An Investigation into the Effect of Principal Succession in the Schools of the Northwest Territories, Canada

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in the Department of Educational Administration

University of Saskatchewan
Saskatoon

by
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ABSTRACT

The purpose of this study was to examine the phenomenon of principal succession in NWT schools with emphasis on the perceptions of insider and outsider principals as they moved into their new positions. Four research questions were posed to act as a guide to the study. A questionnaire was designed to gather demographic data about the principals and their perceptions regarding the three succession stages of prearrival, arrival and succession. The questionnaire was mailed to the 79 principals of NWT schools. Responses were received from 39 principals. Demographic data from the first section of the questionnaire were used to profile the principal population. Rated questions, scored from a four-point Likert scale, were analyzed by way of frequency counts to determine if the perceptions of insider and outsider principals are different as they moved through the stages of succession. Each of the rated sections contained open ended questions to allow further insights on the research questions.

The findings of the study revealed: (a) that succession is a frequent event throughout the NWT; (b) that the most frequent cause of succession was the voluntary stepping down of the previous principal; (c) that new principals began their duties with great concern for continuity of instruction and were willing, as they moved through the succession, to attempt to adopt new thrusts to programming; (d) a greater proportion of outsider principals experienced disappointment in their situation upon arrival; and (e) that the principals felt that succession had been beneficial to their school.
The research findings suggest that it would be beneficial for all outsider principals to have some measure of induction, both during the hiring process, and as they move into their new positions. The hiring of insiders should become more prevalent as the Teacher Education Programs, presently underway in the NWT, produce greater numbers of native graduates who will enter the teaching profession. This may also reduce the frequency of succession, as native insiders tend to remain in the NWT.
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CHAPTER 1

THE PROBLEM

Leadership succession has been examined as a focus to determine the effectiveness of leaders. It has been of greatest interest to business people and sports administrators who have engaged in empirical studies to determine whether the impact of changing leaders causes effects on performance. In education the research has been of a more naturalistic nature. The concern has been less focused on measurable results than on the positive and negative effects encountered by the various participants in the succession, i.e. professional staff, administrators, students, and the community at large.

Principal succession potentially impacts all of the aforementioned participants in the school milieu. The experiences of the succeeding principals have a direct effect on the changes undergone by the other groups. Attempts to understand principal succession will facilitate not only the succession but will tend to enhance the positive effects flowing from the event.

Context

The Northwest Territories (NWT) is a vast region covering most of Canada that lies north of the sixtieth parallel. The mainland portion lies west of the Hudson Bay and south of the Beaufort Sea. In the west the Yukon border marks the end of the NWT. The Arctic archipelago makes up the remainder of the NWT. The islands spread from east to
west above the mainland almost to the North Geographic Pole. The NWT makes up 34% of Canada's land mass. The population of the NWT is 68,000 of which 58% are native. The approximately 20,000 whites live mainly in the Mackenzie Valley. The population of the NWT represents 0.19% of the Canadian total.

Most of the 79 schools in the NWT are established in isolated communities offering classes from K-Grade 9. In Hay River, Fort Smith, Yellowknife (2), Iqaluit, Rankin Inlet, Pangnirtung, Pond Inlet, and Inuvik the nine high schools offer the Alberta provincial curriculum. Students who live in isolated settlements and wish to attend high school must live in hostels in the major centre closest to them.

In 1982, following a year of consultation with parents, students, educators, and interest groups in the NWT, a policy document, Learning: Tradition and Change, was adopted by the legislature of the NWT. Since that time many changes have been witnessed in education, not the least of which has been the establishment of six divisional boards. The Baffin Divisional Board assumed office in 1985. (NWT Education Annual Report 1985. p.13) Both the Kitikmeot Divisional Board and the Keewatin Divisional Board followed in 1988. (NWT Education Annual Report, 1988. pp. 21,23) The Beaufort Delta Board and Sahtu Board were both founded in 1989. This encompassed the north and south sections of what had been the Inuvik Region Education District. The last area to attain divisional board status was the South Slave in July of 1991 (Government of the NWT, Annual Report, 1991. p. 18)

It should be noted that Yellowknife has two education Districts (Public and Separate). A Board of Secondary Education administers Sir John Franklin High School.
This facility is both a local school and a boarding school for those students of the central Arctic. The only other autonomous area in the NWT is located 70 miles east of Yellowknife at Rae. These Boards were established prior to 1982 or were, in the case of Yellowknife Board of Secondary Education, deemed special cases.

The boards retain their own Director of Education and are responsible for the delivery of program within the schools. The local communities in each Board jurisdiction are represented by their Community Education Council who have a major responsibility in the hiring of teachers and principals.

Living conditions for people in many parts of the NWT are extremely isolated. Those teachers who can adapt to the isolation and the need to work in an independent fashion thrive on the experience. A number of teachers spend long periods of their teaching careers in the Arctic and become a close knit, collegial group who are wary of outsiders. In this milieu outsiders must serve what is seen as an apprenticeship before being recognized as Northerners. Many teachers find the northern experience extremely difficult and return to the South after a brief stay in the NWT.

Principals suffer more severely from isolation than do teachers. They are required to administer the school, supervise and evaluate the staff and are frequently obliged to find their social activity with these same people. These difficulties make the frequency of succession relatively high. The average annual turnover of both principals and teachers is 30% (NWT Educational Focus, 1991). Principals, teachers, parents, and students in the NWT are frequently faced with this event. The problems, responses and solutions around these successions affect what happens in NWT schools.
Purpose

The main purpose of this study was to study the phenomenon of principal succession in NWT schools with emphasis on the perceptions of both insider and outsider principals as they move into their new positions. The purposes were addressed through the following questions:

1. **Under what circumstances did principals succeed to their new positions?**
2. **What were the principals' perceptions of their new positions prior to their arrival in the communities?**
3. **What were the principals' perceptions of the early stages of arrival and the settling in period?**
4. **What changes in principal perceptions came about as a result of succession?**

In addition, consideration of ethnic background and gender were included in the investigation.

Significance

The principalship is a strategic position in any school. As a manager the principal is the representative of the school division and of the director of education. As an educator the principal is the professional leader of the teachers, students and parents of that school. Given the time limitations on educational careers and human life, inevitably the person holding the principal's position will pass the position on to someone else. This changing of leader is an important event in every school. Its passage may be
straightforward and frictionless but does contain the elements to be disruptive and divisive to a school. The position of principal is especially important in the NWT where isolation obliges administration to be a hands-on experience. The leadership and guidance of the principal is frequently the only support and counsel available to teachers, parents and students for long periods. The extreme demands placed on principals in the NWT may be a factor in their high turnover rate.

While all change has the potential to be stressful, the amount of stress generated depends on the factors involved in the principal succession and the views held by the individuals or groups involved.

The succession of principals in the NWT affects not only administrators and teachers but also the students. The ability of school divisions to understand and accommodate the stress and changes of succession has a great effect on the effectiveness of schools. A better understanding of the outcomes of succession in the NWT will provide insight into school effectiveness following a change in principals.

The study is significant because it fills a void in Canadian information on this problem. Because of a high turnover of principals this study will provide information which will be of great interest to administrators in the North. Succession-caused disruption to school staff, students and to the school communities may be reduced by an understanding of the succession process.
Definitions

Principal succession is the process of replacing the school based administrator.

Initial principal refers to the head teacher who is the first school based administrator in a new school.

Northerner. The term used to describe longtime residents of the Arctic who are not indigenous to the region.

Native is the term to describe the Inuit, Dene or Metis who are the aboriginal peoples of the NWT.

Division Board. These terms are used in reference to the newly formed, elected, governing bodies of the majority of schools in the NWT.

Community Education Council The locally elected school board elected to oversee the administration of the school in settlements, hamlets, and towns.

Environmentally controlled succession. The term used to describe the replacement of a principal when a vacancy has occurred because of death, illness, the principal voluntarily resuming teaching duties, or the acceptance of the principal of a post with another school board.

Directly controlled succession. This term is used to describe succession when a vacancy occurs because promotion, demotion or dismissal is involved in the removal of a principal.

Insider. The term used to describe a principal who has taught in the NWT prior to accepting a principalship.
Outsider. The term used to describe a new principal who has not been part of the school staff nor taught in the NWT prior to becoming principal.

Prearrival. The term used to describe the period from the beginning of hiring until the new principal arrives on site.

Arrival. The term to describe that period following arrival on site until the principal feels established and comfortable in the new position.

Delimitations

1. The data were gathered only from principals.
2. The survey was delimited to schools in the NWT.
3. Question items were delimited to dimensions developed by Miskel and Cosgrove (1985).

Limitations

1. The questionnaire described that which was found to exist at the time of study. Any change or development occurring subsequently was not taken into consideration.
2. The schools in the NWT do not go through principal succession in a uniform manner. Some schools are more prone to principal turnover than are others. This reality was not taken into account in the treatment of the data.
3. The exclusive nature of the study and of schools in the NWT make the study results non-generalizable beyond the population of the study. The survey cannot provide
an exhaustive profile of principal succession in Canadian schools. This limitation was exacerbated by a relatively low response rate (49%).

Assumptions

It was assumed that there are two basic reasons for succession. The first type of succession is environmentally controlled. In this situation the outgoing principal leaves for reasons of death, illness, superannuation or an opportunity in another school jurisdiction. The reason for leaving could be readily accepted by the teachers, parents, students and other community groups involved. Another example of environmentally controlled succession is the principal who voluntarily returns to the classroom. The second type of succession is directly controlled by personnel decisions. This involves the predecessor being removed by promotion, demotion or dismissal. The circumstances of this succession may be more difficult to understand for the community groups mentioned above.

Since all principals have worked through succession, it was assumed that all of them had an interest in the phenomenon.

It was assumed that honesty and integrity were demonstrated by all respondents in their responses.
Organization of Thesis

In Chapter 1 of this thesis an outline of the problem was delineated. Also, the context of living, teaching, and administrative conditions in the NWT was described. The rationale for the study was enunciated and the significance of the study was discussed.

Chapters 2 and 3 of this thesis will deal with a review of the relevant literature and a discussion of the methodology. The review of literature in Chapter 2 will examine succession and its consequences in the fields of sport, business and education. Chapter 3 will discuss the method of conducting the study, the population, and the treatment of the data.

Chapter 4 presents the findings of the study on the basis of the four research questions identified in Chapter 1. Content is organized around the consideration of circumstances, prearrival, arrival and succession of principals. In Chapter 5, following a brief summary of the thesis, the data and their implications are discussed in the light of the literature. Finally, recommendations for research and practice are presented.
A search of the literature relating to leadership succession revealed a lively debate over the effects of the phenomenon. Implicit in this debate is the idea that leadership has a beginning and an end. Grusky (1961) in noting that succession is universal observed that this "does not mean that the consequences are uniform" (p. 262). Eitzen and Yetman (1972) predict three simple consequences of leadership succession - "the effectiveness of the organization may increase, decrease, or remain relatively the same" (p. 110).

Literature to support the need for the study and to shape its form is reviewed and reported in three sections. The first section deals with research into management succession. In the second section leadership succession in sports is discussed. The third section deals with succession in education.

**Research on Management Succession**

Early research in this field took the form of case studies. Following the early research, interest divides into two main camps. The first involves studies which investigate the frequency of succession and its relationship to the size of the company. A second major area of study involves the effect of leadership succession on the performance of companies. Implicit in these studies is the premise that changes in
company performance following leadership succession can be attributed to the effect of the behaviour of the new leader.

**Case Studies**

Gouldner (1954) conducted a study which dealt with leadership succession in a gypsum plant. Taking over from a laissez-faire type of leader the new manager was obliged to enforce bureaucratic authority. This caused a rise in the stress level of all involved in the gypsum plant culminating in a wildcat strike.

In his study of an auto plant, Guest (1962), found a succeeding manager employing a different approach. Using interpersonal skills on the shop floor the new manager educated himself about the technical knowledge that made the plant run. He then introduced "institutionalized interactions" to follow up on the technical knowledge and build an understanding of the needs of the plant workers.

Guest attempted to explain the differing methods used by the incumbents in both his and Gouldner's studies in light of the conditions prevalent in each place of business. The different conditions in the plants allowed for different approaches to the succession problem. The difficulty experienced by researchers in this area has been in trying to compare companies which are similar in many ways but are dissimilar in others.

**Frequency of Succession**

Grusky (1960) examined the amount of instability created by succession. He noted that succession was important because: "(1) administrative succession always leads to
organizational instability and (2) it is a phenomenon that all organizations must cope with" (p. 105).

Grusky (1961) suggested "that frequency of administrative succession at the top is directly related to the size of the firm" (p. 269). In suggesting that the larger the firm the more frequent the succession, he further posited that the variance of effect in succession is in proportion to the size of the organization by indicating that "members of large bureaucratized systems learn a generalized orientation toward authority which is less likely to be based on personal loyalty. It is the chain of command which must be maintained" (p. 296). This was a departure from his earlier position which had maintained that instability was inherent in every change of leadership.

Grusky was supported by Kriesberg (1962) in his position, that larger organizations change leadership more frequently who found that "the rate of succession among heads of organizations is directly related to organization size" (p. 359). Although some allowance for different types of organizations was possible, Kriesberg found that the increased bureaucracy of larger organizations brought about an institutionalized and regular change in leadership.

Gordon and Becker (1964) disagreed with both Grusky (1961) and Kriesberg (1962). While conceding the existence of a relationship, they proposed that "the relationship between size of an organization and the rate at which its executives are replaced is not a simple, direct one" (p. 222). Their conclusions point to the discrepancies which exist between organizational size and sales volume. Some large organizations have no sales volume. Other organizations have high volume and a low
number of employees. This, they contended, makes the relationship between organizational size and change in leadership a more complicated matter than Grusky and Kriesberg anticipated.

**Succession and Performance**

Lieberson and O'Connor (1972), in a quantitative analysis, attempted to assess the ability of chief executives to control organizations. They observed that the findings of Gamson and Scotch (1964), indicating that leadership has little if any effect on performance, and of Grusky (1960, 1961, 1964), which suggested that succession caused a slide in performance, were at odds with commonly held views on leadership. In a study of 167 large corporations they compared succession effects with year, industry, and company influences by apportioning performance variables to these sources. Lieberson and O'Connor (1972) concluded that leadership contributed to 15.2% of profit and to a mere 6.5% of sales. These variables were greatly affected by the previous chief executive officer. However, even a time lag up to three years to allow the successor to establish his position as leader had a significant bearing on these results. Profits were less affected in this way. Lieberson and O'Connor attributed more influence over profit to leadership but this influence was seen to be limited. They stated:

Our analysis shows that much of the variance in three performance variables - sales, earnings and profit margins - can be explained by factors other than leadership variance. Leadership has a smaller effect than either industry or company on sales and net earnings, though larger than the year effect for the period studied. On the other hand leadership has a strong effect on profit margins compared to other restrictions. (p. 128)
They considered that the chief executive has very little effect on what happens in an organization. While acknowledging the possibility of research methodology problems they conclude:

These results suggest that in emphasizing the effect of leadership we may be overlooking far more powerful environmental influences. Unless leadership is studied as part of a total set of forces one cannot gauge its impact. Moreover, the leadership effect may vary greatly between goals in an organization. (p. 129)

In summary, they concluded that leadership was being over emphasized. When considered with all of the factors which made companies successful, leadership was only one of a number of important factors. They stress that the constraints placed on leaders place leadership as only one of a number of factors which lead to success.

As noted by Thomas (1988), the conclusions drawn by Lieberson and O'Connor (1972) "secured a prominent place in the literature of leadership research" (p. 399). The acceptance of these findings created an atmosphere in research and business circles which downplayed the importance of leadership and leadership succession. The inertia of the organization and the external constraints on leadership became subjects of study.

Salanick and Pfeffer (1977) used a similar methodology in their study of mayors in thirty American cities. In their study of budget expenditures and income they examined the relative influence of the of the year, the city or the mayor effects. In their findings Salanick and Pfeffer found the impact of the mayors in budgetary and spending patterns to be extremely small. The impact of the city variable was large. This led them to the following conclusion:

Leadership in organizations operates within constraints deriving from internal structural and procedural factors and from external demands upon
the organization. Because of this, the leader's power is frequently greatly overestimated by those outside of that position. This attribution of great power and influence to the leadership position may serve the function of providing a sense of control. (p. 492)

In citing that "a simple change in leadership cannot bring reformation, profound change or solutions" Salanick and Pfeffer declare that other factors have a greater effect on an organization.

These findings have been widely used by researchers who have argued that leadership does not affect organizations. Hall (1977) extended the findings to observe:

In established organizations or nations, the impact of leadership has been constrained, and leadership change whether to a new organizational or national leader) will not make too much of a difference. (p. 255)

A number of academic publications asserted that leadership was inconsequential in determining organizational performance. Pfeffer (1977) in attempting to define and measure leadership observed that "leadership is associated with a set of myths reinforcing a social construction of meaning which legitimates leadership role occupants, provides belief in potential mobility for those not in leadership roles, and attributes social causality to leadership role" (p. 352). Meindl, Ehrlich and Dukerich (1985) suggested that "our assumptions about the direct instrumental potency of leadership on organization outcomes have vastly outstripped reality" (p. 78). They maintained that leadership has been romanticized and it is through this romanticized conception that "leaders do or should have the ability to control and influence the fates of the organizations in their charge" (p. 96). Though skeptical of the effects of leadership, Meindl et al. (1985) observe that "it appears the present obsession with the concept will not be easily curtailed" (p. 100). Still other studies in the field of succession - (Brown, 1982; Tsui, 1984) drew conclusions
of minimal impact by top level leaders on organizational performance. These studies frequently used small data bases or were based on the findings and methodology of Lieberson and O'Connor (1972) and Salanick and Pfeffer (1977).

In contrast, Weiner and Mahoney (1981) found that "consideration of stewardship (leadership) in the analysis of profitability and stock prices accounted for an additional 40% of variance not explained by environmental, organizational, or leadership strategies" (p. 468). They are supported in this by Gordon and Rosen (1981) who propose that "Chief Executive succession in corporations may have a stronger impact in some performance areas than others (e.g. sales, net earnings, profits), and the relationships are moderated by a variety of organizational and industrial variables" (p. 239).

Day and Lord (1988) argue that Lieberson and O'Connor were remiss in dismissing the effects of leadership when it does account for 7.5% of the variance in net income. This they maintain "translates into a substantial amount of money to most organizations" (p. 454). They further point out that:

If one looks at profit margins, which are not confounded with size, leadership explains 32% of the variance with a three year time lag. This latter result indicates a very dramatic effect of executive leadership on organizational performance. (p. 455)

In an examination of Salanick and Pfeffer (1977) Day and Lord (1988) found that when the budget variables were computed in dollars the effects of the mayor's variance was about 10%. However, by controlling the proportions of the total city budget for size effects the mayoral effect was over 24%. After the size differential of the cities had been factored into the analysis the mayoral effects on median expenditures rose to 19.1% (p. 455).
Thomas (1988) supports the findings of Lieberson and O'Connor's (1972) work while pointing out some of the deficiencies. He concludes that "leader differences do account for performance variations within firms to a substantial degree" (p. 399) but that "these impacts are generally insufficient to outweigh the inbuilt differences among firms that largely account for performance variation among firms" (p. 399). This assessment supports the findings of Lieberson and O'Connor that leadership is not the prime variable in comparisons among organizations. There are many other variables to be considered. The conclusions of Thomas (1988) are supported by Weiner and Mahoney (1981) and Gordon and Rosen (1981) who contend that there are some areas inside large organizations which are readily affected by leadership.

**Leadership Succession Studies in Sports**

The study of sports organizations began because these organizations were thought to be similar in size, goals, internal structure and external environments. Seen as readily comparable with little confusion as to their goals they were thought suitable objects of study for leadership succession. Sports teams are also relatively small organizations with extensive records of their past performance.

While the studies were involved with different sports, the results are divided into categories which find leadership succession to have either positive effects, no effect or negative effects.
Positive Effects

The "common sense" theory of succession in sports was expounded by Grusky (1963). This theory states that managerial succession leads to an improvement in performance. It is not so much a theory as an everyday view of sport. If the team is not doing well, the manager is replaced. The change in leadership will bring about an improvement in performance.

Negative Effects

The first of a number of quantitative analyses was undertaken by Grusky (1963). He selected professional baseball teams because they were "a substantial number of formal organizations that, ideally, were identical in official goals, size, and authority structure" (p. 21). In an examination of 16 professional teams he set out to prove two major hypotheses: "(1) rates of administrative succession and organizational effectiveness are negatively correlated and (2) that a change in the rate of administrative succession is negatively correlated with a change in organizational effectiveness" (p. 21).

The findings on hypothesis (1) led Grusky to the conclusion that teams with more changes of managers have poorer standings than those with fewer changes of managers (p. 22). From the findings on (2) it can be deduced that more changes in managers will cause a slide in the standings (p. 23). Grusky brought forward a "vicious circle" theory in which he held that poor performance brought on a change in management (p. 30). This succession in turn causes a further slide in performance. The alternative to this was the "common sense" theory which held that managerial succession leads to an improvement in performance (p. 25).
Grusky (1964), in a further development of his ideas, brought forth the difference of inside/outside succession. In what was both a replication and extension of the work done by Gamson and Scotch (1964), he found that the "type of succession does appear to make a difference, . . . (2) inside succession is associated with team improvement . . . and (3) that outside succession is associated with no deterioration in team performance" (p. 74)

Eitzen and Yetman (1972) examined the records of 129 college basketball teams who had experienced a total of 657 coaching changes between the years 1930 and 1970. They calculated two statistics: the overall winning percentage and the number of coaching successions. Their findings supported Grusky (1964) although the correlation was noted to be "considerably less than that obtained by Grusky (-0.43)" (p. 111). Further examination of team records brought forth the regression toward the mean effect. These results caused Eitzen and Yetman (1972) to conclude that "turnover and team performance are inversely related, but that this relationship depends upon the team's performance prior to the change" (p. 115).

In another examination of baseball managerial succession Allen, Panian and Lotz (1979) analyzed the records of all major league teams from 1920 to 1973.

Their conclusions were:

1. Past team performance is related both to the frequency of succession and to the type of succession.

2. There is a negative relationship between past team performance and the frequency of managerial succession.

3. Teams resorting to outside succession performed worse during the prior season than teams resorting to inside succession.
4. The frequency of managerial succession is negatively related to subsequent team performance.

5. In general, succession between seasons is more likely to improve team performance than succession during a season.

6. Inside succession is less likely to disrupt team performance than outside succession. (pp. 177-178)

Their most important conclusions were that "current team performance is largely attributable to past team performance" and that "the frequency of managerial succession has only a small negative effect upon current team performance although this effect is not entirely insignificant" (p. 174). In describing the problem of succession effect as recalcitrant, Allen et al (1979) expressed their difficulty in explaining why only a very small proportion of the variance in team performance can be attributed to succession.

**No Effect**

Attacking Grusky's argument and extending their own, Gamson and Scotch (1964), put forth the "ritual scapegoating" theory. In their view managerial succession had no effect on performance. They proposed that managers are replaced during slumps which are part of the game of baseball. They predict "if the slump-ending effect is controlled there will be no difference in performance under the old manager and the new manager" (p. 71). The successor has not created this improvement and the former manager, though not responsible for the slump, is the scapegoat.

In developing their "ritual scapegoating" theory, Gamson and Scotch tracked the performance of teams which changed managers in mid-season. This succession was felt to be more disruptive than a change of manager in the off-season. They found that teams
with mid-season changes improved their performance in the period following the succession. This improved performance was not sustained over the entire season. Gamson and Scotch stated that managerial succession "apparently does not lead to any visible deterioration of performance" (p. 72) continued to hold partial support for both the "common sense" and "ritual scapegoating" theories.

Brown (1972, p.4) investigated the effect of succession in professional football teams. National Football League teams are larger with more complex managerial systems than baseball teams. They are viewed as small organizations as opposed to the small groups which typify the teams of professional baseball and college basketball. Brown's findings seemed to support the ritual scapegoating thoughts of Gamson and Scotch. He suggested that "given the intimate relationship, fostered by the media, between the professional sports organizations and a significant element of their environment (their fans), a ritualistic conception of succession seems quite plausible" (p. 13).

The qualifications Brown places on his support for ritual scapegoating revolve around shortcomings with his sample size, crudeness of controls and the lack of detailed analysis of within-season succession. He classes his results as "tentative" and further qualifies them in light of the unusual setting of professional football.

In their examination of succession in professional basketball, Pfeffer and Davis-Blake (1986) tabulated the records of 22 National Basketball Association teams between 1977 and 1981. In indicating the complexity of the succession phenomenon, Pfeffer and Davis-Blake (1986) point out the importance of timing, the choice of inside or outside successors and the abilities of these successors. They state:
The findings of both previous and present research suggest that merely knowing that succession has occurred is not an adequate basis for predicting its consequences. Rather, the type of succession, when it occurs, and particularly, the abilities of replacement managers all need to be accounted for in assessing likely effects of succession. In other words, it is probably not fruitful to try to find a single succession effect because the consequences of successions are likely to vary dramatically depending on the conditions surrounding them. (p. 81)

Pfeffer and Davis-Blake (1986) emphasize the importance of the ability of the new manager as a guide to the future performance of the organization.

The complexity of succession in sports defies a simple solution to the problem. Inside or outside succession, mid-season or post season succession, experienced or inexperienced successors are variables which compound the possibilities. The organizations which are supposed to have a similar goal were frequently found to have different goals. Some teams were committed to winning while others were dedicated to making money in their facility.

The study of coaches and managers was found to reflect a mid-level managerial area. While coaches and managers change fairly frequently, they do not control the personnel who make up a successful or unsuccessful team. This factor is controlled by the owner's purse or the league entry draft. Ultimately, the quality of the players, which is critical to any sports organization's success, is beyond the control of the coach.

These complexities, which had not seemed apparent at the outset, caused researchers to seek other more fruitful areas for research.
Leadership Succession Studies in Education

In the area of education, studies have been conducted from the perspective of the actors on the educational stage. The studies have viewed succession from the perspective of superintendent, principal, staff and students. The studies have also dealt with the inside/outside factor.

Superintendent Succession

Carlson (1962) in an examination of succession among school superintendents brought forth the concept of inside and outside succession. He found that "the origin of the successor is a major variable in the study of administrative succession" (p. 226). The differences were stated thus:

Insiders are place bound; they put place of employment above career. Outsiders are career bound; they put career above place of employment. Insiders are called upon for stabilizing performance when the employers wish to maintain the system. They are paid less and gain less prominence than the outsiders, who are called on for a creative performance when the employers desire changes in the system. Similarly, insiders act in a way that does maintain the system: they do not develop new rules and policies that alter the course of the organization; they do not prepare the organization for new ways of functioning by expanding the administrative staff. Outsiders on the other hand, look more favorably upon mobility and occupy a superintendency for a shorter period of time. (p. 226)

Miskel and Cosgrove (1985), although allowing that the conventional wisdom of changing administrators may improve school performance, state:

The replacement of principals or superintendents is a disruptive event because it changes the lines of communication, realigns relationships of power, affects decision making, and generally disrupts the equilibrium of school activities. (p. 88)
In suggesting the possibility of either positive or negative effects, Miskel and Cosgrove (1985) assert the succession provides "excellent opportunities for researchers to assess administrator effects on school performance" (p. 88).

**Principal Succession**

Gordon and Rosen (1981) and Miskel and Cosgrove (1985) see succession as consisting of three parts. The first is the prearrival which occurs during the hiring process. As the principal is being hired a number of premises are established by the new principal, the school staff, the director of education, the school committee and the community in general. This is followed by the arrival phase which is the period when the new principal arrives in the school. At this point the assumptions which were established at the prearrival phase are either reinforced, destroyed or replaced. From the first two phases come the succession effects which become part of the experience of the principal while resident in the position. These are shown on Table 1.

The problem of inside or outside succession is dealt with in reference to the individual school situation. When the school is experiencing high levels of intraorganizational conflict, an inside successor may be the better choice. The insider can bring an understanding of the dynamics of the conflict to the situation and avoid an unwitting escalation of stress.

Outside successors are seen by Miskel and Cosgrove (1985) in the same light as Carlson (1961). They are suitable to a situation when change is required. Outside successors are frequently hired because superordinants are looking for change. This opinion was shared by Ganz and Hoy (1977). In their study of elementary school
principals they found that change is promoted by the career bound outsiders while the place bound insiders prefer the status quo.

Table 1

Framework to Guide the Study of Leader Succession

<table>
<thead>
<tr>
<th>Prearrival</th>
<th>Arrival</th>
<th>Succession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for succession</td>
<td>Demography</td>
<td>Changes in:</td>
</tr>
<tr>
<td>Selection process</td>
<td>Organizational structure</td>
<td>reputations</td>
</tr>
<tr>
<td>Reputation of leaders</td>
<td>School culture</td>
<td>orientation</td>
</tr>
<tr>
<td>Orientations</td>
<td>Educational programs</td>
<td>Arrival factors</td>
</tr>
<tr>
<td></td>
<td>Successor actions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School effectiveness</td>
<td></td>
</tr>
</tbody>
</table>

(Miskel & Cosgrove, 1985)

Rowan and Denk (1984) concur with this view of change and declare that if principals are a factor in school achievement, then "through unique management styles or behaviour, academic performance in the same schools should change when schools change principals" (p. 518). However, Rowan and Denk (1984) caution that "leadership changes have different effects in different contexts" and . . . that these effects are slow to develop and of limited duration" (p. 534).

Hart (1987) reported on succession as a participant. The observations of her staff reflect a fear of "the worst possible scenario" (p. 8). When disruptive succession events feared by the staff were averted staff attitudes changed since "when they feared the worst, positive outcomes looked even better" (p. 8).
Staff

Fauske and Ogawa (1987), in the absence of a clear-cut relationship between leader succession and organizational performance, examined how members of organizations interpret succession events. Following the work of Gordon and Rosen (1981) and Miskel and Cosgrove (1985), they developed a framework of pre-arrival factors, post arrival factors and succession effects. (p. 24) In an extension of this work, Ogawa (1991) examined the relationship between pre- and post-succession sense making. From these studies they propose that a staff can view principal succession in a number of ways. They may see the succession as either threatening or reinforcing their relationship with the school leader. The succession may mean a continuation of previous practice or signal a change in procedures. Another alternative is that succession can be seen by the staff as a positive event to be welcomed or a negative event to be fought.

Finding a strong link existed between teachers' pre- and post-succession sensemaking, Ogawa (1991), stated that teachers assumed succession to have two dimensions: "(a) the belief that a principal can set school-wide direction and (b) a belief that each principal brings his or her notion of what a school's direction should be" (p. 53). The link between pre- and post-succession sense making on the part of the teachers is rooted in the pre-succession fear and expectations of the teachers. These emotions are linked to the above assumptions on principal ability and determination to set school direction.

Knoop and Wagner (1986) proposed "alternant leadership". This they described as "leading and succeeding one another by turn; it implies succession, transitoriness,
evolvement and participation" (p. 3). By substituting a democratic and collegial system which stresses mature and professional interpersonal relationships, many succession problems can be avoided. They propose leadership terms of five years, election of leaders, two term maximum tenure for all positions and peer selection among other requirements for positions. This model is similar to that employed in the selection of academic leaders for many universities. Sackney (1986), comments that universities "have not been found to be particularly innovative or self-renewing organizations" (p. 7). Sackney is supported in this premise by Birnbaum (1971) who suggests that universities follow a succession process "that operates to limit organizational conflict and maximize organizational stability" (p. 133). Sackney develops the idea that alternant leadership will not precipitate leadership succession redesign because insiders tend to pick leaders from inside the system.

The recurring theme in principal succession is the concern of the staff over the effects. The early work of Carlson (1961) brought out the willingness of place bound insiders to merely maintain the school. The career bound outsider is willing to make changes. These findings on insider/outsider attitudes were also found by Miskel and Cosgrove (1985), Gordon and Rosen (1981), and Ganz and Hoy (1977).

Hart (1987), Fauske and Ogawa (1987), and Ogawa (1991) attempted to investigate the attitudes of staff members to principal succession. They discovered that teachers feel that new principals have the power, and are frequently willing to change school direction. This creates tension as the staff and succeeding principal move into their new relationship.
Summary

The conflicting results of studies in this field make definitive conclusions difficult. The dissonance between the results of three fields of activity in leadership succession are readily apparent.

Management succession has been the field of the greatest number of studies. However, the range of the studies is frequently restricted to the role of the chief executive officer of large companies or corporations. The leadership role here is different from that of school principals. The firms examined by Grusky (1961), Lieberson and O'Connor (1972), Salanick and Pfeffer (1977), Weiner and Mahoney (1981) were so large that Grusky (1961) would conclude "the organizational size is likely to be positively correlated with the degree of bureaucratization" (p. 262). This would appear to be at odds with the term "loosely coupled systems" which Weick (1976) uses to describe schools.

A comparison of the type of bureaucratized succession of a huge business with its clear technology and predictable results and the uncertain technology of education brings into focus the problems faced by succeeding principals. As Freeman (1979) states:

Because no one knows why one technique works well and another works poorly or under any conditions any technique works best, districts and schools within them rely upon teacher professionalism and essentially decouple levels in the hierarchy. (p.120)

Consequently, while succeeding principals may bring a new concept of school direction and may wish to set that direction for the school, they are constrained by technology which is in the hands of the teachers. Should teachers be unwilling to take new direction set by the incoming principal, they have control of the methodology which is used in their classrooms.
The smaller size of professional sports organizations makes the comparison between them and schools seem more pertinent. However, the peculiarity of all professional sports is stressed. The lack of coaches control over personnel, and the different criteria of the owners make it difficult to compare teams which are, on the surface, similar in makeup by Brown (1982) when he questions "the usefulness of this structural representativeness in arguing for the external validity of (these) conclusions" (p. 14). He is supported in this by Miskel and Cosgrove (1985) who maintain that "managerial changes in athletic teams . . . may not be generalizable to other organizations such as schools" (p. 99).

In the area of research into educational succession it would appear the eclectic approach has been most favored. Carlson (1961) approached the problem from the viewpoint of school superintendents. Although he did develop the concept of insider/outside succession, his work in the field was limited to that area. Miskel and Cosgrove (1995) have built on this premise using the work of Grusky (1960) and Gordon and Rosen (1981). They assert that the prearrival and arrival periods of the succession are critical. During these phases resource allocation problems and ideological divisions come to the surface. The new principal must be extremely alert during this unstable period if he or she is to establish themselves as the educational leader. Hart (1987) viewed succession from a principal's perspective while Fauske and Ogawa (1987) and Ogawa (1991) pursued the problem from the angle of teachers making sense of principal succession. Both these studies reinforce the lack of security felt by the staff and succeeding principal at the prearrival and arrival phases.
Rowan and Denk (1983) examined the effect of principal succession on skills achievement in schools. They caution those of the belief that principals can rapidly change instructional outcomes. This is of particular import to those schools where succeeding principals have a mandate for change. Such change will be difficult to predict, slow to develop and of a limited time span.

Knoop and Wagner (1986) have looked at the phenomenon in terms of improving the negative effects of succession. Rather than a hierarchical approach they suggest a collegial grassroots model which will allow educators to interact with their leaders rather than react.

The lack of definitive research does not allow extensive conclusions about the succession effect in schools. However the conclusion reached by Lieberson and O'Connor (1972) that the succession effect will have differential effects on performance criteria would appear to have some validity in the school setting. This is not at odds with Weiner and Mahoney (1979) whose findings would indicate that succession would have major effects on performance criteria. It would seem reasonable for Miskel and Cosgrove (1985) to conclude that principal succession will affect school outcomes. The problem would appear to be identifying the type and extent of those outcomes.

Leadership Succession Literature - Post 1990

Literature investigating succession has been generated in two of the three sections outlined at the beginning of this chapter. The first is research into management succession. The second deals with succession in education.
Management Succession

Friedman and Saul (1991) investigated the reactions of organization members to a recent CEO succession. Using a mail survey to 235 human resource executives in such organizations, they attempted to find changes in executive turnover and morale which were a direct effect of the succession.

Their findings indicate the hiring of outsiders was followed by an increase in post succession executive turnover. Another finding linked the length of tenure of the previous CEO with a similar increase in turnover. Calling this "cohort replacement" Friedman and Saul attributed it to long tenured top executives having management teams who are particularly loyal to them.

Miller (1993) examined succession effects in 36 large U.S. corporations. Using archival data going back 20 years or more he identified 17 organizational dimensions to provide a rich description of the organizational evolution.

Miller's findings identified long tenured CEO's as concentrating power and decision making in their own hands. They were less likely to spend time gathering information to augment this decision making. New CEO's did not have the background knowledge early in their tenure so they were obliged to disperse power and take time to process information.

Succession is identified with change due to the inexperience of the new CEO. The learning of the company system takes time and help from subordinates.
Leadership Studies in Education

Hart (1991) investigated succession from the effect that the organization has on the incoming principal. She saw this as socialization and viewed it as occurring in three main ways - context, content, and socially. Succession was viewed as a crisis, with socialization as a counterbalance.

... two sides of the same process - involving the same people - the one side focusing on the group's influence on the newcomer, the other on the newcomer's influence on the group

This makes succession, in Hart's view, an interactive process rather than a top down experience.

Walsey (1992) discussed the disruptive effects succession may have on a change process which is underway. The change process may span two or more school years and the succession of a new principal has the ability to disrupt the process. The dismantling of innovative programs may cause good staff members to leave.

Walsey identified the management of the transition, or succession, as critical in accommodating the successful completion of the change which is underway.
CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

In this chapter the setting and the methodology for the collection and analysis of data are described.

Introduction

The purpose of the study was to examine the phenomenon of principal succession in schools in the Northwest Territories with emphasis on the perceptions of insider and outsider principals as they move into their new positions. The chapter presents a description of the methodology which was employed in addressing the purpose of the study. First however, a description of the setting for succession in the NWT is provided.

The Population

Principals of the 79 schools in the NWT were asked to participate in the study. The schools in the NWT varied in size from one-teacher multi-grade elementary to 50 teacher high schools. The great majority of the schools were K-Grade 9 with fewer than 10 teachers. The schools are modern in design and curriculum. There is a great deal of accommodation for native languages and culture.

The study used the entire population of 79 principals in the NWT. The population, though small, is one which regularly experiences a high rate of succession. The high rate
of turnover frequently makes the hiring of insider principals impossible and obliges school divisions to hire outsiders as principals. Consequently the NWT has a principal population which experiences high annual rates of succession and has no stated inside or outside hiring policy.

**Purpose of Study**

The study addressed the questions identified in Chapter 1. These are:

1. **Under what circumstances did principals succeed to their new positions?**

2. **What were the principals' perceptions of their new positions prior to their arrival in the communities?**

3. **What were the principals' perceptions of the early stages of arrival and the settling in period?**

4. **What change in principal perception came about as a result of succession?**

**Data Collection Procedures**

A questionnaire utilizing Miskel and Cosgrove's (1985) dimensions was used to collect information on the perceptions of principals as they experienced prearrival, arrival, and succession effects. This particular questionnaire was chosen because of the clarity with which it laid out the dimensions of succession, and for its applicability to realities as experienced in the NWT. A questionnaire was judged the most appropriate method to obtain the information required. The vastness of the NWT and the financial cost and
time involved in air travel made site visits or personal consultations unmanageable. Similar constraints exist to a lesser extent with telephone interviews.

The 14 dimensions which provided the basis for the questionnaire items are as follows: demography, organizational structure, reasons for succession, selection process, reputation of principals, orientation of principals, school culture, educational programs, successor actions, community, school effectiveness, changes in reputations, changes in orientations, changes in arrival factors. The first 11 of these were initially propounded as factors common to leadership succession by Gordon and Rosen (1981). They were adopted and enlarged by Miskel and Cosgrove with the addition of the three succession effects - changes in reputations, changes in orientation and changes in arrival factors.

These 14 dimensions were organized into four major parts: (a) demographic data on respondents and the selection process of the school divisions; (b) prearrival factors; (c) arrival factors; and (d) succession effects. The questionnaire was designed to generate perceptions regarding the effects of succession on organizational processes and performance and to identify dimensions in prearrival and arrival factors which cause variance in the succession effects. A third design feature attempted to identify problems stemming from the succession which face the principal who has completed the succession.

The instrument was field tested by having the following two groups of educators complete the questionnaire: (a) ten fellow graduate students and (b) ten principals. Pilot testing was done during the last week of July, 1991. Following pilot testing, refinements were made to eliminate problems which came to light. Specific question phrasing and
structure were reviewed with the intent of making the items meaningful to the study population and to facilitate responses.

Following final refinement of the instrument, contact was made with Stephen Kakfwi, Minister of Education of the NWT to obtain his permission to proceed with the study and to obtain a list of the names and addresses of the principals. The instrument, with covering letters, was administered to the population by mail during the period January 6 and February 4, 1994. Respondents were given a three week period to return the questionnaires by means of a pre-paid sealed envelope. Following this time, a follow-up letter was issued to secure a higher rate of response.

**Treatment of the Data**

A copy of the questionnaire is contained in Appendix A. Respondents responded to items on the questionnaire on a four-point Likert type scale from "agree" to "disagree". Agree was scored as four and disagree was scored as one.

Information concerning research Question One was presented in table form for the eighteen items (1-18) relating to demographics and circumstances of succession.

Data were presented graphically for research Questions Two to Four, based upon frequency counts scored as above. The responses to items 19 through 27 indicated the perceptions principals held during the hiring process and in the period prior to arriving in their community. From this information an attempt was made to answer research Question Two.
The perceptions of principals as they worked through the arrival phase were the source of information from items 28 to 49 in the questionnaire. From the information gleaned came the answers to research Question Three.

Question Four dealt with succession and was the topic of items 50 to 60 in the questionnaire. The responses provided insights into changes in principal perceptions and the reasons for the changes.

The qualitative section of the questionnaire was designed to provide data on the method of hiring. It also allowed the principals an opportunity to express succession concerns not covered in rated questions.

The open ended items - 26, 48, 49, and 60 - provided data which was subject to a content analysis to determine if there were consistencies in these insights and perceptions across the NWT.

Summary

The major purpose of this study was to investigate the phenomenon of principal succession in the NWT. The population consisted of principals in the 79 schools in the NWT the majority of whom work in small schools and who do not remain for more than three or four years in their position. Data were collected by means of a questionnaire modelled on Miskel and Cosgrove's (1985) instrument. The information related to the four research questions was presented and analyzed predominantly on the basis of frequency counts and graphs.
Data were presented graphically according to frequency counts for research Questions Two to Four and in table form for research Question One.
CHAPTER 4

ANALYSIS OF THE DATA

In this chapter the data gathered by means of the questionnaire on Principals' attitudes and succession, shown in Appendix A, were organized to yield information pertinent to the research questions posed in Chapter 1.

Frequency counts were analyzed to identify perceived differences in principals' attitudes toward the prearrival, arrival, and succession events. Finally samples of additional remarks by respondents were mentioned. The analysis made it possible to summarize the findings, interpret them in light of the literature reviewed in Chapter 2, draw conclusions and make recommendations based upon the perceived attitudes of the principals.

Response Rates

The questionnaire was mailed to all 79 principals in the schools of the NWT. Responses were received from 39 principals (49%). The results are contained in Table 4.1.

The relatively low response rate (despite follow-up) might be explained by two factors. First principals in the NWT schools receive considerable requests for survey information. Second, time, distance, and isolation might be significant factors inhibiting responses.
Table 4.1

Response Rates to Questionnaire on Principal Attitudes (n=79)

<table>
<thead>
<tr>
<th></th>
<th>Sent</th>
<th>Returned</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>79</td>
<td>39</td>
<td>49.4%</td>
</tr>
</tbody>
</table>

Demographic Data

The data in this section uses three variables for purpose of analysis: principal experience and training, school size, ethnic background and gender, hiring rational and method.

The experience of the respondents is shown in Table 4.2.

Table 4.2

Principal Experience in Years (n=39)

<table>
<thead>
<tr>
<th></th>
<th>Total Service Present Board</th>
<th>Principal Present School</th>
<th>Principal All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>6.3</td>
<td>3.2</td>
<td>6.9</td>
</tr>
<tr>
<td>Median</td>
<td>5.0</td>
<td>2.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Mode</td>
<td>1.0</td>
<td>1.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>

The table indicates that the respondents have a mean tenure as principal in their present school of 3.2 years. It should be noted that the median and mode statistics
indicate a skewing of the normal curve and that there are a greater number of principals with less than the mean in service, and in total experience as principal.

A distribution of respondents according to their highest qualification is presented in Table 4.3.

Table 4.3

Principals' Highest Qualification (n=39)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed.</td>
<td>6</td>
</tr>
<tr>
<td>B.A., B.Ed.</td>
<td>13</td>
</tr>
<tr>
<td>Post Graduate Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>12</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
</tbody>
</table>

Of the 12 respondents with a masters degree four held the qualification in Educational Administration. In the category of other there were two Teacher Education Program graduates, and three Certificates of Education.

School Size

The enrolment in the respondents' schools ranged from eight to 442. Schools were considered small, medium or large according to enrolment. Schools with 100 or less students were classed as small. Those between 101 and 250 were classed medium, while those above 251 were classed large. A distribution of principals according to school enrolment is shown in Table 4.4.
Table 4.4

Principals Grouped According to School Size (n=39)

<table>
<thead>
<tr>
<th>School Enrolment</th>
<th>Number of Principals</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 or fewer (small)</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>101 to 250 (medium)</td>
<td>16</td>
<td>41</td>
</tr>
<tr>
<td>251 or more (large)</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100</td>
</tr>
</tbody>
</table>

Ethnic Background and Gender

In Table 4.5 respondents were grouped according to ethnic background, gender, and insider or outsider status. A distribution of the respondents according to these three categories is shown below.

Table 4.5

Principals Grouped According to Ethnicity, Gender, and Insider or Outsider Status

<table>
<thead>
<tr>
<th></th>
<th>Outsider</th>
<th>Insider</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Native</td>
<td>Non Native</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>
**Hiring Rationale and Method**

Part of the examination of the hiring process of the principals involved the events which precipitated the position becoming available. The distribution of these reasons is shown on Table 4.6.

As illustrated in Table 4.5 the greatest proportion (35%) of openings in principal positions resulted from a principal stepping down voluntarily. It should be noted that this category involves the principal who has stepped down remaining in the school in a teaching capacity. In three of these instances, unsolicited opinions in the questionnaire attributed some pressure to step down was being applied from external sources.

Of the 11 respondents in the "moved outside NWT" category, nine pursued careers in other parts of Canada, one returned to university, and the other entered politics.

Table 4.6

**Reason for Opening (n=39)**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Appointment #</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoted within Board</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Promoted outside Board</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>Moved outside NWT</td>
<td>11</td>
<td>28.0</td>
</tr>
<tr>
<td>Stepped down voluntarily</td>
<td>14</td>
<td>35.0</td>
</tr>
<tr>
<td>Demoted or dismissed</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Illness / Death</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Retirement</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>Don't know</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The hiring process involved six possible variables. These were, a telephone interview, a personal interview with the Director of Education, a personal interview with some, or all, of the Divisional Board of Education, a personal interview with members of the Community Education Council, and any of the above with a staff member in attendance. The sixth variable was a unilateral appointment. These are shown in Table 4.7

<table>
<thead>
<tr>
<th>Method of Selection</th>
<th>Frequency</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone interview</td>
<td>18</td>
<td>22.5</td>
</tr>
<tr>
<td>Personal interview with the Director</td>
<td>22</td>
<td>27.5</td>
</tr>
<tr>
<td>Personal interview with the Divisional Board</td>
<td>13</td>
<td>16.25</td>
</tr>
<tr>
<td>Personal interview with Community Educational Council</td>
<td>19</td>
<td>23.75</td>
</tr>
<tr>
<td>Staff member present</td>
<td>7</td>
<td>8.75</td>
</tr>
<tr>
<td>No interview</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The process for most participants involved more than one factor or contributor. The mean number of factors for each selection candidate was 2.1. The use of more than one group to interview the candidates reflects the interests and responsibilities of the
stakeholders. The elected officials of both the Divisional Boards and Community Educational Councils have clearly delineated powers and responsibilities in this area according to the Education Act of the NWT. The interest of the teaching staffs were represented in seven of the 39 selections of principals.

Perceived Differences in Principals' Attitudes

The 39 respondents fell into two categories. There were 24 insiders. These were successful candidates who had taught, or had been principals, in the NWT prior to succeeding to their present position. The 15 respondents who had not lived, or taught, in the NWT were classed as outsiders.

The responses to the rated questions fell into three categories. These were prearrival, arrival, and succession. The two groups were compared by means of a graph.

Prearrival

The two groups responded to rated questions which sought to identify their perceptions of their new position prior to arriving in the community. There were eight such questions with responses on a Likert scale rated from one to four. The mean of all responses was 2.15 with a standard deviation of 0.66. The abbreviated questions are numbered, graphed, and summarized in Table 4.8.

From the data in Table 4.8 it is apparent that, for most new principals, regardless of the circumstances of their succession, the director did not play a significant role in apprising staff of the need for change in the school. The areas of greatest agreement with
the survey items were (for both *insiders* and *outsiders*) their support for staff, their emphasis on school goals as a priority, and the management of instruction as a priority.

Table 4.8

**Graph of Mean Scores for Insiders and Outsiders on Prearrival Factors**

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean Performance Score</th>
<th>Means per Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
</tr>
<tr>
<td>19. First viewed as principal to make changes</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>20. Director stressed to staff need for change</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>21. Staff believed new principal leadership style task orientated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. New principal expected to be a manager of people</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>23. New principal expected to be curr. innovator and decision maker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. New principal showed support for staff</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>25. School goals a priority for new principal</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>26. Management of instruction a priority</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*X* = insiders  
*0* = outsiders
Verbatim Perceptions Related to Prearrival

To afford respondents the opportunity to bring out information not covered in the rated questions at least one open ended question was included in each of the rated sections of the questionnaire. Many principals elaborated on the information already gathered. The response level was high, and highlighted, the information already gathered.

The first open ended question was in the prearrival category and asked the respondents for a brief description of their expectations of (a) the school and (b) the community during the hiring process. There were 38 responses from which comments were analyzed into the categories shown in Table 4.9.

Table 4.9

Prearrival Expectations Held by Succeeding Principals for School and Community:

A Summary of Responses to Open-ended Questions

<table>
<thead>
<tr>
<th>Category of Expectation</th>
<th>Insider</th>
<th>Outsider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuity of Teaching/Superior Instruction</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Staff Morale related to Principal Turnover</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Improved Leadership</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Improved Discipline</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Negative Community Anticipation</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Positive Community Anticipation</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

Teaching

The main thrust of teaching and program comments during the prearrival dealt with the candidates concern with their own teaching responsibilities and their
responsibility to encourage and foster the continuity of superior instruction. There were 12 responses which considered this an important concern during the hiring process. Comments were of the type:

. . . a typical, small, village setting where the primary responsibility was teaching not administering. (insider)

Ten of these responses were from insiders, two were from outsiders.

Principals succeeding in larger schools were less concerned with their own teaching duties but expected to be facilitating superior instruction in their staff. These principals were aware that, rather than being primarily teachers, they would spend the bulk of their time and effort in administration.

Staff

The area of staff drew seven comments. There were five from insiders and two from outsiders. In this area concerns were expressed about staff morale and development of teaching expertise. The poor morale was linked to high staff turnover from previous administration. The relatively high turnover was also linked to inexperienced replacement staff. Prearrival comments centred on these concerns:

The traditionally high turnover of young staff required coaching to ensure good programming and instruction plus lower turnover through team building. (insider)

Leadership

There were six responses in this area. The responses came from two insiders and four outsiders.
The comments referred to providing leadership in an area where leadership had been lacking. A major concern was instructional leadership for the staff. Respondents expressed concern over the situation about to be entered, the lack of educational leadership and the resultant need for healing of wounds caused by previous administrations. The succeeding principals understood themselves to be the primary healers of these wounds.

... more leadership and empowerment. I expected to be a healer for some deep-seated problems which had occurred prior to my arrival. (outsider)

Discipline

There were three respondents who commented on the problem of discipline. The thrust of their remarks indicated a perception that one of their major expectations was to instill discipline into a student body. The responses came from two insiders and one outsider.

Community

Expectations in this area were divided between an anticipated involvement in community educational development, poor community response to the school, and good community response to the school. There were 15 responses to this question.

Four insiders and one outsider stressed the development of the Community Educational Council which in some cases was mentioned as the "representative of the parents". In other cases the parents individually, and as a group, were seen as being an essential component in the children's education.
Negative views were expressed by three insiders and four outsiders. Their remarks anticipated a community with a negative view of the school or a community which had little interest in formal schooling. Typical remarks suggested the candidates expected the school and community to be a long way apart in what they considered appropriate schooling. These respondents were aware, either through the information gained during the hiring process or from other sources, that the school community relationship was one that needed attention. Comments were of the type:

...very little support from the community. Strong opposition from some of the native people. (outsider)

In contrast to the previous group these succeeding principals anticipated a positive educational climate. There were ten respondents who looked for community support. Of these four were insiders and two were outsiders. Their anticipation was based on teacher networking about the community and school to which they were succeeding. One insider commented:

I expected the community to be cooperative since I was known in the Region. (insider)

Arrival

The two groups responded to rated questions which sought to identify their perceptions of aspects related to arrival. These six items were organizational structure, school climate, educational programs, successor actions, community, and school effectiveness. There were 18 such questions with responses on a Likert scale rated from
one to four. Mean scores for insiders and outsiders on each item are graphed and summarized in Table 4.10.

Table 4.10

Graph of Mean Scores for Insiders and Outsiders on Arrival Factors

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean Performance Score</th>
<th>Means per Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Insider</td>
</tr>
<tr>
<td>Question Disagree 2 3 Agree 1 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Collegial school division</td>
<td>X</td>
<td>2.88</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>29. Instructional techniques</td>
<td>X</td>
<td>2.75</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>30. Vertical chain of command</td>
<td>X</td>
<td>2.79</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>31. Staff cooperation</td>
<td>X</td>
<td>3.13</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>32. Overwhelmed at outset</td>
<td>X</td>
<td>2.46</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>33. Role dictated by school committee</td>
<td>X</td>
<td>1.63</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>34. Different approach to staff</td>
<td>X</td>
<td>3.13</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>35. Instructional leader</td>
<td>X</td>
<td>3.13</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>36. Worked with individual teachers</td>
<td>X</td>
<td>3.13</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.10 (continued)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>37. Improved entire staff</td>
<td>X</td>
<td>2.83</td>
<td>3.20</td>
</tr>
<tr>
<td>38. Limited decision making possible</td>
<td>X</td>
<td>2.08</td>
<td>2.13</td>
</tr>
<tr>
<td>39. Constraints on sanctions</td>
<td>X</td>
<td>2.04</td>
<td>1.93</td>
</tr>
<tr>
<td>40. New view of school</td>
<td>X</td>
<td>2.29</td>
<td>2.53</td>
</tr>
<tr>
<td>41. Great influence of community</td>
<td>X</td>
<td>2.00</td>
<td>2.60</td>
</tr>
<tr>
<td>42. Other people have input</td>
<td>X</td>
<td>3.66</td>
<td>3.66</td>
</tr>
<tr>
<td>43. Variety of interest groups</td>
<td>X</td>
<td>1.71</td>
<td>2.07</td>
</tr>
<tr>
<td>44. I am foremost authority</td>
<td>X</td>
<td>2.13</td>
<td>1.60</td>
</tr>
<tr>
<td>45. Improved school climate</td>
<td>X</td>
<td>3.50</td>
<td>3.33</td>
</tr>
<tr>
<td>46. No drop in staff morale</td>
<td>X</td>
<td>3.66</td>
<td>3.27</td>
</tr>
<tr>
<td>47. Similar atmosphere in school</td>
<td>X</td>
<td>1.79</td>
<td>2.00</td>
</tr>
</tbody>
</table>

X = insiders  
0 = outsiders

As indicated in Table 4.10 the greatest level of disagreement for both insiders and outsiders was the perception that their role in the school on arrival was dictated by the
school committee. It is interesting to note that both insiders and outsiders did agree it was immediately apparent to them that others had significant input into the organization.

**Verbatim Perceptions of Succeeding Principals**

To allow respondents to comment on their arrival experiences which were not contained in the rated section, two open ended questions were included at the end of this section.

There were 35 responses to Question 48. This question addressed the differences between the prearrival perceptions of succeeding principals compared to their perceptions after arrival. An analysis of these responses revealed four categories. The first was that of no alteration to expectations. The school and community were as the principal expected them to be. The second and third categories were those in which (a) positive, and (b) negative differences from their expectations were perceived. The fourth category belonged to those who were community members or staff members prior to the succession.

**No Change**

Fifteen respondents reported that there had been no change in their perceptions after arrival. Thirteen were insiders and two were outsiders. Positive and negative differences from initial expectations are reported, in turn, below.
Positive Differences

There were six responses in this category. They were made by four insiders and two outsiders. The comments dealt with a feeling about the positive attitude of both students and community to staff. As one insider commented:

... it was evident that the students had a positive attitude toward the staff, and the community was very supportive of staff. (insider)

One outsider was positively surprised by the community and commented:

I realized that the community was not part of a barren waste land but a viable small town.

This reflected a feeling held by most of these respondents that the school and community were not as bad as people had led them to believe.

Negative Differences

Three insiders and seven outsiders noted negative differences from their expectations. The negative responses centred around being misled prior to arriving in the community. Upon arrival expectations of the school were greater than the reality. This experience prompted:

Very much so! The school was so disorganized and lacking equipment and instructional supplies. (outsider)

With regard to the community, expectations during the hiring process had been centred on visible situations. Upon arrival these respondents found things "below the surface" which altered their expectations. The most common was the surface support given to native language and culture. This was the subject of the following insider observation:
I had initially believed that the entire community espoused the Board philosophy of promoting Inuktitut and Inuit culture. There is a small group of residents who say they promote these issues yet feel there should be more English in the school program.

Other remarks spoke of the lack of interest in education in the community. The apathy was described in the following manner:

Community Education Council input and interest is limited mainly to lip service, little in the way of concrete, constructive support. (outsider)

**Perceived Response of Wife and Family**

In Question 49 respondents were given an opportunity to comment of whether their spouse and family had different arrival experiences. There were 36 responses to the question. Fourteen of these were from principals with no spouse or family. These respondents did not find the question applicable. Of the remainder, eight found the arrival experiences of their spouse and family to be different from their own, while 16 perceived their spouse and family had similar arrival experiences.

**Different Arrival Experiences**

This group consisted of five outsiders and three insiders. There were two sub-groups of equal size. The first had arrival experiences which were related to their children.

Remarks attested to the difficulty the children had in adjusting to the new community:

My children are still sensitive about the way they are treated by the students. This treatment is limited to a few students but it is sufficient for the young child to feel alienated. (outsider)
In the other sub-group the difference experienced in arrival factors was felt by the spouse. One remark centred on the problem of entering a new community and establishing relationships. The spouse felt some isolation at this juncture and the comment reflects this:

My spouse did not wish to leave the eastern arctic so arrival to rain and mud just maintained his belief that he didn't wish to be here. (insider)

Other remarks spoke of the spouse being more at ease in the new community than the succeeding principal. One outsider principal who was working through changed perceptions with regard to the school commented:

My wife is a mature person, almost fifty years old, who adapted readily to the community and is enjoying it.

Similar Arrival Experiences

There were 16 responses in this category. Of these, 13 were insiders and three were outsiders. Three of the insiders had native spouses who were familiar with the community they were entering. Their comments were brief pointing out that the experience was not new to their spouse.

The remaining comments centred on a lack of variation between the prearrival and arrival experiences of the spouses and families.

Summary

In this section the responses to eighteen rated questions were charted. Respondents commented, through two open ended questions, on differences in their prearrival perceptions and their views upon arrival. The 38 responses in the first open ended
question (#48) were divided into four categories. These were, no difference, positive change, negative change, and community member prior to succession.

In the second open ended question (#49) the 38 responses were divided into three categories. These were, that of no spouse and family, different arrival experiences, and similar arrival experiences.

Succession

Rated questions were used to identify the changes in perceptions of the principals who had worked through succession. These questions attempted to identify changes in reputation, changes in orientation, and changes in arrival factors as the principals moved through the succession. An open ended question allowed the respondents to identify areas in which the school had changed due to the succession.

The Likert scale questions are numbered, abbreviated, graphed and summarized in Table 4.11.

From the data in Table 4.11 several noteworthy findings emerged. The first of these pertained to relationship with the Director. In responding to item #52

I now find myself socially less distant from the Director of Education than when I was first appointed, the outsiders have a mean of 3.07 with a standard deviation of 1.12 while the insiders have a mean of 2.45 with a standard deviation of 1.19. This would place the outsiders as a group on a more personable footing with their Director than prior to the succession.
Table 4.11

Graph of Mean Scores for Insiders and Outsider on Succession Effects

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean Score</th>
<th>Means per Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disagree 1</td>
<td>Insider</td>
</tr>
<tr>
<td>50. Community have supported change</td>
<td>X</td>
<td>3.40</td>
</tr>
<tr>
<td>51. Staff have supported change</td>
<td>X</td>
<td>3.60</td>
</tr>
<tr>
<td>52. Socially less distant to Director</td>
<td>X</td>
<td>2.45</td>
</tr>
<tr>
<td>53. Understanding of position altered</td>
<td>X</td>
<td>2.08</td>
</tr>
<tr>
<td>54. Position is as I anticipated</td>
<td>X</td>
<td>3.25</td>
</tr>
<tr>
<td>55. Any present problems come from my early perceptions</td>
<td>X</td>
<td>1.58</td>
</tr>
<tr>
<td>56. No one event changed reputation</td>
<td>X</td>
<td>2.92</td>
</tr>
<tr>
<td>57. Now comfortable with gradual change</td>
<td>X</td>
<td>3.47</td>
</tr>
<tr>
<td>58. Succession brought major changes</td>
<td>X</td>
<td>2.83</td>
</tr>
<tr>
<td>59. My new perceptions come from new understandings</td>
<td>X</td>
<td>2.54</td>
</tr>
</tbody>
</table>

X = insiders 0 = outsiders
Perceptions regarding changing understandings of the position after succession also revealed some contrasts. In item #53

My understanding of what is required of my present position has altered drastically since I began the position, the outsiders had a mean of 3.07 with a standard deviation of 0.99. The mean for the insiders was 2.08 with a standard deviation of 0.99. These data indicated the outsiders had changed their perceptions of the requirements of a principal's position after succession more than had the insiders.

In response to the item which stated,

My present position is what I had anticipated a principalship would be, the outsiders had a mean of 2.8 with a standard deviation of 1.17. The insiders had a mean of 3.25 with a standard deviation of 0.92. The insiders data indicated that they were more in tune with what the position actually implied. This is understandable given the fact that were closer to the respective positions prior to succession than the outsiders.

One additional item was noteworthy. Question 59 read,

Many of my perception changes are related to my new understanding of the community and people. On this the outsiders had a mean of 3.4 with a standard deviation of 0.49. The insiders had a mean of 2.54 with a standard deviation of 0.99. These data indicated that the outsiders had moved significantly more from their arrival perceptions than the insiders. This was possible in light of the complete lack of northern experience with which the outsiders accepted their appointments. Their perception changes were a result of
completely new experience. The insiders had the benefit of some northern experience and networking prior to accepting their positions.

**Verbatim Perceptions of Succeeding Principals**

Succession effects which could not be expressed in the rated questions were brought out by way of an open ended question. This was included at the end of the section and addressed the principals' perceptions of how the succession had brought about change in the school. There were 37 responses which were analyzed then categorized into seven areas of change and improvement and after analyzed.

**School Tone**

Responses came from 12 insiders and four outsiders. There were a variety of comments which spoke to improved discipline, a calmer environment, better attendance, and students enjoying higher self esteem. The general thrust of the comments was that the school had become a calmer, safer, place where every student had an opportunity to learn:

> I like to think that it has become a more humane institution and that conflict between all the Partners in Education has been reduced. (insider)

**Culture and Language**

The promotion of native languages and culture was seen have become of higher priority by six respondents (four insiders and two outsiders). This was described by one outsider as "more language instruction and the language more valued than before". The
increased emphasis on native language was emphasised by "language material displayed in classes and throughout the school"

School Program

There were nine comments in this area, seven of which came from insiders and two from outsiders. The comments dealt with the change in the quality of the school program. The thrust toward delivery of a quality school program was the concern in eight responses. The staff were frequently involved in this change process.

... new staff assignments have successfully upgraded academic achievement in all grades. (outsider)

Staff Attitude

The twelve comments in this area were provided equally by insiders and outsiders. All change in staff attitude was seen as positive. The school team approach was seen as a factor in this positive change in seven of the responses. The following expresses the approach taken:

School team instituted as a chance for the Administrative Team (i.e. Principal, Assistant Principal, Program Support teacher and School Community Counsellor) with three staff members (revolving every 3 months) to discuss solutions or strategies for school issues. (insider)

Community Relations

Nine insiders and three outsiders made comments concerning community relations. These dealt with the involvement with the Community Education Council. Eleven of the respondents saw the change in community relations as a positive one. There were comments on a move to community ownership of the school and the visible presence in
the school of the Community Education Council members. One principal commented on his success in working with the Community Educational Council:

We are embarking on a five year plan to change the direction of the school to one which will better meet student needs. We are soliciting the input of everyone we can reach in the community for support in this plan.

(outsider)

**Parents**

Five respondents commented on the change in parental attitude to the school. There were two insiders and three outsiders. The comments dealt with the ability of the school to attract parents into the building. There were three insiders who had enjoyed success with this initiative. As one insider reflected:

Brought in more volunteers (parents) to participate in and work in areas of interest with small groups.

Other comments dealt with the increased willingness of parents to come to the school and discuss what was going on with their children.

**Leadership**

The view of the respondents (six insiders, two outsiders) was that their initiatives in a number of areas had been the impetus to make change. The comments on leadership were strongly tied to staff decision making. Seven of the eight respondents mentioned this as critical in their success in the leadership field. Using either the school team approach mentioned in staff attitude or a more general approach, these principals saw themselves as employing a democratic approach to leadership.

... involving staff in decision making if it will affect the whole school.

(insider)
No Change

One insider and one outsider felt little they had done had made any difference:

What I do or don't do as principal has no noticeable effect on the attitudes of the community. (outsider)

The remaining insider had taken over a well-run school and felt that things had remained that way.

Summary

In this chapter, the analysis of the data from the research questionnaire was presented. This instrument was mailed to the population of principals in the NWT (n=79). The response rate was 49% or 39 responses. The questionnaire comprised of four parts. They were, demographic data, prearrival perceptions, arrival perceptions, and succession effects.

Demographic data from the first part of the questionnaire were used to profile the principal population. The population of respondents were made up of 24 insiders and 15 outsiders.

The questions in the prearrival, arrival, and succession affect areas contained a number of rated questions and an open ended question. Frequency counts from the rated questions in parts two, three, and four of the instrument were used to determine differences in perceptions, if any, between insiders and outsiders as they moved through prearrival, arrival and succession respectively.

Each part of the instrument concerning perceptions, contained an open ended question. The comments from the respondents gave insights which supplemented the
information obtained with the Likert scale questions. The comments were reported and discussed with reference to the prearrival, arrival and succession perceptions of the principals.
CHAPTER 5

SUMMARY, DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the phenomenon of principal succession in NWT schools with emphasis on the perceptions of insider and outsider principals as they moved into their new positions. Four research questions were posed to guide the study. A questionnaire, presented in Appendix A, was designed to gather perceptions of principals concerning the three stages of prearrival, arrival and succession. The instrument had four parts: part A collected demographic data, part B used four point Likert scales to collect respondent perceptions on the prearrival process. Part C required the respondents to indicate their perceptions, on a similar Likert scale, of the arrival process and part D probed the reflections of principals who had passed through the succession to discover their perceptions following the process. Parts B, C, and D had at least one open ended question to allow comments and remarks not otherwise covered in the rated questions.

The instrument was pretested on two groups before being administered by mail to the population of NWT principals over a six week period between January 4, and February 15, 1992. The population consisted of 79 principals. Responses were received from 39 principals.
Major findings which emerged from the questionnaire are included in the following section.

**Major Findings**

1. Succession of principals in the NWT is a frequent event. Frequency of succession is higher in the smaller schools of the NWT. These schools are mainly in the more isolated parts of the NWT where the land based economy has most recently been supplanted by a wage or by social assistance.

   The frequent succession causes a number of effects on organizational stability. These effects vary with the type of candidate and school in which the succession takes place.

   Hiring practices indicate a preference for insider principals. They have initial understanding of the milieu and bring to the succession some understanding of the community and the northern lifestyle. However, the heavy demand caused by the frequent turnover necessitates outsider hiring of principals. Without hiring from the south all vacant principalships could not be filled.

2. The most frequent cause of succession noted in this study was that the predecessor stepped down voluntarily. This category was not included in Miskel and Cosgrove's model outlined in Table 1.

   Whether insiders or outsiders, principals began their tenure with a great concern for continuity of instruction. The arrival phase was seen by both insiders and outsiders as a time to move into the school year with as little disruption to the instructional
program as possible. The principals were willing, as they moved through the arrival process and into the succession proper, to adopt new thrusts in instructional programming.

3. The arrival experiences of the principals fell almost evenly between those who found the community and school as they expected them and those who found their new situation somewhat different from their expectations. Of those who were disappointed, outsiders were the majority. Spouses and families of the succeeding principals generally enjoyed similar arrival experiences.

4. The population of principals perceived the succession as having a beneficial effect upon their school. Specific internal areas which were believed to have been improved were in school policies and instructional programs. Another area of improvement identified by the principals was that of the relationship with the Community Educational Councils.

Discussion of Findings

Question 1. Under what circumstances did principals succeed to their new positions?

The type of succession created a school atmosphere into which the new principal was to succeed. Miskel and Cosgrove (1985) state that expectations, attitudes and values affect the ways in which teachers view their leaders. The greatest number of principals attained their new positions due to their predecessor stepping down. Miskel and Cosgrove see this as a positive influence on the successor due to the stabilizing influence produced by the dissemination of the predecessor's accumulated knowledge. This accumulated
knowledge is the personal understanding of the community, school, students, and staff which a principal develops by working through a succession. If the previous principal has stepped down voluntarily they are readily available to assist with their insights and data.

The opposite is true of the next most numerous type of response. In this case the predecessor simply moved. The geographic distance in most moves in the NWT make the transfer of accumulated knowledge almost impossible. At best, communication is limited to telephone calls. The difficulty in communication is relevant whether the predecessor relocated within the NWT or in other parts of Canada.

Another major reason for succession was that of promotion. There were two types of promotion cited. The first is that of promotion within the organization. This type of promotion may impinge on the successor's opportunities to create change or improve upon the situation. Miske and Cosgrove (1985) stated that this unwillingness to initiate change may be caused by the successors view of his predecessor being promoted due to successful policies.

In the case of the predecessor being promoted outside the immediate jurisdiction or outside the NWT the recognition of his or her skills and policies is still a positive factor. However as stated previously the physical distance involved in the predecessor taking up a new position makes discontinuity extremely likely. This may result in the succession being accompanied by shifts in policy.

In the selection process 25 insiders were hired for principals positions compared to 14 outsiders. The hiring of the principal is the responsibility of the Community Education Council. The preponderance of insiders hired would indicate a willingness of
these local boards to maintain the continuity of their schools. The lack of cultural awareness which can accompany an outsider into a principalship may cause them to "step on toes". This would not be a factor in insider hiring. (Miskel & Cosgrove, 1985)

The long term teachers and principals of the NWT may be called place bound (Carlson, 1961). This definition refers to the entire NWT not to single, or even a group of communities. The educators who choose to stay in the north are committed to the milieu. They may change location but stay in the NWT. The insider principals have a career orientation toward the NWT. They have an insider knowledge of the informal structures, norms, and implied understandings with regard to policies and procedures in the north.

Outsiders may be viewed as career bound. They are willing to move to the NWT to secure a promotion. Miskel and Cosgrove (1985), Gordon and Rosen (1981), and Ganz and Hoy (1977) predict tension in these successions due to the propensity of outsiders to make change. Whether these succeeding principals are determined on change, or not, their staffs are initially uncertain of what is about to happen due to the lack of reputation of the new leader in the NWT. In the prearrival and arrival stage it is difficult for the staff to glean information about an outsider principal.

The relatively short principal tenure of 3.2 years in NWT schools indicates frequent succession. In some cases this may cause an authoritarian task oriented leadership style (Gordon & Rosen, 1981). Helmich (1981) indicates that this is most likely to occur with outside succession but that these authoritarian task oriented principals will change when they are required to persuade and coordinate group efforts.
The staff response to new principals is a critical one. Hart (1987) discussed this in terms of sense making. The reputation which precedes the new principal is confirmed or denied when the principal takes up his or her duties. When the leadership style or reputation is clearly and widely known the succession flows more smoothly (Miskel & Cosgrove, 1985; Gordon & Rosen, 1981). This is frequently the case with inside succession.

Demography of the organization affects the rate of succession (Pfeffer, 1983) The high frequency of succession in the NWT necessitates that a significant portion of succeeding principals are outsiders. McCain, O'Reilly and Pfeffer (1981) believe that these new principals are able to rapidly integrate into their new school because of that organization's familiarity with succession. Ganz & Hoy (1977) caution that outsider principals succeeding in elementary schools tend to see change as part of their mandate. The high frequency of succession and its accompanying change is balanced by teachers who control methodologies in their classrooms and use this as a buffer to frequent or unwelcome change (Freeman, 1979). This diminishes the potentially disruptive effects of over frequent succession.

A positive spin off from principals attempting to introduce change may be seen in the work of Rowan and Denk (1984). They emphasize that schools with larger number of students whose families depended on socioeconomic aid responded positively to attempts by succeeding principals to improve basic skills performance. They caution that should principals be successful in persuading teachers to implement their ideas of change the positive effects take two or three years to develop.
The type of school greatly effects the expectations of the succeeding principals (Birnbaum, 1971). Most schools in the NWT have classes from Kindergarten through Grade 9. There are relatively few high schools. This allows for similar expectations in most of the elementary/junior high composite schools. However, cultural aspirations differ in almost every school. Some of the schools are in traditional communities with a land based economy while others are in towns. Some of the schools use native language for instruction in K-Grade 3 and continue with native language classes thereafter. These school cultures will be decidedly different from town based schools.

There are relatively few native principals in the NWT. This would give all non native principals difficulty in the important informal communication skills which are vital during the arrival process. The insider principals would have some experience of this situation and are consequently better placed than the outsiders during the early stages of the succession (Gordon & Rosen, 1981). As the succession proceeds, the outsider principals develop their own informal networks of communication.

Question 2. **What were the principals' perceptions of the new position prior to their arrival in the community?**

The principals' perceptions in this area revolved around a continuity of instruction. This was implicitly stated by 7 insiders and 3 outsiders. A subsection of continuity of instruction (three insider and two outsiders) were concerned with their leadership being well received in the early stages. Concerns with staff and their response to the succession were noted by a further three insiders and two outsiders.
The concerns of these principals in the prearrival stage are of the type outlined by Birnbaum (1971). While insiders frequently have an informal training process in school procedures, outsiders are screened to ensure that they possess the necessary skills and values. In both cases the successful candidates are felt to possess the essential skills. As noted by Hart (1987), this is frequently not the case and in a new position lack of cultural experience can cause difficulty for the succeeding principal.

The comments by the succeeding principals in the prearrival phase indicated concern in the education field revolving around a succession with a minimal amount of disruption to the area of instruction. This would stem from their perception that there is a great possibility of organizational, and particularly instructional, disruption during the succession. Consequently, from the prearrival stage onward many principals were concerned with a smooth transition.

In the perception of their new community the principals were almost evenly divided between expecting poor community support or anticipating a community which took an interest in education. The expectation of poor community support was expressed by seven principals. Four of these principals were outsiders, three were insiders. Good support in their new community was expected by six principals. Four of these principals were insiders.

Another perception of community by the prearrival principals was that they would be involved in developing policy with the parents through the Community Educational Council. This perception was shared by four insiders and one outsider.
Question 3. What were the principals' perceptions of the early stages of arrival and the settling in process?

The responses in this area were divided almost evenly into those who found their perceptions reinforced and those who found the situation different from that which they had been led to expect. Of the former there were 20 respondents, while those who found a difference from their preconceptions totalled 17.

The principals who experienced no difference from their perception in the prearrival through the early arrival were split into two categories. The first was made up, of six insiders who were either community members or had been staff members immediately prior to their succession.

The other category who experienced reinforcement of their perceptions totalled 14 members of which 10 were insiders. These principals moved into a situation which was as they believed it to be.

There were 17 principals who experienced a difference between their prearrival perceptions and the reality of arrival. Of these principals, 11 discovered that their anticipations of the new situation had been too high. They were disappointed during the arrival and settling in period. This group was made up of four insiders and seven outsiders. A smaller group of six principals responded that they were positively surprised at the new situation during the arrival phase. This group consisted of four insiders and two outsiders.

The perceptions of the principals in the prearrival were shared, in a number of cases, by their spouses and families. As with the principals the spouses and families either
had their perceptions reinforced upon arrival or found the school and community to be different from their expectations.

A group of 15 principals reported that their spouse and/or family had similar arrival experiences to themselves. This group was made up of 12 insiders and three outsiders.

Another group of eight principals (five outsiders and three insiders) reported that their spouses and families had experienced different arrival experiences.

Question 4. What changes in principal perception came about as a result of succession?

In almost every case the principals viewed their succession as having an effect on the school. Following the arrival phase they believed that the changes they had instituted or their encouragement of previous initiatives had brought some measure of change to the school. This change was viewed positively by the principals.

One of the major factors which caused the principals to change their perceptions was the internal running of the school. Twenty-two respondents mentioned that changes in this area had altered the institution and their view of it. Of these 22 principals, 14 were insiders.

These changes in perception in the latter stages of succession were in three main areas:

1. Planning and policy implementation was an area of major importance. The improvement linked with this perception was a belief that a professional, business like atmosphere was being brought to the day to day affairs of the school.
An interesting subsection of this area was the introduction of discipline regulations in four schools. All four insider respondents commented positively on the effect of these new regulations.

2. Program was seen by principals as an area where they had initiated change. A number of these initiatives in the program field were deemed to have improved the academic achievement in the school. Others were concerned with the introduction of native language programs. There were seven responses in the program area with only one of them from an outsider.

The second major response by the principals concerning the changes in their perceptions was in the area of community relations. Generating 18 responses, this topic showed a unanimity of belief that relations had been improved. The major thrust of community relations had been with the community Educational Councils.

The third area of perception change for the principals was their involvement with their staff. Fifteen responses indicated that a solid relationship had been established with the staff during the succession. This took the form of support for the teachers through a variety of new assignments and options. The principals viewed the staff reaction to their initiatives as positive.

**Implications**

Insider principals in the NWT have some measure of induction to their positions. They have some understanding of the demands of the principalship in a small or isolated community. Formal training takes the form of enrolment in the NWT Principal
Certification Course. Outsiders do not have this opportunity. They succeed to their new positions without the benefit of the insider knowledge or training.

The lack of background available to outsiders succeeding to principalships in the NWT suggests that some form of induction be given prior to their arrival in the community. This induction may most economically take the form of a stopover in the major NWT center which they travel through on their way to their new community. Flying from the south makes a stop in one of the major airports a requirement. The most likely of these are Yellowknife, Rankin Inlet and Iqaluit. At this time a brief overview of the issues and information essential to the new position could be imparted.

It may also be worthy of note that outsiders would greatly benefit by being twinned with predecessors who have stepped down voluntarily. This may not be possible to mandate but should certainly be encouraged in the appropriate hiring situation. The predecessor would be available to impart the much needed accumulated knowledge concerning the position. Hart (1987) used the assistant principal during her succession for just such a task.

The recent introduction of community based Teacher Education Programs gives hope that a greater number of northern natives will enter the teaching profession. As the native teachers move into the teaching profession a portion of them will seek the challenge of administration. These candidates will be insiders who are unlikely to leave the north even in retirement. The implication that the proportion of native principals will increase carries with it benefits not merely in their understanding of their communities,
children and northern lifestyle but also in a reduction of moving costs to the employing Division Boards.

A consequence of future increased native teachers and principals is that outsiders are less likely to be hired as principals. The shortage of insider candidates for principalships will decrease as the number of native northerners become experienced teachers and enter competitions for principalships.

**Recommendations for Further Research**

To improve the understanding of the succession process as it involves the principals in the NWT further research is recommended in the following areas:

1. The extent to which principal leadership effects the academic outcomes of schools. The premise that principals affect academic improvement may be tested by gauging change in academic achievement as principals change.

2. The frequency of succession in schools. The increase in native northerners being trained as teachers will in the near future make a greater number of native principals a possibility. The frequency of principal succession may be studied to find if a change in hiring practice results in a change in frequency of succession.

3. The impact of policies and procedures concerning the vice-principalship and its relationship to succession is potentially a rewarding focus for research. This is presently important in the NWT as community schools become involved in grade extensions and change into community high schools.
4. The sense making of principals as they move into and through the prearrival, arrival and succession phases. This would follow the outline of Hart (1978) but emphasize the sense making of the principals rather than the staff.

**Recommendations for Practice**

The succession of a principal to a new position can be marked by a period of insecurity for the principal and members of the staff. During the prearrival and arrival periods new lines of communication are drawn, resources re-allocated, and leadership styles identified. Frequently the principal who is entering this period of insecurity is involved in the physical transition to a new community. The following recommendations are based on the findings of the study. They indicate methods to facilitate the succession of principals by reducing the potential for administrative instability.

1. The hiring policy of Divisional Boards and Community Education Councils should reflect the policy of the Government of the NWT. First preference should be given to native northerners followed by those northerners who were born in the north or have spent more than half their lives there. This pool of candidates will grow significantly as the present Teacher Education Program graduates enter the profession and gain experience.

2. Hiring methods should reflect modern technology. The use of distance education facilities and hardware is readily available throughout the NWT and southern Canada. Their use in the selection of candidates would allow selection boards and candidates to interact on a more personal basis.
3. Outsiders who are successful in competitions for principalships should have some form of induction prior to arrival at their new community. This induction would most easily be completed by a stopover in a major NWT community as the principal travels to take up duties.

4. Insiders who succeed to principalships in home communities should be aware of the challenge of living and working in a community in which they were brought up and in which they have worked as teaching professionals. A professional detachment will be required to facilitate a variety of administrative decisions.

Concluding Comment

The inevitability of succession make it a fertile ground for research. It is certainly a topic of interest to every principal who accepts a new position. With or without the help of the induction suggested in this study, the stages of prearrival, arrival, and succession must be worked through. The results of this study indicate that principals see their succession as having an effect on the school. The extent of this effect is a factor of their experience and background.

Of course, it should be pointed out that insider principals in the NWT have some measure of induction to their positions. They have an understanding of the demands of the principalship in a small or isolated community. Formal training is available through enrolment in the NWT Principal Certification Course.

Outsiders do not have this opportunity. They succeed to their new positions without the benefit of the insider knowledge or training. The lack of background training
available to outsiders succeeding to principalships in the NWT points to the need for some form of induction prior to the arrival of the new incumbent in the community. This induction may most economically take the form of a stopover in the major NWT centre through which they travel on their way to their new community. Flying from the south makes a stop in a major centre of the NWT a requirement. The most likely of these are Yellowknife, Rankin Inlet, and Iqaluit. At this time a brief overview of the issues and information essential both to the culture of the community, and to the new position could be imparted.

Outsiders would also greatly benefit from being twinned with predecessors who have stepped down voluntarily. This may not be possible to mandate but should certainly be encouraged in the appropriate hiring situation. The predecessor would be available to impart the much needed accumulated knowledge concerning the position. Hart (1987) documented, in her research study on succession, the use of the assistant principal for such a task.

The recent introduction of community-based Teacher Education Programs gives hope that a greater number of northern natives will enter the teaching profession. As the native teachers become experienced, a portion of them will seek the challenge of administration. Inherent in this implication is the proportional growth in the number of native women who are principals.

The division of the NWT in 1999 will create two distinct territories. Nunavut, in what is now the eastern NWT, will have a population which is 95% Inuit. The western territory, while more ethnically diverse, will also have a native majority. In the
negotiations, anticipating the formation of the new territories, it is likely both new
governments will maintain a commitment to an ethnic representation in the teaching
profession which reflects the population at large. The division of the NWT will produce
a renewed commitment to native northerners in professional and managerial positions.
This will result in an increase in native principals.

The increased proportion of native principals brings benefits from increased
understanding of the northern communities, children, and lifestyle. It also demonstrates
the emergence of a northern self-sufficiency in education. This has been an ongoing
process which is close to completion. The control and delivery of education in the NWT
is completely in the hands of northerners. Northern parents are demanding that their
children's traditional language and culture be taught in local schools. They are also
demanding that modern curricula reflect the need of their children to compete for jobs in
an increasingly technological world. It will be the role of the principal in northern schools
to reflect both traditional and modern thrusts. It would appear that native principals will
be best suited to reflect both this understanding of the cultural heritage and a high degree
of professional sophistication.

A consequence of the future increase in the availability of native principals is the
reduction of outsiders likely to be hired as principals. The number of insider candidates
will increase as native northerners become experienced teachers and compete for
principalships. Native candidates will bring to these competitions a degree of
understanding of the north, and its people, which will place outsiders at a distinct
disadvantage.
REFERENCE LIST


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APPENDIX A

PRINCIPALS’ ATTITUDES AND SUCCESSION
APPENDIX A

PRINCIPALS' ATTITUDES AND SUCCESSION

This questionnaire has been designed to determine principals' perceptions of their experiences as they move into, through and beyond the succession phase of their positions. For this study principal succession is defined as the process of replacing the head teachers in schools. The questionnaire will take about 20 minutes to complete and is divided into four parts.

A. Demographic Data

B. The Prearrival

C. The Arrival

D. Succession Effects

In Parts B, C, and D there are rated questions and open ended questions. The open ended questions may be answered in the space provided. Answers which require more space may be completed on the back of the page. An explanation of the rated questions is given on page 7 prior to starting Part B.
DEMOGRAPHIC DATA

Please give the following information in the blanks provided

1. Total years with the present division board, including this year.  ____

2. Total years of experience as principal in your present school, including this year.  ____

3. Total years of experience as a principal, including this year.  ____

4. The present enrolment of your school.  ____

5. The number of teaching staff presently employed at your school.  ____

6. The percentage of time you spend on administration.  ____

7. Please indicate your highest degree.
   ____ B.Ed.
   ____ B.A. B. Ed.
   ____ Post Graduate Diploma (Specify Discipline _________)
   ____ Masters (Specify Discipline_________)
   ____ Ph.D. (Specify Discipline_________)
   ____ Other (___________)

8. Please indicate if you have completed the NWT Principal Certification course.
   Yes____  No____

9. Please indicate if you are presently enrolled in the Principal Certification course.
   Yes____  No____

10. Are you female or male?  Female____  Male____
11. Please enter your NWT ethnic origin. Dene/Metis___ Inuit___ Other___

12. Is your school located in a:
   ___ Settlement
   ___ Hamlet
   ___ Larger centre

13. What is the predominant ethnic origin of the students in your school?
   ___ Dene
   ___ Metis
   ___ Inuit or Inuvialuit
   ___ Non-native
   ___ Too close to call

14. How many of your teachers are native to the NWT? ___

15. How many of your teachers attended high school in the NWT? ___

16. Were you hired to replace a principal who:
   ___ Was promoted to another position within your division board?
   ___ Was promoted to a position outside your division board but in the NWT?
   ___ Accepted a position outside the NWT?
   ___ Stepped down voluntarily?
   ___ Was demoted?
   ___ Was dismissed?
   ___ Was unable to continue in the position because of illness?
   ___ Retired?
__ Died?

__ Other reason(s)

__ Don't know?

17. Did the hiring process include any or all of the following:

__ A telephone interview?

__ A personal interview with the Director of Education or Superintendent of Instruction?

__ A personal interview with members of the division board?

__ A personal interview with representatives of the Community Education Committee?

18. At any of the hiring interviews was a staff member involved?

a) Yes ____ as participant ____ as observer ____

b) No ____
RATED QUESTIONS

In this section of the questionnaire a number of your responses are rated as to degree. Please read the statement carefully; then indicate whether you agree, partly agree, partly disagree, or disagree with each statement. Your answers should be marked in the following manner:

If you agree with the statement, circle "A" ........ A PA PD D

If you are somewhat uncertain, but partly agree with the statement,
circle "PA" ........ A PA PD D

If you are somewhat uncertain, but partly disagree with the statement,
circle "PD" ........ A PA PD D

If you disagree with the statement, circle "D" ....... A PA PD D

As stated previously in this section there are also a number of open ended questions which allow responses related to your experiences as you moved into your new position. These can be answered in the space provided.
PREARRIVAL

19. When I began my present position I was viewed as a principal hired to make changes.

20. When I began in my present position the Director of Education emphasized to the staff the need for change in the school.

21. Before I arrived the school staff believed my leadership style was task orientated.

22. In coming to this position I was expected to be a leader who excelled in the management of people.

23. Beginning in this position I viewed myself as responsible for innovation and decision making in curriculum development.

24. As I was hired I made a conscious decision to encourage my staff members by my support and appreciation of their efforts.

25. As an incoming principal I made the educational goals of the school a priority.
26. The management and control of instruction was my primary function as a succeeding principal.

27. Briefly describe your expectations of the (a) position and (b) community during the hiring process.

(a) _______________________________________________________

(b) _______________________________________________________

(b) _______________________________________________________

(b) _______________________________________________________

(b) _______________________________________________________

(b) _______________________________________________________

(b) _______________________________________________________

(b) _______________________________________________________

(b) _______________________________________________________

(b) _______________________________________________________
ARRIVAL

28. I quickly discovered that the school division is run on a collegial basis.

29. My early experience showed that in this school the choice of instructional techniques is ultimately the domain of the classroom teacher.

30. It was soon apparent that the school division utilizes a vertical chain of command.

31. When I began in this position staff members gave me their complete cooperation.

32. At the outset I was overwhelmed by the demands of my new position.

33. My role in the school from the very beginning has been dictated by the school committee.

34. When I began as principal of this school my staff were willing to work with me on a different approach.
35. As a new principal I had a prime responsibility to establish myself as an instructional leader.

36. Upon arrival I worked with individual teachers on their problems.

37. To improve instruction my thrust as a new principal was to generate improvement in the entire staff.

38. Early in my tenure my staff recognized that my ability to make decisions was limited.

39. From the beginning there have been severe constraints on my ability to sanction staff members actions.

40. My experience in this position has caused me to change my views about school goals and operations.

41. The community has exerted great influence over what goes on in my school from the moment I arrived.
42. As principal it was immediately apparent that I am only one part of the organization of a school and that other people have input.

43. From commencement my leadership in this school has been limited by a variety of interest groups.

44. I have attempted from the time of my hiring to demonstrate that I am the foremost authority in this school.

45. I believe my appointment as principal brought a change for the better in the school climate.

46. When I began as principal the change in leaders did not cause staff morale to drop.

47. The atmosphere in the school remains similar to that created by my predecessor.
48. Were your expectations of your school and community altered when you arrived in the community? If so, please give a brief description.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

49. If you have a spouse and/or family did their arrival experiences vary from yours? If so, please give a brief description.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
SUCCESSION

50. The community have supported any changes I have attempted to introduce since my arrival.

51. I believe the staff has become more supportive of the changes introduced since my arrival.

52. I now find myself socially less distant from the Director of Education than when I was appointed.

53. My understanding of what is required of my present position has altered drastically since I began the position.

54. My present position is what I had anticipated a principalship would be.

55. If I have present problems I feel that they stem from my early perceptions of this position.

56. Upon reflection I cannot pick one event which altered the community and staff perception of me.

57. Now that I am established as the principal in this school I feel more comfortable with a gradual pace of change.
58. My succession to the principalship of this school has brought major changes to the organization.

59. Many of my perception changes are related to my new understanding of the community and people.

60. Briefly describe the ways in which your succession to your present position has changed the school.

(a) __________________________________________________
    __________________________________________________
    __________________________________________________
    __________________________________________________

(b) __________________________________________________
    __________________________________________________
    __________________________________________________
    __________________________________________________

(c) __________________________________________________
    __________________________________________________
    __________________________________________________
    __________________________________________________

(d) __________________________________________________
    __________________________________________________
    __________________________________________________
    __________________________________________________

(e) __________________________________________________
    __________________________________________________
    __________________________________________________
    __________________________________________________
TELEPHONE FOLLOW UP

Some of your answers may be of special interest in the data collection. If you are willing to participate in a BRIEF telephone follow up interview please give your telephone number below and indicate the most suitable time for a call.

TELEPHONE # ____________

MOST SUITABLE TIME and/or DAY ____________

Many thanks for your time and energy
LOADING OF ITEMS

Demographics #1-15.

Prearrival

Reason for Succession #16.
Selection Process #17, 18.
Reputation of Leaders #19, 20, 21, 22.
Summation #27.

Arrival

Organizational structure #28, 29, 30.
School climate #31, 32, 33, 34.
Educational programs #35, 36, 37.
Successor actions #38, 39, 40.
Community #41, 42, 43, 44.
School effectiveness #45, 46, 47.
Summation #48, 49.

Succession

Changes in reputations #50, 51, 52.
Changes in orientation #53, 54, 55.
Changes in Arrival Factors #56, 57, 58, 59.
Summation #60.
APPENDIX B

LETTER ACCOMPANYING QUESTIONNAIRE
APPENDIX B

LETTER ACCOMPANYING QUESTIONNAIRE

Bag 1526
Inuvik, N.W.T.
X0E 0T0

Principal
Community School
N.W.T.

Dear Principal:

I am a graduate student in Educational Administration at the University of Saskatchewan. I need your help to gather data for my M.Ed. thesis entitled: Principal Succession. I have completed the preliminary work and this research has approval of my Graduate Thesis Committee and the Minister of Education of the N.W.T.

In my study I am trying to discover if there is a relationship between a principal’s previous experience and their perceptions of the prearrival, arrival, and succession events. This study attempts to involve the principal of every school in the N.W.T. The information gleaned could be useful to educational administrators both in school and out.

Enclosed you will find a questionnaire which should be completed in 20-30 minutes. Please take time now to complete the questionnaire and mail back to me in the stamped, addressed envelope. All answers and comments made in the questionnaire will remain anonymous and will be held in the strictest confidence.

My thesis advisor is Dr. Dennis Dibski. A letter from him is enclosed. Any inquiries regarding the status of this research may be directed either to him or me at the above address.

Thank you for your assistance.

Yours sincerely,

Bill Gowans