Gender	Total	N
African American	Male	17	49
	Female	32	
Caucasian	Male	26	72
	Female	46	
Hispanic	Male	1	2
	Female	1	
Other	Male	0	2
	Female	2	

Table 2

Frequency Distribution for Type of Certification

Type of Certification	N
Principal, Supervision (old)	111
Educational Leader (new)	10
Out-of-State Principal/Superintendent	4

Table 3

Frequency Distribution for Free/Reduced Price Lunch

Percentage of Free/Reduced Lunch	N
Less than 50%	24
51- 75%	33
76-100%	57
Missing Data	11

Table 4

Frequency Distribution for Work Location

School Location	N
Urban	75
Rural	33
Multiple Schools	5
Central/District Office	12

Table 5

Frequency Distribution for Years of Service

Years of Admin. Service	N
0-2 years	15
3-5 years	29
6-10 years	34
11 or more years	47

Table 6

Frequency Distribution for Job Satisfaction

Overall Personal Satisfaction	N
Very Satisfied	67
Somewhat Satisfied	47
Somewhat Dissatisfied	7
Very Satisfied	4

Inferential Analyses

The 125 participants responded to eight core survey questions designed to measure levels of satisfaction, dissatisfaction, and any other conditions that may be applied at the university, school district, or state level. Respondent comparisons are based on gender, ethnicity, years of service, certification type, parish, location where perform primary duties,

percentage of student population receiving free or reduced lunch, and overall satisfaction of one's job.

Open-ended responses could be submitted if participants' responses did not match provided choices. These were analyzed using a modified qualitative method. The comments were examined to identify additional information not anticipated by the researchers. At times responses were reiteration of survey choices; however, several offered different ideas.

1. Select the three most important motivational factors which contributed to your decision to pursue educational leadership certification in order to obtain employment as a school leader/administrator.

Responses to this question only generated four significant findings. The potential for higher earnings was found to be significant, $F(3, 121) = 2.957, p = .035$. Although the post hoc analysis was close to significance, $p = .081$, respondents who were somewhat satisfied ($N = 47, M = .53, SD = .504$) rated this higher than those who indicated they were very satisfied ($N = 67, M = .31, SD = .467$).

Second, the desire for power/prestige associated with a leadership/administrative position was significant based on location where primary duties are performed, $F(3, 121) = 4.52, p = .005$. Respondents from multiple schools ($N = 5, M = .40, SD = .548$) rated this significantly higher than respondents located in urban areas ($N = 75, M = .03, SD = .162$), post hoc analysis $p = .002$, rural areas ($N = 33, M = .06, SD = .242$), post hoc analysis $p = .01$, or at the central district office ($N = 12, M = .08, SD = .289$), post hoc analysis $p = .041$.

Third, the potential for higher earnings based on percentage of students receiving free or reduced lunch was significant, $(F2, 111) = 8.461, p = .001$. Educational leaders with a student

population less than 50% that receives free or reduced lunch ($N = 24$, $M = .54$, $SD = .509$) rated the potential for higher earnings as a motivator significantly higher than educational leaders in a student population where 76 – 100% receive free or reduced lunch ($N = 57$, $M = .19$, $SD = .398$), post hoc analysis $p = .006$.

Furthermore, educational leaders with a student population where 51 – 75% of the student population receives free or reduced lunch ($N = 33$, $M = .55$, $SD = .506$) rated this same measure as a motivator significantly higher than educational leaders in a student population where 76 – 100% receive free or reduced lunch ($N = 57$, $M = .19$, $SD = .398$), post hoc analysis $p = .002$. Finally, the need for a new challenge based on the percentage of students that receive free or reduced lunch was significant, $F(2, 111) = 5.239$, $p = .007$. Educational leaders with a student population between 76 – 100 % that receives free or reduced lunch ($N = 57$, $M = .65$, $SD = .481$) rated the need for a new challenge as a motivating factor significantly higher than educational leaders in a student population where 51 – 75% receive free or reduced lunch ($N = 33$, $M = .33$, $SD = .479$), post hoc analysis $p = .009$.

In addition, educational leaders with a student population where less than 50% of the student population receives free or reduced lunch ($N = 24$, $M = .67$, $SD = .482$) rated this same measure as a motivator significantly higher than educational leaders with a student population where 51 – 75% receive free or reduced lunch ($N = 33$, $M = .33$, $SD = .479$), post hoc analysis $p = .029$.

Ten participants provided additional comments for this item. Of these, two comments revealed that their leadership is viewed as professional growth; and two respondents consider the position a “calling”. Three participants indicated that were motivated to pursue

educational leadership certification and subsequent leadership roles because they were encouraged to do so by a mentor or former administrator.

2. Select the three most important factors which discouraged you from seeking educational leadership certification/employment as a school leader/administrator.

This survey question had a number of significant results. For ethnicity, Caucasians (N = 72, M = .57, SD = .499) rated maintaining a balance between work and personal life as a discouraging factor significantly higher than African-Americans (N = 49, M = .33, SD = .474), $F(3, 121) = 3.66$, $p = .014$, post hoc analysis $p = .038$. Furthermore, African-Americans (N = 49, M = .16, SD = .373) rated lack of support from the central office as a discouraging factor significantly higher than Caucasians (N = 72, M = .04, SD = .201), $F(3, 121) = 3.121$, $p = .029$.

Maintaining a balance between work and personal life was again found to be a significant discourager based on years of service, $F(3, 121) = 4.048$, $p = .009$, post hoc analysis $p = .109$. Respondents with 11 years of service or more (N = 47, M = .62, SD = .491) rated this significantly higher than those with 3 – 5 years of service (N = 29, M = .24, SD = .435), post hoc analysis $p = .007$.

Next, school board politics deemed as a discouraging factor based on percentage of the student population that receives free or reduced lunch reached significance, $F(2, 111) = 4.473$, $p = .014$. Educational leaders with a student population where less than 50% receives free or reduced lunch (N = 24, M = .75, SD = .442) rated school board politics as a discouraging factor significantly higher than schools with student populations between 51 – 75% receiving free or reduced lunch (N = 33, M = .36, SD = .489), post hoc analysis $p = .01$.

Finally, accountability demands placed on school leaders based on parish surveyed was significant, $F(3, 121) = 2.687$, $p = .05$. Although post hoc analyses was close to significance, $p = .083$, respondents from Caddo Parish ($N = 24$, $M = .58$, $SD = .504$) rated this as a discourager higher than the respondents from Recovery School District ($N = 21$, $M = .24$, $SD = .436$).

The next several findings are considered not significant, but they are worth being mentioned. Respondents with 6 – 10 years of service ($N = 34$, $M = .65$, $SD = .485$) rated the school political environment as a discouraging factor higher than those with 2 years or less experience ($N = 15$, $M = .27$, $SD = .458$), $F(3, 121) = 2.408$, $p = .07$, post hoc analysis $p = .068$. Participants with 11 or more years experience ($N = 47$, $M = .15$, $SD = .36$) rated the amount of time and money to pursue certification as a discouraging factor higher than those with 3-5 years experience ($N = 29$, $M = .00$, $SD = .00$), $F(3, 121) = 2.396$, $p = .072$, post hoc analysis $p = .138$.

Individuals with the newer Educational Leader certification type ($N = 10$, $M = .30$, $SD = .483$) rated lack of support from the central office as a discouraging factor higher, $F(2, 122) = 2.81$, $p = .064$, than those with the older certification of Principalship or Supervisor of Instruction ($N = 111$, $M = .08$, $SD = .274$), post hoc analysis $p = .063$.

Eleven participants commented on factors that could have discouraged their decisions to enter educational leadership. Seven simply used the opportunity to affirm their decisions to become school/district leaders by stating they were not discouraged. One person indicated that family life (e.g., children) was a reason for delaying pursuit of the certification and position. Two others listed the lack of understanding and support from district level. Another expressed frustration with extreme scrutiny and premature accusations by academic auditors.

3. What continued support do new leaders need after participating in the Louisiana Educational Leader Induction Program?

A significant main effect, $F(3, 121) = 4.079$, $p = .008$, was found for ethnicity with African-Americans ($N = 49$, $M = .24$, $SD = .434$) rating continued support with opportunities and assistance in beginning involvement in state and regional organizations significantly higher than Caucasians ($N = 72$, $M = .06$, $SD = .231$), post hoc analysis $p = .014$.

Individuals with 6 – 10 years experience ($N = 34$, $M = .65$, $SD = .485$) rated continued support regarding assistance with time management related to job responsibilities significantly higher than those with 11 years or more service ($N = 47$, $M = .34$, $SD = .479$), $F(3, 121) = 2.756$, $P = .045$, post hoc analysis $p = .032$.

Finally, continued support for faculty members from administration was found to be significant based on parish, $F(3, 121) = 2.782$, $p = .044$. Respondents from Recovery School District ($N = 21$, $M = .19$, $SD = .402$) rated this significantly higher than respondents from Lafayette Parish ($N = 60$, $M = .03$, $SD = .181$), post hoc analysis $p = .054$.

Based on our analyses, we found three additional findings close to significance. Regarding opportunities and assistance in beginning involvement in state and regional professional organizations, this was close to significance, $F(3, 121) = 2.588$, $p = .056$, with respondents from Recovery School District ($N = 21$, $M = .29$, $SD = .463$) rating this higher than those from Rapides Parish ($N = 20$, $M = .00$, $SD = .00$), post hoc analysis $p = .038$.

Next, assistance in becoming familiar with state-level accountability standards and procedures based on overall job satisfaction neared significance, $F(3, 121) = 2.367$, $p = .074$.

Those who were very satisfied with their positions (N = 67, M = .51, SD = .504) rated this higher than those who were very dissatisfied (N = 4, M = .00, SD = .00), post hoc analyses $p = .19$.

Last, based on level of overall job satisfaction, respondents who were somewhat dissatisfied (N = 7, M = .43, SD = .535) rated continued support with opportunities and assistance in beginning involvement in state and regional professional organizations higher than those who are very satisfied (N = 67, M = .09, SD = .288), $F(3, 121) = 2.334$, $p = .077$, post hoc analysis $p = .06$.

When asked about needed support from the state via the Louisiana Educational Leader Induction Program, five participants offered additional factors. One person mentioned the desire for leadership and cleared direction from the Louisiana Department of Education. Several expressed the need for communication strategies to utilize with various groups (e.g., school-level faculty/staff, parents, community, and central office supervisors).

4. What motivates effective school leaders to remain in the profession?

This question had the only significant t-test found during the analyses based on gender. Women (N = 81, M = .96, SD = .19) are motivated significantly more to remain in their positions than men (N = 44, M = .75, SD = .438) based on a personal belief in the value of the work performed, $t(123) = 3.779$, $p = .001$.

For the ANOVA analyses, several significant findings were found. Stepping stone for career progression based on parish was significant, $F(3, 121) = 4.671$, $p = .004$. Respondents from Lafayette Parish (N = 60, M = .22, SD = .415) rated this significantly higher than respondents from both Rapides Parish (N = 20, M = .00, SD = .00), post hoc analysis $p = .033$, and Recovery School District (M = 21, M = .00, SD = .00), post hoc analysis $p = .029$.

Moreover, viewed as a stepping stone for career progression was significant based on percentage of student population that receives free or reduced lunch, $F(2, 111) = 7.272$, $p = .001$. Educational leaders with a student population with less than 50% receiving free or reduced lunch ($N = 24$, $M = .29$, $SD = .464$) rated this significantly higher than educational leaders who have student populations that receive 76 – 100% free or reduced lunch ($N = 57$, $M = .02$, $SD = .132$), post hoc analysis $p = .001$.

Decent salaries with potential for increased earnings was viewed as significant for remaining to stay, $F(3, 121) = 3.127$, $p = .028$, with Lafayette Parish ($N = 60$, $M = .42$, $SD = .497$) rating this significantly higher than Recovery School District ($N = 21$, $M = .10$, $SD = .301$), post hoc analysis $p = .03$. Decent salaries with potential for increased earnings was also significant based on location where primary duties are performed, $F(3, 121) = 3.836$, $p = .012$. Individuals in the central district office ($N = 12$, $M = .67$, $SD = .492$) rated this significantly higher than those in urban ($N = 75$, $M = .28$, $SD = .452$), post hoc analysis $p = .033$, and rural ($N = 33$, $M = .21$, $SD = .415$) areas, post hoc analysis $p = .017$.

Finally, decent salaries with potential for increased earnings was significant, $F(3, 121) = 4.036$, $p = .006$, regarding overall job satisfaction with those who are somewhat satisfied ($N = 47$, $M = .49$, $SD = .505$) rating this significantly higher than those who are very satisfied ($N = 67$, $M = .22$, $SD = .42$), post hoc analysis $p = .012$.

When asked about factors motivating the participants to stay in the profession, ten additional comments were received. Most comments centered on helping others – students, parents, teachers, and the broader society. Words like *passion*, *dedication*, and *commitment* were used.

5. *What motivates school leaders to work in the most challenging schools?*

The only significant finding was for dedication to the students based on percentage of student population that receives free or reduced lunch, $F(2, 111) = 3.323$, $p = .04$. Educational leaders who maintain a student population where 51 – 75% receives free or reduced lunch ($N = 33$, $M = .94$, $SD = .242$) rated this significantly higher than those educational leaders with a student population where less than 50% receives free or reduced lunch ($N = 24$, $M = .71$, $SD = .464$), post hoc analysis $p = .035$.

A few findings, however, were close to significance. The challenge of improving academic performance based on certification type neared significance, $F(2, 122) = 2.89$, $p = .059$. Participants possessing the newer Educational Leader certification type ($N = 10$, $M = 1.00$, $SD = .00$) rated this higher than old certification types ($N = 111$, $M = .70$, $SD = .459$), post hoc analysis $p = .101$.

Remaining in a challenging school based on parish because of student dedication was close to significance, $F(3, 121) = 2.334$, $p = .077$. Respondents from the Recovery School District ($N = 21$, $M = .10$, $SD = .301$), out of dedication to the students, rated this higher than Lafayette Parish ($N = 60$, $M = .00$, $SD = .00$), post hoc analysis $p = .068$.

Finally, dedication to the profession based on years of service was close to significance, $F(3, 121) = 2.295$, $p = .081$. Those with 6 – 10 years of service ($N = 34$, $M = .88$, $SD = .327$) rated this higher than those with 3 – 5 years of service ($N = 29$, $M = .62$, $SD = .494$), post hoc analysis $p = .16$.

Three participants included comments about motivation to work in challenging schools. Two reiterated survey item choices of dedication to students and community membership. One person designated enhanced salaries as an additional motivator.

6. What additional conditions can universities address to help educational leaders be successful in improving school achievement?

Based on certification type, providing specific professional development opportunities for school leaders in curriculum and instruction was significant, $F(2, 122) = 4.571, p = .012$. Participants possessing the newer certification types ($N = 10, M = 1.00, SD = .00$) rated this significantly higher than both old certification types ($N = 111, M = .75, SD = .436$), post hoc analysis $p = .057$, and out of state principals ($N = 4, M = .25, SD = .50$), post hoc analysis $p = .009$.

Providing information regarding classroom management based on parish was significant, $F(3, 121) = 6.076, p = .001$. Recovery School District ($N = 21, M = .24, SD = .436$) rated this significantly higher than Caddo ($N = 24, M = .00, SD = .00$), post hoc analysis $p = .002$, Lafayette ($N = 60, M = .02, SD = .129$), post hoc analysis $p = .001$, and Rapides ($N = 20, M = .05, SD = .224$) parishes, post hoc analysis $p = .033$.

Providing specific professional development opportunities for school leaders on utilizing data to drive decision-making based on certification type was close to significance, $F(2, 122) = 2.751, p = .068$. Participants holding old certification types ($N = 111, M = .78, SD = .414$) rated this higher than new certification types ($N = 10, M = .50, SD = .527$), post hoc analysis $p = .103$.

Participants provided additional comments related to assistance from higher education. In addition to the professional development options provided in the survey item, participants

listed the need for follow-up and monitoring. Additionally, participants conveyed the need for colleges and universities to focus on behavioral management in teacher preparation programs.

7. What additional conditions can school districts address to help educational leaders be successful in improving school achievement?

Based on parish, there was significance for allowing more decisions to be made at the school building level, $F(3, 121) = 3.759$, $p = .013$. Recovery School District ($N = 21$, $M = .95$, $SD = .218$) rated this measure significantly higher than Lafayette ($N = 60$, $M = .63$, $SD = .486$), post hoc analysis $p = .035$, and Rapides ($N = 20$, $M = .50$, $SD = .513$), post hoc analysis $p = .011$, parishes.

Based on certification type, significance was shown for school districts providing additional financial support for targeted academic programs, $F(2, 122) = 4.497$, $p = .013$. New certification types ($N = 10$, $M = 1.00$, $SD = .00$) rated this significantly higher than old certification types ($N = 111$, $M = .74$, $SD = .441$), post hoc analysis $p = .067$, and out of state principals ($N = 4$, $M = .25$, $SD = .50$), post hoc analysis $p = .01$.

Finally, school districts providing additional financial support was significant for ethnicity, $F(3, 121) = 3.147$, $p = .028$. African-Americans ($N = 49$, $M = .88$, $SD = .331$) rated this significantly higher than Caucasians ($N = 72$, $M = .65$, $SD = .479$), post hoc analysis $p = .027$.

When asked about needed support from the local school districts, all seven respondents indicated the desire for more site-based decision making related to curriculum. One person also described an unkept promise for reward money based on improved School Performance Scores.

8. *What additional conditions can the state address to help educational leaders be successful in improving school achievement?*

Removing superfluous and unnecessary reporting requirements was significant based on years of service, $F(3, 121) = 5.033$, $p = .003$. Those with 6 – 10 years of service ($N = 34$, $M = .94$, $SD = .239$) rated this significantly higher than those with 3 – 5 years of service ($N = 29$, $M = .69$, $SD = .471$), post hoc analysis $p = .012$. Removing superfluous and unnecessary reporting requirements was also significant by parish, $F(3, 121) = 2.78$, $p = .044$. The respondents from Rapides Parish ($N = 20$, $M = 1.00$, $SD = .00$) rated this significantly higher than the respondents from Recovery School District ($N = 21$, $M = .71$, $SD = .463$), post hoc analysis $p = .031$.

Although close to significance, providing a more equitable system for funding education in the state was found based on percentage of student population receiving free or reduced lunch, $F(2, 111) = 2.82$, $p = .064$. Those with a student population where 76 – 100% receives free or reduced lunch ($N = 57$, $M = .72$, $SD = .453$) rated this measure higher than those with a student population that receives free or reduced lunch ($N = 33$, $M = .48$, $SD = .508$), post hoc analysis $p = .064$.

Furthermore, providing a more equitable system for funding education in the state based on overall job satisfaction was observed, $F(3, 121) = 2.401$, $p = .071$. Those who are somewhat dissatisfied ($N = 7$, $M = 1.00$, $SD = .00$) rated this higher than those who are very satisfied ($N = 67$, $M = .60$, $SD = .494$), post hoc analysis $p = .149$, and somewhat satisfied ($N = 47$, $M = .60$, $SD = .496$), post hoc analysis $p = .16$.

Overwhelmingly, accountability and equity were the broad issues responding participants considered as the area in which the state could address to help educational leaders

be successful in improving student achievement. High student mobility rates, “at risk” school funding, and flexibility of options for non-college bound students were specific concerns listed.

9. Include any additional comments you wish to make regarding working conditions for school leaders in Louisiana?

The statistical analyses for this question were not significant, but one finding was close to significance based on percentage of student population that receives free or reduced lunch, $F(2, 16) = 3.164, p = .07$. Educational leaders with a 76 – 100 % student population that receives free or reduced lunch ($N = 11, M = 3.54, SD = 1.03$) made more additional comments (additional comment numbers 2 – 5) higher than a 51 – 75% student population that receives free or reduced lunch ($N = 2, M = 1.00, SD = .00$), post hoc analysis $p = .058$

Comment	Frequency
Less red tape	3
Too much student transferring	2
Need for teacher mentoring	3
Address disconnect with administration	7
Additional pay for work performed	4

Regression modeling

The final phase of our statistical analyses involved creating regression models to predict levels of overall job satisfaction based on the survey responses. Not only does the regression concept pinpoint the factors that are significant predictors, it also gives us the percentage of accounted variance. After running a series of regression analyses, all but a few were not significant.

When attempting to predict level of overall job satisfaction based on motivating factors and parish location, we found significance for Rapides, $F(7, 12) = 5.55$, $P = .005$ with 76.4 % of the accounted variance. The beta weight or motivating factor that led to this finding was potential for higher earnings, $B = .585$, $t(19) = 2.558$, $p = .025$, and the need for a new challenge, $B = .778$, $t(19) = 3.674$, $p = .003$. Regression results for all of the remaining motivating factors by parish were not significant.

Continued support as a predictor of number of service years did yield several interesting findings. First, the amount of continued support was found to be a significant predictor of those with 6 – 10 years of experience, $F(8, 25) = 3.526$, $p = .007$ with 53% of the accounted variance. The opportunities and assistance in beginning involvement in state and regional professional organizations had a beta weight of 1.583, $t(34) = 4.664$, $p = .001$.

Regarding continued support we had two more findings that were close to significance and warrant mention. Close to significance, $F(8, 15) = 2.569$, $p = .055$, continued support was predictive of education leaders in Caddo Parish ($N = 24$). Caddo Parish had good beta weights, $-.838$, $t(23) = -2.086$, $p = .054$, regarding more opportunities for networking with other school leaders to share experiences and for assistance in becoming familiar with state-level accountability standards and procedures, $B = .898$, $t(23) = 2.746$, $p = .015$. Total percentage of variance for Caddo Parish was 57.8%. Next, continued support as a predictor of job satisfaction in Caucasian males was close to significance, $F(8, 17) = 2.238$, $p = .078$. Judging by their beta weights Caucasian males ($N = 26$) desired personal mentoring from an experienced school leader, $B = -.1531$, $t(25) = -3.442$, $p = .003$, and opportunities and assistance beginning

involvement in state and regional professional organizations, $B = -1.838$, $t(25) = -2.179$, $p = .044$.

Total percentage of accounted variance for Caucasian males was 51.3%.

DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to find answers for the four research questions posited by the Board of Regents:

1. What encourages, discourages, and motivates individuals to pursue educational leadership certification to attain principal/central office positions?
2. What continued support do new leaders need after participating in the *Louisiana Educational Leader Induction Program*?
3. What motivates effective leaders to remain within the profession, and what motivates effective leaders to work in the most challenging schools?
4. What additional conditions can universities, districts, and the state address to help educational leaders be successful in improving student achievement?

Comparisons were made between responses from the various demographic groups in four Louisiana school districts identified through the survey to determine what differences, if any, existed that could be attributed to those demographic groups.

The Working Conditions Survey, developed by the researchers for this project, was used to gather data from the Principals and Educational Leaders in the four school districts participating in the study regarding which motivators encouraged them to become school leaders, which motivators influenced them to remain in school leadership positions, and which factors discouraged them from becoming school leaders. The respondents were also asked to indicate their current level of satisfaction with their school leadership position and what professional services their school district, universities, and the state could provide that would provide a greater level of support to new school leaders. The survey was divided into two sections that gathered demographic data followed by the eight core questions related to the research questions listed above. A final open-ended question allowed respondents to provide

any additional comments they wished to make concerning working conditions for school leaders in Louisiana.

Discussion of Results

Research Question 1

What encourages, discourages, and motivates individuals to pursue educational leadership certification to attain principal/central office positions? Following is a discussion of the survey items addressing this research question.

Survey Question 10: *Select the three most important motivational factors which contributed to your decision to pursue educational leadership certification in order to obtain employment as a school leader/administrator.*

Frequency of responses

Although not statistically significant, the following frequency of responses was found for this question:

- 104 respondents selected the response: *Desired to have a larger impact on student success;*
- 88 respondents selected the response: *Belief in personal organizational/ leadership skills;*
- 73 respondents selected the response: *Needed a new challenge;*
- 48 respondents selected the response: *Potential for higher earnings;*
- 14 respondents selected the response: *Ready to leave the classroom;*
- Seven respondents selected the response: *Desired the power/prestige associated with a leadership/administrative position;* and
- 18 respondents selected the response: *Other* and supplied a response other than the provided list of responses.

Please refer to Appendix B for a detailed frequency distribution table for this question.

Significant statistical findings

There were four significant findings for this survey item. First, the potential for higher earnings was rated significantly higher by respondents who were somewhat satisfied than by those who were very satisfied with their school leadership position. Second, respondents who worked in multiple school settings ranked the power and prestige of their position significantly higher than did respondents working in urban schools, rural schools, or the central office. Third, both respondents from schools with less than 50% of their students receiving free or reduced price lunch and respondents from schools with 51-75% of their students receiving free or reduced price lunch reported the potential for higher earnings as a motivator at a significantly higher rate than did respondents in schools with 76-100% of their students receiving free or reduced price lunch. Fourth, both respondents from schools with 76-100% of their students receiving free or reduced price lunch and respondents from schools where less than 50% of their students receive free or reduced price lunch reported the need for a new challenge at significantly higher rates than did respondents from schools with 51-75% of their students receiving free or reduced price lunch.

Survey Question 11: *Select the three most important motivational factors which discouraged you from seeking educational leadership certification and obtaining employment as a school leader/administrator.*

Frequency of responses

Although not statistically significant, the frequency of responses for the total group of 125 respondents was:

- 68 respondents selected: *School board politics;*
- 63 respondents selected: *Political environment of the school community;*
- 57 respondents selected: *Maintaining a balance between work and personal life;*
- 50 respondents selected: *Accountability demands placed on school leaders;*

- 34 respondents selected: *Time commitment required by the job;*
- 31 respondents selected: *Social isolation of school leadership;*
- 12 respondents selected: *Investment of time, money, and effort in fulfilling certification requirements;* and
- 12 respondents selected: *Other* and supplied a response other than the ones listed.

Please refer to Appendix B for a detailed frequency distribution table for this question.

Significant statistical findings

This survey question produced a number of significant results:

- Caucasians rated maintaining a balance between work and personal life as a discouraging factor at a significantly higher rate than did African-Americans.
- African-Americans rated lack of support from the central office as a discouraging factor significantly higher than did Caucasians.
- Years of service also was a factor in maintaining a balance between work and personal life with respondents having 11 years of service or more rating this item significantly higher than did those respondents with 3-5 years of service.
- School leaders working in schools with less than 50% of students receiving free or reduced price lunch rated school board politics as a discouraging factor at a significantly higher rate than did those school leaders working in schools where 51-75% of students receive free or reduced price lunch.
- Respondents from Caddo Parish selected accountability demands placed on school leaders at a significantly higher rate than did respondents from the Recovery School District.

Although the following are not considered significant, it is worth noting that:

- Respondents with 6-10 years experience selected the political environment of the school community at a higher rate than did those respondents with 2 years or less experience.
- Respondents with 11 or more years experience selected the amount of time, money, and effort to obtain certification at a higher rate than did those respondents with 3-5 years experience.
- Those respondents with the new certification type reported lack of support from the central office as a discouraging factor more often than those with the old certification type.

Survey Question 12: *What is your overall level of satisfaction with your current school leadership/Administrative position?*

Seven respondents (5% of the total) reported being somewhat dissatisfied with their current position, while four respondents (3% of the total) reported being very dissatisfied with their current position. Over half the respondents (54%) reported being very satisfied with their current position and 38% reported being somewhat satisfied with their current position. Please refer to Appendix B for a detailed frequency distribution for this question.

Research Question 2

What continued support do new leaders need after participating in the Louisiana Educational Leader Induction Program?

Survey Question 13: *What continued support do new leaders need after participating in the Louisiana Educational Leader Induction Program?*

This question on the survey asked respondents to select appropriate responses from a list of responses. Following is a discussion of the findings for this item.

Frequency of responses

Although not statistically significant, the frequency of responses for this question was:

- 92 respondents selected: *More opportunities for networking with other school leaders to share experiences.*
- 86 respondents selected: *Personal mentoring from an experienced school leader.*
- 75 respondents selected: *Assistance in becoming familiar with specific procedures used in my school district.*
- 59 respondents selected: *Assistance with time management related to job responsibilities.*
- 55 respondents selected: *Assistance in becoming familiar with state-level accountability standards and procedures.*
- 34 respondents selected: *Assistance with balancing demands between work and personal life to achieve a healthy lifestyle.*
- 17 respondents selected: *Opportunities and assistance in beginning involvement in state and regional professional organizations.*
- 8 respondents selected: *Other* and provided a response other than the ones provided.

Please refer to Appendix B for a detailed frequency distribution table of responses for this question.

Significant statistical findings

African-Americans rated continued support with opportunities and assistance in beginning involvement in state and regional professional organizations significantly higher than did Caucasians. School leaders with 6-10 years of experience selected continued support with assistance with time management related to job responsibilities at a significantly higher rate

than did school leaders with 11 years or more of experience. In addition, respondents from the Recovery School District rated continued support for faculty members from administration at a significantly higher rate than respondents from Lafayette Parish.

While not statistically significant, the following three findings were close enough to significance to be worth noting. Respondents from Recovery School District rated opportunities and assistance in beginning involvement in state and regional professional organizations higher than did those from Rapides Parish. Next, school leaders who were very satisfied with their positions rated assistance in becoming familiar with state-level accountability standards and procedures higher than school leaders who were very dissatisfied with their positions. Finally, respondents who were somewhat dissatisfied with their positions rated opportunities and assistance in beginning involvement in state and regional professional organizations higher than did respondents who were very satisfied with their positions.

Research Question 3

What motivates effective leaders to remain within the profession, and what motivates effective leaders to work in the most challenging schools?

In the survey instrument, this research question was divided into two separate survey questions. In each survey question, the respondents were asked to select up to three responses from a list of possible responses.

Survey Question 14: *What motivates effective school leaders to remain in the profession?*

Frequency of responses

Although not statistically significant, the frequency of responses for the total group of 125 respondents was:

- 111 respondents chose: *Personal belief in the value of the work performed.*
- 108 respondents chose: *The continued ability to positively affect students' lives and academic performance.*

- 65 respondents chose: *Belief that school stakeholders value the work performed.*
- 39 respondents chose: *Decent salaries with potential for increased earnings.*
- 14 respondents chose: *Stepping stone for career progression.*
- 2 respondents chose: *Status and prestige in the community associated with the position.*
- 7 respondents chose: *Other* and provided a response other than the ones provided.

Please refer to Appendix B for a detailed frequency distribution table of responses for this question.

Significant statistical findings

This question yielded the only significant *t*-test in the study. Women reported being motivated to remain in their positions at a significantly higher rate than men based on a personal belief in the value of the work performed.

ANOVA analyses produced several other significant findings. Respondents from Lafayette Parish rated stepping stone for career progression significantly higher than respondents from either Rapides Parish or the Recovery School District. In addition, considering the stepping stone for career progression variable, school leaders in schools with less than 50% of students receiving free or reduced price lunch rated this factor significantly higher than school leaders in schools with 76-100% of students receiving free or reduced price lunch. Finally, with regard to the decent salaries with potential for increased earnings variable, the researchers found three significant results: (1) respondents from Lafayette Parish rated this factor significantly higher than respondents from the Recovery School District; (2) school leaders located in the central/district office rated this factor significantly higher than school leaders located in either urban or rural schools; and (3) respondents who reported being

somewhat satisfied with their current position rated this factor significantly higher than respondents who reported being very satisfied with their current position.

Survey Question 15: *What motivates school leaders to work in the most challenging schools?*

Frequency of responses

Although not statistically significant, the frequency of responses for the total group of 125 respondents was:

- 109 respondents selected: *Dedication to the student population the school serves.*
- 92 respondents selected: *The challenge of improving academic performance.*
- 90 respondents selected: *Dedication to the profession.*
- 37 respondents selected: *Belief or membership in the community the school serves.*
- 5 respondents selected: *Necessary step for career progression.*
- 3 respondents selected: *Other* and provided a response other than the ones listed.

Please refer to Appendix B for a detailed frequency distribution table of responses for this question.

Significant statistical findings

The only significant finding for this question was that educational leaders who work in schools where 51-75% of students receive free or reduced price lunch rated dedication to the student population the school serves significantly higher than those educational leaders who work in schools where less than 50% of students receive free or reduced price lunch. However, there were three findings that were close to significance and are worth noting here: (1) the challenge of improving academic performance was rated higher by respondents with the new

educational leadership certification type than by respondents with the old certification type; (2) dedication to the student population the school serves was rated higher by respondents from the Recovery School District than by respondents from Lafayette Parish; and (3) dedication to the profession was rated higher by school leaders with 6-10 years or service than by school leaders with 3-5 years of service.

Research Question 4

What additional conditions can universities, districts, and the state address to help educational leaders be successful in improving student achievement?

This research question was addressed by three separate questions on the survey in which respondents were asked to identify any responses from a list of responses provided for each question.

Survey Question 16: *What additional conditions can universities address to help educational leaders be successful in improving school achievement?*

Frequency of responses

Although not statistically significant, the frequency of responses for the total group of 125 respondents was:

- 96 respondents chose: *Providing specific professional development opportunities for school leaders on utilizing data to drive decision-making.*
- 95 respondents chose: *Sharing latest research on best practices for improving student achievement.*
- 94 respondents chose: *Providing specific professional development opportunities for school leaders in curriculum and instruction.*
- 87 respondents chose: *Providing specific professional development opportunities for school leaders in management (e.g.: finance, personnel)*

- 77 respondents chose: *Providing specific professional development opportunities for school leaders in working with special populations (e.g.: special education, ELL, at-risk).*
- 7 respondents chose: *Other* and provided a response different from the ones listed.

Please refer to Appendix B for a detailed frequency distribution table of responses for this question.

Significant statistical findings

Based on certification type, providing specific professional development opportunities for school leaders in curriculum and instruction was rated significantly higher by those respondents with the new types of certification than by both those with the old certification types and out of state certification. Furthermore, Recovery School District respondents rated providing information regarding classroom management significantly higher than did respondents from all three parish school districts. In addition, a finding that was close to significance was that providing specific professional development opportunities for school leaders on utilizing data to drive decision-making was rated higher by respondents with old certification types than by respondents with new certification types.

Survey Question 17: *What additional conditions can school districts address to help educational leaders be successful in improving school achievement?*

Frequency of responses

Although not statistically significant, the frequency of responses for the total group of 125 respondents was:

- 105 respondents selected: *Lessening demands on school leader's time that detract from the primary focus of their leadership position.*

- 93 respondents selected: *Providing additional financial support for targeted academic programs.*
- 83 respondents selected: *Allowing more decisions to be made at the school building level.*
- 71 respondents selected: *Reorganizing district administration to eliminate conflicting directives from the central office.*
- 70 respondents selected: *Providing additional support for improving condition/cleanliness/safety of school facilities.*
- 3 respondents selected: *Other* and provided a response different from the ones listed.

Please refer to Appendix B for a detailed frequency distribution table of responses for this question.

Significant statistical findings

There were three significant findings for this question. First, allowing more decisions to be made at the school building level was rated significantly higher by respondents from the Recovery School District than by respondents from either Lafayette Parish or Rapides Parish. Second, respondents with new certification types rated providing additional financial support for targeted academic programs significantly higher than did respondents with either old certification types or out of state certification. Finally, providing additional financial support for targeted academic programs was also rated significantly higher by African-American respondents than by Caucasian respondents.

Survey Question 18: *What additional conditions can the state address to help educational leaders be successful in improving school achievement?*

Frequency of responses

Although not statistically significant, the frequency of responses for the total group of 125 respondents was:

- 109 respondents chose: Removing superfluous and unnecessary reporting requirements.
- 91 respondents chose: Providing technical assistance in analyzing data for school improvement.
- 79 respondents chose: Providing a more equitable system for funding education in the state.
- 5 respondents selected: *Other* and provided a response different from the ones listed.

Please refer to Appendix B for a detailed frequency distribution table of responses for this question.

Significant statistical findings

Removing superfluous and unnecessary reporting requirements was rated significantly higher by school leaders with 6-10 years experience than by school leaders with 3-5 years experience and also by respondents from Rapides Parish than by respondents from the Recovery School District. In addition, two findings were close to significance concerning the state providing a more equitable system for funding education. Respondents from schools with 76-100% of students receiving free or reduced price lunch rated this variable higher than did respondents from schools where 51-75% of students receive free or reduced price lunch. Also, school leaders who were somewhat dissatisfied with their current position rated this same variable higher than did school leaders who were somewhat satisfied.

Additional Findings

As mentioned earlier, the survey concluded with an open-ended question where respondents could make any additional comments they wished regarding working conditions for

school leaders in Louisiana. The statistical analyses for this question were not significant. However, one finding close to significance was that educational leaders in schools with 76-100% of students receiving free or reduced price lunch were more likely to make additional comments than were educational leaders in schools where 51-75% of students receive free or reduced price lunch. Topics mentioned frequently in the additional comments included the need for less red tape, too much student transferring between schools, the need for teacher mentoring, the need to address the disconnect with district administration, and additional pay for work performed.

Regression modeling

In the final phase of our statistical analysis, regression models were created to predict levels of overall job satisfaction based on the survey responses in an attempt to pinpoint the factors from the survey that are significant predictors. After running the regression analyses, all but a few were not significant. We did find that potential for higher earnings and the need for a new challenge were both significant predictors for overall job satisfaction for respondents from Rapides Parish. In addition, the amount of continued support for new leaders after participating in the Louisiana Leader Induction Program was a significant predictor for those respondents with 6-10 years of service, with opportunities and assistance in beginning involvement in state and regional professional organizations having the most influence as a predictor.

Two additional findings were close enough to significance to be mentioned. The amount of continued support for new leaders after participating in the Louisiana Leader Induction Program was a predictor for those respondents from Caddo Parish, with opportunities for networking with other school leaders to share experiences and for assistance in becoming familiar with state-level accountability standards and procedures carrying the most weight. Also, this same factor was a predictor for overall job satisfaction with Caucasian male respondents with personal mentoring from an experienced school leader and opportunities and assistance beginning involvement in state and regional professional organization

Conclusions

It became apparent to the researchers that the school leaders who participated in this study form a fairly homogenous group who tend to think about the working conditions of their jobs in much the same way. The statistical analysis of the survey data yielded fewer significant differences between sub-groups than were anticipated. The relative lack of significant differences in responses among sub-groups may result from several factors:

- Respondent bias, as noted in the limitations of the study, whether conscious or unconscious, is a well-known limitation of self-reporting survey research (Gall, Borg, and Gall, 1996) and may have caused inflated responses from each sub-group.
- The sample group, school leaders from four Louisiana school districts, may be too narrow in scope and limited to a population that is likely to think along similar lines. Inclusion of a more diverse group of school leaders may have diluted this effect.

Recommendations

Recommendations for future study that should be considered include:

- Replicative studies utilizing a larger population of school leaders to determine if more extensive significant differences exist between population sub-groups.
- Replicative studies utilizing a more diverse population of school leaders, such as the inclusion of private school leaders and more charter school leaders to determine if significant differences exist between these populations.
- Replicative studies that include salaries and age as variables to determine if they cause significant differences among sub-groups.

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APPENDIXES

APPENDIX A
WORKING CONDITIONS FOR SCHOOL LEADERS
SURVEY INSTRUMENT



Working Conditions for School Leaders Survey

For each question in the survey, select the appropriate response or responses. Your responses will be completely anonymous! When you have completed the survey, click on the Submit button at the bottom of the page.

Thanks for participating in our study!
Dr. Larry Garrison and Dr. Kevin Krug
Louisiana State University in Shreveport

What is your gender?

- Male Female

What is your ethnic classification?

- African-American Hispanic
 White, non-Hispanic Other

How many years of service do you have in a school leadership/administrative position?

- 2 years or less 6-10 years
 3-5 years 11 years or more

What type of certification do you hold as a school leader/administrator?

- Principal / Supervisor / Superintendent (old certification structure) Out of State Principal or Superintendent certificate
 Educational Leader, Level One, Two, or Three (new certification structure)

If you hold the Educational Leader Level One, Two, or Three certification, how did you earn your certification?

- I completed the Master's Degree Path by earning a master's degree in educational leadership. I completed Alternate Path 2 by already holding a master's degree in education and completing a minimum of 240 clock hours or internship activities in my school district.

I completed Alternate Path 1 by already holding a master's degree and completing required coursework for certification at a university.

I completed Alternate Path 3 through a competency-based educational leader practitioner/residency preparation program in the area of educational leadership from a state-approved private provider.

I am employed in the following school district:

Caddo Parish

Rapides Parish

Lafayette Parish

Recovery School District

Where do you perform the primary duties of your school leadership/administrative position?

School located in an urban area

Multiple schools

School located in a rural area

Central/district office

If you work in an individual school, what percentage of your student population qualifies for free or reduced price lunch?

less than 50%

76-100%

51-75%

If you work in an individual school, what percentage of your student population qualifies for English Language Learner services?

less than 5%

11% or more

6-10%

Please select the THREE most important motivational factors which contributed to your decision to pursue educational leadership certification in order to obtain employment as a school leader/administrator.

Potential for higher earnings

Desired to have a larger impact on student success

Ready to leave the classroom

Belief in personal organizational/leadership skills

Needed a new challenge

Other

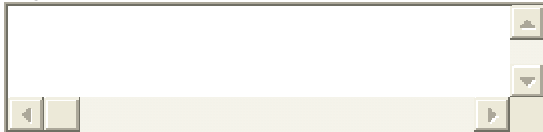
Desired the power/prestige associated with a leadership/administrative position

If you selected Other, please enter details here:

Select the **THREE** most important motivational factors which **DISCOURAGED** you from seeking educational leadership certification and obtaining employment as a school leader/administrator?

- Political environment of the school community
- School board politics
- Time commitment required by the job
- Investment of time, money, and effort in fulfilling certification requirements
- Social isolation of school leadership
- Maintaining a balance between work and personal life
- Accountability demands placed on school leaders
- Other

If you selected Other, please enter details here:



What is your overall level of personal satisfaction with your current school leadership/administrative position?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

What continued support do new leaders need after participating in the Louisiana Educational Leader Induction Program? Select up to **FOUR** factors from the following list.

- Personal mentoring from an experienced school leader.
- More opportunities for networking with other school leaders to share experiences.
- Assistance with time management related to job responsibilities.
- Assistance with balancing demands between work and personal life to achieve a healthy life style.
- Opportunities and assistance in beginning involvement in state and regional professional organizations.
- Assistance in becoming familiar with specific procedures used in my school district.
- Assistance in becoming familiar with state-level accountability standards and procedures.
- Other

If you selected Other, please enter details here:



What motivates effective school leaders to remain in the profession? Select up to THREE factors from the following list.

- Personal belief in the value of the work performed.
- Belief that school stakeholders value the work performed.
- The continued ability to positively affect students' lives and academic performance.
- Status and prestige in the community associated with the position.
- Decent salaries with potential for increased earnings.
- Stepping stone for career progression.
- Other

If you selected Other, please enter details here:

What motivates school leaders to work in the most challenging schools? Select up to THREE factors from the following list.

- Dedication to the profession.
- Dedication to the student population the school serves.
- Belief or membership in the community the school serves.
- The challenge of improving academic performance
- Necessary step in career progression
- Other

If you selected Other, please enter details here:

What additional conditions can universities address to help educational leaders be successful in improving student achievement? (Check all that apply)

- Providing specific professional development opportunities for school leaders in curriculum and instruction.
- Providing specific professional development opportunities for school leaders in management (e.g., finance, personnel).
- Providing specific professional development opportunities for school leaders in working with special populations (e.g., special education, ELL, at-risk).
- Providing specific professional development opportunities for school leaders on utilizing data to drive decision-making.
- Sharing latest research on best practices for improving student achievement.
- Other

If you selected Other, please enter details here:

What additional conditions can school districts address to help educational leaders be successful in improving student achievement? Select all that apply from the following list.

- Providing additional financial support for targeted academic programs.
- Providing additional support for improving condition/cleanliness/safety of school facilities.
- Reorganizing district administration to eliminate conflicting directives from the central office.
- Allowing more decisions to be made at the school building level.
- Lessening demands on school leader's time that detract from the primary focus of their leadership position.
- Other

If you selected Other, please enter details here:

What additional conditions can the state address to help educational leaders be successful in improving student achievement? (Check all that apply)

- Removing superfluous and unnecessary reporting requirements.
- Providing technical assistance in analyzing data for school improvement.
- Providing a more equitable system for funding education in the state.
- Other

If you selected Other, please enter details here:

Please enter any additional comments you wish to make regarding working conditions for school leaders in Louisiana.

APPENDIX B
FREQUENCY DISTRIBUTIONS
FOR
CORE SURVEY QUESTIONS

Table 1. Frequency of responses to question 10 by demographic factors

Question: Select the three most important motivational factors which contributed to your decision to pursue educational leadership certification in order to obtain employment as a school leader/administrator.								
	Total respondents for each sub-group	Potential for higher earnings.	Ready to leave the classroom.	Needed a new challenge.	Desired the power/prestige.....	Desired to have a larger impact on.....	Belief in personal organizational skills.	Other
Number of respondents								
Total respondents for the survey	125	48	14	73	7	104	88	18
Responses by gender								
Male	44	18	7	25	4	37	27	5
Female	81	30	7	48	3	67	61	13
Responses by ethnicity								
African-American	49	17	6	27	5	44	33	9
White, non-Hispanic	72	30	8	45	2	56	52	8
Hispanic	2	1	0	0	0	2	1	0
Other	2	0	0	0	0	2	2	1
Responses by years of service								
2 years or less	15	6	3	6	0	10	11	2
3-5 years	29	12	3	20	1	24	19	3
6-10 years	34	11	4	23	3	30	27	2
11 years or more	47	19	4	24	3	40	31	11
Responses by school district								
Caddo Parish	24	5	2	12	2	22	19	4
Lafayette Parish	60	32	8	36	3	45	39	8
Rapides Parish	20	9	2	12	1	17	13	2
Recovery School District	21	2	2	13	1	20	17	4

Table 2. Frequency of responses to Question 11 by demographic factors.

Question: Select the three most important motivational factors which discouraged you from seeking educational leadership certification and obtaining employment as a school leader/administrator.									
	Total respondents for each sub-group	Political environment of the school community	School board politics	Time commitment required by the job	Investment of time, money, and effort....	Social isolation of school leadership	Maintaining a balance between work and	Accountability demands.....	Other
Number of respondents									
Total respondents for the survey	125	63	68	34	12	31	57	50	12
Responses by gender									
Male	44	19	25	11	4	9	22	17	4
Female	81	44	43	23	8	22	35	33	8
Responses by ethnicity									
African-American	49	25	27	9	2	12	16	16	8
White, non-Hisp.	72	35	39	24	10	18	41	32	3
Hispanic	2	2	0	0	0	1	0	1	0
Other	2	1	2	1	0	0	0	1	1
Responses by years of service									
2 years or less	15	4	8	7	3	2	8	4	3
3-5 years	29	16	15	9	0	10	7	12	2
6-10 years	34	22	20	5	2	8	13	14	5
11 years or more	47	21	25	13	7	11	29	20	2
Responses by school district									
Caddo Parish	24	12	5	6	1	7	7	14	2
Lafayette Parish	60	26	29	18	8	18	32	26	5
Rapides Parish	20	12	12	6	2	3	11	5	1
Recovery S.D.	21	13	12	4	1	3	7	5	4

Table 3. Frequency of responses to Question 12 by demographic factors.

Question: <i>What is your overall level of satisfaction with your current school leadership/Administrative position?</i>					
	Total respondents for each sub-group	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Number of respondents					
Total respondents for the survey	125	67	47	7	4
Responses by gender					
Male	44	26	15	2	1
Female	81	41	32	5	3
Responses by ethnicity					
African-American	49	24	21	3	1
White, non-Hispanic	72	42	25	3	2
Hispanic	2	0	1	1	0
Other	2	1	0	0	1
Responses by years of service					
2 years or less	15	7	7	0	1
3-5 years	29	14	10	4	1
6-10 years	34	20	10	3	1
11 years or more	47	26	20	0	1
Responses by school district					
Caddo Parish	24	17	7	0	0
Lafayette Parish	60	27	26	5	2
Rapides Parish	20	14	6	0	0
Recovery School District	21	9	8	2	2

Table 4. Frequency of Responses to Question 13 by Demographic Factors

Question: <i>What continued support do new leaders need after participating in the Louisiana Leader Induction Program?</i>									
	Total respondents for each sub-group	Personal mentoring from an experienced school leader	More opportunities for networking with other school leaders.....	Assistance with time management related to job responsibilities	Assistance with balancing demands between work and personal life	Opportunities and assistance in beginning involvement.....	Assistance in becoming familiar with district procedures	Assistance in becoming familiar with state-level accountability standards	Other
Number of respondents									
Total respondents for the survey	125	86	92	59	34	17	75	55	8
Responses by gender									
Male	44	29	29	21	10	8	24	23	2
Female	81	57	63	38	24	9	51	32	6
Responses by ethnicity									
African-American	49	34	38	21	12	12	27	22	3
White, non-Hisp.	72	49	51	36	21	4	46	32	5
Hispanic	2	1	1	0	1	0	1	1	0
Other	2	2	2	2	0	1	1	0	0
Responses by years of service									
2 years or less	15	9	12	6	3	2	11	5	2
3-5 years	29	17	24	15	5	4	17	12	2
6-10 years	34	28	25	22	9	4	21	13	2
11 years or more	47	32	31	16	17	7	26	25	2
Responses by school district									
Caddo Parish	24	17	16	12	5	4	13	11	2
Lafayette Parish	60	43	46	30	19	7	39	25	2
Rapides Parish	20	15	14	8	3	0	13	12	0
Recovery S.D.	21	11	16	9	7	6	10	7	4

Table 5. Frequency of Responses to Question 14 by Demographic Factors

Question: What motivates effective school leaders to remain in the profession?								
Number of respondents	Total respondents for each sub-group	Personal belief in the value of the work performed.	Belief that school stakeholders value the work performed.	The continued ability to positively affect students' lives and academic performance.	Status and prestige in the community associated with the position.	Decent salaries with potential for increased earnings.	Stepping stone for career progression.	Other
Total respondents for the survey	125	111	65	108	2	39	14	7
Responses by gender								
Male	44	33	24	39	2	14	8	1
Female	81	78	41	69	0	25	6	6
Responses by ethnicity								
African-American	49	42	28	45	1	13	5	3
White, non-Hisp.	72	66	34	60	1	25	9	4
Hispanic	2	1	1	1	0	1	0	0
Other	2	2	2	2	0	0	0	0
Responses by years of service								
2 years or less	15	14	5	13	0	5	1	1
3-5 years	29	25	15	24	0	9	3	0
6-10 years	34	31	23	30	1	6	4	2
11 years or more	47	41	22	41	1	19	6	4
Responses by school district								
Caddo Parish	24	23	13	22	0	5	1	0
Lafayette Parish	60	50	27	48	2	25	13	3
Rapides Parish	20	19	11	17	0	7	0	2
Recovery S.D.	21	19	14	21	0	2	0	2

Table 6. Frequency of Responses to Question 15 by Demographic Factors

Question: <i>What motivates school leaders to work in the most challenging schools?</i>							
Number of respondents	Total respondents for each sub-group	Dedication to the profession.	Dedication to the student population the school serves.	Belief in or membership in the community the school serves.	The challenge of improving academic performance.	Necessary step in career progression.	Other
Total respondents for the survey	125	90	109	37	92	5	3
Responses by gender							
Male	44	30	36	16	29	3	1
Female	81	60	73	21	63	2	2
Responses by ethnicity							
African-American	49	36	44	16	38	1	2
White, non-Hisp.	72	52	61	20	51	4	1
Hispanic	2	1	2	0	1	0	0
Other	2	1	2	1	2	0	0
Responses by years of service							
2 years or less	15	11	12	3	13	0	0
3-5 years	29	18	25	10	17	3	1
6-10 years	34	30	31	9	26	0	0
11 years or more	47	31	41	15	36	2	2
Responses by school district							
Caddo Parish	24	21	23	5	15	1	1
Lafayette Parish	60	41	50	19	44	4	0
Rapides Parish	20	15	18	4	16	0	0
Recovery S.D.	21	13	18	9	17	0	2

Table 7. Frequency of Responses to Question 16 by Demographic Factors

Question: What additional conditions can <i>universities</i> address to help educational leaders be successful in improving student achievement?							
Number of respondents	Total respondents for each sub-group	Providing specific professional development opportunities for school leaders in curriculum and instruction.	Providing specific professional development opportunities for school leaders in management.	Providing specific professional development opportunities for school leaders in working with special populations.	Providing specific professional development opportunities for school leaders on utilizing data to drive decision-making.	Sharing latest research on best practices for improving student achievement.	Other
Total respondents for the survey	125	94	87	77	96	95	7
Responses by gender							
Male	44	37	32	29	35	33	2
Female	81	57	55	48	61	62	5
Responses by ethnicity							
African-American	49	40	36	30	38	39	4
White, non-Hisp.	72	52	50	46	55	53	3
Hispanic	2	1	1	0	1	1	0
Other	2	1	0	1	2	2	0
Responses by years of service							
2 years or less	15	9	13	10	9	10	1
3-5 years	29	24	21	16	20	21	2
6-10 years	34	26	21	21	29	27	1
11 years or more	47	35	32	30	38	37	3
Responses by school district							
Caddo Parish	24	20	16	12	16	20	0
Lafayette Parish	60	44	40	39	49	43	1
Rapides Parish	20	14	13	13	15	15	1
Recovery S.D.	21	16	18	13	16	17	5

Table 8. Frequency of Responses to Question 17 by Demographic Factors

Question: What additional conditions can <i>school districts</i> address to help educational leaders be successful in improving student achievement?							
Number of respondents	Total respondents for each sub-group	Providing additional financial support for targeted academic programs.	Providing additional support for improving condition/cleanliness/safety of school facilities.	Reorganizing district administration to eliminate conflicting directives from the central office.	Allowing more decisions to be made at the school building level.	Lessening demands on school leader's time that detract from the primary focus of their leadership position.	Other
Total respondents for the survey	125	93	70	71	83	105	3
Responses by gender							
Male	44	33	26	28	33	37	0
Female	81	60	44	43	50	68	3
Responses by ethnicity							
African-American	49	43	25	9	37	41	2
White, non-Hisp.	72	47	43	41	43	60	1
Hispanic	2	1	1	0	1	2	0
Other	2	2	1	1	2	2	0
Responses by years of service							
2 years or less	15	10	7	8	8	10	0
3-5 years	29	22	15	16	16	26	0
6-10 years	34	26	20	21	26	32	2
11 years or more	47	35	28	26	33	40	1
Responses by school district							
Caddo Parish	24	19	14	14	15	17	0
Lafayette Parish	60	39	32	35	38	52	1
Rapides Parish	20	17	9	7	10	17	1
Recovery S.D.	21	18	15	15	20	19	1

Table 9. Frequency of Responses to Question 18 by Demographic Factors

Question: What additional conditions can the state address to help educational leaders be successful in improving student achievement?					
Number of respondents	Total respondents for each sub-group	Removing superfluous and unnecessary reporting requirements.	Providing technical assistance in analyzing data for school improvement.	Providing a more equitable system for funding education in the state	Other
Total respondents for the survey	125	109	91	79	5
Responses by gender					
Male	44	38	29	30	2
Female	81	71	62	49	3
Responses by ethnicity					
African-American	49	41	39	37	3
White, non-Hisp.	72	65	50	40	2
Hispanic	2	1	1	1	0
Other	2	2	1	1	0
Responses by years of service					
2 years or less	15	12	9	8	0
3-5 years	29	20	23	19	2
6-10 years	34	32	25	24	2
11 years or more	47	45	34	28	1
Responses by school district					
Caddo Parish	24	22	19	15	0
Lafayette Parish	60	52	40	37	1
Rapides Parish	20	20	15	11	2
Recovery S.D.	21	15	17	16	2

APPENDIX C
COMPILATION OF OPEN-ENDED RESPONSES
TO CORE SURVEY QUESTIONS

Compilation of Open-Ended Responses to Core Survey Questions

Survey Question 10: *Select the three most important motivational factors which contributed to your decision to pursue educational leadership certification in order to obtain employment as a school leader/administrator.*

- To be a change agent
- Professional development
- Believe it is a calling.
- My principal asked me to become his assistant principal.
- I feel it was actually a "Calling".
- desire to work with curriculum across entire school
- Service to the students of our community
- I now have the ability to impact a larger percentage of students than I did when I was in the classroom. I also have the ability to potentially change student behavior
- The guidance of a great mentor who allowed me to participate in administrative activities/decisions.
- Wanted to grow professionally and wanted to be able to help teachers grow as educators.
- Encouraged by school site administrators
- Wanted to share the experiences that I had as school level person with others in my profession.
- Former Principal's encouragement and belief in my abilities.
- My principal at the time encouraged me to pursue educational leadership because he saw something in me that he thought I could offer the students in our district.
- My mother challenged me to excell her educational goals.
- The opportunity to have a greater impact in the lives of students, teachers, and other princpals.

Survey Question 11: *Select the three most important motivational factors which discouraged you from seeking educational leadership certification and obtaining employment as a school leader/administrator.*

- I was never discouraged.
- Central office personnel not understanding a site administrators job
- I didn't have any
- I am a school leader presently. I am not discouraged.
- Financial liabilities placed on principals by the school academic auditor with no platform to justify/dispute (guilty until proven innocent mentality).
- Having a M.Ed.+30 in Admin/Supervision, I feel that I am not ready for any additional certifications.
- Timeliness of college course offerings in completing Master's program.
- So much discipline problems at my school and paperwork. Also removing of disciplinarian. Work hard and very little appreciation.

- I am currently a school administrator so none of the choices apply.
- Nothing really discouraged me. I had children and just could not at any time earlier.
- The lack of support created by district leaders in understanding the true demands of working with students of poverty and their treatment of these students as collateral damage.

Survey Question 13: *What continued support do new leaders need after participating in the Louisiana Educational Leader Induction Program?*

- Help in balancing community relationships; help in faculty staff relationships, especially in the first year.
- Backing when correct decisions are made that disappoint parents.
- Assistance in becoming familiar with student discipline and laws pertaining to special education students.
- More support from central office staff.
- They need to work in some of the more challenging schools. Do not "hand-pick" their situations/experiences. Place them in schools with high suspension rates, lower test scores and challenging school environments. They are not prepared. I get many of their phone calls and hear their concerns after they are placed. They may be prepared academically but are in culture shock much of the time.
- Professional Development in dealing with the "new parents, teachers and students."
- Periodic site-visits from curriculum supervisors to help better communicate the needs of the school
- Clear and concise leadership/support from LDoE.

Survey Question 14: *What motivates effective school leaders to remain in the profession?*

- The thought of how society would end up without young students being motivated to get an education.
- Trust me when I say, it's not the salary. Although we appreciate the salaries post Katrina, we have done it for less and worked just as hard.
- The desire to see all students grow academically, socially and emotionally.
- Passion for education and those it touches
- Dedication and commitment to students.
- Feedback from professionals in leadership positions
- Enjoying the work that you do and the people with whom you do it.
- You know teachers need your assistance and guidance.
- Being able to work with the student, the faculty and the parents is what motivates me to stay and the addition of the Science Outdoor Learning areas.
- I love what I do!!!! The student success is important to me. I love seeing their faces light up when they've learned something new. I'm living the BEST LIFE!!!

Survey Question 15: *What motivates school leaders to work in the most challenging schools?*

- Enhanced salary associated with multi-funded school at risk.
- I am motivated by the need to see students believe in themselves and achieve their dreams.
- Sometimes it's more personal. Some of us were born and raised in the same type of communities. We could work anywhere. Katrina proved that. We chose to return. Some of us actually lost money returning. Check around the country. Some Districts pay principals substantially more. Some are also willing to pay to keep you. SURPRISED?

Survey Question 16: *What additional conditions can universities address to help educational leaders be successful in improving school achievement?*

- Universities can help train teachers in classroom management.
- Send us teachers who are prepared to work with today's urban students.
- Too, too often the assistant principals are left out of trainings, workshops and conferences, as well as grant opportunities for these types of activities.
- Training on how to deal with a variety of personalities and adults.
- I support professional development opportunities but I feel these trainings should be followed up with monitoring/mentoring to ensure that the information is used. 2. One of the greatest disadvantage new teacher have when coming into schools for the first time is behavior management. I believe that behavior management should be added to the curriculum. I would greatly support any university program that supports this suggestion.
- In-services need to be more interactive and specific to the people involved.

Survey Question 17: *What additional conditions can school districts address to help educational leaders be successful in improving school achievement?*

- Providing teachers and leaders with the opportunity to to teach to the needs of the students without interference from the district.
- The last two - decisions at the school level and demands on time that detract from the primary focus are the top two.
- Provide timelines that are reasonable to accomplish with everything else that needs to be done.
- Our school board dictates what programs to use and how to use them. We are always going in a different direction. We know our student population and their needs. Support us.
- Stop adding things for schools to do without getting input. We jump on a new band wagon every year but do not let the old ones go.
- Making requests and requirements enough in advance that the school level administration actually has time to complete it without jeopardizing the many other requirements of their jobs.
- Adding required programs without eliminating others.
- Not make promises that are not kept. EX: Reward money for improved SPS scores. That was a true slap in the face to all of us who work hard to improve. We made promises to our students and could not keep them because our reward was not received.

Survey Question 18: *What additional conditions can the state address to help educational leaders be successful in improving school achievement?*

- Change the laws concerning Leap Testing. One test should not determine a child's future. The stress to perform is affecting many students negatively.
- Fund true "At Risk" schools differently. Stop treating all schools the same. The higher the "At Risk" the more funding. Pay principals by their years.
- Allow more flexibility in grade/credit recovery or scheduling to meet the specific needs of targeted populations of repeaters in the school. 2. Develop an alternative track to graduation for the non college bound students, providing necessary life skills in language and math.
- Equity in school populations (if they are state or district operated, re: number of special needs students in one school compared to others. At least the number of personnel needed to improve student performance, especially in schools with lower level students and those with special needs.
- Excessive transferring of students from one school to another within the same parish after the October 1st count.
- Review and revise the current accountability program to make more practical, realistic, and considerate of all students. Review function, purpose and mission of LDoE in order to better support LEA's.
- Stop making promises that they are not willing to keep. Not appoint lawyers to run an educational system. The Lawyers Bar Association would not approve of a school administrator as their headmaster. Personally, I resent this appointment.

Survey Question 19: *Please enter any additional comments you wish to make regarding working conditions for school leaders in Louisiana.*

- The stress to comply with all of the state and federal "paper" requirements is almost overwhelming.
- Every school should have a position dedicated to teacher coaching.
- The task of an administrator becomes extremely difficult when the students are constantly changing. Students from other schools and other school districts who were asked to leave show up at your door and you are required to accept them. The schools (charter and others) do not invite students back. Then you are expected to take the rejects and work miracles.
- You never know until the last day, last hour if your contract has been renewed. There should be a time frame well in advance, so that you can seek other employment.
- Stop paying everyone 12 year and more. (This may affect only the Recovery School District.) This is unfair. Also, please stop having us do surveys if nothing is going to change.
- Listen to the administrators and teachers at the school level as to the needs of their school - we are all different.
- Administrators are often left at school with students whose parents have not picked them up on time as many as two to three hours after school has closed without compensation or penalty for negligent parents.
- Provide a more timely release of school performance data
- The state should sponsor principal forums, maybe in each region. Let us dialog, and share.

- More needed control of the running of the finances for our schools. We should not have to call accounting whenever we would like to make purchases. This delays the process and causes loss of time. It discourages an administrator and causes one to question his/her ability to manage his/her school.
- The amount of time required of the job either needs to be better compensated (financially) or restructure to allow more personal/family time.
- Pay young adm. who do not have many teaching years the same as seasoned adm. Our salary should not be based on the number of years worked as a teacher. I should not have been penalized for being ambitious early in my career.
- School leadership has taken it's toll on my health and my mental abilities to perform all duties in an adequate amount of time. Being the leader of the school is taking care of all matters no matter what time of day or night it is. Most responsibilities fall on the Principal's. I will be in my classrooms MOST of the day because that is where we see what happens to our students and how the teachers perform. The day gets away from me, and I am staying later and later to finish paperwork. I am at 33 years into the public school system, and it tempts me to go home at times. I love the children and feel I cannot leave because I have more to give to them.
- This is a very complicated situation. The State also has to make decisions in a timely manner so school leaders are not caught in the middle at the last minute. All the rules of the game should be clearly spelled out prior to the start of every school year.
- I enjoy principalship. I just wish I had more support or resources to assist in educating at-risk students. I believe that they can learn. They just need more resources and the BEST teachers.
- Thanks for listening.
- People in the central office and on the school board don't understand and don't care what we have to do on a daily basis. They have not worked in a school in years, if ever. The work load gets bigger and bigger each year.
- Less "paper-work" and more time to be in the classrooms. "Instructional Leader" is taking a backseat to "required" meetings called by the local school board administrators and the lack of knowledge of central office personnel in understanding the daily tasks that must be performed daily in a large school. "End-of- Course" testing does not seem to be productive due to "timing" (after GEE and before final exams) and students see no immediate benefit in its results.
- Being free from destructive practices that are politically motivated. But, what can we expect when we have a lawyer serving as headmaster of the educational system in the State of Louisiana.
- District level leaders do not follow State guidelines- often times they are not aware of policy.
- Dates to accept new students into schools should be stipulated in August. Students should Not be entering schools in March. Parents should be fined for discipline infractions.