

TITLE: Principalsip Aspirations and Perceptions of Teachers with Administrative Leadership Abilities

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OBJECTIVE: The purpose of this study was to examine principalsip aspirations and perceptions of teachers with administrative leadership abilities.

METHODOLOGY: The survey was administered to 145 teachers at a South Texas high school, with an effective response rate of 74 percent (N=107). Respondents completed the Individual Contributor version of the Leadership Practices Inventory, and indicated their aspirations and perceptions about becoming a school principal. Fifty-five subjects, 20 males and 35 females, who scored above the mean on the LPI-IC were considered to possess administrative leadership ability. These respondents were the focus of the study.

KEY FINDINGS: The respondents who possessed administrative leadership ability indicated engaging in the leadership practice of Enabling more than any other leadership practice. This was followed by Modeling, Encouraging, Challenging and Inspiring. In this sample, 45 teachers (82%) did not aspire to the principalsip. The most evident reason for this was that they believed they could make a greater impact within the classroom. Those aspiring for the principalsip felt this was a better way to make a difference in the lives of students.