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TEACHING, LEADERSHIP,
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THE RELATIONSHIP OF ORGANIZATIONAL CULTURE AND MENTORING
OF ENTRY YEAR SECONDARY ASSISTANT PRINCIPALS (203 pp.)

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Beginning assistant principals struggle with their new administrative roles and responsibilities. To lessen frustration and enhance socialization, they may experience formally structured programs of support, including mentoring. Problems exist when mentoring relationships mirror school cultures where individuals do not trust and respect others, avoid open communication, or undervalue learning and sharing.

This descriptive correlational study examined relationships between school culture and the quality and nature of principal mentoring in Ohio public secondary schools drawing perceptions of beginning assistant principals.

The Organizational Culture Questionnaire measures nine culture variables (i.e., Teamwork, Trust, Risk, Communications, Decision Making, Change, Responsibility, Vision, and General Organizational Practices) and the Mentoring Functions Survey measures perceptions of psychosocial and career mentoring. The relationship of these variables was conceptually based on Socialization Theory. The sample included 147 assistant principals in Ohio secondary schools (grades 7-12) who experienced their entry year in administration in 2001-2002 through 2003-2004. Contrary to State requirements, 44% of the entry year assistant principals did not have a mentor.

This study found a significant, positive correlation, in the moderate range, between mentoring functions and organizational culture. Of nine specific culture variables, only General Organizational Practices (GOP) made a significant contribution to the relationship between school culture and mentoring. Descriptors for GOP closely paralleled descriptors of socialization. Therefore, perceptions of GOP served as a socialization satisfaction barometer. The strength of GOP scores conveyed the duration and overall strength of socialization and mentoring.

ANOVA found significant differences in perceptions of formal mentoring based on district type among entry year assistant principals in rural, suburban, and urban school districts. Analysis did not find differences based on gender in the perceptions of mentoring. Men and women entry year assistant principals shared similar perceptions of effective and ineffective mentoring. Additional analyses examined differences in perceptions of school culture for male and female entry year assistant principals in urban, suburban, and rural districts. Although individual scores varied, group scores did not show significant differences between genders and among school districts.