The purpose of this study was to investigate the effectiveness of mentoring on the development of leadership capacity of school administrators in Southeast Texas County public schools. Searby (2010) argues that university leader preparation programs occasionally produce principals and superintendents who, initially, are completely prepared for the challenges of school administration when they assume positions. Hacifazlioglu (2010) indicated that first time school administrators could face challenges during the development stage of their leadership.

Although experienced principals usually fill superintendent positions, Grissom and Andersen (2012) reported a turnover rate of 45% among superintendents within three years, mostly due to lack of experience. The exodus of these superintendents creates a negative effect on the morale and satisfaction of staff (Alsbury 2008).
In addition, Fuller and Young (2009) reported that the retention rate among principals in high poverty schools is 84.0% in Year 1. However, with mentoring, new principals can build confidence and reduce fear and anxiety during the first few years on the job (Carucci, 2006).

The current study, conducted in a Southeast Texas County, addressed the following research questions:

1. As measured by Leadership Capacity Questionnaire (LCQ), what is the leadership capacity of public school administrators in a Southeast Texas County?

2. As measured by the Texas Educational Agency’s (TEA) five-tier classification, is there any association between mentoring and school academic performance of public school administrators?

3. What is the impact of mentoring on leadership capacity, as measured by Leadership Capacity Questionnaire, of public school administrators?

4. Is there a difference in the leadership capacity scores of district level administrators and the school level leadership, who received mentoring and those of their peers who did not receive such mentoring?

5. Which variables (mentoring experience, gender, ethnicity, age, and number of years in current position) best predict the criterion of leadership capacity of administrators?

The conceptual framework for this research was based on the idea that mentoring can build leadership capacity development of school administrators and in return, produce an effective leader. The researcher employed a causal comparative research design to examine the cause effect-relationship of leadership capacity development and schools academic performance between the school leaders who received mentoring and those who did not receive mentoring. The researcher used the National Association of Secondary School Principals’ Leadership
Capacity Questionnaire to collect data from the 419 administrators in the 24 independent school districts in a Southeast Texas County.

The researcher used the Statistical Package for Social Science (SPSS) to analyze the data through the usage of descriptive and inferential statistics. In order to answer the guiding questions, the researcher used an independent sample t-test to assess how mentoring influences leadership capacity development. The researcher used a factorial analysis of variance (ANOVA) to test how the level of leadership (district and school) and mentoring impact the development of administrators’ leadership capacity. The researcher used Chi-Square to determine if there was a statistically significant difference in the academic performance of students in the schools of administrators who received mentoring in comparison to their peers who did not receive mentoring. Additionally, the researcher used multiple regression in order to predict the leadership capacity of school administrators.

The results from the Chi-Square test revealed a statistically significant association between the academic performance of students in schools in favor of those administrators who received mentoring ($p=.001$). The Factorial ANOVA also showed a statistically significant difference in leadership capacity between the district level administrators and the school level leadership who received mentoring in relation to their peers who did not receive mentoring ($p=.001$). The researcher found that 90% of administrators who received mentoring before appointment to their position and 63% of those who did not receive mentoring indicated that mentoring is essential for effective leadership experiences. Additionally, the study revealed a direct linkage between mentoring, leadership capacity, improved student success, and school academic performance. As a recommendation emerging from the research, neophyte school
administrators should improve their leadership capacity through continued and systemic guidance from experienced administrators.

**References**


Date: April 14, 2015          Department: Educational Leadership and Counseling

Time: 9:00 a.m.             Location/Room: 217 Delco

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