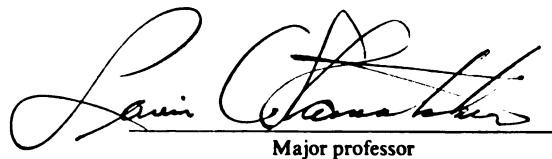This is to certify that the

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OF FORMER CHIEF STUDENT AFFAIRS ADMINISTRATORS

presented by

Penelope Hornschemeier Wills

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A STUDY OF SELF-PERCEIVED FACTORS

WHICH INFLUENCE THE CAREER DEVELOPMENT

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By

Penelope Hornschemeier Wills

A DISSERTATION

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ABSTRACT

A STUDY OF SELF-PERCEIVED FACTORS
WHICH INFLUENCE THE CAREER DEVELOPMENT
OF FORMER CHIEF STUDENT AFFAIRS ADMINISTRATORS

By

Penelope Hornschemeier Wills

This study evolved from a concern of the paucity of research re-
lated to the career development of former Chief Student Affairs Admin-
istrators (CSAAs). Prior studies focused on the career development
of staff members while still in the field of student affairs; they
did not study the career advancement of the CSAA past this position.
The purpose of this study was three-fold: 1) To provide descriptive
information on various personal characteristics of former CSAAs;
2) To identify the employment positions accepted by former CSAAs
subsequent to their CSAA positions; and 3) To determine the factors
which influenced these former CSAAs to leave their CSAA positions.

A sample of 267 individuals was determined by comparing the
1977-78 and 1978-79 editions of the Directory of Higher Education
Institutions. These former CSAAs had already left their CSAA posi-
tions for reasons other than retirement, death, or leave of absence.
Subjects were sent a two-part questionnaire. The first part contained
inquiries regarding their personal, academic, and professional back-
grounds while in the second part respondents were asked to select and
rank in order of importance those factors which influenced them to
leave their former CSAA positions. The data from the first part of
the questionnaire was studied using descriptive statistics. Five
hypotheses related to the ranking of influential factors were tested

by employing an analysis of variance (F tests).

The results of this study were grouped into three major categories: personal characteristics of former CSAAs, their career development, and factors which influenced their decision to leave their former CSAA position. Four conclusions were drawn: 1) The most influential factors as ranked by former CSAAs were actually related to the literature of mid-life career development; 2) Certain employment trends are becoming evident in respect to the fields of employment prior to the CSAA position; 3) Skills acquired by CSAAs are applicable to other areas of higher education administration; and 4) The career development of many former CSAAs is probably not well planned. Recommendations regarding the professional preparation of student affairs staff, as well as, suggestions for future research, were noted.

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CHAPTER ONE

INTRODUCTION

Background of the Study

During the past twenty years, numerous studies have been completed and information has been gathered concerning professional staff members in the Division of Student Affairs in colleges and universities. The principal figure in much of this research has been the Chief Student Affairs Administrator (CSAA). This administrative officer is responsible for supervising all student life programs, such as residence halls, financial aids, placement services, and counseling, and may hold one of various titles, for example, Dean of Student Services or Vice President for Student Affairs. The research completed to date has included analyses of such characteristics as sex, age, ethnicity, marital status, academic degrees received, job satisfaction and title and level of present and previous positions (Gross, 1978). Much of this research has focused on the career development of staff members while still in the field of student affairs, that is, it has concluded with the Chief Student Affairs Administrator's position. It has not studied the career advancement of the CSAA past this position.

In the last fifteen years, four major studies were completed concerning the career patterns of student affairs members and in particular the CSAA. The first study of broad significance was conducted by Ayers, Tripp, and Russell (1966). It included a representative random sampling of student affairs administrators but limited its

coverage of variables to professional backgrounds, certain personal characteristics and previous experience. From this study it was determined that the median age for male CSAAs was 44.2 years of age whereas female CSAAs was 50.3. Also 57% of CSAAs were in their present assignment for under five years and 32% for under two years. The average length of tenure in their present positions was between two and four years. This information suggested that the position of CSAA was in a very mobile state.

In 1968, Dutton, the Director of the Research and Publications Division of the National Association of Student Personnel Administrators (NASPA), called for research to be conducted regarding the career patterns of CSAAs and also for study of those "factors (which) influence attrition or continuation in the field" (p. 341). Subsequently, two studies were undertaken. A national study by Foy (1968) gathered information on the career patterns, the educational backgrounds, the work experiences and personal characteristics of student affairs administrators including the CSAA. From this study the mean age of CSAAs was found to be 40.9 years and the length of professional experience in present position was a mean of 2.95 years. When asked what the CSAAs anticipated their next professional move to be 15.7% did not know; 21.5% expected to be promoted in student affairs; and 3.7% expected to accept a lateral move in student affairs. These percentages became more interesting when compared with the answers received when CSAAs were asked about their predecessors. It was found that 5.2% of their predecessors were promoted in student affairs; 12.7% moved laterally in student affairs; and 39.9% of the predecessors held the position of CSAA from one to four years. A troublesome

aspect of Foy's study was the absence of definitions of the terms: promotion, demotion, or lateral move in student affairs.

Shaw's study in 1970 was the only study located which attended to the attrition of student affairs staff members. He found that staff members holding positions at different levels in student affairs administration tended to leave the profession for different reasons. In addition, he determined that former student affairs staff members with significant academic training in student affairs tended to leave the profession for reasons different than those with no significant training in the field. Shaw's findings also revealed an increasing attrition rate within the entire profession. Three years prior to his study this rate was 11.3%; two years prior it was 27.9%; and one year previous to his study it was 51.5%.

A recent study completed by Studer (1980) did not show any significant changes in the basic demographic profile of a CSAA. Although his study was conducted ten years later than those previously mentioned, Studer still found that the mean age for a CSAA was between 40 and 44 years of age. In regard to the number of years spent in their current positions as CSAAs, it was noted that over half (55.6%) of the study's population had been in their positions for four years or less. When asked how much longer they anticipated remaining in their current positions, CSAAs reported in this study that 14.8% were planning to leave after this year and another 26.2% were anticipating a career move within one to three years, while 35.2% did not know. The remaining 23.8% anticipated remaining in their position for four or more years.

It becomes evident when the data are reviewed and compared from

these studies that many CSAAs will not remain in their positions until they retire, for the average age for this administrator is approximately 44 years of age and the average length of tenure in this position is between two and four years. Thus, in order to obtain a more complete picture of the career development of CSAAs, one should investigate the positions these individuals assumed after they left their current CSAA jobs.

The CSAAs included in all of these studies were comprised of only current CSAAs and did not include those individuals who had formerly held the position of CSAA. Because the previous studies focused exclusively on current staff members, one can only obtain perceived or anticipated career shifts from responses given by people who were CSAAs at the time of the study as in the research by Foy (1968) and Studer (1980). It would seem that if one wanted to study more complete career patterns of individuals who have held the position of CSAA, one should sample former CSAAs who have left that position. Thus, a more reliable group to study would be those who have already made the career move, that is, former CSAAs, rather than those currently in the CSAA position and only anticipating their next career move.

One may conclude from the above mentioned studies that many of these professionals will be making serious career decisions during middle age. In order to more fully understand the career development process during middle age one must refer to studies and articles outside the field of student affairs. Many of these publications address the problem of the paucity of theories on adult development and how such a theory could offer further explanation and understanding of these career shifts and changes which occur later in an adult's life.

Other studies focus on the factors which influence career shifts.

Erikson (1968) was one of the first of a growing number of social scientists who had included in his theory adult developmental process-es past the age of eighteen. Erikson's last three stages of human development (intimacy, generativity, and integrity) correspond to the young, middle, and late adulthood of an individual. During these last three levels of development a person becomes more introspective and begins to evaluate and view life in terms of years left instead of years spent. As a result, according to this theory, many individuals increasingly experience internal pressure to reconcile their life ac-complishments with their own personal expectations.

Murray, Powers, and Havinghurst (1971) identified various factors which influenced career shifts for middle-aged adults. They indicated that there are two dimensions that interact in determining a work his-tory. One dimension is that of self as a source of pressure or moti-vation for vocational change and the second is that of environment as the basis of pressure for vocational change. Pressures from the envi-ronment may stem from family, job, or societal change; while pressures from the self principally derive from one's search for satisfaction (Schlossberg, 1975) and from the effects of situational crises and role changes which occur during a person's adult life (Schlossberg and Troll, 1975).

In his book, Changing Careers After Thirty-Five, Heistand (1971) cited six major forces which influence mid-life career change:
1) growth and transformation of professional work in the United States; 2) early completion of families; 3) early retirement, wheth-er optional or forced; 4) ability of many individuals to accumulate

savings; 5) ability to work and study concurrently; and 6) perhaps most importantly, the desire of more men and women to lead more constructive and satisfying lives. Sinick (1977) found, through his review of the recent literature in career counseling, that many individuals felt that their initial careers were not their own choices; their original aspirations were not met by their initial careers; and their careers did not allow an adequate outlet for creativity nor challenge for their abilities.

Upon a review of the literature of mid-life career development, it seems that there is no one fully developed theory in this area; rather, many researchers comment on the forces or pressures, whether internal or external to the self, which are very influential in this developmental process. A study of self-perceived factors which influenced the career development of former CSAAs, who are primarily middle-aged adults, could only add to our understanding of adult development as well as our knowledge of the career patterns of professionals in the field of student affairs. As Zambrano and Entine (1976) emphasize in their book, A Guide to Career Alternatives for Academics, many faculty members and administrators will not remain in academic life during their entire working careers. They stress that when this prospect of changing careers is considered thoughtfully, rather than in panic, much can be gained, including a wholly new and satisfying career. Thus the importance of the actual reasons given for a career shift and the new position itself looms large.

Purpose

The purpose of this study was three-fold: 1) To provide descriptive data on the various personal/professional characteristics of former Chief Student Affairs Administrators (CSAAs); 2) To identify the employment positions accepted by former CSAAs subsequent to their CSAA positions; and 3) To determine the factors which influenced these former CSAAs to leave their positions as CSAAs.

Research Questions

The general questions which guided this study were: 1) To determine what were the primary reasons why former CSAAs left their positions as CSAAs; and 2) To ascertain if their reasons for leaving their former positions were specific to selected personal characteristics and/or the field of their subsequent employment.

Need For The Study

The importance of this study was prompted by the belief that few CSAAs have a definite career plan past the CSAA level (Foy, 1968; Studer, 1980). It seems that many individuals are leaving the field of student affairs administration (Shaw, 1970). In fact, the turnover rate for the position of CSAA is increasing each year (Directory of Higher Education Institutions, 1979). When one compares the current ages of CSAAs in these studies to the average tenure in these positions one may reasonably conclude that many CSAAs will not remain in their position until a typical retirement age.

There appears to be a paucity of research relating to the career patterns and personal data of former CSAAs; thus a person currently

in this position has at best only limited knowledge of how former CSAAs are currently employed, what prompted their career changes and what variables are related to such changes. It is expected that this study may contribute to the literature of the field of student affairs administration by: 1) Providing a better understanding of career patterns of former CSAAs, including the variables which influenced their career shifts, thus enabling administrators to better plan for their own careers, especially if involuntarily removed from a position of CSAA; and 2) Providing assistance in the professional preparation of future student affairs administrators by enabling those individuals responsible for the graduate professional preparation and/or the in-service training of student affairs administrators to gain a better understanding of career patterns within and beyond their profession. The information obtained from this study should aid professors and others involved in graduate programs in their curriculum planning but more importantly in their vocational counseling of their students.

Subjects

The subjects for this study consisted of former Chief Student Affairs Administrators. These individuals would have resigned or been terminated from their positions at a college or university during the academic year of 1977-78. The subjects were determined by comparing the 1977-78 and 1978-79 editions of the Directory of Higher Education Institutions as published by the National Center for Education Statistics. These specific resource directories were chosen because they were the most complete publications which yielded such information. This academic year was selected since the investigator believed that

it was representative of a typical year in higher education.

Research Methods

Procedurally, this study contained six phases:

1) A determination of the members of the study's population of former CSAAs was done by comparing the two editions of the Directory of Higher Education Institutions, 1977-78 and 1978-79. From this comparison a list of all CSAAs who left their positions as CSAAs during the academic year of 1977-78 was compiled.

2) The investigator then contacted the former place of employment of all members of the study population in order to obtain their current addresses.

3) Based upon a review of the literature in the fields of career development and adult development, a questionnaire was devised that asked respondents to: a) Check all factors which influenced their decision to leave their former position as a CSAA; and b) Rank those checked items in order of their influence (1 being of most influence, 2 being second most influential, and so forth.)

4) The first draft of this questionnaire was then reviewed by colleagues and the investigator's doctoral committee. After incorporating their collective suggestions, the questionnaire was then sent to various experts in the fields of both career and adult development for their review and comments.

5) After receiving the suggestions of the various experts, the questionnaire was again revised and a pilot study was conducted with 20 randomly selected members of the study's population. After receiving the completed questionnaires from these individuals, the

questionnaire was again refined and sent to the remaining members of the sample.

6) The data analysis for this study consisted of three parts. First, descriptive statistics were employed to provide information on the various personal characteristics of former CSAAs and their subsequent fields of employment. Second, the most influential factors affecting career decisions were suggested by comparing: 1) the mean percentile ranks for each factor; 2) the total number of times a factor was checked by the respondents; and 3) the frequency for each factor to be checked as being most influential, that is, receiving a ranking of '1'.

Finally, in order to determine if there were significant differences between subgroups of the study's population in regards to their rankings of influential factors, dependent and independent variables were established. The ranked set of reasons became the dependent variables; while the independent variables were the various personal characteristics of the sample, such as gender, ethnicity, length of tenure in the field of student affairs, field of subsequent employment position, and the consideration of their career move to be voluntary or not. Analyses of variance (F tests) were initially conducted to study any significant differences in rankings among independent variables. In those situations when significant differences seemed to be present among subgroups of three or more, a test of Least Significance Differences was calculated.

Definitions of Terms

1) <u>Chief Student Affairs Administrator</u> (CSAA): The senior administrator responsible for the direction of student life programs. Functions typically include student counseling and testing, student housing, student placement, student union, relationships with student organizations and related functions; may include student health services and financial aid. This administrator reports to the Chief Executive Officer (President/Chancellor) (<u>Directory of Higher Education Institutions</u>, 1979).

2) <u>Former Chief Student Affairs Administrator</u>: For the purpose of this study, a former CSAA is a person who had met the criteria for CSAA at the same university or college prior to or during, but not after, the academic year of 1977-78.

3) <u>Career</u>: Succession of related jobs, arranged in a hierarchy of prestige, through which persons move in an ordered, more or less, predictable sequence (Wilensky, 1961).

4) <u>Career Change</u>: A move or transfer from one position to another employment position in a different professional field. In this study a career change included those situations when a former CSAA accepted a position in business, government, religion, or other areas outside the field of higher education.

5) <u>Career Shift</u>: A move or transfer from one position to another employment position within the same or related field. In this study it denoted a change in employment from the CSAA position to another CSAA position, another position in the field of student affairs, or another position in the field of higher education.

6) <u>Attrition</u>: A gradual decrease in the number of members of a

particular group for various reasons. For this study, the term meant leaving a CSAA position for reasons other than death, retirement, or temporary leave.

Limitations of the Study

1) Since the investigator could not locate any standardized instrument available for use in this study none could be used. As explained in the above section, Research Methods, the investigator attempted to establish validity by securing suggestions about the study's questionnaire from various experts in the fields of adult and career development.

2) The questionnaire was a self-report instrument and its validity was limited by the honesty and perceptions of the respondents and the clarity of the questions included.

3) The response rate to the questionnaire, which was mailed to the subjects, was important. Those subjects who refused to respond usually do not differ greatly from those who do respond (Weisborg and Bowen, 1977). A follow-up mailing was implemented to secure as many responses as possible for the purpose of increasing the response rate.

4) Other limitations were related to random errors while collecting and coding the information. These random errors are the results of chance and should not have seriously affected the results of the study in any significant way (Weisborg and Bowen, 1977).

5) Both two and four year institutions, privately and publicly affiliated, were included in this study. The results of this study were not generalizable to professional or other specialized educational institutions.

Organization of the Study

The study is organized into five chapters, bibliography, and appendices. Chapter One serves as an introduction by defining the purpose of this study, explaining the need for such a study, specifying its limitations and stating the general research questions and methods which guided the study. The second chapter contains a summary of pertinent related literature to the study. Chapter Three contains the design and the research methods followed in this study. An analysis and interpretation of the data is provided in Chapter Four. Chapter Five includes a summary of the findings, conclusions drawn from the findings and recommendations for further study.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

In order to better understand the information gathered in this study, it is necessary to first review past studies regarding the career development of Chief Student Affairs Administrators (CSAAs). Since a portion of this study's questionnaire was developed from a review of the literature in the areas of adult and career development, the pertinent studies and theories in these fields are summarized. Therefore, this chapter includes the following sections: Career Patterns of Chief Student Affairs Administrators; Adult Psychological Development; Career Development; and Conditions and Factors for Mid-Life Career Changes.

Career Patterns of Chief Student Affairs Administrators

The majority of the studies concerning the career patterns of the CSAA primarily have been a compilation of the personal data on the individuals who were in those positions at the time of the studies. All of these studies concluded with the position of CSAA as being the currently held position. Only three publications, discussed later in this section, were located which addressed the CSAA's anticipated next career move.

In their benchmark study, Ayers, Tripp, and Russell (1966) surveyed a national sample of student affairs professionals at various levels of administration. They found that 87% of their sample

reportedly had an individual at their institution who was designated as

a CSAA. The responsibilities of this administrator were to

> develop policies, procedures and programs (in
> cooperation with his colleagues and professional
> staff and under the leadership of the president)
> pertaining to the spectrum of specialized services
> provided to and for the student (p. 8).

The most common title for this administrator was Dean of Students (50%)

while 23% held the title of Director of Student Personnel Services or

Vice President for Student Services.

Ayers, et al., found that more than 79% (496 of 621) of the CSAAs

in their sample were male. The largest percentage of the males (36.7%)

were in the 40 to 49 year age range, while the largest percentage of

the females (38.4%) were in the 50 to 59 year age range. In regards

to the educational backgrounds of these administrators, 50% obtained

their degrees in the professional field of education (25% in general

educational administration and 25% in educational psychology or guid-

ance and student personnel). Only 37.5% of the sample had earned a

research doctorate, presumably the Ph.D., with the masters degree (51%)

being the most typical degree.

The presumption that an administrator enjoyed long tenure in a

CSAA position was quickly negated by this study. Ayers, et al., ascer-

tained that 57% of the CSAAs had held their positions for less than

five years while 32% for under two years. The average length of expe-

rience of these CSAAs in their present position was between two and

four years. These data indicated that the position was in a highly

mobile state and that many of these individuals would be making job or

career changes during their mid-life.

As an indication of the types of professional experience that

CSAAs had prior to accepting their positions, Ayers et al. identified the titles of their previous positions. More than one-fourth had moved from faculty positions to their present responsibilities. This source ranked second only to other student affairs work as a background. Slightly more than one-third had previous experience in student affairs work, the majority being in subordinate administrative positions (p. 18).

In a study on the compensation and working conditions of college and university administrators, Ingraham and King (1968) found

> The median age of male deans of students is 45, and
> of the 10% who are women, 49. Twenty-one percent
> had a Ph.D. degree, 18% the degree of Ed.D., the
> masters degree was highest for 49%. Three-quarters
> had the work of their highest degree in the following
> four fields: Education, 40%, psychology, 15%, social
> science, 14%, and English and journalism, 8% (p. 223).

Ingraham's and King's study was one of the few research efforts to address the tenure of the immediate past incumbent in the Dean of Student's position. While the median number of years for the present Dean of Students to be in his/her position was only four years, their predecessor's entire stay in the same position was only five years. The median age of the predecessor when leaving the Dean of Student's position was 44 years.

The next major study of the career patterns of CSAAs was completed by Foy in 1968. This study sought to examine the career patterns, certain personal characteristics, and the academic and work backgrounds of student personnel officers in certain selected administrative positions. Concerning the CSAA, Foy found the mean age to be 40.9 years. In regard to their highest degrees earned, 42.9% of the CSAAs studied in the fields of higher education, counseling and student personnel. Only 19% had published and 30% had completed research

relevant to the field of student affairs.

The length of tenure in their current CSAA position was found to be a mean of 2.95 years; their predecessors' entire stay in the same office had been 2.98 years. Those who did have previous professional experience in student affairs had a mean length of tenure of 7.35 years and had held an average of 2.41 positions in the field before assuming the CSAA office. Foy reported that 50.1% of them had moved from a student personnel position to their current position. Another 18.2% came from college teaching or administrative positions and 11.2% came from public schools.

Foy's study was the first to address the future career choices of CSAAs. When asked what they anticipated their next professional position would be the CSAAs in Foy's study reported the following: within the field of student affairs, 21.5% expected a promotion, 3.7% a lateral move and .9% a demotion; 14.2% anticipated making a career change from student affairs; and only 8.4% of the CSAAs planned to retire in their present position. These data become even more interesting when compared to the CSAAs' responses regarding their predecessors. Of their predecessors, 5.2% were promoted in student affairs, and 12.7% had moved laterally in the same field.

Other information regarding the CSAAs' anticipated next professional positions which was of interest was that 15.7% of the respondents did not know what their next move would be and 19.2% of the CSAAs were simply not anticipating any future moves in their careers. These percentages may have indicated a serious lack of career planning on the part of the CSAA since research findings to that point in time indicated that they could only expect to stay in their current

positions between two and four years.

In a similar but less comprehensive study, Brooks and Avila (1974) found the mean age of CSAAs to be 42 years and that 47% possessed the doctorate. They also reported that 70% had been in their present positions for four years or less.

Crookston and Atkyns (1974) also reported similar findings. The largest percentage (40%) of the CSAAs were in the 40 to 49 year age group. Regarding their academic preparation, 49.8% of the CSAAs held the doctorate and of these 45% had studied in education and 15.6% in counseling and guidance.

The findings of two other research studies conducted in the 1960s were consistent with the above mentioned studies of academic backgrounds and duration of professional experience. In a study of CSAAs in large universities (enrollment over 10,000 students), Upcraft (1967) found that 71% held doctorates of which 63% were educated in the field of student personnel work or a related discipline such as educational philosophy or higher education administration. An interesting finding reported by Upcraft in regard to the professional experience of these CSAAs, was that 26% of them had assumed their present duties with no prior experience in the field.

In 1968, Dutton, in a study for the National Association of Student Personnel Administrators (NASPA), reported that CSAAs had a median of 3.4 years in their present position and 8.2 years in the field overall. Also, the CSAAs held their highest degrees primarily in two fields, student personnel work (30%) and higher education (26%).

The one study that concerned itself with the attrition rate of CSAAs and other student personnel professionals was completed by

Shaw in 1970. His major finding stated that staff in different administrative positions tended to leave the profession of student affairs for different reasons. Also former student personnel workers with significant academic training in the field tended to leave the profession for reasons different from those with no significant training. Shaw listed six major reasons given for leaving their positions: 1) internal politics; 2) lack of appreciation by superiors; 3) level of bureaucracy; 4) level of decision making; 5) resistance of the institution to innovation or change; and 6) perceived resistance of much of the institution to the goals of the student personnel department. Shaw found that the attrition rate for the field of student affairs was increasing. Three years prior to his study, 11.3% of the administrators had left the field of student affairs; two years prior the rate was 27.9%; and the year prior to his study, 1969, 51.5% had made career shifts. It should be kept in mind that these rates were for the profession overall. When examining the attrition rate for only the CSAA, the findings reveal ever-shortening tenure. According to the <u>Directory of Higher Education Institutions</u> the turnover rate for the CSAA position during the past three years has been increasing. For 1976-77 the rate was 16.2%; in 1977-78, 17.1% of the CSAAs had left their positions; while in 1978-79, 18.9% were no longer in their positions as CSAAs.

A recent study on the career development of CSAAs was completed by Studer in 1980. His national study not only collected demographic data regarding current CSAAs but it also addressed their job satisfaction. When asked their level of satisfaction with their current job, he found that 77% of the respondents were quite satisfied and that the

majority (83%) would become CSAAs if they had the choice to do it again. In regard to the various aspects of their jobs, the CSAAs reported that they were satisfied with such factors as their institution (84%), relations with administrative peers (83%), relations with supervisor (85%), and opportunity for autonomy (80%). Areas where they felt less satisfaction included relations with faculty peers (77%), current salaries (57%) and fringe benefits (50%).

Studer found that the profile of the typical CSAA had changed little from that reported by Ayers and others ten years earlier. The majority of CSAAs continued to be male (82%), married (81%), and white (88%). In regard to their age, 70% were 40 years of age or older with 29% being between the ages of 40 and 49.

Of the CSAAs in this study, 56% had received the doctorate. Of those who held this degree, the major fields of study included college student personnel (17%), higher education administration (35%), and counseling and guidance (18%).

In regard to their employment patterns, 64% had held a position in student affairs immediately prior to their CSAA position while 12% were formerly in another administrative position in higher education and 10% were employed as college teachers. It was also found that the mean number of positions in student personnel work held by CSAAs, including their present position, was only 2.72. When asked about their tenure in their CSAA position, 56% reported that they had been in their present position for four or less years. It was also noted that 15% planned to leave their present position within one year, while another 26% were anticipating a career move within one to three years.

Summary

The high turnover rates in the position of CSAA, coupled with the relatively young age of CSAAs and short tenure in these positions lead to the question of the future professional positions CSAAs will assume. As indicated by the studies above, the average age of CSAAs is between 40 to 49 years. This leaves at least 10 to 15 years before one can typically retire. Since the average tenure is between two and four years, those currently holding the CSAA position will need to plan for at least one more job or career change. It was the intent of this study to determine what positions CSAAs accepted subsequent to holding the office of CSAA, and to determine the factors which influenced their decision to change positions or careers during their mid-life development.

Adult Psychological Development

In order to have a more enriched understanding of the career patterns of middle-aged adults it is necessary to review briefly the theories and studies pertaining to the psychological development of this sub-group of the population. As Neugarten (1968) stated in her book, Middle Age and Aging, there is not only a paucity of data regarding adult development but "more importantly we are without a useful theory" (p. 137). In reviewing the various studies on adult development one quickly becomes aware of the lack of agreement of terms used, the limitations of the studies (e.g., small samples, primarily only male subjects, and volunteer subjects), and no commonly accepted view of adult development. Despite the unsystematic character of much of the literature, there are two basic themes which appear in most of the

works. First, there is a general consensus that there are certain
periods in the developmental process which impose very difficult ad-
justment problems for the individual. Second, adult development is a
complex process involving the interaction of a variety of forces, for
example, biological, social, and environmental (Beusse, 1980).

A simple definition of middle age has been difficult to attain.
If one were to place the various theories on a continuum, that of
Levinson et al. (1978) would probably be the most definitive in its
description of middle age. In this theory the age-related definition
is based on the concept that fairly universal stages take place at cer-
tain ages or within age ranges (Norman and Scaramella, 1980). Levinson
states that typically "Mid-life Transition" lasts from age 37 to age
43, while "Middle Adulthood" begins at age 44 and concludes at age 50.
Other researchers do not see middle age as a concept so easily defined
by a strictly age-related description. Neugarten (1979) views the life
cycle as more than age-groupings. She feels that a definition of
middle age based strictly on age cannot possibly account for all of
the individual differences and environmental effects which shape the
growth of human beings.

From a review of the literature in this area, the start of middle
age is usually placed around the age of 40. Throughout many of the
studies it is noted that often middle age begins with several difficult
years that have been termed "mid-life crisis" or "mid-life transition"
(Norman and Scaramella, 1980). This crisis is not initiated by any
significant event but rather by the realization that more time stretches
behind one than stretches before one. As Neugarten (1979) reports,
middle-aged adults become more conscious of the relationship of time

and life events.

One of the first developmental theorists who expanded his concept of ego development beyond the age of 18 or 20 is Erikson (1963). While other theorists concentrate primarily on the early periods of growth, Erikson divides the entire human life cycle into eight stages. According to this theory, each of the stages must be passed through in sequence. A different psychological issue "constitutes the nuclear conflict or crisis for the ego at each developmental stage, but the same issue is also present in preceding and later stages" (p. 85). In this theory, a crisis connotes not a threat but a turning point, a crucial period of increased vulnerability and heightened potential. A solution at any stage of ego development has its effects on all subsequent stages; failure to achieve a successful resolution at one stage impedes all later development.

The last two stages of Erikson's theory directly relate to adult development. During middle adulthood the individual strives to develop generativity which is primarily the concern in establishing and guiding the next generation. Erikson considers generativity the crucial aspect of middle age with stagnation being the negative outcome. Stagnation is falling into a routine where one no longer seeks to learn or grow (Norman and Scaramella, 1980). For some individuals, this generativity involves intense striving to climax a career, while for many others it entails taking an active role as mentors in their fields of endeavors.

The last stage of development involves establishing a sense of ego integrity. This is the acceptance of one's one and only life cycle as something that had to be. The person who possesses integrity is comfortable with his/her life and its achievements. Lack of accrued

integrity results in a fear of death; time is now short, too short
to attempt to start another life and to try other roads to integrity
(Erikson, 1968).

According to Erikson's theory, middle-aged adults, having their
parental functions virtually completed and their careers progressing,
begin to look introspectively. Viewing life in terms of time left,
the middle-aged adult begins to reassess his/her life; begins to
question one's productivity; and evaluates one's accomplishments and
the true value of these endeavors. If the individual reaches a posi-
tive conclusion he/she is successfully resolving the conflict in these
latter developmental stages. A crisis, though, will occur if the con-
clusions are negative and the individual sees no alternative solutions.

In another major study, Neugarten (1968) found that people's re-
sponses confirmed that middle age is a "period of heightened sensitiv-
ity to one's position within a complex social environment" (p. 93).
As with Erikson's theory the reassessment of the self was again found
to be a prevailing theme. According to Neugarten, middle age should
be perceived as a distinct period in the life cycle, one which is a
period of maximum capacity and ability to handle a highly complex en-
vironment and differentiated self (Neugarten, 1968).

Two important areas, which Neugarten addresses in her studies,
are the influence of age-related events and social experiences on in-
dividuals, and the difference in adult development between men and
women. In her theory, Neugarten addresses age but not in the same
manner as Levinson. As mentioned earlier, Levinson views development
as a series of fairly universal stages which take place at certain ages
or within age ranges. Neugarten discusses age in the context of

age-related identity. She emphasizes that there is much discussion of sex-role identity but little regarding age-related identity. The age structure of society, for example, age expectations and interaction among age groups, has been neglected in present studies on middle adult development. She has found that middle-aged adults use different life contexts, such as body, family and career, rather than chronological age for their primary cues in 'clocking' themselves. While growing through this stage, adults become increasingly aware of the distance (emotionally, socially and culturally) between themselves and younger people. Neugarten specifies three types of time - historical, social and chronological - which interact to produce a person's life cycle. According to her theory, it is when life events, such as a death of a parent, do not occur on time, that stress results. When events do occur at the socially appropriate and expected time a crisis rarely results (Schlossberg, Troll, and Leibowitz, 1978).

In reviewing studies on adult development, Neugarten also realized that few women were included as subjects, thus most theories are actually based on male development. Neugarten stresses that both men and women are faced with crises in their adulthood. During the middle age, women become more achievement-oriented, and men shift toward becoming more affiliative (Neugarten and Gutman, 1958). Also women tend to define their age status in terms of timing of family events while men perceive the onset of middle age by cues presented outside the family, often from their work setting. Neugarten also found in her study in 1968 that women tend to closely relate their life line and career line; men perceive middle age as the beginning of a period in which their latent talents can be put to use in new directions. Gould (1978),

in his book, Transformations: Growth and Change in Adult Life, dis-

cusses the adult life cycle in terms of growth. He states that

> Adulthood is not a plateau; rather it is a dynamic and changing
> time for all of us. As we grow and change, we take steps away
> from childhood and toward adulthood. . .with each step, the
> unfinished business of childhood intrudes, disturbing our
> emotions and requiring psychological work (p. 14).

Gould also found that most problems of adulthood are age related. He

believes that as adults, people take a characteristic view of each

decade. In their twenties, adults see the world as secure. During

their thirties they experience a sense of timelessness which changes

to an awareness of the pressure of time in their forties. This pressure

forces them to see themselves more as the creators of their lives as

opposed to living the lives they thought were simply their destiny.

Another major theory has been developed by Levinson (1978). In

his book, Seasons of a Man's Life, he describes four age-linked periods

of an adult's life cycle each lasting approximately 25 years, separated

by short transitions. The mid-life transition which precedes the third

developmental period, Middle Adulthood, ordinarily has its onset at age

40 or 41 and lasts approximately five years. There are two major tasks

involved in this transition: 1) to review one's life and reappraise

what one has done with it; and 2) to test new choices for one's pres-

ent age (Levinson, 1978). According to Levinson, this period includes

much discomfort for many individuals. During these years a person

must recall his/her youthful dream of life's achievements and resolve

the usual realities of its lack of fulfillment (Hodgkinson, 1977).

This need to reconsider the past arises in part from a heightened aware-

ness of one's mortality and a desire to use the remaining time more

wisely (Levinson, 1978). The discomfort is usually less for the people

who have not fulfilled their dreams; their problem is simply a revision downward in expectations. However, for those who did come close to accomplishing their dream, the mid-life transition is very difficult because it involves the establishment of a whole new set of aspirations and fulfillment (Hodgkinson, 1977). One of the most important insights from Levinson's work is that if the tasks inherent in this transition are avoided during this time, the accompanying discomfort will surface again with greater intensity in the 50's.

Summary

In reviewing these theories many similarities become apparent. All of them include a time orientation. Individuals, during their middle years, begin to view their life differently. Life is viewed in terms of years left, not how much time has elapsed to date. Also, during this period of development, people reassess their lives and accomplishments. It seems that individuals are searching for congruency between their hopes and realities. This period includes crises or transitions but these terms may have various meanings depending on the theorist. Erikson views crises as turning points in one's life; individuals becomes more sensitized and vulnerable. One must successfully pass through these turning points to continue development. Levinson also sees crises as transitions but stresses that individuals must confront the tasks inherent in the crises or they will only occur at a later time with more intensity. A middle-aged person may avoid crises, according to Neugarten, if life events for this person occur during a socially supported time frame. In summary, it would appear that these theories should be reviewed collectively since apparently no one theory

adequately explains all the different aspects of adult development.

Career Development

In her studies on career development, Schlossberg (1977) found that during their mid-life crisis, many men began to experience doubts and dislocations in their sense of identity. This finding coincides with Neugarten's and Levinson's period of reassessment as mentioned earlier. The feeling that one will remain in their present job for the next 20 years is often not stimulating to the individual, especially if the job does not require the person to master new skills (Kuhlen, 1968; Schlossberg, 1977). Brim (1973) concluded that this mid-life crisis may be caused by discrepancies between aspirations and achievements on the job as the worker realizes that time is running out in his/her career.

In the past, career choices were thought to be made during adolescence and/or early adulthood and then crystallized at that point. From the recent studies on adult development, it has been noted that continuous transitions, including changing careers, occur throughout the entire life span (Heistand, 1971; Schlossberg, 1977). Three career development theories that address the issue of mid-life career changes are theories by Ginzberg, Super, and Holland.

In 1952, Ginzberg wrote his original theory on 'Occupational Choice'. He stated that "Occupational choice is a decision-making process that extends from pre-puberty until the late teens or early 20's when the individual makes a definitive occupational commitment" (Ginzberg, 1972, p. 169). In 1972, Ginzberg reformulated his theory because of the availability of new knowledge emerging from adult

development studies being conducted during that time period. Ginzberg's newly adapted theory is that "occupational choice is a lifelong process of decision-making in which the individual seeks to find the optimal fit between his career preparation and goals and the realities of the world of work" (p. 172). He emphasizes three points in this theory. One is that occupational choice is a process that remains open as long as one makes and expects to make decisions regarding work. Also, a person's career will not only be influenced by the preparation completed in early adulthood but also by the continuous changes a person undergoes during life and work. Finally, people strive to secure the best combination of need satisfaction and the restraints and opportunities in their work.

Another theorist, Super (1957), in his theory of vocational development, stated three major reasons for working. First of all, a job or position permits a person to fulfill a basic human need, that is, to be recognized as an individual, to have status in society. People not only need to be recognized as human beings but also as someone distinct and different from others. The second reason pertains to the work situation or activity itself. Work allows for self expression. The third reason is a job offers financial security.

One of the major contributions of Super's theory to mid-life career development is his differentiation between vocational maturity and vocational adjustment. Vocational maturity is the ability to cope with the career developmental tasks with which one is confronted; while adjustment implies just reacting to a situation once it occurs. According to this theory, it is very important for middle-aged adults to have this maturity, to have a prospective approach to career events (Super, 1977).

As mentioned earlier by Schlossberg, people change careers because of changing and increased interests. One of the major career development theories which emphasizes awareness of one's personal interests is Holland's (Schlossberg, 1975). Holland's Occupational Classification System divides the world of work into six major subgroups: realistic, investigative, artistic, social, enterprising, and conventional. By using this theory adults can match their personal orientation with specific types of occupations. If an individual is not aware of his/her personal interests when first choosing a career, much conflict can result. Likewise, as individuals mature, their interests further expand and/or change. In order for adults to more fully utilize their abilities and skills they must have a high level of self awareness and adjust their career to their current interests.

Summary

These three theories contribute to a better understanding of the career development of middle-aged adults. It seems that career development is a continuous process in which the individual strives to obtain congruency between one's personal needs and interests and the restraints of work. All of the theorists, Ginzberg, Super, and Holland, believe that individuals undergo change in their personal development throughout their life time. Holland states that it is important for people to become fully aware of their interests and pursue their careers accordingly. Super's theory presents a means to this goal by stressing that individuals must prepare themselves for these changes by developing vocational maturity.

Conditions and Factors for Mid-Life Career Change

A review of the major theories of adult and career development provides a good backdrop for the study of the reasons (as noted in the literature) for mid-life career change. As discussed in the previous sections, a career change by itself is only one indication of what is occuring in an individual's life during middle adulthood. Like other aspects of this period, such as changes in biological, social or familial contexts, an occupational change is part of a dynamic and on-going process, not an abrupt shift. In this section the various motivations, preconditions and factors that influence one to change his/her career during mid-life will be reviewed.

There are many common events during middle age which can serve as preconditions for career change. Some of them are: the lack of dependents and related responsibilities (Empty Nest Syndrome); fiscal events (one may experience a severe strain on financial resources as children attend college or a release by children leaving home and mortgage paid); observing colleagues displaced from their jobs which may result in doubts of one's own job security (Heistand, 1971; Roberts, 1975; Heald, 1977). Roberts (1973) enumerates other possible preconditions such as early retirement, dislocation by external forces (e.g., closing of factories, lay-offs) and family crises (e.g., divorce or death of a spouse). Sinick (1977) believes that longer lifespans, earlier completion of families and the feminist movement have had a definite effect on the career development of adults.

Knowing that these events are common to the majority of middle-aged adults what factors cause a person to actually change a career? Why do some individuals act on their desires and others do not?

Orth (1974) believes that a career change is normally a long-term build-up of both positive and negative factors. The positive influences include a review of earlier career decisions, an examination of the congruency between current interests and employment; continued education; and possible early retirement. The negative factors can encompass such emotions as boredom, restlessness and depression. Also a conflict between work and one's preferred life style may have developed over the years. In relation to the specific job environment, other negative pressures may be a deterioration of office climate, unused knowledge or skills, and a change in personnel requirements.

Roberts (1973, 1975) found through her studies on mid-life career changes that many subjects were confronted with a discrepancy between one's aspirations and one's achievements. Many were searching for more socially useful work and were frustrated with their lack of autonomy and/or meaning in their job. She stated that it seemed that there was a shift in values which describe the quality of one's life. No longer are these values centered on the extrinsic factors such as work, pay, and status. Instead, self-expression and autonomy are of sufficient concern to individuals that they are looking for new careers.

In their study of executive mid-career change, Driskill and Dauw (1975) found that there were different groups of reasons given for changing careers, depending on whether the choice was voluntary or involuntary. If people changed careers primarily because of pressure from the self they did so for the following reasons:

'To do what I want to do'	(68.9%)
Abilities not fully utilized	(64.7%)
Difference in management philosophy	(48.7%)
Limited promotions	(42.0%)

Those individuals forced from their jobs stated different reasons:

Difference in management philosophy (58.7%)
Personality clash   (57.6%)
Reduction in work force   (48.9%)

In 1978, Wilcox conducted a study which focused on how community colleges could better meet the needs of adults seeking assistance in mid-life career changes. It was concluded from this study that some of the factors which influence career changes are longer life spans, better health, increased leisure time, and greater emphasis upon the quality of life. Wilcox reported that family, job, and societal pressures interact and result in four career patterns: routine (absence of career change); self-determined (career change occurs because of desire rather than necessity); situationally determined (change heavily influenced by outside pressures); and self-directed accommodation (career change influenced by environmental pressures but shaped by individual choice).

Summary

In summary, it seems that there are similar factors, throughout the studies on mid-life career change, that help explain why some individuals decide to make a career or job change while others decide not to do this. It is mentioned consistently that middle-aged individuals begin to reassess or review their achievements to date and compare these to their aspirations. As noted in a previous section, this process is more difficult for those people who come very close to fulfilling their dream than for those who never experience any such possibility (Levinson, 1978). Another commonality is the striving for congruency between one's present interests and one's career. If one

cannot achieve this goal much conflict can result. Two other areas which seem to be mentioned throughout the literature is a stronger desire for these individuals to want more socially useful work and also increased autonomy. It seems that no longer is the primary purpose for having a job financial security but rather it is an opportunity for self-expression.

Summary

From this review of the literature it becomes apparent that further studies need to be conducted on mid-life career development. The population of former CSAAs seems to be an ideal group for such a study since they tend to be middle-aged. Since the length of tenure in their CSAA position is between two and four years one may reasonably conclude that these individuals will be accepting other employment positions subsequent to that particular job.

This demographic information, although interesting, does not indicate the reasons why some members of this age group make a decision to remain in their positions while others choose to accept other employment. Many conditions, such as the empty nest syndrome, financial responsibilities, or early retirement may be common to all members of this group. These events may serve as a pre-condition for mid-life career change but what are the actual factors which influence an individual's decision to make a job or career change. There seem to be a few consistent reasons, as stated in the literature, on mid-life career change: the reassessment of one's productivity or achievements; the need to match one's current interests with one's career; the desire to be involved in more socially useful work and avoid stagnation; and

obtainment of more autonomy in one's position of employment. It was
the intent of this particular study to investigate the reasons given
by former CSAAs for leaving their positions during middle age and to
add to the literature in the fields of adult and career development,
and student affairs.

CHAPTER THREE

METHODS AND PROCEDURES

Introduction

This chapter on Methods and Procedures serves as a detailed explanation of how the study on the Career Development of Former Chief Student Affairs Administrators was planned and conducted. It is noted in the following sections how the subject population for the study was selected and how the survey instrument was developed. Also, the independent and dependent variables are discussed as well as the specific research questions. In another section, the statistical analysis employed in this study is explained. It was the intent of the investigator that this chapter would serve as a thorough guide for those individuals who may wish to replicate this study.

Sample

The sample for this study consisted of those CSAAs who left their positions during the academic year of 1977-78. Since one of the concerns of this study was the identification of factors which influenced CSAAs to leave their positions and accept other employment, the sample did not include those CSAAs who left their positions for reasons of death, retirement, or leave of absence.

The identification of members of the subject population was derived by comparing the 1977-78 and 1978-79 editions of the Directory of Higher Education Institutions. This publication was used because it offered the most complete and current directory information at the

time of the study. The specific year, 1977-78, was believed to be representative of a typical economical year in higher education. For each institution listed in this directory, the name(s) and title(s) of the central administrator(s) were given. Upon comparing the two editions it was noted if there had been a change in personnel in the CSAA position. The individual who no longer was listed as the CSAA thus became eligible to be a member of the initial subject population which numbered 352.

The next step in selecting the actual subjects for the study included a telephone call to the former location of employment for the former CSAA. The purpose of this step was to obtain the last known, and hopefully the current, address for each individual. If possible, it was also ascertained if the individual still qualified to be a subject or had retired, died or had been on a leave of absence and had since returned to his/her CSAA position. Current addresses could not be located for 48 individuals; seven former CSAAs had left their positions to retire; nine were no longer living; and one had been on a leave of absence. Upon completion of the telephone contacts the total number of eligible subjects numbered 287.

A pilot study, discussed in a later section, was then conducted. Twenty members of the adjusted sample of 287 were randomly selected for the pilot study. Thus the final draft of the questionnaire used for this study was sent to 267 individuals. Table 1 shows the number of questionnaires sent to former CSAAs who had worked at either a public or private school as well as indicating whether they had been employed at a two or four year institution.

Table 1

Number of Former CSAAs in Sample by Affiliation and Type

| | Affiliation | | |
Type	Public	Private	Total
Two Year	68	18	86
Four Year	48	133	181
Totals	116	151	267

The response rate to the questionnaire was 68%. Of the 267 questionnaires that were mailed, 166 were returned completed, five were returned but incorrectly completed, eight were returned by the postal service because of insufficient or incorrect addresses, and seven questionnaires could not be used for this study because the respondents did not qualify for the sample. Table 2 indicates the number of completed questionnaires received from the former CSAAs.

Table 2

Number of Survey Respondents by Affiliation and Type

| | Affiliation | | |
Type	Public	Private	Total
Two Year	42	8	50
Four Year	35	81	116
Totals	77	89	166

Chi-Square Goodness of Fitness Tests were performed to determine if these responses were representative of the sample in relation to the type (two or four year) (Table 3), affiliation (public or private) (Table 4), and gender (male or female) (Table 5). This test indicated that there was no significant differences at the .05 level of confidence between the respondents and the sample, thus the results of this study were generalizable to the total population of former CSAAs.

Table 3

Comparison of Numbers of Former CSAAs Responding
and in Sample by Type

Type	Sample	Respondents
Two Year	86 (32)[a]	50 (30)
Four Year	181 (68)	116 (70)
Totals	267 (100)	166 (100)

[a] Numbers in parentheses indicate percentages
χ^2 = .25 (Not significant at the .05 level)

Table 4

Comparison of Number of Former CSAAs Responding
and in Sample by Affiliation

Affiliation	Sample	Respondents
Public	116 (30)[a]	77 (46)
Private	151 (70)	89 (54)
Totals	267 (100)	166 (100)

[a] Numbers in parentheses indicate percentages
χ^2 = .89 (Not significant at the .05 level)

Table 5

Comparison of Number of Former CSAAs Responding
and in Sample by Gender

Gender	Sample	Respondents
Male	212 (79)[a]	140 (84)
Female	55 (21)	26 (16)
Totals	267 (100)	166 (100)

[a] Number in parentheses indicate percentages
χ^2 = 2.93 (Not significant at the .05 level)

The information provided by all of the 166 respondents was used in the descriptive analysis of the personal characteristics of former CSAAs and their subsequent fields of employment. In the analysis of the ranked factors (as explained later in this chapter) 10 surveys were not included. The reason for their exclusion was that these 10 respondents included other factors, not listed in the survey's choices, as being influential in their decision making. Since the entire sample did not have an opportunity to review these additional factors, it was decided to discuss these responses separate from the analysis.

Survey Instrument

As stated in Chapter One, the purpose of the study was three-fold: 1) to obtain descriptive personal/professional information regarding former CSAAs; 2) to identify employment positions accepted by CSAAs subsequent to their CSAA position; and 3) to investigate the primary factors which influenced these individuals to leave their former CSAA positions. The first two purposes could be accomplished

by devising a questionnaire which included appropriate questions. The investigator anticipated that a standardized instrument could be obtained which could be administered to the subjects to study the third purpose, that is, the factors which influenced a middle-aged person to change jobs and/or careers. Unfortunately such an instrument could not be located even after contacting several professionals in the fields of career and adult development. Thus the questionnaire for this study had to be developed in its entirety by the investigator.

Process of Developing the Survey Instrument

The survey instrument (See Appendix A) was divided into two major sections. Part I included 16 questions which were inquiries as to birthdate, sex, marital status, ethnicity, academic preparation, employment history, length of tenure in the CSAA position and identification of employment subsequent to the CSAA position. The selection of items for this section was based on previous studies on the career patterns of professionals in student affairs. Thus the information obtained from this section could be easily compared and added to the data from past studies in this area.

In Part II, a list of 20 items were listed which may have influenced an individual's decision to change jobs and/or careers. Also in this section, subjects were asked to state in narrative form why they decided to make this change. This short essay was included so that a fuller explanation of the reasons inherent in a career/job change could be obtained.

The list of 20 factors was derived from a thorough review of the literature in the fields of career and adult development. After

initially developing this list the investigator requested members of her doctoral dissertation committee to review the entire survey instrument. It was suggested by the committee to include two additional spaces at the bottom of the list for respondents to note "Other" reasons which influenced their decisions but were not included in the above list of factors. Once all of their suggestions were incorporated into the survey it was sent to various researchers and professionals who were studying mid-life career development. These individuals validated that the list was thorough and that it did indeed address the major influential factors in mid-life career development.

The questionnaire was then mailed to 20 randomly selected members of the sample for a pilot test. Eleven responses were obtained; no follow-up request was made for this mailing. Particular attention was paid to the completion of the survey; did the respondents seem to have difficulty in understanding the directions? Also, the "Other" items included in the list of factors were studied to ascertain if a major factor had been omitted from the list. It seemed, from this pilot study, that the directions were clear and that the list of factors were relevant and exhaustive. The questionnaire was then printed and sent to the entire sample of 267 former CSAAs.

Data Collection

As previously mentioned, a survey instrument was used in this study to gather information from the former CSAAs regarding their personal/professional characteristics and their reasons for leaving their CSAA positions. Kerlinger (1973) states that there are several acceptable methods of data collection in survey research. Although it was

felt that a personal interview or even a telephone survey would have
been preferable, it was decided that a mailed questionnaire would be
used in this particular study. The principal reason for this choice
was that it was not financially feasible for the investigator to visit
each member of the sample nor contact each one for an in-depth tele-
phone interview. The mailed questionnaire method of data collection
was advantageous because of the short time factor involved in gather-
ing information and its lower costs. When employing this method, it
is imperative that the directions and content of the questionnaire are
easy to understand and are not ambiguous. Also, every effort should
be made to obtain a high return rate. Later in this section, the
directions for completion of the survey are noted as well as the efforts
made to encourage a high response rate.

Records of Data Collection

After all of the members of the subject population were determined,
a separate 3" x 5" index card was prepared for each individual. On
these cards the following information was noted: name of the subject;
last known address; title of former CSAA position; name of institution
for former CSAA position; designation of whether former institution was
privately or publicly affiliated; and designation of whether it was a
two or four year institution. Although these last three items could
have been asked on the survey instrument, the investigator felt that
since she could determine these by reviewing the Directory of Higher
Education (1979), it would only help to shorten the time needed to com-
plete the survey instrument.

On the reverse side of this card three items of information were

recorded. First, each subject was assigned a number for the purpose of proper data collection. This number was explained and noted on both the questionnaire and the post card which was used as a follow-up reminder for those who had not yet responded. Also, the date the initial survey was sent to the individual and the date the completed survey was received by the investigator was noted on this index card.

Directions for Completion of the Survey

In a preliminary section to the main survey instrument, the respondents were informed of the coding procedure used with each survey to assist with the data collection. This procedure was merely the number which was assigned to each member of the sample. This number was noted in the upper right hand corner of a half-sheet of paper which could be separated from the survey instrument. On this same sheet of paper, respondents were asked to identify themselves and their current address only if they would be interested in receiving a summary of the results of this study. The investigator stated on this half-sheet that the sole purpose of requesting this information was to assist in providing the results of the study to those respondents who requested such information. It in no way compromised anonymity and was not used in any analysis of the instrument. After this information was recorded, this particular sheet was detached from the completed questionnaire.

Accompanying the survey instrument was a letter from the investigator and her major professor (See Appendix A). This letter included an explanation of the purposes of the study and a summary of the directions for completion of the survey. In Part I of the questionnaire, respondents were asked to complete the information requested in three

sections: "Biographical Information"; "Academic Preparation"; and "Professional Background". In the first section, "Biographical Information", the following items were included: birthdate, sex, marital status, number of dependents, and ethnicity. In the second section, "Academic Preparation", respondents were asked to state the names of their various academic degrees, the years in which degrees were awarded, their major fields of study and the college or university granting each degree. The remaining items in Part I of the questionnaire pertained to the respondent's professional background. Subjects were asked to list all full-time work experience for the past 20 years. Also, there were four items pertaining to the length of tenure in their former CSAA position. The remaining items were related to the position(s) which they accepted subsequent to their former CSAA position.

In Part II of the questionnaire, subjects were asked to review a list of 20 factors which may have influenced their decision to leave their former CSAA position. Initially, they were asked to check each item or factor in Column A. Then, they were asked to rank these checked items, in Column B, in order of their influence. Specifically, the respondents were to rank the most influential factor as '1', the second most influential factor as '2', and so forth. Since a list of factors which may have influenced their decision to leave their former positions may not fully explain why these individuals changed their employment, the subjects were asked to write a short narrative explaining why they left their former positions as CSAAs.

At the close of the questionnaire, the respondents were asked to enclose their completed questionnaires with the attached identification sheets in self-addressed envelopes and mail to the investigator's office.

Mailings

The study included four major mailings. The first mailing was the pilot study and included 20 members of the subject population. These individuals were sent an individualized letter similar to the one used in the study; an identification sheet on which they could request a summary of the study's results; a copy of the questionnaire (typed but not professionally printed); and a stamped, self-addressed envelope to return the completed questionnaire. Of the 20 questionnaires mailed in the pilot study, 11 were returned completed and two were returned because of incorrect addresses.

The major mailing was the actual study's questionnaire which was sent to all 267 remaining members of the sample. This mailing was sent the second week in January as to avoid the holiday mail. The following items were enclosed:

1) An individualized addressed letter to each subject, typed on a memory typewriter on the investigator's official institution stationery. This letter included the individualized salutation and also the title and location of the subject's former position. The letter was then signed by both the investigator and her major professor (See Appendix A).

2) A copy of the final draft of the questionnaire with the detachable half-sheet which was used for coding and obtaining the names and addresses of those repondents who requested a copy of the results of the study. These items were typeset and professionally printed on creme colored paper. It was felt that a questionnaire that was printed as opposed to mimeographed might also enhance the response rate (Englehart, 1972) (See Appendix A).

3) An envelope for the respondent to mail his/her completed questionnaire to the investigator. This envelope included the necessary postage and was self-addressed.

This mailing, as well as all others in the study, were sent using first-class postage since higher response rates are associated with first-class rather than third-class postage (Warwick and Lininager, 1975). Every effort was made to personalize the letters sent to the subjects. Also, careful consideration was given to the ease of completing and returning the questionnaire. It was the investigator's intent that these actions would positively influence the return rate of completed questionnaires.

Two weeks after the initial returned questionnaire was received, a second letter was sent to the members of the sample (123 of 267) who had, to date, not returned their questionnaire. This letter was typed on the investigator's office stationery and signed by both the investigator and her major professor. Included in this mailing was a stamped, self-addressed postcard (See Appendix B). Subjects needed only to check the appropriate item on the reverse side of the postcard to explain their non-response.

The postcard read as follows:

> Regarding the questionnaire for the "Study of the Career Development of Former Chief Student Affairs Administrators", I do not plan to complete it because:
>
> ☐ I prefer not to be a respondent.
> ☐ I misplaced the questionnaire, please send another copy to me.
> ☐ I never received my copy of the questionnaire, please send another copy so I can complete it.
> ☐ Other

Although the initial response rate (prior to the reminder) was

approximately 50% it was hoped that this letter and postcard might positively influence and increase the response rate. Also, the responses on these postcards might better explain the non-response rate. The final response rate was 68%.

After the study was completed, a summary of the results were mailed to all respondents who had requested such information. This activity constituted the fourth mailing.

Coding of the Data

The information which was collected was coded onto computer data sheets. The questionnaire was not designed to be self-coding so as not to confuse the respondent; thus, all items had to be coded by the investigator. The coding format which was used can be found in Appendix C. Any items of information which were not completed by the respondents were noted by leaving the appropriate coding square blank.

The data from these sheets was then keypunched and an initial print-out of the data was obtained from the New Mexico State University Computer Center. This print-out was checked against the original questionnaires for accuracy before any statistical manipulation was performed.

Research Methods

In the following section the statistical procedures, specific research questions and hypotheses for this study are explained. Also, the independent and dependent variables are presented as well as the rationale for their inclusion in this study.

Statistical Procedures

The first statistical analysis of the data used the Chi-Square
Goodness of Fitness Test. This test determined whether the responding
sample was representative of the study's sample of institutions with
regards to the type (two or four year), affiliation (public or private),
and gender (male or female). The formula (Mendenhall, 1966) for this
test is:

$$\chi^2 = \sum_{i=1}^{\kappa} \frac{[n_i - E(n_i)]^2}{E(n_i)}$$

The data collected from Part I of the questionnaire was then ana-
lyzed through the use of descriptive statistics. This analysis includ-
ed frequency distributions, percentages, means, medians, and standard
deviations. The computer program, Statistical Analysis System (SAS)
was used for these computations. To determine if there was significant
differences between men and women for certain characteristics, the
median test was employed (Downie and Heath, 1974). The formula for
this test is:

$$\chi^2 = \frac{N\ (ad - bc \mid N/2)^2}{klmn}$$

By analyzing this data the first and second purposes of this study
were fulfilled, that is, personal characteristics of former CSAAs were
provided and also the subsequent employment of former CSAAs was deter-
mined.

The third purpose of the study, the determination of the major
influential reasons for leaving a CSAA position, provided the major

research questions and hypotheses for the study. An important point to understand when studying this data is that the respondents were not asked to choose and then rank a certain number of items. Rather they were instructed to check and rank only those items which influenced their career decision. As a result, the number of items checked were unequal; some respondents checked only one item while others checked as many as twelve. Since a precise statistical method of analysis to study unequal number of rankings was not known by the investigator, three statistical approaches were used to indicate the most influential factors as stated by former CSAAs. These three approaches were as follows:

1) Calculating the mean percentile rank for each item included in the study. This calculation was chosen over the average ranks and normalized ranks methods since it was more accurate when working with unequal number of rankings (Shaw and Osburn, 1970). The mean percentile rank for each factor was derived by taking each respondent's rankings and determining their percentile ranks. As an example, if a respondent ranked four factors, the factor receiving the number one ranking would receive a percentile ranking of 100. The factor ranked second would receive a percentile ranking of 75; the third ranked factor, 50; and the fourth ranked factor, 25. Once the ranks for each respondent were transposed into percentile rankings, the mean average was calculated for each factor. By determining the mean percentile rank one may better understand the average ranking received by each item. A concern with using only this approach is that an item which was only checked twice could receive the highest mean percentile rank. Thus, when suggesting the most influential reasons in terms of mean percentile ranks, the

frequency of the item was also taken into consideration.

2) Totaling the number of times each factor was checked, regard-less of rank. This approach indicated the popularity of the items but it must be kept in mind that it measured only that aspect. It was possible that an item was checked, for example, by 88 respondents, but was always ranked as '8', '9', or '10', never '1', '2', or '3'.

3) By displaying the data by frequency of ranks (See Appendix D), the number of times an item received a ranking of '1' could be deter-mined. Thus the items which seemed to receive the ranking of most in-fluential most often could be determined.

The statistical method used to study the research questions as stated in the following section included analysis of variance (F tests). The formula for this test is:

$$F = \frac{\text{Mean square between groups}}{\text{Mean square within groups}}$$

or

$$F = \frac{\dfrac{\sum_j \dfrac{(\sum X_{ij})^2}{n_j} - \dfrac{(\sum_i \sum_j X_{ij})^2}{N}}{J-1}}{\dfrac{\sum_j \sum_i X_{ij}^2 - \sum_j \dfrac{(\sum_i X_{ij})^2}{n_j}}{N-J}}$$

If a significant difference among three or more levels of an independent variable was found then the statistical test of Least Significant Dif-ference (Steele and Torie, 1980) was employed to determine which specif-ic levels were different from each other. This test's formula is as follows:

$$LSD = t_{df} \sqrt{(MSE)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

Research Questions and Hypotheses

The general questions which guided this study were: 1) to determine what were the major reasons why former CSAAs left their positions as CSAAs; and 2) to ascertain if their reasons for leaving their former positions were specific to selected personal characteristics.

The first research question could be addressed by analyzing the data from Part II of the questionnaire as explained in the previous section. In order to answer the second question, the major reasons, as stated by former CSAAs with certain similar characteristics, needed to be compared. As noted in the "Purpose of the Study" in Chapter One, one of the reasons for this study was to provide descriptive information on the various characteristics of former CSAAs. The selection of these personal items, which were asked for this purpose, provided a number of ways that the sample could be separated. For example, one could study the major reasons as stated by male former CSAAs and compare these reasons to the major reasons as stated by female former CSAAs; likewise, the responses of former CSAAs could be compared among the three levels of earned academic degrees; and another possible area for comparison would be the field of employment accepted subsequent to the former CSAA position. Any of these items could have served as independent variables (discussed later in this section) to answer the second general research question. For this study only five such items were selected for the specific research questions and translated into hypotheses. The research questions were as follows:

I. There will be a difference in the mean percentile rankings of reasons for leaving the CSAA position between men and women.

II. There will be a difference in the mean percentile rankings of

reasons for leaving the CSAA position between Caucasians and all other ethnicities.

III. There will be a difference in the mean percentile rankings of reasons for leaving the CSAA position between those former CSAAs who considered their move to be voluntary and those who considered their move to be involuntary.

IV. There will be a difference in the mean percentile rankings of reasons for leaving the CSAA position among the three different measures of tenure in the field of student affairs (1 = Less than 5 years; 2 = 5 to 10 years; and 3 = More than 10 years).

V. There will be a difference in the mean percentile rankings of reasons for leaving the CSAA position among the six fields of employment which former CSAAs accepted subsequent to their CSAA position. (The six fields being: student affairs, higher education other than student affairs, government, business, religion, and other).

Dependent and Independent Variables

The data used in suggesting answers to the research questions were separated into two types: dependent and independent variables. Dependent variables are those variables which the investigator seeks to explain. Independent variables are those factors which may cause, or influence, the study's outcome. The distinction between these types is that a "dependent variable is an effect, while an independent variable is a cause - or at least a suspected cause." (Weisborg and Bowen, 1977).

The dependent variables in this study were the factors which were selected and ranked by former CSAAs as being influential in their decisions to leave their former positions. Although numerous independent

variables could have been studied, five were selected. These variables, with the rationale for their selection, are explained below.

1. Gender. When analyzing the data, the reasons for leaving their former CSAA position as ranked by women as being most important were compared to those rated by men. Neugarten and Gutman (1958) found in their studies that men and women differed in their development during middle age. While women tend to become more achievement oriented and relate their life line and their career line, men shift toward becoming more affiliative and perceive middle age as a time to experiment with latent talents. Gross (1978) in his review of studies regarding student personnel workers also found that gender was an influential factor in developing one's career.

2. Ethnicity. Respondents were asked to identify their ethnicity. Is there a difference between the major reasons as stated by Caucasians and those stated by other ethnicities? Gross also recommended that future studies regarding student personnel administrators include the ethnic characteristic because it seemed to have a great effect on the entrance and retention of persons in the profession (1978).

3. Voluntary or Involuntary Move. Each respondent was asked if they considered their career change to be voluntary or involuntary. Driskill and Dauw (1975) found in their studies that this independent variable made a definite difference in the reasons given for leaving a position.

4. Tenure in the Field of Student Affairs. The former CSAAs in this study were asked how long they had been employed in the field of Student Affairs: a) less than five years; b) from five to ten years; and c) more than ten years. Shaw (1970) found that two variables,

type of administrative position in Student Affairs and the amount of related academic training, did affect the reasons for attrition amongst student personnel workers. It seems that one would also study the effect of the length of employment in the field of Student Affairs.

5. <u>Field of Subsequent Employment Position</u>. As previously noted, there is a paucity of information on the type of employment which former CSAAs accept subsequent to their CSAA position. The purpose of this study included not only identifying the fields of subsequent employment but also assisting in determining if former CSAAs had different reasons for leaving their former positions because of the subsequent field of employment. The fields of employment for this study were identified as: Student Affairs, Higher Education (other than Student Affairs), Business, Religion, Government, and Other.

<u>Summary</u>

The sample for this study was composed of former CSAAs who had left their CSAA positions during the 1977-78 academic year. After locating the present addresses of these individuals, a questionnaire was mailed to each of them. This survey consisted of two parts. Part I requested biographical information from the respondents, while in Part II the former CSAAs were asked to select and rank in order of influence the factors which were involved in their decision to leave their former CSAA position. The data in this study was then analyzed using descriptive and inferential statistics.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS AND DISCUSSION

Introduction

The data for this study was gathered and analyzed as explained in
the preceding chapter. This information is reported in the following
sections: Personal Characteristics of Former CSAAs; Career Develop-
ment of Former CSAAs; and Factors Influencing Career Decisions. Each
section includes the presentation of the data and related discussion.

Personal Characteristics of Former CSAAs

One of the purposes of this study was to collect information re-
garding the personal characteristics of former CSAAs. Data was collect-
ed and studied in respect to the following characteristics: present age
and gender, age when leaving the former CSAA position, ethnicity, marital
status, number of dependents, and highest earned academic degree.

Present Age and Gender. The data presented in Table 6 indicates the
range of present ages for the former CSAAs was from 27 through 66 years.
Since this range included a number of atypical values in the ages (that
is, 20's and 60's) the measure of central tendency that best described
this characteristic was the median. This average was 44.4 years. Addi-
tional analysis indicated that the mean present age for all respondents
was 46.0 years with a standard deviation of 8.4.

Of the study's respondents, 140 (84.34%) were men and 26 (15.66%)
were women. It was found that the median present age for the female

respondents was 46.5 years and for the males, 44.1 years. Although it appeared that women were older than men, the difference in their median ages was found not to be significant at the .05 level.

Age When Leaving Former Position. By reviewing the information presented in Table 7, it is noted that the CSAAs in this study left their positions typically at the age of 41.6 years. This average was the median age while the mean age for all respondents was 42.5 years with a standard deviation of 8.4. When studying this particular aspect, it seemed that women tended to leave their former positions as CSAAs at an older age (43.8) than men (41.0). There was no significant difference between the age medians at the .05 level.

Ethnicity. The data for this characteristic is reported two ways in Table 8. Since the majority of CSAAs indicated on the survey that they were Caucasians (84.34%) the other ethnicities were reported by: a) individual ethnicities; and b) a major grouping of 'Other Ethnicities'. It was found that 10.84% of the former CSAAs were of ethnicities other than Caucasians with the largest groups being Black and Hispanic, 10 (6.02%) and 5 (3.01%) respectively. In reference to gender and ethnicities it seemed that there were similar percentages of men (10.71%) and women (11.53%) who reported that they were members of a minority ethnic group. It should be noted that eight respondents did not report this information on their questionnaires.

Table 6

Present Age of Former CSAAs by Gender

Gender	Age								Total	Median
	Under 30	30-34	35-39	40-44	45-49	50-54	55-59	Over 60		
Men	2	8	25	38	23	18	17	9	140	44.1
Percent	1.43	5.71	17.86	27.14	16.43	12.86	12.14	6.43	100	
Women	0	2	2	7	5	6	2	2	26	46.5
Percent	0	7.69	7.69	26.92	19.23	23.08	7.69	7.69	100	
Total (N)	2	10	27	45	28	24	19	11	166	44.4
Percent	1.21	6.02	16.26	27.10	16.87	14.46	11.45	6.63	100	

p .05

Table 7

Age of Former CSAAs When Leaving Former Position

Gender	Age									Total	Median
	Under 30	30-34	35-39	40-44	45-49	50-54	55-59	Over 60			
Men	8	14	40	26	17	23	7	5		140	41.0
Percent	5.72	10.00	28.57	18.57	12.14	16.43	5.00	3.57		100	
Women	0	3	4	7	6	3	2	1		26	43.8
Percent	0.00	11.54	15.38	26.92	23.08	11.54	7.69	3.85		100	
Total (N)	8	17	44	33	23	26	9	6		166	41.6
Percent	4.82	10.24	26.51	19.88	13.86	15.66	5.42	3.61		100	

p .05

Table 8

Ethnicity by Gender

Gender	Ethnicity	Other Ethnicities				Not Reported	Totals
	Caucasian	American Indian	Asian	Black	Hispanic		
Men	118	2	1	8	4	7	140
Percent	84.29	1.43	.71	5.71	2.86	5.00	100
Women	22	0	0	2	1	1	26
Percent	84.61	0	0	7.69	3.85	3.85	100
Subtotals	140	2	1	10	5	8	166
Percent	84.34	1.21	.60	6.02	3.01	4.82	100
Total	140	18				8	166
Percent	84.34	10.84				4.82	100

Marital Status. In Table 9, the marital status is reported for the for-

mer CSAAs. Only one respondent did not complete this item. Overall,

79.52% of the former CSAAs indicated that they were married, while

19.88% of the respondents reported that they were single. When gender

is considered, 76.92% of female former CSAAs and 9.29% of the male for-

mer CSAAs were reportedly single. The subcategory 'single' included

individuals who were widowed, divorced, or never married.

Table 9

Marital Status by Gender

Gender	Marital Status		Not Reported	Totals
	Single	Married		
Men	13	126	1	140
Percent	9.29	90.00	.71	100
Women	20	6	0	26
Percent	76.92	23.08	0.00	100
Total	33	132	1	166
Percent	19.88	79.52	.60	100

Number of Dependents. It was intended that the subjects would indicate

the number of children they had but the responses to this item varied

from complete, incomplete, to varied. Some former CSAAs did indicate

how many children they had, while others included their spouses and/or

their parents. Thus, reliable information could not be reported for

this characteristic.

Highest Earned Academic Degree. Since this characteristic was nominal in nature the average highest earned degrees were reported in modes. Overall, the most frequently highest earned degree was the Doctorate (53.01%), with the Master's degree being second in frequency (44.58%). It seemed that men more often earned a Doctorate (55.00%) while women more often earned a Master's degree (57.69%). This information is reported in Table 10.

Table 10

Highest Earned Academic Degree by Gender

Gender	Academic Degree			Totals
	Bachelor's	Master's	Doctorate	
Men	4	59	77	140
Percent	2.86	42.14	55.00	100
Women	0	15	11	26
Percent	0.00	57.69	42.31	100
Total	4	74	88	166
Percent	2.41	44.58	53.01	100

Discussion of the Personal Characteristics of Former CSAAs

The personal characteristics of former CSAAs, who responded to the study's questionnaire, did not seem to vary from the information which was gathered on current CSAAs in the studies discussed in Chapter Two. It seems that the largest number of former CSAAs are presently in their forties and left their positions as CSAAs in this same decade. It was similarly reported in other studies that CSAAs tended to be in this

age group. As in the study completed by Ayers, et al. (1966) female CSAAs tended to be older than their male counterparts. This same finding was also reported by Ingraham and King (1968). All other studies discussed in Chapter Two reported overall average ages for CSAAs which were consistent with the findings of this study.

As in the previous studies on current CSAAs, those who have left their former CSAA positions also have similar characteristics in respect to gender, ethnicity, and marital status. Both Ayers, et al. (1968) and Studer (1980) reported that the majority of the respondents in their studies were male (79% and 82% respectively). It seems that the ethnic breakdown for current and former CSAAs was also similar. In this study it was reported that 84.34% of the respondents indicated that they were Caucasians, while Studer reported that 88% of his respondents were of this same ethnicity. Studer also found that 81% of the CSAAs in his study were married while 79.52% of the former CSAAs in this study had a similar marital status.

The one personal characteristic in which there seems to be a change from previous studies is the highest earned academic degree. Prior to 1970, the most popular highest earned degree was the Master's (Ayers, et al. (1966) - 51%; Ingraham and King (1968) - 49%). In 1974, Crookston and Atkins reported that the most frequently highest degree earned was the Doctorate (49.8%). This degree continued to be the most reported with Studer reporting in 1980 that 56% of his respondents had earned this degree. In the present study, this trend continued with 53.01% having earned the degree of Doctorate.

In summary, it seemed that the former CSAAs in this study did not possess any personal characteristics that were markedly different from

those individuals who were currently in these positions at the time of the studies cited in Chapter Two.

Career Development of Former CSAAs

The focus of this section is on various aspects of the respondents' employment history. First, the tenure of respondents in the field of student affairs is addressed as well as the tenure in the former CSAA positions. Related to these items, the number of employment positions in student affairs for the former CSAAs is reported. Another aspect of their career development which is presented is the various fields of employment in which the respondents held position both prior and subsequent to their former CSAA positions. Finally, it is noted how many former CSAAs considered their career/job change to be or not be a voluntary move.

Years of Employment in Student Affairs. Respondents were asked to indicate the duration of their employment in the student affairs field by checking one of three categories: 'Less Than 5 Years', '5-10 Years', and 'More Than 10 Years'. In Table 11, it is revealed that half (50%) of the former CSAAs have been in the field for more than 10 years. The modal average for men was the category of 'More Than 10 Years' (51.43%) while the typical duration for women was between '5-10 Years' (46.15%).

Table 11

Years in Student Affairs by Gender

Gender	Years of Tenure			Total
	Less Than 5	5-10	More Than 10	
Men	20	48	72	140
Percent	14.28	34.29	51.43	100
Women	3	12	11	26
Percent	11.54	46.15	42.31	100
Total	23	60	83	166
Percent	13.86	36.14	50.00	100

Years in Former CSAA Position. The range for tenure in the former
CSAA position was from one to 28 years. Since the mean average was
unduly influenced by figures in the tails of the distribution, the
median average was calculated. This average was 5.4 years (See Table
12). Although women seemed to have a shorter span of employment in
the CSAA position than men, it was not significantly different at the
.05 level.

Number of Positions in the Field of Student Affairs. When asked how
many full-time employment positions they held in this field, the for-
mer CSAAs responded on the average of approximately two (Median
equaled 2.1 positions.) The range for this item was from one to six
positions. The overall mean was 2.36 positions with a standard devi-
ation of 1.3 positions. This information is presented in Table 13.

Table 12

Tenure in CSAA Position by Gender

Gender	One or less	2-4	5-7	Tenure 8-10	11-13	14 or more	Total	Median
Men	11	40	57	21	5	6	140	5.5
Percent	7.86	28.57	40.71	15.00	3.57	4.29	100	
Women	3	9	9	4	0	1	26	4.8
Percent	11.54	34.61	34.61	15.39	0.00	3.85	100	
Total	14	49	66	25	5	7	166	5.4
Percent	8.43	29.52	39.76	15.06	3.01	4.22	100	

p .05

Table 13

Number of Positions in Student Affairs by Gender

Gender	Positions						Total	Median
	One	Two	Three	Four	Five	Six		
Men	44	41	27	16	10	2	140	2.13
Percent	31.43	29.29	19.29	11.43	7.14	1.42	100	
Women	8	10	3	4	1	0	26	2.00
Percent	30.77	38.46	11.54	15.38	3.85	0.00	100	
Total	52	51	30	20	11	2	166	2.11
Percent	31.33	30.72	18.07	12.05	6.63	1.20	100	

Field of Position Previous to the Former CSAA Position. When study-
ing the career history of former CSAAs, information was gathered in
reference to the employment fields of the respondents prior to their
acceptance of their former CSAA positions. Listed in Table 14 are the
various fields of previous employment: Student Affairs, Higher Educa-
tion Administration, Faculty, Religion, Secondary Education, and Other.
It seemed that the majority of respondents (55.42%) were already em-
ployed in the student affairs field before accepting the CSAA position.
The second most frequent field of employment was also in higher educa-
tion, that being, a member of the faculty (12.00%) with other adminis-
trative positions in higher education being third in frequency (10.84%).

Field of Position Subsequent to Former CSAA Position. One of the pri-
mary purposes of this study was to ascertain the types of employment
the former CSAAs accepted subsequent to their CSAA positions. Table 15
displays this information for the overall sample and also by gender of
respondents. Six fields of employment were noted: Student Affairs
(acceptance of another position in this specific field); Higher Educa-
tion (acceptance of a position in this field other than Student Af-
fairs); Government; Business; Religion; and Other. The largest group
of CSAAs accepted positions in the field of Higher Education. This
finding also held true for the subcategories of men and women. It was
found that of the 71 former CSAAs who went into Higher Education, 19
(26.76%) accepted a faculty position; 46 (64.79%) accepted other ad-
ministrative posts; and 6(8.45%) became presidents of a college or
university. The percentages for the overall sample for the field of
Higher Education were faculty, 11.45%; administrator, 27.71%; and

Table 14

Previous Positions by Gender

Gender	Previous Positions						Not Reported	Total
	Student Affairs	Administration	Faculty	Religion	Secondary Education	Other		
Men	78	15	16	10	10	4	7	140
Percent	55.71	10.71	11.43	7.14	7.14	2.86	5.00	100
Women	14	3	4	0	3	2	0	26
Percent	53.84	11.54	15.39	0.00	11.54	7.69	0.00	100
Total	92	18	20	10	13	6	7	166
Percent	55.42	10.84	12.05	6.02	7.83	3.62	4.22	100

Table 15

Field of Subsequent Position by Gender

Gender	Student Affairs	Higher Education	Subsequent Position				Total
			Business	Religion	Government	Other	
Men	37	63	14	12	3	11	140
Percent	26.43	45.00	10.00	8.57	2.14	7.86	100
Women	3	8	5	2	1	7	26
Percent	11.54	30.77	19.23	7.69	3.85	26.92	100
Total	40	71	19	14	4	18	166
Percent	24.10	42.77	11.45	8.43	2.41	10.84	100

president, 3.61%. Examples of the popularly listed types of administrative positions mentioned were Provost, Director, or Vice President for Development and/or Alumni Affairs, Dean of Educational Services, Dean of a college, and Assistant to the President.

Of those 40 individuals who stayed in the field of Student Affairs, 29 former CSAAs had accepted other CSAA positions at other universities. This equated to 17.47% of the total sample. Eleven (6.63% of the sample) of the former CSAAs accepted positions elsewhere in the field of Student Affairs. The 18 former CSAAs who were included in the 'Other' field of employment accepted such positions as administration or teaching at the elementary or secondary level of education, medicine, and graduate assistant while working on an advanced degree. It was also found that five members, included in this group, were unemployed at the time of the study.

Number of Positions Accepted Subsequent to Former CSAA Position.
Respondents were asked to list all full-time employment that they had for the past 20 years. By reviewing this information it was noted that approximately 37% of the respondents had made additional employment changes since the one accepted immediately subsequent to the former CSAA position, while 62.65% of the respondents had only accepted one subsequent position. This information is presented in Table 16.

Table 16

Number of Former CSAAs Who Have Accepted
More Than One Subsequent Position

Number of Positions	Frequency	Percentage
One	104	62.65
Two	59	35.54
Three	3	1.81
Total	166	100.00

Consideration of Employment Change. The data presented in Table 17 indicates the difference in opinions of the respondents in reference to their employment change. Respondents were asked if they considered their move to be of a voluntary nature, for example, one wanted to locate a job which was more congruent with present interests; or an involuntary one, for example, reduction in the work force, removal from the position. The majority of former CSAAs (83.13%) considered that they chose and were not forced to leave their positions and therefore made the move voluntarily.

Table 17

Consideration of Position Change by Gender

Gender	Consideration		Total
	Voluntary Change	Involuntary Change	
Men	115	25	140
Percent	82.14	17.86	100
Women	23	3	26
Percent	88.46	11.54	100
Total	138	28	166
Percent	83.13	16.87	100

Discussion of Career Development of Former CSAAs

In this section the investigator intended to present data that would contribute to a better understanding of the employment history of former CSAAs. Many of the items presented in this section had not been included or were not integral factors in previous studies.

It seemed that former CSAAs had typically been in the field of student affairs for a number of years. In this study, 50% of the respondents reported that they had been in this field for more than 10 years. The CSAAs in a previous study by Foy (1968) also reported a tenure in this field of more than five years, specifically 7.35 years. When studying the tenure in the specific position of CSAA it was determined in this study that the median amount of time spent as a CSAA was 5.41 years. This finding agreed with the results of a study conducted by Ingraham and King in 1968 when CSAAs were asked about the length of employment for their predecessors in their positions, which was five years. Other studies to date, known to the investigator, only addressed the tenure in the CSAA position of present CSAAs. Consistently it was found that the majority of CSAAs had been in their present positions as CSAAs for four or less years (Ingraham and King, 1968; Brooks and Avila, 1974; Studer, 1980).

The number of employment positions held by former CSAAs in the field of student affairs also seemed to coincide with the findings of previous studies. The present respondents indicated that they had held a mean average of 2.36 positions in student affairs. Foy (1968) and Studer (1980) reported similar results in their studies of 2.4 and 2.7 positions respectively.

When asked what was their field of employment prior to the CSAA

position, the former CSAAs reported that 55.42% had been in the field of student affairs; 12.00% had been members of the faculty at a college or university; and 10.84% had been administrators in areas of higher education other than student affairs. When compared with previous studies, trends became evident especially in the fields of student affairs and faculty. Since 1966, the percentage of CSAAs coming from within the field of student affairs has increased. Ayers, et al. (1966) reported 33% of their sample had been in student affairs before accepting a CSAA position; Foy (1968) reported 50%; and Studer (1980) found that 64% of his respondents had been in student affairs prior to being a CSAA. A trend in the opposite direction was found in reference to the number of CSAAs who were faculty members immediately prior to accepting a CSAA position. In 1966, Ayers, et al. reported that as many as 25% of their sample were from the faculty. This percentage decreased to 18.2% in 1968 in a study by Foy and further to 10% in Studer's study in 1980. Thus it seems that over the past 15 years more CSAAs have been selected for this position from within the field of student affairs and less from the faculty.

An area of study not addressed by prior research projects was the field of employment that former CSAAs accepted subsequent to their CSAA position. Although Foy (1968) asked his sample to predict their next career/job move, he reported it in the general terms of promotion, demotion, and lateral moves. He did not inquire in what specific fields they planned to be employed after they left their positions. In the present study, it was found that 42.77% of the respondents had accepted positions in areas of the field of higher education other than student affairs. The second most popular area of employment was the field of

student affairs with 24.10%. Of this group, 72.50% accepted lateral
moves in student affairs in respect to title of position; while 27.50%
had accepted a demotion when comparing titles of positions. It was
also found that 37.35% of the respondents were now beyond their first
subsequent positions and had accepted two or three positions since
their former CSAA position.

When studying the respondents' consideration of their job or ca-
reer move, was it voluntary or not, much care should be taken. It
seemed to the investigator that this may have been a very sensitive
issue for many of the respondents. Although 83.13% indicated that
their career decisions were of their own volition there was no way of
determining if any of them chose to leave knowing that it was only a
matter of time before they would be asked or forced to leave their
positions.

In summary, the former CSAAs do not seem to differ greatly from
individuals who have been studied while currently holding the CSAA
position. Thus the question arises, why do some CSAAs choose to leave
their positions and others do not. The next section of data will pre-
sent the reasons for leaving this position as indicated by the respon-
dents in this study.

Factors Influencing Career Decisions

In Part II of this study's questionnaire, subjects were asked to
review a list of 20 factors which may have influenced their decisions
to leave their former CSAA positions (See Figure 1). They were asked
to rank the influential items in order of their influence. Specifical-
ly, the respondents were to rank the most influential factor as '1',

the second most influential as '2', and so forth. Three statistical approaches, explained in Chapter Three, were used to indicate the most influential factors as stated by the former CSAAs. The first part of this section presents this data by employing each of the three statistical approaches: Overall Frequency of Factors, Frequency of Factors Ranked as Most Influential, and Mean Percentile Ranks of Factors. A discussion of the results from these analyses are then summarized.

The second part of this section focuses on the study's research questions as stated in the previous chapter. Finally, other influential factors not included in the list of 20 factors, but mentioned by the respondents, are explained.

- New position seemed to offer more socially useful work
- Desired to explore new career path
- Felt a general source of restlessness and/or boredom in former position
- Purpose of first career was accomplished
- Wanted to become more involved with avocational interests
- Aspirations were not met by former position
- There were more promotion opportunities in new position
- Autonomy was increased in new position
- Salary/fringe benefits were better in new position
- Level of authority was increased in new position
- Working conditions in new position seemed better
- New position offered more prestige
- Relationship with peers in former position was not satisfying
- Relationship with supervisor in former position was not satisfying
- Political pressures in former position were excessive
- Level of responsibility in former position was excessive
- Level of responsibility in former position did not correspond with authority
- There were family concerns or crisis
- Health necessitated less responsibility
- Geographic location of new job was desirable

Figure 1

List of 20 Factors Which May Have Influenced Career Decisions

Primary Influential Factors

Overall Frequency of Factors. The number of times each of the factors listed in Figure 1 was checked, was totaled regardless of rank. This approach indicated the popularity of the individual items. By reviewing Table 18 it can be seen that the following factors seem to be the most influential when only their frequencies are considered:

'Feeling of Restlessness/Boredom'
'Exploration of New Career Path'
'Better Working Conditions'
'Better Salary/Fringe Benefits'
'Unsatisfactory Relationship with Supervisor'
'First Career Accomplished'

Frequency of Factors Ranked as Most Influential. In the second column of Table 18 it is noted which factors appear to be most influential when the ranking of number '1' is considered. The factors which received the most rankings of being very influential are:

'Unsatisfactory Relationship with Supervisor'
'Exploration of New Career Path'
'Feeling of Restlessness/Boredom'
'First Career Accomplished'
'Unmet Aspirations'

Table 18

List of 20 Factors by Frequency of Checks
and Frequency of #1 Ranks

Factors	Frequency of Checks	Frequency of #1 Rank
More Socially Useful Work	28	6
Exploration of New Career Path	63 (2.5)^a	18 (2)^b
Feeling of Restlessness/Boredom	75 (1)	15 (3)
First Career Accomplished	50 (6)	14 (4.5)
Avocational Interests	21	5
Unmet Aspirations	46	14 (4.5)
More Promotion Opportunities	39	5
Increased Autonomy	49	4
Better Salary/Fringe Benefits	56 (4)	6
Increased Level of Authority	44	5
Better Working Conditions	63 (2.5)	3
Increased Prestige	29	1
Unsatisfactory Relationship with Peers	18	1
Unsatisfactory Relationship with Supervisor	55 (5)	28 (1)
Excessive Political Pressure	29	7
Excessive Responsibility	19	5
Responsibility did not equal Authority	30	4
Family Concerns or Crisis	22	4
Health Concerns	6	2
New Geographic Location	32	5

^{a} Indicates ranking of the six most influential factors by this statistical approach

^{b} Indicates ranking of the five most influential factors by this statistical approach

Mean Percentile Ranks of Factors. By determining the mean percentile rank, one may better understand the 'average' ranking received by each item. In Table 19 the mean percentile ranking is displayed for each factor as well as the number of times each item was ranked. As mentioned in Chapter Three, one of the concerns with this method was that an item could receive a high mean percentile rank and only be ranked by a relatively small number of respondents. Thus when determining the most influential factors suggested by this statistical approach,

the number of times an item was checked was taken into consideration. The six factors with the highest mean percentile ranks, with relatively high frequencies, were:

'Unsatisfactory Relationship with Supervisor'

'Exploration of New Career Path'

'First Career Accomplished'

'More Socially Useful Work'

'Family Concerns or Crisis'

'Unmet Aspirations'

Table 19

Mean Percentiles of Influential Factors

Factors	Frequency of Checks	Mean Percentile
More Socially Useful Work	28	64.49 (4)[a]
Exploration of New Career Path	63	69.15 (2)
Feeling of Restlessness/Boredom	75	60.02
First Career Accomplished	50	64.77 (3)
Avocational Interests	21	61.19
Unmet Aspirations	46	63.08 (6)
More Promotion Opportunities	39	60.89
Increased Autonomy	49	55.72
Better Salary/Fringe Benefits	56	55.72
Increased Level of Authority	44	57.04
Better Working Conditions	63	48.45
Increased Prestige	29	41.52
Unsatisfactory Relationship with Peers	18	50.94
Unsatisfactory Relationship with Supervisor	55	77.55 (1)
Excessive Political Pressures	29	62.82
Excessive Responsibility	19	58.28
Responsibility did not equal Authority	30	57.87
Family Concerns or Crisis	22	63.71 (5)
Health Concerns	6	72.92
New Geographic Location	32	51.16

[a] Indicates ranking of the six most influential factors by this statistical approach

Discussion of Primary Influential Factors. As explained in Chapter
Three, the results of the three statistical approaches should be con-
sidered collectively, not separately. No one approach presents a com-
plete picture of the most influential factors. In Figure 2, the in-
fluential factors are listed by each statistical approach. When the
results are reviewed and compared it can be seen that three factors
were included in each method of analysis. The three factors to be con-
sistently more influential were: 'Unsatisfactory Relationship with
Supervisor', 'Exploration of New Career Path', and 'First Career Accom-
plished'. Two other factors were included in two of the approaches:
'Feeling of Restlessness/Boredom' and 'Unmet Aspirations'.

The factor 'Unsatisfactory Relationship with Supervisor' seems to
distinguish itself from the other two factors which were consistently
ranked as being very influential. Although it received the fifth
highest number of times it was checked, it received the highest number
of Number One rankings. When compared with the factor which received
the second highest number of Number One rankings, this factor received
almost double the amount of Number One rankings (28 compared to 18 re-
ceived by factor 'Exploration of New Career Path'). Also, when the
mean percentile ranks are compared, this particular factor is distin-
guishable from the others. The mean percentile rank for this factor
(77.55) is much higher than the mean percentile ranks received by the
other influential factors which seemed to cluster between the 60.0 and
69.0 ranks.

As Orth (1974) stated in his research, mid-life career decisions
result from a 'build-up' of both positive and negative forces. It
seems that the results of this study coincide with this belief for the

most influential factors are a compilation of positive and negative
statements. The positive factors such as 'Exploration of New Career
Path', 'First Career Accomplished', and 'Feeling of Restlessness/
Boredom' support the general findings of Neugarten (1979) and Erikson
(1968). It seems that many former CSAAs experienced a reassessment
of their lives and were willing to try something new to satisfy their
current interests. The negative statements include such factors as
'Unsatisfactory Relationship with Supervisor', 'Unmet Aspirations'.
Together these two sets of factors appear to compel many middle-aged
individuals to make a mid-life career decision.

Frequency of Checks

Feeling of Restlessness/Boredom
Exploration of New Career Path
Better Working Conditions
Better Salary/Fringe Benefits
Unsatisfactory Relationship with Supervisor

#1 Rankings

Unsatisfactory Relationship with Supervisor
Exploration of New Career Path
Feeling of Restlessness/Boredom
First Career Accomplished
Unmet Aspirations

Mean Percentile Ranks

Unsatisfactory Relationship with Supervisor
Exploration of New Career Path
First Career Accomplished
More Socially Useful Work
Family Concerns or Crisis
Unmet Aspirations

Figure 2

Most Influential Factors by Statistical Approach

<u>Research Hypotheses</u>

As stated in Chapter Three, the general research questions which guided this study were: 1) To determine what were the major reasons why former CSAAs left their positions as CSAAs; and 2) To ascertain if their reasons for leaving their former positions were specific to selected personal characteristics. In the previous section the first of these research questions was answered. The second research question included the personal characteristics of gender, ethnicity, consideration of career/job move, tenure in the student affairs field, and subsequent fields of employment. These research hypotheses are studied in the following paragraphs. Since the present study was investigative in nature all of the Observed Significance Levels, for comparing the mean percentile ranks for each item, are noted in the tables that follow. For the purposes of this particular study, the significance level was set at .05.

I. There will be a difference in the mean percentile rankings of reasons for leaving the CSAA position between men and women.

In Table 20 the mean percentile ranks are listed for each factor for men and for women. The two factors in which there seems to be significant differences in the mean percentile ranks are 'First Career Accomplished' and 'Geographic Location'. Men seemed to give the factor, 'First Career Accomplished', a higher ranking than women at the .05 level of significance. For the other factor, 'Geographic Location', women seem to place a higher level of importance on this item than men. This significant difference may be deceptive since only two women included this item in their rankings and each happened to give it their

highest ranking.

Table 20

Comparison of Factors by Gender

Factor	Gender				Obs. Sig. Level
	Males	(N)	Females	(N)	
Socially Useful Work	65.01	(25)	60.19	(3)	.7933
New Career Path	71.97	(54)	52.27	(9)	.0503
Restlessness/Boredom	59.41	(66)	64.52	(9)	.6312
First Career Accomplished	67.81	(44)	42.47	(6)	.0455 *
Avocational Interests	54.67	(15)	77.50	(6)	.0987
Unmet Aspirations	60.99	(42)	85.00	(4)	.1305
Promotion Opportunities	63.11	(36)	34.26	(3)	.0695
Increased Autonomy	54.60	(43)	63.70	(6)	.3769
Salary/Fringe Benefits	56.19	(52)	49.65	(4)	.6735
Increased Authority	57.99	(40)	47.57	(4)	.3827
Working Conditions	48.98	(55)	44.84	(8)	.6491
Increased Prestige	40.23	(28)	77.78	(1)	.1117
Relationship w/Peers	48.09	(16)	73.75	(2)	.2479
Relationship w/Supr.	74.80	(49)	100.00	(6)	.0517
Political Pressure	62.22	(24)	65.70	(5)	.8204
Excessive Responsibility	57.43	(14)	60.67	(5)	.8545
Resp. didn't equal Auth.	55.43	(27)	80.56	(3)	.1419
Family Concerns/Crisis	64.53	(17)	60.89	(5)	.8101
Health Concerns	72.92	(6)	- 0 -		- 0 -
Geographic Location	47.90	(30)	100.00	(2)	.0185 *

* Significant at .05 level

II. There will be a difference in the mean percentile rankings of reasons for leaving the CSAA position between Caucasians and all other ethnicities combined.

In Table 21 the mean percentile rankings for each factor are noted as well as the number of times each factor was checked. When setting the significance level at .05, the only factor in which a significant

Table 21

Comparison of Factors by Ethnicity

Factor	Ethnicities			Obs. Sig. Level
	Caucasians (N)	All Others (N)		
Socially Useful Work	64.66 (22)	63.86 (6)		.9540
New Career Path	67.83 (51)	74.78 (12)		.4443
Restlessness/Boredom	60.32 (64)	58.29 (11)		.8358
First Career Accomplished	64.99 (42)	63.61 (8)		.9043
Avocational Interests	59.74 (19)	75.00 (2)		.4864
Unmet Aspirations	64.13 (36)	59.28 (10)		.6585
Promotion Opportunities	58.23 (32)	73.06 (7)		.1837
Increased Autonomy	55.92 (39)	54.94 (10)		.9075
Salary/Fringe Benefits	54.92 (42)	58.16 (14)		.7294
Increased Authority	61.04 (50)	43.44 (10)		.0276 *
Working Conditions	47.32 (50)	52.83 (13)		.4606
Increased Prestige	41.28 (22)	42.27 (7)		.9235
Relationship with Peers	48.96 (15)	60.85 (3)		.5319
Relationship with Supervisor	77.91 (48)	75.08 (7)		.8182
Political Pressure	61.83 (25)	69.01 (4)		.6683
Excessive Responsibility	58.27 (16)	58.33 (3)		.9977
Responsibility didn't equal Authority	62.61 (24)	38.39 (6)		.0623
Family Concerns/Crisis	59.33 (16)	75.37 (6)		.2534
Health Concerns	85.83 (3)	60.00 (3)		.3543
Geographic Location	54.87 (26)	35.07 (6)		.1613

* Significant at the .05 level

difference occurs, between Caucasians and other ethnicities, is 'Level of Authority Increased in New Position'. Caucasians tended to rank this factor higher than other ethnicities combined at the .05 level of significance.

III. There will be a difference in the mean percentile rankings of reasons for leaving the CSAA position between those former CSAAs who considered their move to be voluntary and those who considered their move to be involuntary.

By reviewing the data included in Table 22 no significant differences can be seen between those former CSAAs who considered their move to be voluntary and those who did not. The investigator again used a .05 level of significance for this conclusion.

IV. There will be a difference in the mean percentile rankings of reasons for leaving the CSAA position among the three different measures of tenure in the field of student affairs.

In Table 23, the mean percentile ranks for the three different categories of tenure in student affairs are listed. There was no significant differences of ranks in reference to length of tenure in the field of student affairs when applying a .05 level of significance.

V. There will be a difference in the mean percentile rankings of reasons for leaving the CSAA position amongst the six fields of employment which former CSAAs accepted subsequent to their CSAA position.

The six fields of employment for this study were: Student Affairs, Higher Education, Government, Business, Religion, and Other. In

Table 22

Comparison of Factors by Consideration
of Career/Job Move

Factor	Consideration		Obs. Sig. Level
	Voluntary (N)	Involuntary (N)	
Socially Useful Work	65.44 (25)	56.55 (3)	.6282
New Career Path	68.69 (62)	85.71 (1)	.5560
Restlessness/Boredom	61.45 (68)	46.09 (7)	.1940
First Career Accomplished	64.97 (46)	62.50 (4)	.8735
Avocational Interests	61.75 (20)	50.00 (1)	.6988
Unmet Aspirations	64.79 (42)	45.09 (4)	.2168
Promotion Opportunities	59.86 (38)	100.00 (1)	.1370
Increased Autonomy	55.72 (49)	- 0 -	- 0 -
Salary/Fringe Benefits	55.47 (54)	62.50 (2)	.7740
Increased Authority	57.20 (43)	50.00 (1)	.7553
Working Conditions	47.37 (55)	55.88 (8)	.3488
Increased Prestige	42.11 (28)	25.00 (1)	.4770
Relationship with Peers	52.10 (16)	41.67 (2)	.6445
Relationship with Supervisor	72.80 (34)	85.25 (21)	.1370
Political Pressure	59.04 (20)	71.23 (9)	.3251
Excessive Responsibility	58.05 (18)	62.50 (1)	.8983
Responsibility didn't equal Authority	58.62 (25)	54.07 (5)	.7464
Family Concerns/Crisis	62.33 (20)	77.50 (2)	.4901
Health Concerns	62.50 (4)	93.75 (2)	.2807
Geographic Location	51.24 (26)	50.77 (6)	.9739

Table 23

Comparison of Mean Percentile Ranks of Factors
by Tenure in Student Affairs

Factor	Tenure			Obs. Sig. Level
	Less Than 5 Years	5-10 Years	More Than 10 Years	
Socially Useful Work	79.05 (5)	69.98 (9)	55.76 (14)	.2553
New Career Path	59.19 (12)	74.60 (22)	69.15 (29)	.3148
Restlessness/Boredom	57.86 (10)	60.33 (27)	60.38 (38)	.9707
First Career Accomplished	79.44 (5)	61.87 (15)	63.77 (30)	.4962
Avocational Interests	- 0 -	71.17 (10)	52.12 (11)	.1301
Unmet Aspirations	64.40 (11)	60.26 (17)	64.92 (18)	.8934
Promotion Opportunities	54.88 (7)	67.63 (17)	56.06 (15)	.3863
Increased Autonomy	56.02 (9)	45.94 (18)	63.59 (22)	.0559
Salary/Fringe Benefits	59.83 (10)	56.44 (18)	53.79 (28)	.8547
Increased Authority	47.10 (7)	49.84 (15)	65.11 (22)	.0526
Working Conditions	41.18 (9)	44.16 (17)	52.20 (37)	.3193
Increased Prestige	18.75 (2)	33.76 (12)	50.76 (15)	.0521
Relationship with Peers	45.28 (5)	63.06 (4)	48.70 (9)	.6500
Relationship with Supervisor	72.64 (5)	81.28 (17)	76.38 (33)	.8064
Political Pressure	80.00 (2)	61.46 (9)	61.59 (18)	.7230
Excessive Responsibility	8.33 (1)	60.72 (9)	61.39 (9)	.3025
Responsibility didn't equal Authority	68.88 (6)	62.56 (10)	49.79 (14)	.3162
Family Concerns/Crisis	62.91 (5)	67.78 (8)	60.53 (9)	.8826
Health Concerns	- 0 -	100.00 (2)	59.38 (4)	.1312
Geographic Location	50.00 (1)	58.83 (10)	47.55 (21)	.6521

Note: Numbers in parentheses indicate frequency of checks for items

Table 24 the mean percentile ranks of the factors for these areas of employment are listed as well as each factor's observed level of significance. Since the fields of employment is a six level variable, it is not sufficient to state that there is a significant difference for a specific factor. It is not possible by simply reviewing this table to determine which mean percentile rank in the specific fields are significantly different from each other. The test for Least Significant Differences (LSD) (Steele and Torie, 1980) was calculated for those factors whose significance level was below .05.

The factor 'Felt a General Source of Restlessness/Boredom' had an observed significance level of .0201. Employing the test of LSD, it was determined that significant differences for this specific factor were between the fields of Religion and all the following fields: Business, Government, Higher Education, and Student Affairs. The only exception was there was no significant difference between the fields of Religion and Other. Stated another way, there is significant difference between the ranks for this factor by those former CSAAs who accepted subsequent employment in the field of Religion as compared with all of the other listed fields with the exception of Other.

Another factor which had an observed significance level of less than .05 was 'Purpose of First Career Accomplished'. Employing the LSD test, significant differences were found between the field of Religion and each of the following fields: Business, Other, Higher Education, and Student Affairs. No significant difference of mean percentile ranks was found between the fields of Government and Religion. Significant difference of mean percentile ranks was found between the fields of Government and Business. All other comparison of the mean

Table 24

Comparison of Mean Percentile Ranks of Factors by Subsequent Field of Employment

Factor	Field						Obs. Sig. Level
	Student Affairs	Higher Ed.	Government	Business	Religion	Other	
Socially Useful Work	74.50 (6)	60.39 (16)	- 0 -	66.67 (3)	100.00 (1)	46.25 (2)	.5412
New Career Path	60.39 (7)	72.97 (32)	61.11 (2)	62.35 (11)	75.53 (8)	62.27 (3)	.7657
Restlessness/boredom	57.61 (17)	64.11 (31)	87.14 (3)	72.08 (8)	30.01 (8)	57.08 (8)	.0201 *
First Career Accomplished	65.68 (9)	61.38 (25)	83.33 (2)	35.21 (4)	94.33 (7)	48.33 (3)	.0131 *
Avocational Interests	55.56 (3)	61.25 (8)	66.67 (1)	41.67 (2)	68.33 (3)	68.33 (4)	.9345
Unmet Aspiration	47.81 (12)	71.05 (19)	- 0 -	43.33 (6)	80.24 (6)	78.79 (3)	.0377 *
Promotion Opportunities	70.56 (7)	59.09 (21)	55.77 (3)	57.50 (3)	53.33 (2)	64.55 (3)	.9348
Increased Autonomy	60.90 (11)	48.90 (23)	56.35 (2)	72.00 (5)	43.45 (3)	66.55 (5)	.2334
Salary/Fringe Benefits	59.84 (13)	45.80 (18)	78.20 (3)	59.83 (10)	55.36 (5)	58.34 (7)	.5249
Increased Authority	64.34 (11)	52.34 (19)	61.11 (3)	58.00 (5)	60.74 (3)	50.68 (3)	.8074
Working Conditions	51.47 (22)	51.11 (22)	25.56 (2)	51.11 (3)	38.10 (4)	43.91 (10)	.6192
Increased Prestige	38.08 (6)	39.66 (13)	58.78 (3)	46.11 (3)	20.00 (1)	41.82 (3)	.7536
Relationship with Peers	55.48 (7)	51.48 (6)	- 0 -	35.00 (2)	22.22 (1)	63.75 (2)	.7542
Relationship with Supervisor	78.68 (18)	80.94 (19)	14.29 (1)	86.00 (5)	66.47 (3)	74.17 (9)	.3534
Political Pressure	50.63 (11)	87.17 (8)	26.67 (2)	50.00 (1)	- 0 -	66.31 (7)	.0255 *
Excessive Responsibility	82.29 (4)	42.62 (7)	10.00 (1)	100.00 (2)	50.00 (1)	54.96 (4)	.0587
Responsibility did not equal Authority	51.86 (11)	62.14 (8)	- 0 -	69.44 (3)	55.56 (2)	58.16 (6)	.8917
Family Concerns or Crisis	68.48 (6)	63.83 (8)	- 0 -	56.25 (4)	75.00 (1)	60.00 (3)	.9679
Health Concerns	93.75 (2)	62.50 (4)	- 0 -	- 0 -	- 0 -	- 0 -	.2807
Geographic Location	49.98 (18)	44.51 (6)	30.00 (1)	53.75 (2)	44.29 (3)	100.00 (2)	.3257

* Indicates significance at the .05 level

Note: Numbers in parentheses indicate frequency of checks for items

percentile ranks of the various fields were found not to be significantly different.

The factor 'Aspirations Not Met by Former Position' had an observed significance level of .0377. The significant differences of mean percentile ranks were found to be between the field of Religion and the fields of Business and Student Affairs. Also, the mean percentile ranks of the field of Higher Education for this factor were found to be significantly different when compared with those ranks of the fields of Business and Student Affairs.

The last factor that contained some significant differences at the .05 level was 'Political Pressures in Former Position were Excessive'. It was found that mean percentile ranks for the field of Higher Education was significantly different when compared with both the fields of Student Affairs and Government.

Discussion of Research Hypotheses. The main thrusts of the research questions were to determine the major factors that influenced former CSAAs to leave their CSAA positions and then to study any significant differences among the rankings of the factors by selected personal characteristics.

In reference to the first research hypothesis, it seemed that men and women agree with their rankings of influential factors with the exception of the factors 'First Career Accomplished' and 'Geographic Location'. A difference in the rankings for the factor, 'First Career Accomplished', is not surprising if it is related to the literature of mid-life development. Neugarten and Gutman (1958) found that during mid-life, men perceive this period as a time to experiment with talents

not yet employed while women are becoming more achievement oriented in their careers. Thus men may be more willing to bring closure to their first career and begin another, while women are striving to further develop their first career choice. As mentioned earlier, the significant difference between men and women in respect to the factor 'Geographic Location' may be coincidental since only two women in the sample included this factor in their rankings and then gave it their highest ranking.

Although Gross (1978) concluded from his review of the literature that ethnicity had a major effect on the entrance and retention in the student affairs field, there was only one factor which had a significant difference in its mean percentile rankings for this dependent variable. It seems that Caucasians placed a higher importance on obtaining an increased level of authority than members of minority groups.

Unlike the studies by Driskill and Dauw (1975), this investigator found no significant differences between the rankings of those individuals who voluntarily or involuntarily left their positions. Thus this particular hypothesis was not supported by the research.

The fourth hypothesis studied the independent variable of tenure in the field of student affairs. Again, no significant differences were found among the mean percentile rankings for the factors. As mentioned in Chapter One, it was hypothesized that there may be a significant difference related to tenure in the field since significant differences were found in a previous study by Shaw (1970) in relation to different administrative positions within the field of student affairs and level of academic preparation of CSAAs.

The hypothesis that contained the most significant differences was that which dealt with subsequent fields of employment. Regarding

the factor, 'Feeling of Restlessness/Boredom', members of all fields with the exception of 'Other' were significantly more influenced by this factor than those individuals who were in the field of Religion. Other significant differences were found in respect to the factor 'Purpose of First Career Accomplished'. Former CSAAs who accepted subsequent positions in Religion placed a higher importance on this factor than people in the fields of Business, Other, Higher Education, and Student Affairs. Also it was found that former CSAAs currently in the field of Government placed a higher mean percentile ranking on this factor than those currently employed in Business.

When studying the effects of the subsequent fields of employment it was determined that two different groups significantly differed in their rankings from other employment groups in respect to the factor 'Unmet Aspirations'. Former CSAAs now employed in Religion and Higher Education placed more emphasis on this factor than those employed in Business and Student Affairs. Finally the last factor which included significant differences was 'Excessive Political Pressure'. Former CSAAs now employed in the field of Higher Education felt that this was more of an influential factor in deciding to leave their former CSAA position than those currently employed in Government and Student Affairs.

Other Responses Noted by Former CSAAs

At the conclusion of the list of the possible influential factors, two additional spaces were added. Respondents were encouraged to include in their rankings any factors that they felt were influential but were not included in this list of 20 factors. Since all of the

respondents did not have the opportunity to consider these 'other' additional factors, the rankings of those respondents who noted 'other' factors were not included in the previous sections pertaining to influential factors.

There was a total of 10 respondents who noted additional factors which influenced their decisions. Their answers can be divided into three categories. Five wanted to return to their former careers, typically teaching. Another three respondents wanted to further their education and return to the academic environment as a student. The remaining respondents experienced unusual circumstances in their professional career such as the closing of their institution.

Summary

In this chapter, the results of this study were presented in three major sections. In the first part, Personal Characteristics of Former CSAAs, very few differences from previous studies of CSAAs were noted. The second section focused on the Career Development of Former CSAAs. Again it was found that the former CSAAs did not markedly differ in their career histories from those individuals who had been studied while currently holding the CSAA position. It was determined in this study, that trends are developing as to the fields of employment prior to accepting positions in the field of Higher Education subsequent to their former CSAA position.

The final section of this chapter studied the factors which influenced the former CSAAs' career decisions. The primary influential factors were suggested by employing three different statistical approaches. Factors which consistently were included in each of the

statistical approaches were: 'Unsatisfactory Relationship with Super-visor', 'Exploration of New Career Path', and 'First Career Accom-plished'. In this same section the conclusions for the research hy-potheses for this study were reviewed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter contains a summary of the study and conclusions related to its research questions and hypotheses. Also included in this chapter are recommendations in regards to professional preparation of CSAAs and recommendations for further study.

Summary of the Study

Background and Purposes

The need for this particular study evolved from a concern of the paucity of research related to the career development of professionals in the field of student affairs. Specifically the studies to date had all concluded with the Chief Student Affairs Administrator's (CSAA) position (e.g., Vice President for Student Affairs, Dean of Students). It was found by reviewing the literature in this field that CSAAs were of the average age of 44 and yet had a tenure in their CSAA positions of approximately four years. Thus it was concluded that many former CSAAs had probably accepted some type of employment subsequent to the CSAA position. By studying a sample of professional staff members who had at one time held the position of CSAA and had since accepted another employment position it was hoped that a more complete understanding of the career development of former CSAAs could be obtained.

The purpose of this study was three-fold: 1) To provide descriptive information on the various personal/professional characteristics

of former CSAAs; 2) To identify the employment positions accepted by former CSAAs subsequent to their CSAA positions; and 3) To determine the factors which influenced these former CSAAs to leave their positions as CSAAs.

Two general research questions guided the development of the study. First, what were the primary reasons why former CSAAs left their CSAA positions? Second, were the reasons for leaving this position specific to selected personal/professional characteristics and/or the field of their subsequent employment? From these research questions, five hypotheses were developed and tested. They were as follows:

I.   There will be a difference in the mean percentile rankings of reasons for leaving the CSAA position between men and women.

II.   There will be a difference in the mean percentile rankings of reasons for leaving the CSAA position between Caucasians and all other ethnicities.

III.   There will be a difference in the mean percentile rankings of reasons for leaving the CSAA position between those CSAAs who considered their move to be voluntary and those who considered their move to be involuntary.

IV.   There will be a difference in the mean percentile rankings of reasons for leaving the CSAA position among the three different measures of tenure in the field of student affairs (1 = Less than 5 years; 2 = 5 to 10 years; and 3 = More than 10 years).

V.   There will be a difference in the mean percentile rankings of reasons for leaving the CSAA position amongst the six fields of employment which former CSAAs accepted subsequent to their CSAA position. (The six fields are: Student Affairs, Higher Education other than

Student Affairs, Government, Business, Religion, and Other.)

Methods and Procedures

As previously stated, the sample for this study was composed of former CSAAs who had already left their CSAA positions. Members of the sample were determined by comparing the 1977-78 and 1978-79 editions of the Directory of Higher Education Institutions. After their present addresses were located, each member of the sample was mailed a questionnaire. This survey contained two parts. In Part I, biographical inquiries were related to three main areas: personal characteristics, academic background, and employment history. In Part II of the survey participants were asked to select and rank in order of influence the factors which were involved in their decision to leave their former CSAA position.

Of the 267 individuals who were sent this questionnaire, 166 responded, resulting in a response rate of 68%. By using the Chi-Square Goodness of Fit Test, it was determined that the respondents were representative of the sample in respect to gender, and affiliation, and type of former institution.

The data in Part I of the study was analyzed by using descriptive statistics, that is, percentages, medians, means, and standard deviations. In order to respond to the study's research questions and hypotheses, the 20 factors in Part II of the survey were analyzed using three different statistical approaches. First, the total number of times each of the 20 factors was ranked, regardless of rank, was calculated. Second, the number of times each factor received the ranking of '1' (most influential) was determined. The third approach involved

calculating the mean percentile rank for each of the 20 factors. Because none of the three statistical approaches adequately analyzed the data, the results from each of the approaches were studied collectively.

Findings

The results of this study were grouped into three major categories: personal characteristics of respondents, their career development, and factors influencing their career decisions.

Personal Characteristics

1. The median age for the former CSAAs was 44.4 years. Although the median age for women was 46.5 years and for men, 44.1 years, this difference was not significant at the .05 level.

2. The respondents left their former CSAA positions typically at the age of 41.6 years. This was the median age for the sample.

3. A large majority of former CSAAs were Caucasians (84.34%), while 6.02% were Black, 3.01% Hispanic, 1.21% American Indians, and .60% Asian. The percentage of respondents who did not complete this item totaled 4.82%.

4. Overall, 79.52% of the former CSAAs indicated that they were married, while 19.88% of the respondents reported that they were single. When gender was considered, 76.92% of female former CSAAs and 9.29% of the male former CSAAs were reportedly single.

5. The most frequently highest earned academic degree for the sample was the Doctorate (53.01%). Male former CSAAs more often earned a Doctorate (55.00%) while female former CSAAs typically earned a Master's degree (57.69%).

Career Development

1. Half of the former CSAAs (50%) had been in the field of student affairs for more than 10 years. Of the male former CSAAs, 51.43% reported they had been in the field for more than 10 years while the plurality of female former CSAAs (46.15%) indicated their tenure in the field to be from five to 10 years.

2. The range for tenure in the former CSAA position was one to 28 years with a median average of 5.4 years.

3. The median number of positions held by former CSAAs in the student affairs field was 2.1 positions. The range for this item was from one to six positions.

4. The majority (55.42%) of the former CSAAs held employment positions in the student affairs field prior to accepting their former CSAA position. The second most popular field of employment prior to the CSAA position was higher education faculty (12.05%).

5. The largest group of former CSAAs (42.77%) accepted positions in higher education (other than student affairs) subsequent to their former CSAA position. Of this group, 26.76% accepted a faculty position, 64.79% accepted administrative posts, and 8.45% became college or university presidents.

6. The second most popular field of subsequent employment was student affairs. Of the 40 respondents (24.10% of the sample) who stayed in this field, 29 (72.50%) accepted other CSAA positions and 11 (27.50%) accepted other types of positions within this field.

7. At the time of this study, 62.65% of the former CSAAs had accepted only one employment position subsequent to their former CSAA position.

8. The majority of former CSAAs (83.13%) considered their employment move from the former CSAA position to be a voluntary one.

Factors Influencing Career Decisions

1. When summing the number of times each of the 20 factors was ranked, regardless of rank, the most popular items with their frequencies were: 'Feeling of Restlessness/Boredom' (75); 'Exploration of New Career Path' (63); 'Better Working Conditions' (63); 'Better Salary/Fringe Benefits' (56); 'Unsatisfactory Relationship with Supervisor' (55); and 'First Career Accomplished' (50).

2. The factors which appeared to be most influential when only the number '1' ranking was considered were: 'Unsatisfactory Relationship with Supervisor' (28); 'Exploration of New Career Path' (18); 'Feeling of Restlessness/Boredom' (15); 'First Career Accomplished' (14); and 'Unmet Aspirations' (14).

3. When the mean percentile rank for each factor was calculated the most influential factors were: 'Unsatisfactory Relationship with Supervisor' (77.55); 'Exploration of New Career Path' (69.15); 'First Career Accomplished' (64.77); 'More Socially Useful Work' (64.49); 'Family Concerns or Crisis' (63.71); and 'Unmet Aspirations' (63.08).

4. When examining the results of the three statistical approaches collectively, three factors are consistently listed as being very influential. They are: 'Unsatisfactory Relationship with Supervisor', 'Exploration of New Career Path', and 'First Career Accomplished'.

5. The two significant differences between the ranking of factors by

men and those by women were in respect to the factor 'Purpose of First Career Accomplished' and 'Geographic Location'. Male former CSAAs gave the first factor a higher ranking than female former CSAAs; while women who included 'Geographic Location' in their rankings placed a higher emphasis on it than men.

6. The only factor in which there was a significant difference in the rankings by Caucasians and other ethnicities was 'Increased Level of Authority'. Caucasians tended to rank this factor higher than the other ethnicities combined.

7. There was no significant difference between the factor rankings of those former CSAAs who considered their employment move to be voluntary and those who did not.

8. There were no significant differences among the factor rankings in respect to tenure in the field of student affairs.

9. When the subsequent field of employment was considered in relation to the rankings of the 20 factors, significant differences were found. Members of certain subsequent fields of employment differed in their rankings regarding the factors: 'Feeling of Restlessness/Boredom', 'First Career Accomplished', 'Unmet Aspirations', and 'Excessive Political Pressure'.

Conclusions

Based upon the findings of this study, the following conclusions were reached.

1. When developing this study it was noted that the average age of current CSAAs was between 40 and 49 years (Ayers, et al. 1966; Ingraham and King, 1968; Foy, 1968; and Studer, 1980). The

findings of this study on former CSAAs were consistent with this past research. Both populations that were studied, that is, current and former CSAAs, were typically middle-aged. Knowing that events that occur during middle age are common to both populations, what causes a person to actually change a job or career at this time? It is concluded that the reasons why some individuals leave their former positions is related to the factors for mid-life career change. The findings of this study support the belief that a career change is normally a long-term build-up of both positive and negative factors (Orth, 1974). The most influential factors in this study included both negative and positive factors, for example, 'Unsatisfactory Relationship with Supervisor' and 'Exploration of New Career Path'. Thus it is not sufficient to state that certain CSAAs left their former positions because they were middle-aged and had to confront certain events, for the majority of CSAAs experienced this. Rather, their reasons for leaving these positions are related to the factors of mid-life career change as noted in the literature by Erikson (1963), Orth (1974), and Murray, Powers, and Havinghurst (1971).

2. Certain employment trends are becoming evident in respect to the fields of employment prior to the CSAA position. Since 1966, the percentage of CSAAs coming from within the field of student affairs has increased. Ayers, et al. (1966) reported 33% of their sample had been in student affairs before accepting a CSAA position; Foy (1968) reported 50%; and Studer (1980) found that 64% of his respondents had been in student affairs prior to being a

CSAA. The findings of this study support this trend. Before accepting the CSAA position, 55.42% of former CSAAs had been in the field of student affairs; 12.00% had been members of the faculty; and 10.84% had been administrators in areas of higher education other than students affairs.

A trend in the opposite direction was found in reference to the number of CSAAs who were faculty members immediately prior to accepting a CSAA position. In 1966, Ayers, et al. reported that as many as 25% of their sample were from the faculty. This percentage decreased to 18.2% in 1968 in a study by Foy and further to 10% in Studer's study in 1980. Thus it can be concluded that since, over the past 15 years more CSAAs have been selected for this position from within the field of student affairs and less from the faculty, professional preparation and experience are increasingly important in the selection of CSAAs than in previous years.

3. Since two-thirds of this study's sample (66.87%) accepted subsequent positions in either student affairs (24.10%) or higher education (42.77%) it was concluded by the investigator that CSAAs have acquired either through their academic preparation or professional experience, skills that can easily be applied to many areas of higher education. Because one is educated for and experienced in the field of student affairs does not mean one is unqualified for positions in higher education outside the specific field of student affairs such as other administrative or professorial positions.

4. Although 83.13% of the sample indicated that their career change was considered voluntary, it is not safe to conclude that their career change was well planned. The negative aspects of the major influential reasons, that is, 'Unsatisfactory Relationship with Supervisor', 'Feeling of Restlessness/Boredom', and 'Unmet Aspirations' could have been of sufficient influence for people to simply decide to leave their positions without necessarily giving careful consideration of the long-term effects of their new position. Another finding which lends support to this conclusion is that already approximately 37% of this sample have accepted more than one position subsequent to their former CSAA position.

Recommendations Regarding Professional Preparation of CSAAs

The results of this study suggest that the preparation of student affairs professionals, whether that development be in the form of formal academic education or in-service training, be reviewed. Based on this study, the investigator believes that two areas need to be more fully addressed in the professional preparation of CSAAs.

It seems that current academic programs in student affairs teach career development theories yet help the new professional apply these theories only to the college students they will be serving. Little emphasis is placed on studying the career developmental needs of future professionals in the student affairs field. More emphasis should be placed on the individual professional's self awareness, knowing one's current needs and interests, and knowing how to match these with career positions (Schlossberg, 1975). As Super (1957) has stated, it is very important that adults acquire vocational maturity rather than just

vocational adjustment. Professionals should have the ability to cope with career developmental tasks with which one is confronted and not just react to these situations.

Another area of concern is the relationship of student affairs and higher education. Most would agree that student affairs is a part of a larger field of higher education. It seems to the investigator that often student affairs professionals do not include in their professional preparation and/or development a thorough understanding and appreciation of this larger field. It is recommended that more time be spent on studying and understanding the various other arenas in higher education, such as faculty development, business affairs, institutional development, and governance. One positive result of such study would be the enhancement of the working relationship between student affairs and the other components of higher education.

Keeping in mind that the results of this research project indicated that the majority of former CSAAs accepted subsequent employment in higher education, it would seem that such study of higher education would aid the former CSAAs in making this career transition in the future.

Recommendations for Further Study

In concluding this study, the investigator has listed below five suggestions for further research related to this study.

1. A longitudinal research project, with purposes similar to this study, should be conducted to study former CSAAs over a longer span of time. This study's sample was comprised of individuals who left their positions during a reasonably stable year in the

national economy as believed by the investigator. It would be interesting to note if over a long period of time if former CSAAs shifted their immediate subsequent employment fields or left their CSAA position for reasons different than those determined by this study. The state of the national economy at the time of the study may affect a person's decision to leave a position.

2. Another concept which also could be studied by such a longitudinal research project could be curriculum changes in the academic preparation of student affairs professionals. These changes may also influence career development.

3. This study focused on the characteristics of former CSAAs, their subsequent employment, and their reasons for leaving their former CSAA position. It is suggested that another research project be conducted to study not 'why' these individuals left their former positions, that is, not what factors influenced them to change positions, but rather, 'how' they left. The new study could focus on how the person made the transition, what support they did or did not receive from family and/or colleagues, how long it took to make the transition, and how their self image was affected by the change. This research project, studying how people cope with these changes, would be a contribution to the fields of student affairs and mid-life development.

4. Although the median age for this sample of former CSAAs was 41.6 years, it was also determined from this study that the modal age

was between 35 and 39 years. It is recommended that another hypothesis be studied to see if there are significant differences in the mean percentile rankings of influential factors among three age groupings: those former CSAAs who were under the age of 35; those between the ages of 36 and 54; and finally, those over the age of 55. It is hoped that by studying this independent variable more support could be given that these influential factors are truly related to mid-life career development.

5. The present study was investigative in nature and as a result some of the findings, that is, significant differences in ranked factors by subsequent fields of employment, could not be compared to the literature since past studies on the career development of former CSAAs were not known to the investigator. It is recommended that further research be conducted to study the significant differences, in relation to the influential factors, among the various fields of subsequent employment.

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APPENDIX   A

ASSOCIATE DIRECTOR OF STUDENT DEVELOPMENT

Box 4149/Las Cruces, New Mexico 88003
Telephone (505) 646-1921

January 8, 1982

Dear   ,

We are currently conducting a survey to study the career patterns of
those individuals who have formerly held a position as a Chief Student
Affairs Administrator. By comparing two editions of the Directory of
Higher Education Institutions (1977-78 and 1978-79) it was noted that
you no longer were employed as the _____ at _____.
This survey is being distributed to you and other Chief Student Affairs
Administrators (CSAAs) who left their positions during this time.

As you may be aware, there are few studies on the career patterns of
Student Affairs professionals. The information gathered on this topic
concludes with the position of CSAA, e.g., Vice President of Student
Affairs or Dean of Students. Only two studies have been located which
address a CSAA's anticipated professional move. We hope to contribute
to this literature by studying the career paths of those individuals who
left a position as a CSAA and by examining the reasons for their change
in employment.

Completion of this survey should not take longer than fifteen minutes.
You will not be identified by name in the study and all information
collected will be kept in the strictist confidence. The first sheet of
the survey will be discarded before any tabulation or analysis is begun.
In the directions for completion of the survey you are asked to complete
biographical information and then rank the influence of factors which
may have been related to your job and/or career change.

It is our hope that you will complete the enclosed survey and will assist
with our study. Through your participation, we hope to offer those
currently in Student Affairs a more thorough understanding of the career
development of professionals in this field.

Thank you for your assistance.

Sincerely,

Penelope H. Wills   Dr. Louis C. Stamatakos
Associate Director   Professor of Higher Education
Student Development   Michigan State University

Encl.

The information on this sheet will be kept separate from your responses to the attached survey. Since this is an anonomous questionnaire, the number in the upper right-hand corner will be used only to insure that a second questionnaire is not sent to you. If you would like to receive a summary of the results of this study, please complete the information below.

Your Name _____
            (First)   (M.I.)   (Last)

Address   _____
                      (Street)

           _____
            (City)   (State)   (Zip Code)

Please return this sheet and the survey in the enclosed, self-addressed, stamped envelope. Upon receipt, we will separate this sheet from your responses to the survey. Thank you for your assistance.

QUESTIONNAIRE
FOR THE STUDY OF THE CAREER DEVELOPMENT
OF FORMER CHIEF STUDENT AFFAIRS ADMINISTRATORS

I.   Please complete the information in Sections A, B and C.

A.) **Biographical Information**

1.0) Birthdate: _____   2.0) Sex: Male____ Female____
                Month / Day / Year

3.0) Marital Status: Single____   Married____

4.0) Number of Dependents: ____

5.0) Ethnicity: Am. Indian____ Asian____ Hispanic____
                Anglo____ Black____ Other (please explain)_____

B.) **Academic Preparation**

6.0) Please provide the following information regarding your academic
     preparation.

Name of Degree	Year Awarded	Major Field	College/University
Bachelor's			
Master's			
Doctorate			
Other			

C.) **Professional Background**

7.0) Beginning with your present position, list all full-time work
     experience for the past twenty years. If additional space is
     needed use space on page 4.

Title of Position	Employer	Dates of Employment	
		(From)	(To)

8.0) How many years have you been employed in the field of Student Affairs?

        Less than five years _____
        Five to ten years   _____
        More than ten years _____

9.0) How many years were you employed in your former position as a Chief Student Affairs Administrator? _____ (years)

10.0) At what age did you assume your former position as a Chief Student Affairs Administrator? _____

11.0) At what age did you leave that position? _____

The following questions are related to the position which you accepted subsequent to leaving your former position as Chief Student Affairs Administrator.

12.0) State the title of the position which you accepted subsequent to your former position of Chief Student Affairs Administrator?

_____

13.0) Is your present position the same as the position which you listed in Item No. 12.0.   Yes _____   No _____

If you answered 'No', please state the title of your present position:

_____

14.0) Do you consider your present position to be in the field of:

    _____ Student Affairs

    _____ Higher Education (other than Student Affairs)

    _____ Government

    _____ Business

    _____ Religion

    _____ Other (please explain) _____

15.0) How long have you been in your present position? _____ (years)

16.0) Do you consider your career/job change to be a voluntary one (e.g., wanted to locate a job which was more congruent with your present desires) or an involuntary one (e.g., reduction of work force, removal from prior position?)

        Voluntary _____   Involuntary _____

II. In the following section there is a list of various factors which may
affect a person's decision to change jobs or careers. These factors have
been derived from the literature in career and adult development.

Step 1. In Column 'A', please check the items which influenced your
decision to leave your former position as the Chief Student Affairs
Administrator.

Step 2. After checking all items which influenced your decision, in
Column 'B' rank the checked items in the order of their influence, i.e.,
'1' being most influential, '2' being second most influential, etc. Only
rank those items which you checked in Step 1.

<u>A</u>   <u>B</u>

_____ _____ New position seemed to offer more socially useful work

_____ _____ Desired to explore new career path

_____ _____ Felt a general source of restlessness and/or boredom in former
position

_____ _____ Purpose of first career was accomplished

_____ _____ Wanted to become more involved with avocational interests

_____ _____ Aspirations were not met by former position

_____ _____ There were more promotion opportunities in new position

_____ _____ Autonomy was increased in new position

_____ _____ Salary/fringe benefits were better in new position

_____ _____ Level of authority was increased in new position

_____ _____ Working conditions in new position seemed better

_____ _____ New position offered more prestige

_____ _____ Relationship with peers in former position was not satisfying

_____ _____ Relationship with supervisor in former position was not satisfying

_____ _____ Political pressures in former position were excessive

_____ _____ Level of responsibility in former position was excessive

_____ _____ Level of responsibility in former position did not correspond with
authority

_____ _____ There were family concerns or crisis

_____ _____ Health necessitated less responsibility

_____ _____ Geographic location of new job was desirable

_____ _____ Other (please explain) _____

_____ _____ Other (please explain) _____

- 4 -

The ranking of factors often does not completely offer a full explanation of the reasons for career decisions. In narrative form please state why you decided to leave your former position as a Chief Student Affairs Administrator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your assistance in completing this questionnaire. Please return this questionnaire and the attached sheet in the enclosed envelope and send to:

Office of Student Development
Box 4149
New Mexico State University
Las Cruces, New Mexico 88003

APPENDIX   B

ASSOCIATE DIRECTOR OF STUDENT DEVELOPMENT

Box 4149/Las Cruces, New Mexico 88003
Telephone (505) 646-1921

February 1, 1982

To Whom It May Concern,

Within the past three weeks you were sent a questionnaire for the "Study
of the Career Development of Former Chief Student Affairs Administrators."
As we mentioned in our previous letter, we hope that you will take time to
complete our survey as we are trying to conduct one of the first studies
involving former Chief Student Affairs Administrators. If you do not plan
to complete the questionnaire which was mailed to you, please check the
appropriate box and return it to us. Thank you for your assistance.

Sincerely,

Penelope H. Wills
Associate Director

Dr. Louis Stamatakos
Professor of Higher Education
Michigan State University

enc

Regarding the questionnaire for the "Study of the Career Development of Former Chief Student Affairs Administrators", I do not plan to complete it because:

☐   I prefer not to be a respondent.

☐   I misplaced the questionnaire, please send another copy to me.

☐   I never received my copy of the questionnaire, please send another copy so I can complete it.

☐   Other _____

Thank you for your assistance.

APPENDIX   C

Column	Purpose	Translation
1-3	Observation Code	as is
4	Affiliation of Institution	1 = Public 2 = Private
5	Type of Institution	1 = 2 year 2 = 4 year
6-8	Size of Institution	as is (in hundreds)
9-10	Age of CSAA	as is
11-12	Birthdate of CSAA	as is (last two digits)
13	Sex of CSAA	1 = Male 2 = Female
14	Marital Status	1 = Married 2 = Single
15	# of Dependents	as is
16	Ethnicity	1 = American Indian 2 = Asian 3 = Hispanic 4 = Anglo 5 = Black 6 = Other
17	Highest Degree Earned	1 = Bachelor 2 = Masters 3 = Doctorate 4 = Other
18	Highest Degree Related or Not Related to Student Affairs	1 = Yes 2 = No
19-20	# of Positions in Student Affairs	as is
21	Years in Student Affairs	1 = Less than 5 years 2 = 5-10 years 3 = More than 10 years
22-23	Years in CSAA Position	as is
24-25	Age When Accepting CSAA Position	as is

26-27	Age When Leaving CSAA Position	as is
28	# of Positions Accepted Subsequent to CSAA Position	as is
29	Is person still a CSAA	1 = Yes 2 = No
30	Field of Present Position	1 = Student Affairs 2 = Higher Education 3 = Government 4 = Business 5 = Religion 6 = Other
31	Is present position same as subsequent position	1 = Yes 2 = No
32	Years in Present Position	as is
33	Was move voluntary or involuntary	1 = Voluntary 2 = Involuntary

A P P E N D I X   D

Frequencies for Items by Ranks

Item	Ranks: 1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	8	9	10	11	12	Totals
Socially Useful Work	6	1	6	0	3	0	5	1	1	0	1	0	2	2	0	0	0	0	28
New Career Path	18	0	16	0	12	0	3	1	6	1	3	0	2	1	0	0	0	0	63
Restlessness/Boredom	15	0	17	0	13	1	9	0	5	0	7	0	2	3	3	0	0	0	75
First Career Accomplished	14	0	9	0	9	0	6	0	4	1	2	0	3	1	0	1	0	0	50
Avocational Interests	5	0	7	0	2	0	2	0	3	0	2	0	0	0	0	0	0	0	21
Unmet Aspirations	14	0	2	1	9	0	9	0	3	0	2	0	3	2	1	0	0	0	46
Promotion Aspirations	5	0	10	0	9	0	5	0	3	0	3	0	0	2	0	0	0	0	39
Increased Autonomy	4	0	6	0	9	0	12	0	7	0	5	0	4	2	0	0	0	0	49
Salary / Fringe Benefits	6	1	11	0	7	0	12	0	5	0	6	1	3	1	2	1	0	0	56
Increased Authority	5	0	5	1	5	0	11	0	9	0	4	0	3	1	0	0	0	0	44
Working Conditions	3	0	13	0	13	1	6	0	7	0	8	0	6	2	3	0	1	0	63
Increased Prestige	1	0	2	0	3	0	6	0	7	0	2	0	3	4	0	1	0	0	29
Relationship with Peers	1	0	4	0	4	0	1	0	1	0	3	0	2	1	0	1	0	0	18
Relationship with Supervisor	28	0	11	0	5	0	0	0	3	0	4	0	2	0	1	0	1	0	55
Political Pressure	7	0	8	0	4	0	3	0	2	0	3	0	1	0	1	0	0	0	29
Excessive Responsibility	5	0	4	0	1	0	3	0	3	0	0	0	0	0	0	2	0	0	19
Respon. did not equal Auth.	4	0	5	1	5	0	5	0	4	0	1	0	0	2	2	1	0	1	30
Family Concerns or Crisis	4	0	5	0	8	0	0	0	3	0	0	0	1	0	1	0	0	0	22
Health Concerns	2	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	6
Geographic Location	5	0	5	1	3	0	5	0	6	0	0	1	3	2	1	0	0	0	32