

ABSTRACT

Involuntary Departure of Public School Principals in the State of Texas

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Few studies have examined the reasons for ineffective public school leadership. The study examined the factors associated with the involuntary departure of public school principals in the state of Texas and aimed to reveal the ineffective behaviors that erode the public school principal's leadership. The study also indirectly pointed out to principals which ineffective behaviors to avoid in order to enhance job security. From the superintendents' perspective, this study investigated the reasons why certain principals experienced leadership failure.

Data for the study was collected by using a validated survey instrument developed by Davis (1998) that listed 22 factors that contribute to the involuntary departure of public school principals. The validated questionnaire was used with a stratified sample size of 440 from a population of 1,036 Texas public school superintendents. The quantitative study employed descriptive statistics and Chi Square tests, which were applied to the examination and analysis of factors associated with involuntary departure of public school principals.

An analysis of the data revealed that 55% of the responses as to the reasons for involuntary departure fell within the personal-human relations category and 45% fell within the performance of duties category. When determining if principals lose their jobs due to personal-human relationship factors, the data reflected there was no significant relationship between the size of the district and the reasons why principals lose their jobs. In contrast, the data reflected a significant relationship existed between the size of the district and the reasons for involuntary departure due to performance of duties. The data also reflected that a high number of staff complaints about administrators were the most frequent organizational outcome of a failing principal.

The findings of this study have contributed to the body of knowledge in identifying ineffective behaviors that may lead to principals being dismissed, demoted, or counseled to leave the profession and may possibly assist novice and seasoned principals in becoming effective leaders.

Results from this study may also benefit administrator preparatory and professional development programs by providing scientific data that can assist in the development of effectual courses, which consequently may increase principal preservation in the principalship.