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SELECTED FACTORS AFFECTING THE MOBILITY OF PUBLIC
SECONDARY SCHOOL PRINCIPALS IN MICHIGAN:
1968-1974

By
Mark Lee Orchard

A DISSERTATION

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Michigan State University
in partial fulfillment of the requirements
for the degree of

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ABSTRACT

SELECTED FACTORS AFFECTING THE MOBILITY OF PUBLIC SECONDARY SCHOOL PRINCIPALS IN MICHIGAN: 1968-1974

By

Mark Lee Orchard

The study was designed to identify factors which affected the mobility of Michigan secondary principals from 1968 through 1974. Further it was attempted in this research to determine if the reasons that mobile principals gave for leaving their last positions varied among the categories of principals.

Limitations

The study was limited to principals serving the public secondary schools of Michigan during the 1974-1975 school year and the data available on the mobility that existed from 1968-1974. Twenty-three selected personal characteristics, school district characteristics, and reasons for leaving the last position were investigated. Particular emphasis was placed upon the reasons for leaving section as the major concern of the researcher.

Procedures and Sources of Data

The Michigan Education Directory and Buyers

Guide supplied the names and addresses of the mobile principals. A post card survey was mailed to the 270 mobile principals to determine their degree of mobility, longevity in the current school district, and former positions held. Responses were received from 228 or 84.4 per cent of the principals. On the basis of the post card survey, eight categories of mobile principals were formed. These categories were of mobility (highly mobile or less mobile), origin (insiders or outsiders), and status (promotees and transfers). From the 228 principals a random sample of eighty-eight was mailed a questionnaire. Eighty-eight responses or 100 per cent were received of which eighty-six were useable. Multi-variate Analysis was used to treat the data to determine if differences existed between the categories of mobility and the measures.

Findings

An analysis of the data from the questionnaire showed:

1. When compared to insiders, outsiders reported past school board relationships to be highly influential reasons for leaving their last position.

This was significant statistically at the .05 alpha level.

2. When compared to promotees, transfers have significantly ($\alpha = .025$) more years of experience as principals. Transfers had an average of just over six and one-half years in the principalship, while promotees reported less than four years of previous experience.
3. When school district characteristics were matched with mobility categories, no statistically significant effects were found.

A compilation of the post card data showed:

4. Over two thirds of the highly mobile principals, as defined in this investigation, were employed in three or more different schools during the 1968-1974 time span.
5. Within the limits of this research, more than one-half of the current Michigan mobile principals have two or less years of experience in their present position.
6. Of the mobile principals included in this study, over one-third currently held positions in the Central region of Michigan and almost sixty per cent of the principals held their last position in the South East or Central sections of the state.

Conclusions and Recommendations

The author concluded that the relationships that a principal has with the board of education in the district in which the principal is employed are very important factors in determining if a principal will leave a position. It was also concluded that the years of experience a principal has in the principalship has a definite bearing on the type of mobility the principal experiences. It was recommended that additional research be conducted to examine school board-principal relationships.

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Without the help and encouragement of many individuals the writer would not have been able to complete this work. Among those people are:

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CHAPTER I

THE PROBLEM

Why do secondary school principals change positions? In this study the researcher attempted to find factors that are related to the mobility of public secondary school administrators in Michigan.

Introduction

The mobility of school administrators from one job to another presents serious problems to schools, school boards, and communities that wish to maintain cohesive educational programs. Last year¹ ninety-three public secondary school principals in Michigan changed positions. In 1973², the year before, eighty-seven public secondary school principals moved from one position to another. The cost of interviewing, selecting and training new secondary school principals is immense. If factors relating to and predicating administrator mobility can be

¹Michigan Education Directory and Buyer's Guide: 1974-75, Michigan Education Association Publication (Lansing, Michigan, 1974) pp. 117-222.

²Michigan Education Directory and Buyer's Guide: 1973-74, Michigan Education Association Publication (Lansing, Michigan, 1973) pp. 121-220.

pinpointed appreciable economies may be realized by school districts and their communities. The researcher's primary intent in this study was to discover reasons why secondary school principals leave their jobs. Personal characteristics and school district characteristics of mobile Michigan principals were also studied. If the reported reasons for leaving and specific conditions accompanying mobility, whether they be personal, organizational, financial, locational, family, interpersonal, or whatever, can be identified, then a first step toward possibly determining causal factors may have been taken.

Need for the Study

Several studies on occupational mobility exist and several research projects have been carried out in the field of business and management.³ However, if only the area of education is considered, little interest seems to have been expressed in studying the mobility of the public secondary school principal. Considerable research has been conducted on the mobility of school superintendents. Junior high principals, elementary principals, assistant

³See (1) W. Lloyd Warner and James C. Abegglen, Big Business Leaders in America (New York: Atheneum Co., 1963)
 (2) Gertrude Bancroft and Stuart Garfinkle "Job Mobility in 1961," (U.S. Bureau of Labor Statistics, Special Labor Force Report no. 35, 1963)
 (3) Herbert Parnes, Research on Labor Mobility, (Social Science Research Council, New York, 1954)
 (4) John B. Lansing and Eva Mueller, The Geographic Mobility of Labor, (The University of Michigan Survey Research Center, Ann Arbor, 1967)
 (5) Lloyd G. Reynolds, The Structure of Labor Markets (New York: Harper Brothers Co., 1951)

principals at all levels, and even teachers have been the objects of studies on mobility. These studies have been reviewed in Chapter Two of this research. An absence of facts in the area of secondary school principal mobility has contributed to a partial void in information most vital to the study of mobility in the education profession.

There is a growing need for more background information concerning factors associated with administrator mobility. The educational program disruption, time lost in the selection process, financial output in interviewing, hiring, and training new secondary school principals added impetus to conducting the present study.

According to occupational mobility theory, personal, organizational, and environmental factors associated with mobile people are basic to the study of their mobility. Detection of these factors and a determination of their impact may add to the body of mobility knowledge. To discover reasons why secondary school principals leave their jobs will enhance our knowledge of the ever-expanding general fund of information which we generate to explain why people behave as they do.

Purpose of the Study

The author's purpose in this study was to obtain reasons why mobile principals at the secondary school level left their last jobs and to determine what selected

personal characteristics of the mobile principal and what selected school district characteristics were related to secondary school principal mobility. In addition, it was also the aim of the author to provide a framework for further research in the area of secondary school administrator mobility so that causal variables might be determined. It also was hoped that chief school administrators and school boards might use these findings to alleviate factors which would influence able administrators to leave or to magnify factors that might encourage an incompetent administrator to resign. It was further the purpose of this study to make new knowledge available to: colleges of education which train administrators, college placement bureaus that recommend principals for placement, the boards of education and superintendents who select principals, and the principals of schools in general. All of these persons and agencies are interested parties and can use this type of mobility information.

Generalizability of the Study

The findings of this study may have impact far beyond the limits of the study itself. First, the random assignment of mobile secondary school principals in Michigan to their study groups will allow the results to be generalized to other mobile secondary school principals

in Michigan. Second, there is no reason to believe that mobility relationships of secondary school principals are a phenomena of only Michigan secondary school principals. Therefore, the findings may logically extend to those principals anywhere having similar personal characteristics and surrounding conditions. Finally, this concept of mobility is not confined to the field of education. The findings might be applicable to personnel in other occupations where people move to and from jobs.

Research Questions of the Study

The author's purpose in this study was to examine factors affecting the mobility of public secondary school principals in Michigan. Theoretically, this called for a careful scrutiny of as many variables as possible associated with secondary school principals and their mobility. Personal characteristics of the mobile principals as well as school district characteristics were studied. However, the major thrust of the research was an investigation of the reasons mobile secondary school principals gave for leaving their former positions.

General research questions such as the following were answered: (1) Were there effects when reasons for leaving past jobs are matched with the mobility of secondary school principals in Michigan? (2) Were there differences in personal characteristics of highly mobile

secondary school principals and less mobile secondary school principals in Michigan? (3) Were there differences in school district characteristics of districts employing highly mobile secondary school principals and less mobile secondary school principals?

Hypotheses Investigated

For each of these sets of measures (1) reasons for leaving the past job, (2) personal characteristics, and (3) school district characteristics, the null hypotheses examined were:

1. There will be no effect due to mobility.
2. There will be no effect due to origin.
3. There will be no effect due to status.
4. There will be no interaction between mobility and origin.
5. There will be no interaction between mobility and status.
6. There will be no interaction between origin and status.
7. There will be no mobility by origin by status interaction.

The researcher's primary purpose in the study was to discover the relationship between reasons for leaving a job and degree of mobility. Research hypothesis number one was the central concern in this investigation. Alpha was set at .05 for the "reasons for leaving the past job"

section and at .025 for the personal characteristics section and the school district characteristics section of the research. An overall alpha (probability of type I error) for the entire study was one-tenth (.10). Additional information relating to the alpha limits is presented in Chapter III and Chapter IV.

Statement of the Problem

The problem resolved itself to:

1. Identify various categories of mobile principals by means of a postcard survey to the mobile principals of Michigan.
2. Obtain by means of a questionnaire from random samples in each category, those factors which are perceived as being influential in causing a principal to leave his position and selected personal and school district characteristics.
3. Obtain selected school district data from publications of the Michigan State Department of Education and from the Michigan Census tapes.
4. Interview respondents in each of the categories of Michigan mobile principals who had responded to the initial postcard survey and questionnaire to expand and clarify their responses and to amplify the information collected.

5. Analyze the relationships among the categories of mobile principals for (a) reasons for leaving their past position; (b) personal characteristics; and (c) school district characteristics.
6. Interpret the analysis to detect the most reliable factors which explain the reported causes of secondary school principal mobility.

Basic Assumptions for the Study

To provide the basis for this study the following assumptions were made:

1. It was assumed that the questionnaire was adequate to elicit the actual reasons for a principal leaving the last position. The number of variables were purposely limited because the variables presented were the variables of major concern due to their grounding in previous research. The mobile principals who responded to a field test of the questionnaire concurred that the reasons included in the instrument were clear and unambiguous, but that in some cases, broad enough reasons were not listed. Space was provided at the end of the questionnaire for the responding principals to expand their replies or to give additional reasons for leaving that were missing on the instrument.
2. It was assumed that the principal's perceptions and recall of past events were accurate. In order to

carry out this research it was necessary to assume that reasons for leaving a past job could be remembered, identified, obtained, classified, and analyzed. It also was assumed that the perceptions of the secondary school principals in the study were related to their overt behavior and that the replies obtained accurately represented the reasons for leaving.

In summary, it was necessary to assume that:

1. The sample was representative.
 - a. This would not apply if one hundred per cent of the sample responded.
 - b. If less than one hundred per cent responded, it was necessary to argue that all rival explanations were reduced to those found.
2. The responding principals have accurately recalled past events.
3. The measuring instrument was valid and reliable for the intended purposes.
4. The categories of mobile principals represented a correct classification of those principals.

Procedural Steps and Methods

It was necessary to learn the names of the mobile principals. Since the study was limited to the State of Michigan, copies of the Michigan Education Directory and Buyer's Guide (1969-1975) provided the names of the

the mobile principals.

1. The entire population of Michigan public secondary school principals who had changed positions at least one time in the past seven years and who were current principals was sent a postcard⁴ to complete and return. The purpose of the postcard information was to divide the mobile principals of Michigan into the categories described in the diagram shown below.

FIGURE 1

Use of Postcard Data

POSTCARD SENT



Highly Mobile	Insiders	Promotees
		Transfers
	Outsiders	Promotees
		Transfers
Less Mobile	Insiders	Promotees
		Transfers
	Outsiders	Promotees
		Transfers

⁴See Appendix A (p. 113).

A total of 270 postcards was mailed.⁵ At the assigned cut-off date, 228 mobile Michigan principals had responded.

2. A questionnaire⁶ was sent to a random sample of eighty-eight of the principals who had responded to the postcard survey. Eleven mobile principals from each category were included in the sample. At the cut-off date, eighty-seven of the principals had responded to the questionnaire.⁷ The refinement of the instrument, so that it would elicit the desired information, yet still have the brevity necessary to encourage cooperation, was difficult. It was decided to maintain an open-ended questionnaire to allow the participant to go as far as possible in presenting information.
3. Interviews⁸ were conducted with one mobile principal from each category. The interview enlarged the scope of the study and made available additional information not available from the postcard survey and the questionnaire.

⁵See Appendix B Postcard Cover Letter (p. 114).

⁶See Appendix C Instrument (p. 115).

⁷See Appendix D Questionnaire Cover Letter (p. 118).

⁸See Appendix E Interview Instrument (p. 119).

Definition of Terms

Secondary School Principal - Any person listed in the Michigan Education Directory and Buyer's Guide who was an administrator of at least grades ten through twelve in a public high school in Michigan.

Mobility - The movement of a present secondary school principal from one position to another. (This movement did not necessarily include a geographic relocation, but in each case included a different position than the last one.)

Highly Mobile Secondary School Principal (HMSSP) - Those principals who had changed positions at least twice in the past seven years and were currently secondary school principals in public schools in Michigan.

Less Mobile Secondary School Principal (LMSSP) - Those principals who had changed positions no more than once in the past seven years and were currently secondary school principals in public schools in Michigan.

Origin - The location of the former position. Origin was divided into two groups:

- a. Insiders - the last position was in the same school district as the present position.
- b. Outsiders - the last position was in a different school district than the present position.

Status - A measure of the direction of the occupational mobility. Status was divided into two areas:

- a. Promotees - the last job was that of a teacher, coach, assistant principal, elementary principal, or any other position that was below the normal status of the secondary school principal.
- b. Transfers - a person whose former position was that of a principal.

Reasons for Leaving Former Position - A principal's perception of the importance of selected underlying factors that influenced the decision to leave the former position.

SEV - The state equalized valuation of the real property of a school district for the purpose of taxing for governmental agencies.

SEV/Pupil - The state equalized valuation divided by the number of pupils in the entire school district. The number of pupils in the district was determined by the Fourth Friday Count.

Overview

The survey postcard and questionnaire provided an adequate overview for the author's purposes in this research. These two instruments were developed from the literature which is reviewed in Chapter II. The design of the study is detailed in Chapter III. In Chapter IV the results of the postcard survey and the questionnaire are analyzed, and in Chapter V the entire study is summarized, conclusions stated, and salient findings discussed.

The postcard survey and questionnaire are presented next as a practical overview.

A. Postcard Survey Instrument:

Year	Position Held	Name of School	School District
74-75			
73-74			
72-73			
71-72			
70-71			
69-70			
68-69			

B. Questionnaire

"SELECTED FACTORS AFFECTING THE MOBILITY OF
PUBLIC SECONDARY SCHOOL PRINCIPALS IN MICHIGAN:
1968-1975"

Please supply the following information by:
encircling the appropriate number, checking the box, or
completing the blank.

A. General Information

(1) Your sex: M F

(2) Your age: _____

(3) Your family status: 1. single
2. widow or widower
3. divorced
4. married

(if married, number of
children) _____

- (4) In your educational career how many years have you been a secondary school principal? ____ years
- (5) When you took your present job, did your spouse hold a full time job outside your home? yes no
- (6) How many students are enrolled in your high school?
_____ students
- (7) Do the administrators in your school district bargain with the school board concerning salary and other benefits? yes no
- (8) Are you planning to change jobs in the near future?
yes no

B. Your Last Position

Major Reasons for Leaving your Last Position

(Please check the appropriate column indicating if the item was highly influential, moderately influential, or not influential in causing you to leave your last position.)

Possible Reasons for Leaving	Highly Influential	Moderately Influential	Little or no Influence
1. Insufficient salary and fringe benefits			
2. Little challenge in my last position			
3. My contract was not renewed			
4. I didn't like the community			
5. Lack of recognition for personal accomplishments			
6. My family wanted me to change jobs			
7. I wanted to influence educational policies more			
8. Inadequate facilities and materials			
9. Excessive duties on my last job			
10. The move was a personal career advancement			
11. There was a poor school climate			
12. Disagreement with the Board's educational policies			

If there were other main reasons why you left your last job would you please list them below.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Pertinent information concerning principal mobility is reviewed in this chapter in the following sequence: Theories of Career Development, Educational Administrator Mobility, Teacher Mobility, General Related Literature, and Summary. In the section on Administrator Mobility three specific topics were reviewed: Superintendent Mobility, Principal and Assistant Principal Mobility, and Elementary Principal Mobility. Selected findings from each of these topics provided the foundation for this study. The research cited was briefly recapitulated and the major findings related to this research were presented. These contributions were used as a basis for the research questions and hypotheses of this research.

Theories of Career Development¹

The area of vocational mobility provided a rich background for looking at the mobility of workers from a

¹Samuel H. Osipow, Theories of Career Development (New York: Appleton-Century-Crofts, 1968).

great variety of jobs. Osipow, in his classic work, Theories of Career Development, gave an excellent overview of the major constructs affecting occupational choice. These theories were grouped into the following categories: (1) the economic theory -- a person chooses a job mainly by the economic advantage it can bring; (2) the sociological theories -- the social factors of parentage, environment, etc. determine to a large extent the choice of a job; (3) the accidental theory -- fortuitous events of fate control our occupational destinies and decisions; (4) the psycho-dynamic theories -- that the subconscious release of libidinal energies is very useful and influential in the working out of occupational choices; and (5) the trait-factor theories -- that try to tie specific personality traits to job choice and enjoyment.²

Among the prominent theorists considered by Osipow was Anne Roe and her theory of Personality and Career Choice.³ Roe's theory, based upon her findings that major personality differences exist between physical-biological and social scientists and that the personality differences that do exist between various kinds of scientists are due in some part to the influences of child-rearing practices, is that people in different occupations

²Osipow, pp. 10-12.

³Ibid., pp. 17-37.

on the same level should report childhood environments that differ.

Holland⁴ categorized people into six personality types: Realistic, Intellectual, Social, Conventional, Enterprising, and Artistic. By carefully defining each of these types into conceptual models, Holland claimed that each personality type is best suited for a specific kind of work. His ideas were well-accepted and several research studies have extended his findings. School principals were categorized by Holland as having a Social Personality.⁵ Holland defined the Social Person in the following manner.

The Social Person copes with his environment by selecting goals, values, and tasks in which he can use his skills with an interest in other persons in order to train or change their behavior. The Social Person is typified by his social skills and his need for social interaction; his characteristics include sociability, nurturance, social presence, capacity for status, dominance, and psychological-mindedness. He is concerned with the welfare of dependent persons: the poor, uneducated, sick, unstable, young, and aged. In problem solving, he relies on his emotions and feelings rather than on his intellectual resources.⁶

Based on Holland's Theory, the mobile school principal should be highly concerned about his dependents and their

⁴John L. Holland, Psychology of Vocational Choice (Waltham, Massachusetts: Blaisdell Publishing Co., 1966) pp. 16-17.

⁵Holland, p. 113.

⁶Ibid., p. 25.

welfare. Because of Holland's theory an item was included on the questionnaire dealing with the family's feelings about the change of position as an influential reason for the mobile principal leaving his last position.

Super's Developmental Self-Concept Theory of Vocational Behavior supported the idea that a person strives to implement his self-concept by choosing to enter the occupation he sees as most likely to permit him self-expression.⁷ Super also specified the particular behaviors a person engages in to implement his self-concept vocationally are a function of the individual's stage of life development.

As one matures, his self-concept becomes stable. The manner in which it is implemented vocationally, however, is dependent upon conditions external to the individual. Thus, attempts to make vocational decisions during adolescence assume a different form than those made during late middle age. According to Super, diverse vocational behaviors can be understood better by viewing them within the context of the changing demands of the life cycle on the shape of attempts to implement a self-concept.⁸

In the personal characteristics section of the questionnaire, the inquiry concerning the age of the mobile principal is an attempt to merge Super's concept of age differences in vocational decision-making with types of mobile principals.

⁷Donald E. Super, The Psychology of Careers (New York: Harper & Row, 1957) pp. 71-163.

⁸Osipow, op. cit., p. 118.

Jennings has made significant contributions to the study of mobility. His book, The Mobile Manager, gave insights into the science of mobilography (the study of mobility) as it pertains to business managers.

Jennings lists ten mobilographical findings.⁹ They are:

- (1) Mobility and corporate strategy are highly related;
- (2) Men at the top strengthen their own mobility routes;
- (3) There is a strong relationship between mobility and competency;
- (4) Mobility is highly related to growth;
- (5) Mobility is largely a relationship between two or more people;
- (6) Mobility is related to entrance age;
- (7) Mobility is related to building a reputation;
- (8) Mobility is not directly related to intelligence;
- (9) Mobility is related to leveraging; and (10) Mobility is creating mobicentric managers. Jennings summarizes by stating that mobility is intertwined with visiposure (a combination of visibility and exposure) and sponsorship.¹⁰

In his discussion of the finding that mobility is largely a relationship between two or more people, Jennings adds:

An outstanding quality of the men in the arrival stage who eventually become presidents is that they have the capacity to trust and to be trusted. Few men arrive at the top who are not trusted by somebody already there. They move up by being sponsored

⁹Eugene E. Jennings, The Mobile Manager (New York: McGraw-Hill Book Co., 1967) pp. 10-24.

¹⁰Ibid., p. 30.

by someone who has the power to promote or recommend promotion. This means that successful executives move into the arrival stage largely with the help of others.¹¹

The relationship of the mobile principal (as perceived by the principal himself) and the school board members of the board from which he moved was considered in the "reasons for leaving" section of the study. This inclusion was a direct attempt to test Jennings's thesis that a trusting relationship existed in the inside promotion of a principal.

Several other theorists made contributions to vocational choice models and ideas, but those presented are currently the more dominant in the field of occupational theorists. In using an eclectic approach to the theories of career development the author of this research project tried to combine the salient personal characteristics of mobile secondary school principals and school district descriptors with reasons for leaving their last position to present an internal-external picture of vocational choice. The approach was mostly sociological in nature.

Administrator Mobility

Literature dealing with three distinct kinds of administrators in education was considered in the following order: superintendent mobility, principal and assistant principal mobility, and elementary school principal mobility.

¹¹Jennings, p. 13.

Superintendent Mobility

One of the first studies of mobility in education was carried out by Chase and Sweitzer in which they investigated the mobility of superintendents in twelve Midwestern states in 1953. They reported that the length of a superintendent's tenure is directly related to the size of the school district in which he works.¹² The tenure of office is likely to be short in small school districts and is likely to increase as the size of the district increases.¹³ In their conclusions Chase and Sweitzer state that: the size of a district is an important factor in the stability of leadership, the high turnover rate raises serious questions about the adequacy of the preparation of Midwestern administrators, relatively few superintendents gain promotion by transferring to larger districts, and that the highest fatality rates (those leaving the superintendency) occur during the first few years of service.¹⁴ In this early study the authors used the terms "entrants" and "transfers" to

¹²Francis S. Chase, and Robert E. Sweitzer, "Swiftly Come and Swiftly Go," The Nation's Schools, LI, No. 55 (March 1953) p. 55.

¹³Ibid., p. 55.

¹⁴Ibid., p. 58.

give a classification framework for mobile superintendents.¹⁵

It was left to Carlson to provide a structural orientation for many of the studies of educational mobility. He uses the terms "career-bound" and "place-bound" administrators.¹⁶ A "place-bound" person is tied to one school system while a "career-bound" individual had a career spread out over two or more school systems. Currently many researchers incorporate this useful dichotomy in their studies. It is obvious that administrators place themselves in the "place-bound" or "career-bound" categories by what they do and where they move when changing positions.

In a study of a sample of Oregon school superintendents Rose used the following instrument to predict differences between the "career-bound" (C.B.) and the "place-bound" (P.B.) superintendents.

¹⁵Ibid., p. 55.

¹⁶Richard O. Carlson, Executive Succession and Organizational Change (Chicago, Illinois: Midwest Administration Center, 1962) p. 8.

TABLE 2.1

Mobility Statements and Type of Superintendent¹⁷

Mobility Statements	Mean Score		Prediction
	C.B.	P.B.	
1. The increased pressure would make me hesitant to move to a superintendency with more responsibility	2.4	2.6	C.B. < P.B.
2. I would advise a young man entering the superintendency to find a satisfactory position as soon as possible and remain there until retirement.	1.6	1.8	C.B. < P.B.
3. A superintendent who plans to get ahead in the profession must be willing to move his family.	5.2	4.9	C.B. > P.B.
4. If I had started a major project in my district I would feel an obligation to remain in the district until its completion even if I were offered a much better job.	3.5	4.0	C.B. < P.B.
5. A person owes it to himself and his family to watch constantly for better job opportunities.	3.3	3.8	C.B. > P.B.
6. My career plans have always been to advance to more important district superintendencies.	2.6	2.8	C.B. > P.B.
7. The job should come before family for a superintendent in his decision to move elsewhere.	2.9	2.4	C.B. > P.B.

¹⁷Robert L. Rose, "Career-Bound; Place-Bound: An Attitude Study of the Superintendency," 1967, given in Richard O. Carlson, School Superintendents: Careers and Performance (Columbus, Ohio, 1972) pp. 59-60.

Mobility Statements	Mean Score		Prediction
	C.B.	P.B.	
8. Career success for the school superintendent does not necessarily involve his moving from district to district.	4.7	5.0	C.B. < P.B.
9. A superintendent who has his mind on a better position for himself cannot do justice to his present job.	2.4	2.5	C.B. < P.B.
10. I would not move to a better job if I felt such a move would be detrimental to the district in which I am now employed.	3.4	3.4	C.B. < P.B.
11. I would not let my friendship ties in a community stand in the way of moving on to a better superintendency.	3.6	3.4	C.B. > P.B.
12. It is difficult to name truly successful superintendents who have not held two or more superintendencies during their career.	4.4	3.1	C.B. > P.B.

Rose's findings indicate that "career-bound" men were more favorably inclined toward mobility than "place-bound" men.¹⁸

Carlson found that the desire to remain in the present superintendency until retirement is related to age. His data show that the desire to remain until retirement is expressed more often by "place-bound" men than by "career-bound" men among those fifty years of age

¹⁸Rose, p. 61.

and younger.¹⁹ Carlson noted that questions of mobility were questions of attitude and using this idea he studied twenty-six Oregon superintendents who had been interviewed for new positions within the past two years.²⁰ Thirty-four per cent of the interviewed superintendents were identified as being "career-bound" while only thirteen per cent were identified as being "place-bound." The differences in the numbers of insiders and outsiders who interviewed for new positions was statistically significant at the .05 level in this study by Carlson.²¹

A study by Carlson of some psychological and sociological differences between "place-bound" and "career-bound" superintendents revealed some striking contrasts. "Career-bound" superintendents saw themselves as more confident, optimistic, and progressive than did "place-bound" superintendents. The decision to become a superintendent was made at an earlier age and at a lower position by the "career-bound" superintendent, and there was considerable evidence of a career management to reach the superintendency in this group.²² In the sociological

¹⁹Richard O. Carlson, School Superintendents: Career and Performance (Columbus, Ohio: Charles E. Merrill Publishing Co., 1972) p. 61.

²⁰Ibid., p. 61.

²¹Ibid., p. 61.

²²Career and Place Bound School Superintendents: Some Psychological Differences. A Project Report (Washington, D.C., Office of Education, Bureau of Research, Center for Advanced Study of Educational Administration, May 1969) p. 68.

study Carlson found that "career-bound" superintendents were quicker to adopt educational innovations, were more involved in the social network of the superintendent, had higher status among chief school officials, and had more of an outside reference group than "place-bound" superintendents.²³

Probably one of the more widely used inventions of Carlson is his formulation of the "insider" and "outsider" classifications. In describing school superintendents Carlson defined the "insider" and "outsider:"

The man who waits can be called an insider. An insider has held one or more positions in the system immediately before becoming its superintendent. Ordinarily he completes his career as superintendent in the one home system and thus is a one-city superintendent. If the insider leaves the superintendency before retirement age has been reached, he often takes an existing, or frequently a new, lower level administrative position in the same home district.

The man who does not wait, but seeks the position wherever it is to be found, can be called an outsider. His career is always spread over two or more school systems. Having been brought in from outside, he has never served the district in which he is superintendent in any capacity, other than as superintendent. Ordinarily his career does not stop with one superintendency.²⁴

In further distinguishing an insider from an outsider Carlson elaborated:

²³Career and Place Bound School Superintendents: Some Sociological Difference. A Project Report (Washington, D.C., Office of Education, Bureau of Research, Center for Advanced Study of Educational Administration, May 1969) p. 18.

²⁴Carlson, Executive Succession and Organizational Change, p. 7.

A distinction between insiders and outsiders exists in the importance they assign to career and place. Both have made investments and sacrifices to obtain the superintendent's credentials. The insider, however, seems to want a career as superintendent only if it can be had in a specific place: his home school system. He puts place of employment above a career as superintendent. The insider is place-bound. The outsider puts career above place. He leaves the home school system and takes a superintendency elsewhere. The outsider is not bound to a place; he is career-bound.²⁵

Most researchers in this interest area seem to have followed Carlson's directions and consider insiders and outsiders to be approximately equivalent in meaning with the terms, "place-bound" and career-bound." The terms are frequently found to be used interchangeably in the professional literature.

A secondary analysis of data gathered for the American Association of School Administrators in a nation-wide survey of school superintendents indicates that place-bound and career-bound superintendents do not exist in equal numbers, nor are they found in the same proportion in school districts of all sizes. About thirty-five per cent of the 859 superintendents whose records were available were insiders and about sixty-five per cent were outsiders.²⁶ It is noteworthy that

²⁵Ibid., p. 8.

²⁶Profile of the School Superintendent (Washington, D.C., American Association of School Administrators, Research Division of the National Education Association, 1960) p. 4.

insiders are disproportionately more heavily represented in larger school systems. Table 2.2 shows some of the relationships that were shown in this study to exist between size of the school district and the classification of the superintendent as being an insider or outsider.

TABLE 2.2
Distribution of Insiders and Outsiders by
Population of School District²⁷

Population of School District	Number	Per cent of all insiders	Number	Per cent of all out- siders
500,000 and over	11	4	7	1
100,000 to 499,999	38	13	44	8
30,000 to 99,999	68	24	88	17
10,000 to 29,999	85	29	177	33
5,000 to 9,999	65	22	145	27
2,500 to 4,999	22	8	72	14
Totals	289	100	533	100

Table 2.2 indicates about seventeen per cent of all insiders and only about nine per cent of all outsiders are in superintendencies in systems of more than 100,000 inhabitants.

In order to consider the element of size and its effects upon principal mobility, the author of this

²⁷Ibid., p. 71.

research included two measures of size: the number of pupils in the entire district in which the mobile principal is employed and the number of students in the school where the mobile principal is presently working.

Watson, in his study of superintendents' mobility constructs and succession patterns, also used Carlson's inside-outside dichotomy. Watson found that outsiders tended to use more general constructs of mobility, while insiders were not particularistic in construct formation.²⁸ This was illustrated by Watson's findings in which outsiders were less specific than insiders in discriminating among categories of intrinsic motivations toward mobility -- personal, family, or value-oriented; while outsiders were less specific in discriminating between two kinds of extrinsic mobility inducements -- materialistic and prestigious. Watson's findings tended to support the hypothesis that differences exist between insiders and outsiders in their perceived reasons for leaving their past jobs.

Charters reported on forty-three superintendents who left their positions in 1971. His major finding was that the superintendency in a small district is readily interchangeable with the principalship of, or a subordinate

²⁸Gene D. Watson, "Superintendent Mobility Constructs and Succession Patterns" (Paper presented at the American Educational Research Association Annual Meeting, Minneapolis, Minnesota, March 2-6, 1970).

central office position, in a larger school district.²⁹ Dorland's findings in a study of Colorado School Superintendents supported Charters' results. Investigating the causes of superintendent turnover from 1970-1973, Dorland emphasized the areas of (1) job satisfaction; (2) political influences; (3) selection procedures; (4) qualifications; (5) job performance; (6) career goals; and (7) family needs.³⁰ Among Dorland's findings were: (a) a smaller proportion of the population of the state was affected by superintendent mobility than the percentage of turnover indicated since the majority of changes occurred in very small school districts; (b) superintendents involved in turnover did not, for the most part, improve their occupational career status but were inclined to accept positions at the same or lower occupational levels; (c) mobile superintendents exhibited independently motivated movement depending on personal needs and aspirations, but as a group, were attracted toward larger communities within or outside the state; and (d) relatively inexperienced superintendents showed a tendency to leave

²⁹W.W. Charters, Jr. "Instate Migration of Oregon Superintendents: Base-Line Data. A CASEA Occasional Paper" (Eugene, Oregon. Center for Advanced Study of Educational Administration, March 1972) p. 14.

³⁰Lyle Thomas Dorland, Abstract - A Study of Colorado School District Superintendent Mobility: 1970-1972.

positions sooner, usually within one to two years, while those with more experience were more inclined to stay longer in the superintendency.³¹ Once they remained in the same district beyond five years, mobility became even less likely.

In 1966 at Michigan State University, Holloway studied the reasons why school superintendents were dismissed or encouraged to leave their positions.³² In Holloway's research the school board members of superintendents who had left their jobs were asked to stipulate their perception of the factors which precipitated the superintendent leaving. The major findings of the study were that most school superintendents fail because of "personal reasons," lack of integrity in the eyes of the board of education members, and because of conflicting role perceptions between the failing superintendent and the board of education. If just the reactions of the board members are used, only an outside or third party view of the "real" reasons why superintendents left their jobs was given. The author of this study stated that the person who changed jobs had vital reasons that only she or he knew. Therefore, it seems logical to seek the

³¹Ibid.

³²Hugh H. Holloway, (Unpublished Michigan State University Ph.D. dissertation, 1966) Why School Superintendents are Dismissed or Encouraged to Leave their Positions - A Study as Expressed by Members of Boards of Education Involved in Selected Cases in Michigan.

reasons for leaving directly from mobile individuals.

A major contribution to the study of principal mobility was made by the authors of the reviewed studies of superintendent mobility. However, the question of fundamental concern was: do the same relationships of mobility of superintendents hold for principals? Some of the answers were found in the literature of principal mobility.

Principal Mobility

Background information concerning the personal characteristics and school district data of principals is plentiful. Surveys conducted by the National Association of Secondary School Principals on the Secondary School Principalship, Junior High School Principalship, and The Assistant Principalship, elicited a great variety of information about principals in the United States. However, only the latest study, that of the Assistant Principalship, reported specifically as to the occupational mobility of administrators.³³ In studying the occupational mobility of assistant principals the population sample was asked to provide data with regard to their socio-economic background, formal educational preparation, previous employment, factors influencing

³³Report of the Assistant Principalship (Washington, D.C., National Association of Secondary School Principals, 1966) pp. 49-100.

occupational choices, influence of other individuals on career decisions, occupational values at several career stages, and job satisfactions.³⁴ Because this career study of assistant principals greatly influenced the present research study, several portions of the questionnaire³⁵ are presented in Appendix F. (p. 121).

Hoy and Aho used Carlson's terms of insider and outsider in their consideration of succession patterns of high school principals. They found that although there were many differences in relationships between insiders and outsiders in staff relationships, there were no significant differences between insiders and outsiders with respect to aspects of job mobility, salary, tenure in position, age and sensed ability of principals to persuade superintendents of the need for change.³⁶ Although the researchers emphasis in the study was to see if differences between insiders and outsiders affected principal-teacher relations and the ability of the principal to act as a change agent, Hoy and Aho cited striking differences between Carlson's findings with

³⁴Ibid., p. 49.

³⁵Ibid., pp. 95-100.

³⁶Wayne K. Hoy and Fred Aho, "Patterns of Succession of High School Principals and Organizational Change," Planning and Changing. IV No. 2 (Summer 1973) p. 86.

superintendents and their findings with principals. Outsiders who were superintendents tended to be "career-bound" while insiders were "place-bound." This was not necessarily the case with principals. Attitudes toward mobility and occupational goals were not significantly different for principals.³⁷ Hoy and Aho expounded upon an intriguing hypothesis that boards of education may look for superintendents who are change agents more frequently than superintendents seek principals who are change agents. There are twice as many superintendents who are outsiders than insiders according to Carlson, yet the opposite ratio holds for the New Jersey principals studied by Hoy and Aho.³⁸

In a study of the extent of change of position and turnover in California high school principals from 1964-1970 McConnell found that in general, the percentage of schools with turnover of principals decreased in direct relationship to the increased size of schools.³⁹ In a section of the research designed to determine reasons for the change of position and turnover of high school principals McConnell reported:

³⁷Ibid., p. 86.

³⁸Ibid., p. 87.

³⁹Arleigh W. McConnell, "Why California Is Losing Its Principals," Journal of Secondary Education, XXXXVI (March 1971) 106.

Unfair or unsatisfactory district administrative relationships 'edged out' promotion to a more desirable position within the district as the chief cause for leaving a position as principal. The rest of the top five causes of leaving a position were, in order, 'unsatisfactory working conditions related to job tensions', 'transfer to another district to obtain a more desirable position', 'unsatisfactory school board relationships', and 'inadequate latitude for leadership and/or innovation and/or involvement in policy development'.⁴⁰

In another section of the research McConnell found that only twenty-five per cent of vacated principalships were filled by assistant principals in the same district. This finding confirmed the work of Brown and Rentschler in a study of reasons why the assistant principals do not receive the promotion to the principalship. They cite the following reactions of secondary school principals and elementary school principals that were given during a 1971 workshop. Assistant principals do not become principals because: (1) a person may be completely competent, happy, and satisfied in the role of assistant principal; (2) the assistant principal has not been in the position long enough to gain the skills, maturity, and knowledge needed for the principalship; and (3) the decision-making bodies desire "new blood" in the school system.⁴¹ In further studying the question of professional

⁴⁰Ibid., p. 107.

⁴¹Glenn J. Brown and James E. Rentschler, "Why Don't Assistant Principals Get the Principalship," Education Digest, XXXIX (January 1974) 9.

advancement Brown and Rentschler asked Indiana junior and senior high school principals, "what was your position prior to assuming your first principalship?" Of the 284 principals that responded, 105 principals reported that they had been assistant principals, 175 held teaching positions, and the remaining six had had other positions such as counselor or coach.⁴² Data gathered by the National Association of Secondary School Principals tended to support the hypothesis that the most direct route to the secondary school principalship is not necessarily through the position of the assistant principal. The report stated that the position held most frequently immediately prior to one first becoming a principal was that of a secondary school teacher and that this was a pattern of slightly more than one out of three principals in the total sample.⁴³ A table in the Report of the Senior High-School Principalship provides a response to the question, what was your chief assignment immediately prior to appointment to your first principalship? See Table 2.3.

⁴²Ibid., p. 11.

⁴³Report of The Senior High-School Principalship (Washington, D.C., National Association of Secondary School Principals, 1965) p. 34.

TABLE 2.3

Chief Assignment Immediately Prior to Appointment to the First Principalship⁴⁴

Previous Position	Location		Type		Program	
	Urban	Rural	Public	Indep.	Comprehen.	Other
Assistant or Vice Principal	33	13	25	22	23	21
Department Chairman or Area Supervisor	6	3	4	6	4	6
Superintendent	1	1	1	0	1	1
Elementary School Principal	6	8	7	6	9	4
Position in District or County Office	2	1	1	0	1	1
Athletic coach and/or Director	7	19	16	2	15	9
Secondary School Teacher	29	42	35	42	37	33
Dean, Counselor, or other Guidance Position	7	4	4	9	5	6
Other	8	9	8	12	8	13

Motives for entering the principalship may also be motives for changing positions. Stanavage reported that of the motives researchers suggested for becoming a principal, the opportunity to bring about educational change in the school far outranked all others.⁴⁵

Nicholson observed job satisfiers and dissatisfiers for principals and stated that motivation factors related to recognition and achievement bring satisfaction to high school principals.⁴⁶ The areas that gave satisfaction to principals were reported to be:

- (1) devising new curriculum programs which were generally accepted by supervisors, staff and parents,
- (2) devising effective master schedules for the school,
- (3) accomplishing well-ordered moves from an old school building to a new one which included re-orienting teachers, students, and parents,
- (4) witnessing students graduating or becoming successful,
- (5) writing federal proposals and observing their implementations and results,
- (6) convincing teachers to use different methods in the classroom, and
- (7) passing regional accrediting committee's evaluations of their school.⁴⁷

Nicholson enumerated the job dissatisfiers for a principal as being:

⁴⁴Report of the Senior High-School Principalship (Washington, D.C., National Association of Secondary School Principals, 1965) p. 35.

⁴⁵John A. Stanavage, "NCA Principals' Perception of Their Principalship," North Central Association Quarterly, XXXXVI (Winter 1972) 321.

⁴⁶Everett W. Nicholson, "The Practitioner's Guide to Research: What Motivates Principals?" National Association of Secondary School Principals' Bulletin, LVIII, (January 1974) 108.

⁴⁷Ibid., p. 108.

(1) poor relationships with teachers because of their unwillingness to accept his ideas, (2) disappointment in the quality of teacher's work, (3) poor relationships with students because of his unwillingness to accept their demands, (4) disappointment in students' behaviors and attitudes, (5) poor relationships with teachers and superintendents during periods of collective negotiations, (6) lack of agreement with school board policy and administration in regard to running the school district, (7) poor relationships with superintendents or other superordinates because of their lack of competence or their demands, (8) poor relationships with parents because of their refusal to accept a new school program or their refusal to accept criticism and professional advice directed toward their children, (9) failure to achieve on the job, and (10) failure to receive recognition on achievement.⁴⁸

The age of principals seemed to be influential in their outlook toward mobility. Stanavage reported that younger principals were far more definite about desiring to move into district office administration or supervision than were the older principals.⁴⁹ The Report of the Secondary School Principalship indicated that high school principals were generally appointed to their first administrative position at a relatively young age -- on the average, somewhere between thirty and thirty-four.⁵⁰ Also in the total sample included in the report, about three principals in ten responded that they were unequivocally satisfied with their present position in the sense

⁴⁸Nicholson, National Association of Secondary School Principals' Bulletin, pp. 107-108.

⁴⁹Stanavage, North Central Association Quarterly, p. 328.

⁵⁰Report of the Senior High-School Principalship, p. 21.

of having no plans to move to another position. Of those desiring to move to another assignment, the position most frequently indicated as being a desirable job was that of a superintendency.⁵¹

Age seemed to be a factor in the desire for unionization among school principals. Stanavage found that support for unionization increases proportionately with the age of the principal and the size of his school.⁵² Urban principals also were more likely to favor the union route, although less than twelve per cent of city principals opted for this approach.⁵³ The greatest support for the independent organization (unionization) of secondary school administrators came from young principals in the medium-sized school in urban or suburban districts.⁵⁴ Questions regarding age and union membership were incorporated into the questionnaire of this research to see if these relationships harbingered any predictions for Michigan secondary school principals.

Mas in 1968 studied the occupational mobility of secondary school assistant principals. In looking at

⁵¹Ibid., p. 91.

⁵²Stanavage, North Central Association Quarterly 324.

⁵³Ibid., p. 324.

⁵⁴Ibid., p. 325.

determinants of mobility when considering entry, departure and longevity patterns Mas found that only eighteen per cent of the assistant principals projected a desire to remain in the position.⁵⁵ It was interesting to note that the assistant principalship was ranked below teaching and all other educational positions studied in all but two of nine job satisfaction categories. Stanavage's report on principals differed from Mas' findings on assistant principals when future career plans were considered. In Stanavage's study almost sixty-two per cent of the senior high school principals hoped to be in the principals office five years in the future.⁵⁶

A study exploring differences between the assistant principals classified as being mobiles and immobiles with respect to role, present and future job plans and needs for job satisfaction was conducted by Foster. He found that the behaviors of the immobiles were perceived as embracing the concerns of the institution for which they worked, while the behaviors of mobiles were perceived as aligned with the needs of the individual members within the organization.⁵⁷

⁵⁵ Joseph Mas, Abstract - The Occupational Mobility of Secondary School Assistant Principals, 1968.

⁵⁶ Ibid.

⁵⁷ Morris Allen Foster, Abstract - A Study of Administrative Behavior and Factors Related to Upward Mobility in Three Selected Metropolitan School Systems, 1969.

Elementary Principal Mobility

Two studies of elementary school principal mobility provided background for this research. Castagna identified twenty-four items as having a high degree of influence in a positive manner on the mobility among public school elementary principals in Connecticut from 1953-1961. Seventeen of the twenty-four positive factors were in the fields of administration and operation of schools. Among the positive items were the prospect of increased leadership and advancement opportunities, more responsibility for the total school program, increased involvement in the formulation and execution of school policies and budgetary matters, dissatisfaction with present salary and prospect of greater salary gains, differences of opinion and conflicts with central administrative staff, boards of education and community pressure groups disagreeing concerning the purposes of the elementary school, inadequate professional staff and high pupil-teacher and teacher-principal ratios.⁵⁸ Castagna reported that mobility was greatest in towns of less than 10,000 in population and that the amount of mobility that existed during the period studied was approximately ten per cent per year.⁵⁹

⁵⁸ Joseph Peter Castagna, Abstract - Mobility Among Public Elementary School Principals of Connecticut from 1953 Through 1961, 1963.

⁵⁹ Ibid.

A relationship between age and mobility was found by Manning in a study of Ohio elementary school principals. Manning found that the older a principal becomes, the more likely he is to be classified as non-mobile and that there appeared to be no relationship between mobility and the size of the school district.⁶⁰

Teacher Mobility

In 1970 a study by Kowitz, newly hired Oklahoma teachers who were the more mobile were found to have higher salaries than the less mobile.⁶¹ Kowitz also reported that there was no discernable age factor in the mobility of men, and that marital status was not a predictive factor in mobility.⁶² Todd's findings support the notion that age is a factor in teacher mobility. In looking at the circumstances related to mobility patterns of business education teachers in Iowa public schools, the following items were found to have a significant statistical relationship (at the alpha = .05 level) to the occupational plans of male and female teachers: age, number of years of teaching experience, number of different school systems

⁶⁰Richard Franklin Manning, Abstract - A School Principalship: A Study of Mobility and Its Relationship to Educational Leadership, 1968.

⁶¹Gerald T. Kowitz, Abstract - Mobility in the Educational Profession, 1970.

⁶²Ibid.

in which the teacher had been employed and ultimate geographic location in which the teacher planned to reside.⁶³ Female business education teachers' mobility was related to the employment status of their spouses, but male teachers showed no such relationship.⁶⁴

How teachers deferred status to their principal appeared to be an important factor in their mobility and promotability in a study conducted by Bogert in 1971. The strength of teachers' status obeisance to principals, and teachers' aspirations for upward mobility within their employing school districts, were positively related ($r = .72$) to each other.⁶⁵ Bogert also discovered that the strength of teachers' status obeisance to principals and principals' perceptions of the promotability of teachers were positively related to each other.⁶⁶

Salary appeared to be a major contributor to mobility of teachers in at least two studies. In a 1972 North Carolina study of teacher interstate mobility Pearson reported that the major reasons for leaving North Carolina given by beginning teachers were inadequate

⁶³Richard John Todd, Abstract - Factors Related to the Mobility Patterns of Business Education Teachers in Iowa Public Secondary Schools, 1970.

⁶⁴Ibid.

⁶⁵Francis Eugene Bogert, Abstract - Mobility, Promotability and Status Obeisance Among Teachers, 1971.

⁶⁶Ibid.

salary, poor working conditions and inadequate fringe benefits, in descending order.⁶⁷

Butefish did an analysis of causative factors in teacher mobility in a study of Texas teachers. He found that there existed a commonality of reasons for which teachers leave small school systems. Within the limits of the research, Butefish showed that community conditions, working conditions and administration of the school were the categories receiving the greatest emphasis as turnover factors.⁶⁸ But also included in the reasons were: low salary scale, lack of opportunity for advancement, limitation of recreational activities, inadequate school facilities, lack of administrative support, excessive extra duties, inadequate supplies and the School Board's lack of awareness of youth's needs.⁶⁹

Normal "determinants of mobility" such as age, number of dependents and prior labor market experience were supported in a study by Otlewski of Indiana teacher mobility in 1972.⁷⁰ In addition, certain attitudinal

⁶⁷Douglas Lamar Pearson, Abstract - Teacher Interstate Mobility in North Carolina: A Comparison of those who Leave with Those Who Stay and Those Who Enter from Other States, 1972.

⁶⁸William Lewis Butefish, Abstract - An Analysis of Causative Factors in Teacher Mobility, 1967.

⁶⁹Ibid.

⁷⁰Robert E. Otlewski, Abstract - Economic and Psychological Analysis of Labor Mobility: A Study of the Indiana Secondary School Teacher, 1972.

variables such as desire to teach a different subject area, lack of sufficient autonomy on the job and inadequate communication with supervisors were found to contribute to mobility.⁷¹

In a research project on college faculty mobility, productivity, and achievement at Michigan State University in 1964, Cammack reported that: (1) voluntary terminated faculty members were slightly younger and were receiving higher mean salaries than those who had remained at the university; (2) faculty members who had remained and were high on the productivity and achievement scales were found to be more satisfied with the administrative attitudes and practices and with physical facilities and resources available at the university generally; (3) economic compensations, especially salaries, were found to be highly influential in the decisions of the faculty members to remain in a position or to seek employment elsewhere and (4) tenure was found to be of greater importance to faculty members who had been less successful in gaining recognition within the academic discipline.⁷²

⁷¹Robert E. Otlewski, Abstract - Economic and Psychological Analysis of Labor Mobility: A Study of the Indiana Secondary School Teacher, 1972.

⁷²Elwin F. Cammack, Ed.D., (Unpublished Michigan State University Dissertation, 1964) A Study of Factors Related to Mobility and Faculty Productivity and Achievement at Michigan State University; A Follow-Up Study.

Cammack's finding that administrative policies were important in the retention of college faculty was supported by Balyeat in a research study for the Office of Education. Balyeat classified employment satisfactions and dissatisfactions with their accompanying levels of faculty morale and motivation into two groups: those derived from the basic salary and those derived from so-called fringe factors. Looking at the fringe factors Balyeat discovered the majority of faculty turnover was a result of the cumulative dissatisfaction with general administrative policies and practices relating to facilities and faculty personnel policies that did not meet faculty needs.⁷³ Balyeat provided fifty-seven factors which relate to institutional environment that could motivate a college faculty.

In The Mobility of College Faculty, a 1964 book by Marshall, many aspects of college faculty mobility were considered. Marshall presented a rank-ordered list of reasons for holding faculty in their jobs. Among the factors given as reasons for faculty staying on their jobs were: tenure, salary, fringe benefits, geographic location, community offerings, promotion opportunities, and others.⁷⁴ Marshall's findings indicate that satisfactory work condition, salary, geographic location and

⁷³Ralph E. Balyeat, Abstract - Factors Affecting the Acquisition and Retention of College Faculty. Final Report, 1968.

⁷⁴Howard D. Marshall, The Mobility of College Faculties (New York: Pageant Press Inc., 1964) p. 62.

promotion opportunity, in that order were most influential in determining the mobility of college faculty members.⁷⁵

Related Research

In a review of the research on occupational mobility by Salome and Gould in 1974, the authors pointed out that the factors motivating occupational mobility are based on the values of society.⁷⁶ Influential factors in our class society are education, occupation, and income. The authors stated that occupational mobility can be either positive or negative in its consequences.⁷⁷

Negative effects of occupational mobility characteristically fall in the areas of family relationships, the cost of movement, and personal dissatisfaction. Imundo examined the increasing importance of the social and psychological effects of mobility. The problem of relocation of wives and children is often harder for families than for the mobile manager.⁷⁸ Imundo stated that the "mobility syndrome" (behavior patterns and roles geared to temporary relationships with friends,

⁷⁵Ibid., p. 62.

⁷⁶Jerome J. Salomone and Betty Ann Gould, Abstract-Review and Synthesis of Research on Occupational Mobility, 1974.

⁷⁷Salome and Gould.

⁷⁸Louis V. Imundo, Jr., "Problems Associated with Managerial Mobility," Personnel Journal, LIII, No. 12 (Dec. 1974) 911.

neighbors, and community affairs) is common among the highly mobile families.⁷⁹ Types of associated problems such as the "mobility syndrome" are causing large corporations to take a second long look at their policies of constantly moving their top managers.

Longest and Clawson scrutinized the extremely high cost of labor turnover in a hospital setting. The costs of hiring, training, loss of production, and inefficient use of facilities during the training period are immense. Their major contribution was the identification of the most important factor in reducing personnel turnover as being the careful selection of the employee in the first place.⁸⁰ Additional suggestions for reducing turnover were listed.

In applying John Holland's Vocational Theory to the study of occupational mobility of men age forty-five to fifty-nine, Parsons found that "changers" were more satisfied with their current job than "non-changers".⁸¹ Parson reported that the percentage of changers to non-changers increased significantly as the age cohort

⁷⁹Ibid., p. 913.

⁸⁰Beaufort B. Longest, Jr. and Donald E. Clawson, "The Effect of Selected Factors on Hospital Turnover Rates," Personnel Journal, LIII, No. 1 (January 1974) 32.

⁸¹George Edward Parsons, Abstract - An Application of John Holland's Vocational Theory to an Empirical Study of Occupational Mobility of Men age 45 to 59, 1971.

examined became younger, as the self-report of health moved from poor to excellent, as one moved from the Northeast or Northcentral U.S., as the place of residency at age fifteen changed from a rural to urban status and as the number of school years completed increased.⁸²

Outstanding research on mobility has been done by Warner and Abegglen. In their book on the mobility of business executives between 1928 and 1952, they looked at sociological factors of occupational origins, education, family and marriages of the American business elite.⁸³ A most helpful section of the book presented the methods and techniques used by Warner and Abegglen in conducting their research. Their second book, published in 1963, seemed to be an extension and update of their earlier work.⁸⁴ An additional section in the book reported on the personality of the executive and a classification of their wives.

In a classic book considering the mobility of college professors, Caplow studied the faculties of ten universities. He considered how vacancies occur, procedures of recruitment, patterns of choice, the process

⁸²Ibid.

⁸³W. Lloyd Warner and James C. Abegglen, Occupational Mobility (Minneapolis, Minnesota: University of Minnesota Press, 1955).

⁸⁴W. Lloyd Warner and James C. Abegglen, Big Business Leaders in America (New York: Atheneum Co., 1963).

of selection and the then current trends in the college teaching profession.⁸⁵

Present economic conditions and job openings have affected the mobility of professionals. Job availability has placed serious limitations upon mobility. O'Toole stated:

A portentous social pattern is beginning to emerge in many industrialized nations. In socialist and capitalist economies alike, increasing numbers of highly trained and qualified workers are unable to find jobs that require their skills. Thus, a large and growing number of individuals are forced to take jobs that can be performed just as adequately by workers who have far lower levels of educational attainment.⁸⁶

Morris, Stuckhardt and Kusel concurred:

For those seeking initial employment or transfer employment in education today, it is no secret that available opportunities are extremely limited.⁸⁷

O'Toole gave the prognosis of the "overeducated for the job" plight of many present and future workers by saying:

People who feel they deserve better jobs than they have come to suffer from what is known as status conflict. At the extreme, some of these workers come to feel trapped in bad jobs, sensing that by rights they deserve better but by circumstances they will probably never achieve more. These feelings are primary sources of dissatisfaction with life and work and correlate highly with problems of poor physical and mental health.⁸⁸

⁸⁵Theodore Caplow and Reece J. McGee, The Academic Marketplace (New York: Basic Books Inc., 1958).

⁸⁶James O'Toole, "The Reserve Army of the Under-employed," Change, Vol. XII, No. 4 (May 1975) 26.

⁸⁷Jerry W. Morris, Michael H. Stuckhardt and Donald R. Kusel, "A Job Suitability Scale," Kappa Delta Pi Record (April 1975) 114.

⁸⁸O'Toole, Change, 28.

It had been axiomatic that job dissatisfaction has resulted in increased mobility when jobs were available, but when the work is not satisfying O'Toole gave the following warning:

What is clear from almost every study of job dissatisfaction is that the placing of intelligent and/or highly qualified workers in dull and unchallenging jobs is a prescription for pathology -- for the worker, the employer, and the society.⁸⁹

Summary

The research on occupational mobility provided sample constructs and ideas for a study of the mobility of secondary school principals in Michigan. The author used an eclectic approach in selecting from the theories and studies reviewed. A great variety of factors appeared to be related to mobility. However, no one set of circumstances surrounding the mobile educator or sample population emerged as a distinct causative variable. For example, the factor of age was significantly present in several studies, yet in other studies the authors stated that age had no bearing on mobility. In summarizing the literature on mobility it might be appropriately stated that no one factor seemed to be a consistent determinant of mobility. And, still, the researcher must be concerned with exogenous variables.

⁸⁹O'Toole, Change, 28.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The author's intent in Chapter III was to explain the techniques and procedures which were used in conducting this research. Topics covered in this chapter are the selection of principals, the description of the instrumentation, and the collection, treatment and analysis of the data.

Selection of the Principals

It was first necessary to identify current secondary school principals who had changed positions at least once during the school years included in the time span between 1968 and 1974. An annual publication of the Michigan Education Association, the Michigan Education Directory and Buyer's Guide, supplied the names of principals of each secondary school for each year. By comparing the names of the principals for each school for successive years the writer was able to discover which current principals had changed positions at least once during the past seven school years. It was found that 270 current secondary school principals in Michigan

had changed positions at least once during the last seven school years.¹ It was also determined that of the 270 senior high schools having the mobile principals as the administrator during the 1974-1975 school year, fifty-seven schools had reported at least two different principals and 213 schools indicated one change of principals during the seven year time span.

Since a major concern in the study was to determine the factors affecting the mobility of the subjects, sufficient information was not available from the Michigan Education Directory and Buyer's Guide regarding the movement of the individual principal. All that was ascertainable from the directory was that the current principal had changed positions at least once. Therefore, to classify the mobile principals into the eight predetermined categories of highly mobile and less mobile, insider and outsider, and promotee and transfer, additional data were essential. It was decided to collect this information through the use of a concise post card survey.

Instrumentation

The Post Card Survey

The author's purpose in conducting the post card survey was twofold. First, the collection of data would permit the categorization of principals on the independent

¹Michigan Education Directory and Buyer's Guide: 7 editions, 1968-1969 through 1974-1975, Michigan Education Association Publication (Lansing, Michigan).

variables, and second, principals who responded to an initial post card survey might be more predisposed to cooperate in responding to a later questionnaire.

Several mobile educators who were not subjects in the study were asked to contribute to the construction of the material to be included on the post card. They made suggestions for the format, useability, and ease of completing the desired information. These suggestions were incorporated into the final version of the post card which was submitted to the population of mobile Michigan principals. See Appendix A (p. 113).

The Survey Instrument

Butefish stated concerning teacher mobility:

Regardless of which technique is used to get the necessary information, a comprehensive questioning is necessary. To get to the heart of causative factors in teacher mobility, a systematic, thorough coverage of all possible reasons for which teachers leave is basic to the interview or questionnaire.²

It can be argued that this also holds true for research on principal mobility. A composite questionnaire was constructed as the principal research tool for this study. The instrument was developed by the author who relied heavily upon previous research, especially that of The National Association of Secondary School Principals in The Report of the Assistant Principalship and the work of Butefish. Pertinent parts of the questionnaire concerning

²William L. Butefish, "Do You Know Why Your Teachers Are Leaving?" School Management, XV, No. 2 (May 1971) 16.

the career mobility of assistant principals were presented in Chapter II. Butefish, The Director of Student Teaching in the College of Education at the University of Tennessee, has constructed a questionnaire to try to elicit the causative factors of teacher mobility.

Butefish reported that his instrument was synthesized from:

- (1) an exhaustive review of professional literature concerned with mobility, (2) exit questionnaires already in use, and (3) interviews with school administrators concerning their ideas as to why teachers leave schools.³

The instrument for this investigation was designed to include questions which would elicit objective data and perceptions of mobile principals in the areas of personal characteristics, school district characteristics, and reasons for leaving the last position. The specific questions were derived from specific studies, theoretical constructs, and personal interest. After an initial listing of over 200 possible reasons that principals might give for leaving their last position, the author, upon the advice of Drs. Samuel Moore II and Philip Marcus, faculty members at Michigan State University, selected what were perceived to be the most salient factors in determining principal mobility. The cluster of factors was narrowed to twenty-three factors for inclusion in this research. These factors were partitioned into areas of selected personal characteristics, selected

³Ibid., p. 16.

school district characteristics and selected reasons for leaving the last position. Descriptors of these divisions included:

A. Personal Characteristics

1. sex
2. age
3. family status
4. number of children
5. years spent as a secondary school principal
6. spouse working
7. plans to change jobs

B. School District Characteristics

1. number of students in current high school
2. presence of an administrative bargaining unit
3. total number of students in the district
4. poverty level students in the district
5. number of district residents who did not move during the years 1965 - 1970
6. state equalization value per pupil of the district

C. Perceived Reasons for Leaving the Last Position

1. insufficient salary and fringe benefits
2. little challenge in the last position
3. contract not renewed
4. dislike of community
5. lack of recognition

6. family desire to move
7. desire to influence educational policies more
8. inadequate facilities and materials
9. excessive duties
10. personal career advancement
11. poor school climate
12. disagreement with the Board's educational policies

All the data for the personal characteristics section and the reasons for leaving section were obtained from the questionnaire. The information for the school district characteristics was collected from several sources. These specific factors and the sources used to obtain information about them are outlined in Table 3.1 which follows.

TABLE 3.1
Additional Data Sources

Factor	Data Source
Size of current high school	mobile principal
Presence of an administrative unit that bargains with the Board	mobile principal
Total number of pupils in the entire school district	Michigan Department of Education Bulletin 1012
Number of poverty level students in the district	1970 Census Fourth Count School District Data Tape
Number of immobile residents in the school district	1970 Census Fourth Count School District Data Tape
State Equalized Valuation per pupil in the school district	Michigan Department of Education Bulletin 1012

To overcome the difficulty of obtaining the real reasons for leaving from a given set of only twelve factors, an open-ended question was included to elicit comments from the respondents. The open-ended inquiry asked the mobile principal to state any other reasons than those listed that contributed significantly to their leaving the last position. Through the open-ended question it was hoped to gain knowledge of reasons which were highly influential, yet individual in nature.

The Interview

It was reasoned by the researcher and advisory committee that additional pertinent information might be available from interviews of mobile principals who participated in the study. The interview was an attempt to elicit further information that was alluded to by written comments on the returned questionnaire and to examine specific reasons that were given as causes for leaving the last position. Interviews were conducted with one principal from each of the eight categories. The interviews and observations included approximately one-half day visits to each school. Generally the interviews were about one hour in duration and were tape recorded with the permission of the administrator being interviewed. The inquiries during the interviews were structured to give maximum opportunity for each principal to elaborate on the reasons that were given on his

returned questionnaire. Interview questions were constructed to provide a conducive atmosphere for drawing out covert reasons for changing positions that were not available from questionnaire data.

Validity

The validity of the survey instrument was established through testing the questionnaire with current principals who were not included in the formal study. After a rough draft of the instrument was constructed, five mobile principals were asked to respond to the questionnaire. They made recommendations that were incorporated in the second draft. Then the instrument was submitted to Office of Research Consultation personnel at Michigan State University. Members of the professional staff there also made comments on the contents and structure of the instrument. Additional adjustments were then made. Finally, the questionnaire was submitted to a panel of mobile educators, teachers, and principals who had changed positions within the past year. Recommendations from this group were considered and incorporated into the instrument following consultation with the advisory committee and members of the Office of Research Consultation at Michigan State University. Since the entire population of mobile Michigan principals was initially surveyed and since a random sample from each of the eight groups of mobile Michigan principals was taken,

the typical concerns for reducing both internal and external validity were not inherent in the study. Validity was assumed after the revisions were complete.

Reliability

Reliability was also established by the nature of the variables investigated in the study. Information garnered from the survey instrument if gathered again using the same questionnaire would remain highly constant. Four mobile principals not included in the study gave the same reply, with one exception, when administered the identical questionnaire a second time. It can be assumed that variables such as age, size of the school district, and perception of reasons for leaving the last position, if accurately reported, would remain stable and consistent. Such data can be considered reliable in and of themselves.

Data Treatment and Collection

Post Card Survey

On March 17, 1975 the stamped post card with an accompanying cover letter was mailed to the 270 mobile principals. As of the cut-off date, 228 principals had responded to the intial post card survey. The 228 principals were categorized into the eight divisions of the independent variable. A discussion and analysis of the classification of the 228 returns will be presented

in Chapter IV. The 228 responses represented an 84.4 per cent return of the post cards mailed. The following is a breakdown of the classifications.

TABLE 3.2

Number in Each Classification of Mobile Principals

Classification	Number in the Category
Highly Mobile Outside Promotee (HMOP)	42
Highly Mobile Outside Transfer (HMOT)	37
Highly Mobile Inside Promotee (HMIP)	32
Highly Mobile Inside Transfer (HMIT)	13
Less Mobile Outside Promotee (LMOP)	36
Less Mobile Outside Transfer (LMOT)	16
Less Mobile Inside Promotee (LMIP)	26
Less Mobile Inside Transfer (LMIT)	12

Of the total returns five principals or 2.19 per cent of the sample were classified as demotees and therefore were not applicable for this investigation. Nine returns or 3.95 per cent of the returns were unable to be classified for a variety of reasons. Some responses were incomplete. Others contained information not able to be classified into the categories provided. A total of 214 returns or 93.86 per cent of the returns of the post card survey were useable for the purposes of this study.

The post cards were keyed numerically to aid the researcher in identifying principals who later would be

mailed the survey instrument and randomly selecting a population sample from each category.

The Questionnaire

A total of eighty-eight questionnaires were mailed to those mobile principals randomly selected from each of the eight categories. Eleven subjects from each group received a survey instrument. Ninety-eight and nine-tenths per cent or eight-seven of the eighty-eight questionnaires were returned. A breakdown of the responses follows:

TABLE 3.3
Responses of Mobile Principals

Group	Potential Returns	Actually Returned	Percentage of Returns
Highly Mobile Outside Promotee	11	11	100
Highly Mobile Outside Transfer	11	11	100
Highly Mobile Inside Promotee	11	11	100
Highly Mobile Inside Transfer	11	11	100
Less Mobile Outside Promotee	11	11	100
Less Mobile Outside Transfer	11	11	100
Less Mobile Inside Promotee	11	11	100
Less Mobile Inside Transfer	11	10	90.0
Totals	88	87	98.86

It was the researcher's opinion that the excellent response was due in part to the brevity of the questionnaire coupled with a carry over effect given by the original post card survey reply.

The sequence of the data collection followed the time line described below:

TABLE 3.4

Time-Line of Surveys

1975 Date	Activity
March 17	initial post card survey mailed
April 1	post card responses summarized and categorized
April 3	questionnaire sent to random sample
April 15	where needed, personal letter reminder mailed
April 25	re-mailing when needed
May 7	closing date for questionnaire returns

Data Analysis

It was decided to analyze the data using a two by two by two design in which data were studied within groups and compared between the eight groups on the independent variable. Since alternative analyses required that correlations between measures be equal, multivariate analysis was chosen to treat the data. The Multivariate Analysis of Variance computer program constructed by

Jeremy Finn was used to provide the computational work. Because a two by two by two design was used, post hoc comparisons were not anticipated unless interactions were found. If statistical significance existed, a comparison of group means on the variable under scrutinization might give the direction of the finding.

The alpha for all the statistical tests was set at .10. Since the research was divided into a personal characteristics section, a school district characteristics section, and a reasons for leaving section, each section was considered separately. The alpha levels were established at .05 for the reasons for leaving section, and at .025 for each of the other sections. Table 3.5 illustrates this.

TABLE 3.5
Alpha Limits for the Study

<u>Overall alpha = .10</u>		
.05 additional exploration		
Personal Characteristics	School District Characteristics	Reasons for Leaving
.025	.025	.05

Summary

In Chapter III the researcher was concerned with the research method, study population, instrumentation, and data collecting, processing, and analysis procedures used in this research. Justification was made for collecting data from more than one source and for the instrumentation used. The study population and sample was described and techniques of data collection were outlined. Methods used for analyzing the data gathered were presented.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The responses from the two mailings, the post card survey and the questionnaire included information from 228 mobile principals and a random sample of eighty-eight of these mobile principals. The returns also generated descriptive data which did not bear directly on the hypothesis generated for this study. A presentation of this descriptive information available from the post card survey will be made in the first part of Chapter IV while the results of testing the hypotheses by Multivariate Analysis will be described in the latter part of the chapter. In Appendix G (p. 129) the author presents a demographic sketch and comments collected in the interviews of eight selected mobile Michigan principals.

Post Card Survey Data

Design Implications

For the school years of 1968-69 through 1974-75, the principals who responded to the post card survey gave their position held during the school year, the name of the school where they held that position, and the

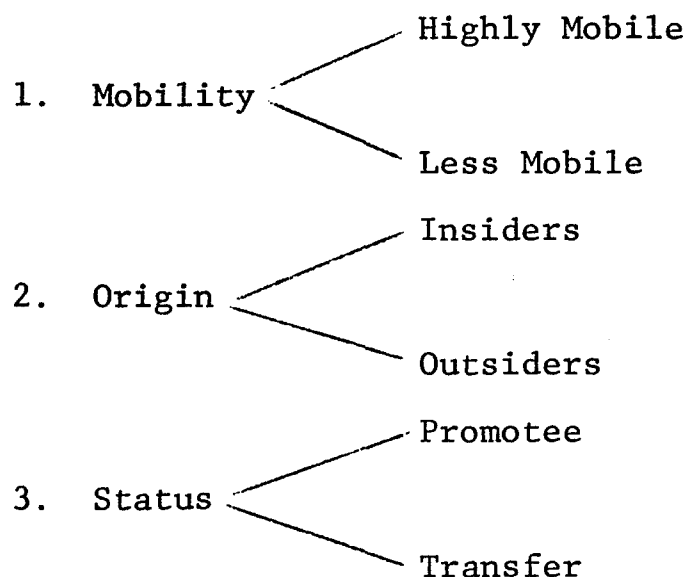
district for which they were working. In Table 4.1 there is presented a general summation of the post card response.

Table 4.1. Post Card Survey Summation

Requests Mailed	270
Responses Received	228
Per Cent Returned	84.44%

The classification of principals was conducted in the following manner. If a principal reported that he had held more than two different positions during the past seven academic years he was placed in the highly mobile principal category. All those principals who held two different positions during the past seven academic years were placed in the less mobile category. If a principal's last position was in the same district as the present position he was classified as an insider. But if the last position was in a different school district, the principal was considered an outsider. If a principal's last position was that of an assistant principal, teacher, coach or any job under the normal jurisdiction of a principal, the mobile principal was considered a promotee. However, if the last position was that of a principal, then the mobile principal was placed in the transfer category. The following figure summarizes the categorization procedure.

Figure 2. Dichotomization of Independent Variables



This type of categorization allowed the eight divisions of the independent variable to be formed as the basis for analysis. Figure 3 shows these eight categories

Figure 3. Categorization of Mobile Principals

1. Highly Mobile Inside Promotee (HMIP)
2. Highly Mobile Inside Transfer (HMIT)
3. Highly Mobile Outside Promotee (HMOP)
4. Highly Mobile Outside Transfer (HMOT)
5. Less Mobile Inside Promotee (LMIP)
6. Less Mobile Inside Transfer (LMIT)
7. Less Mobile Outside Promotee (LMOP)
8. Less Mobile Outside Transfer (LMOT)

Some difficulty was encountered in classifying a few of the post card returns. A total of nine respondents or 3.95 per cent of the respondents were unable to

be classified in the provided categories. Of these nine responses some reported the last position such as being a full-time student or being in business. Others did not complete the information asked for on the post card. Five additional respondents could not be considered as promotees or transfers, and on the basis of their replies they were considered demotees. Since the number of demotees was small, these reports were discarded for the purpose of this investigation. Therefore, 214 useable responses or 93.86 per cent of the total responses received provided the population from which the samples were drawn. Table 4.2 represents the results of the final post card classification.

Table 4.2. Results of the Post Card Classification

Category	Number Classified in the Category	Per cent of Total Sample
HMOP	42	19.63
HMOT	37	17.29
HMIP	32	14.95
HMIT	13	6.07
LMOP	36	16.82
LMOT	16	7.48
LMIP	26	12.15
LMIT	12	5.61
Totals	214	100.00

General summary information about the post card survey classifications is presented in four Tables, 4.3, 4.4, 4.5 and 4.6.

Table 4.3. Number of Highly Mobile and Less Mobile Principals Derived from the Post Card Survey

Division	Number	Per cent in Division
Highly Mobile	124	57.94
Less Mobile	90	42.06

Table 4.4. Number of Insiders and Outsiders Derived from the Post Card Survey

Division	Number	Per cent in Division
Insiders	83	38.79
Outsiders	131	61.21

Table 4.5. Number of Promotees and Transfers Derived from the Post Card Survey

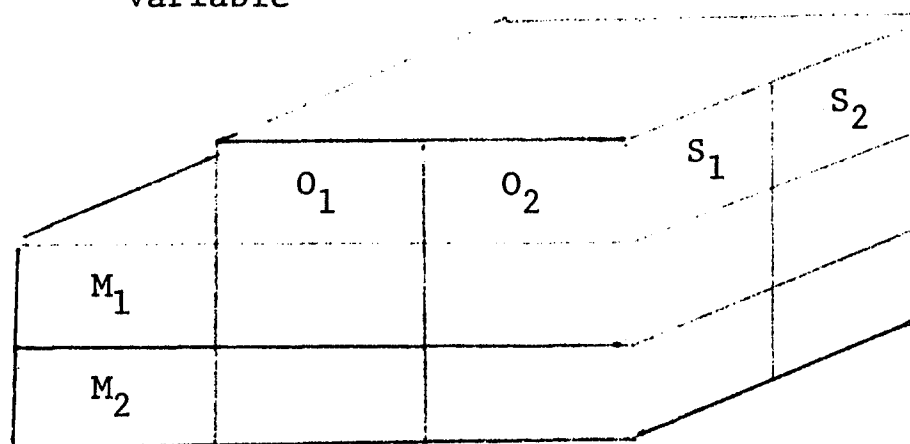
Division	Number	Per cent in Division
Promotees	136	63.55
Transfers	78	36.45

Table 4.6. Number of Outside Promotees, Outside Transfers, Inside Promotees, and Inside Transfers Derived from the Post Card Survey

Division	Number	Per cent in Division
Outside Promotees	78	36.45
Outside Transfers	53	24.77
Inside Promotees	58	27.10
Inside Transfers	25	11.68

The two by two by two design resulting from the dichotomization of the post card information is presented in Figure 4.

Figure 4. Two by Two by Two Model for the Independent Variable



M_1 = Highly Mobile

M_2 = Less Mobile

O_1 = Outsider

O_2 = Insider

S_1 = Promotee

S_2 = Transfer

Using the three mobility constructs and combinations of their divisions the overall design for the multivariate analysis is presented in Figure 5.

Figure 5. Design for Multivariate Analysis

Mobility	Origin	Status	Personal Character- istics $a_1 - a_x$	School District Characteristics $b_1 - b_x$	Reasons for Leaving $c_1 - c_x$
M_1	O_1	S_1			
		S_2			
	O_2	S_1			
		S_2			
M_2	O_1	S_1			
		S_2			
	O_2	S_1			
		S_2			

Derived Post Card Data

The method of differentiation between a highly mobile principal and a less mobile principal was the number of positions the principal held during the past seven years. A highly mobile principal held three or more positions while a less mobile principal held only two positions from 1968-1975. A compilation of post card information provided the following additional analysis of the number of jobs held by the highly mobile principals.

Table 4.7. Number of Positions Held by Highly Mobile Principals, 1968-1975

Principal Type	Held 3 Positions	Held 4 Positions	Held 5 or more Positions
HMIP	23	7	2
HMOP	26	14	2
HMIT	6	6	1
HMOT	20	13	4
Totals	75	40	9

Table 4.7 shows that 60.48 per cent of the highly mobile principals held three positions, 32.26 per cent of the highly mobile principals held four positions, and 7.26 per cent held five or more positions during the last seven school years.

By nature of the predetermined limitations it would seem evident that the highly mobile principals would hold jobs in more schools than less mobile principals. Compiled post card data in Table 4.8 verified this assumption. Although it was not necessary to be employed in more than three different positions to be classified as highly mobile, over two-thirds of the highly mobile principals were employed in three or more different schools during the past seven academic years.

Table 4.8. Mobile Principal Type vs. the Number of Different Schools in Which the Principal Held Positions

Type of Mobile Principal	Number of different schools in which positions were held				
	1 (same school)	2	3	4	5 or more
HMIP	14	10	6	1	1
HMIT	0	6	5	2	0
HMOP	0	7	25	9	1
HMOT	0	3	23	9	2
LMIP	24	2	0	0	0
LMIT	1	11	0	0	0
LMOP	0	36	0	0	0
LMOT	0	16	0	0	0
Totals	39	91	59	21	4

As might be expected insiders showed a much greater tendency to stay in a school district longer as is indicated in Table 4.9. It is interesting to note that more than three-fourths of all inside promotees have been in their present school districts for at least seven years even though they have changed positions at least once during that time span.

Table 4.9. Type of Mobile Principal vs. Longevity in Current School District

Type of Mobile Principal	Number of Years in Present School District						
	1	2	3	4	5	6	7 or more
HMIP	0	4	3	1	2	2	20
HMIT	1	2	1	2	0	1	6
HMOP	17	9	10	6	0	0	0
HMOT	19	11	3	4	0	0	0
LMIP	0	0	0	0	1	0	25
LMIT	0	0	0	0	0	0	12
LMOP	8	10	11	6	0	1	0
LMOT	2	3	6	4	0	1	0
Totals	47	39	34	23	3	5	63

In order to determine if there were a difference between groups in the number of years the principals had been employed in their present positions, Table 4.10 was constructed from post card data.

Table 4.10. Mobile Principal Type vs. Years in Current Position

Type of Mobile Principal	Years in Present Position					
	1	2	3	4	5	6
HMIP	11	11	4	5	0	1
HMIT	2	6	2	3	0	0
HMOP	16	10	9	7	0	0
HMOT	18	12	3	4	0	0
LMIP	3	10	9	3	1	0
LMIT	1	2	5	4	0	0
LMOP	10	11	9	6	0	0
LMOT	2	3	6	4	1	0
Totals	63	65	47	36	2	1

Since all the principals changed positions at least once in the seven years considered in this investigation, only six years are presented in Table 4.10. In this study almost three out of ten principals were in their first year of the principalship and over one-half of all Michigan mobile principals had two or less years experience in their job.

The route that the mobile principals traversed to arrive at their present position can be partially determined by compiling data provided on the post cards.

Table 4.11. Mobile Principal Type vs. Position Type Held Immediately Prior to Holding the Current Position

Type of Mobile Principal	Type of Immediate Prior Position						
	Ass't. Principal	Teacher	Elem. Principal	Counselor	Jr. High Principal	Sr. High Principal	Other
HMIP	31	1	0	0	0	0	0
HMIT	0	0	3	0	3	2	4
HMOP	35	5	0	1	0	0	1
HMOT	0	0	1	0	5	25	6
LMIP	11	13	0	2	0	0	0
LMIT	0	0	1	0	2	9	0
LMOP	18	16	0	2	0	0	0
LMOT	0	0	0	0	0	16	0
Totals	95	35	5	5	10	52	11

Among the other positions reported were three community school directors, four college related jobs, one graduate

school student, one vocational school director, one administrative assistant, and one personnel director. Of all the promotees almost seventy per cent had as their previous position an assistant principalship while over one-fourth were teachers immediately prior to accepting their present position as principal of a Michigan public secondary school.

Information supplied by Michigan Education Directories and Buyers Guides and the mobile principals allowed the determination of the geographic location of the current position and the past position. Table 4.12 gives these compilations.

Table 4.12. Geographic Distribution of Michigan Mobile Principals

Type of Mobile Principal	Michigan Location					
	South East	South West	South Cen- tral	Cen- tral	North- ern	Upper Peninsula
HMIP	13	3	2	12	2	0
HMIT	5	2	1	2	2	1
HMOP	8	3	5	16	9	1
HMOT	6	9	4	9	6	3
LMIP	7	2	1	9	3	4
LMIT	3	1	1	6	1	0
LMOP	5	7	3	14	6	1
LMOT	3	5	0	5	1	2
Totals	50	32	17	73	30	12

For Table 4.12 the entire State of Michigan was divided into six areas: South East, South West, South Central, Central, Northern, and Upper Peninsula to categorize the current principals locations. See Appendix H (p. 138) for the Michigan divisions. Over one-third of the mobile Michigan secondary school principals currently hold positions in the Central sector of the State of Michigan as defined in this investigation.

Table 4.13 responded to the question of where these principals were last employed. An additional category of "Out of State" was included for a more complete coverage of the supplied data.

Table 4.13. Geographic Location of the Last Position of Mobile Michigan Secondary School Principals

Type of Mobile Princi- pal	Geographic Location in Relation to Michigan						
	South East	South West	South Cen- tral	Cen- tral	North- ern	Upper Penin- sula	Out of State
HMIP	13	3	2	12	2	0	0
HMIT	5	2	0	3	2	1	0
HMOP	13	8	4	9	0	0	8
HMOT	5	8	3	13	0	0	8
LMIP	7	2	1	9	3	4	0
LMIT	3	1	1	6	1	0	0
LMOP	15	4	1	11	2	0	3
LMOT	1	6	3	3	1	0	2
Totals	62	34	15	66	11	5	21

Almost sixty per cent of the mobile principals included in this investigation held their last position in the South East or Central sections of the State of Michigan. From the data collected it was not possible to determine the number of principals who left Michigan when changing positions, but it was interesting to note that nearly one out of ten of the current mobile Michigan principals held their last position in a different state. Additional treatment might have been performed on the post card data and the compiled tables. However, the information and the tables shown were the central concerns of the researcher in descriptive presentation of the post card survey data.

Questionnaire Data

Main Hypotheses

Using the procedures and methodology described in Chapter III, the author tested the hypotheses presented in Chapter I. Recapitulated briefly they were:

1. Were there effects when reasons for leaving past positions are matched with the mobility of secondary school principals in Michigan?
2. Will there be differences in personal characteristics of highly mobile secondary school principals and less mobile secondary school principals in Michigan?
3. Were there differences in school district characteristics of districts employing highly mobile

secondary school principals and less mobile secondary school principals.

These general research questions were refined into specific null hypotheses for this investigation. These hypotheses were:

1. There will be no effect due to mobility.
2. There will be no effect due to origin.
3. There will be no effect due to status.
4. There will be no interaction between mobility and origin.
5. There will be no interaction between mobility and status.
6. There will be no interaction between origin and status.
7. There will be no mobility by origin by status interaction.

Based upon the above general research questions and specific hypotheses generated, data will be presented in the following order: 1. testing statistically for significance the three sets of dependent variables (personal characteristics, school district characteristics, reasons for leaving the last position) by Multivariate Analysis and 2. examining each of the three sets of dependent variables for individual measures which may be statistically significant.

Multivariate Results

Table 4.14 presents the results of a MANOVA for the total study.

Table 4.14. Multivariate Analysis of Mobility -- Personal Characteristics, School District Characteristics, and Reasons for Leaving

Variable	Personal Characteristics		School District Characteristics		Reasons for Leaving	
	Mult. F	p less than	Mult. F	p less than	Mult. F	p less than
Mobility	2.2822	.0550	.3966	.8790	.4922	.9124
Origin	4.0505	.0027*	2.2281	.0498	2.8857	.0029*
Status	6.3500	.0001*	2.3074	.0428	2.0468	.0331
Mobility by Origin	4.7479	.0009*	.8001	.5731	1.0628	.4050
Mobility by Status	3.0162	.0157	.6391	.6986	.8029	.6462
Origin by Status	1.5070	.1980	1.5807	.1650	.9604	.4946
Mobility by Origin by Status	2.7111	.0265	.2491	.9582	.5445	.8775
set alpha level		.025		.025		.05
alpha/test		.0036		.0036		.0071
degrees of freedom		5 and 74		6 and 73		12 and 67
degrees of freedom for error term		78		78		78

* Significant at the stated alpha/test level

Statistical significance at the .025 alpha level was present when considering personal characteristics (as a group of variables) of mobile principals with origin,

status, and the mobility by origin interaction. Statistical significance at the .05 alpha level was present when considering the reasons for leaving (as a group of dependent variables) given by mobile principals with origin. No other statistically significant results were found at the stated alpha levels for personal characteristics, school district characteristics, or reasons for leaving. School district characteristic variables was the only set of dependent variables which did not produce at least one statistically significant result with the Multivariate Analysis.

Personal Characteristics

Table 4.14 showed that there was a statistically significant difference in the personal characteristics of the status dimension of mobile principals. That is, mobile principals classified as transfers and promotees differ in their personal characteristics. The Multivariate Analysis does not indicate which personal characteristic is the major determinant of that difference. Table 4.15 presents the Univariate Analysis of each personal characteristic variable that was statistically significant within the limits set by the multivariate analysis. Since the alpha was set at .025 for the entire personal characteristics section, and the reported probability for each of the seven levels of the independent variable must be less than .0036 ($.025/7$) to be

Table 4.15. Univariate Analysis of Personal Characteristic Variables

Variable	Age		No. of Children		Years Experience		Spouse Working		Plans to change jobs	
	Univar. F	p less than	Univar. F	p less than	Univar. F	p less than	Univar. F	p less than	Univar. F	p less than
Origin	9.9220	.0024	.0043	.9478	.9134	.3422	1.1447	.2880	.1554	.6945
Status	2.2817	.1350	.042	.8369	13.708	.0004 ^a	8.3961	.0049	8.9331	.0038
Mobility by Origin	4.1537	.0450	4.3133	.0412	1.9502	.1666	7.7552	.0068	.7616	.3856

Degrees of Freedom: 5 and 74

p less than .0007^a

Degrees of Freedom for Hypothesis = 1

Degrees of Freedom for Error = 78

statistically significant, then the probability for each of the five measures must be less than .0007 (.0036/5) to be statistically significant. See Table 4.15 and Table 3.5 in Chapter III.

There is no statistically significant difference for any one of the personal characteristic variables (age, number of children, years in the principalship, work status of spouse and plans to change jobs) when considered with origin and the mobility by origin interaction. However, as a group they were statistically significant when tested by the multivariate technique. There is a difference (significant at $\alpha = .025$) in the years of principalship experience among promotees and transfers. In checking the means and standard deviations to find the direction of the finding, it was discovered that transfers have, on the average, more years of experience than promotees. Table 4.16 shows this relationship.

Table 4.16. Means and Standard Deviations of Status -- Years Experience as Principals

Status	Years Experience as Principal	
	<u>Mean</u>	<u>Standard Deviation</u>
Promotee n = 43	3.930	2.9425
Transfer n = 43	6.535	3.4196

Mobile principals classified as transfers had on the average six and one-half years of previous experience as principals while those classified as promotees had on the average less than four years of experience.

School District Characteristics

Table 4.17 presents the Univariate Analysis of school district characteristic variables with mobility categories. Since the alpha was set at .025 for the entire school district characteristics section and the reported probability for each of the seven levels of the independent variable must be less than .0036 ($.025/7$) to be statistically significant, no differences were found in the multivariate analysis of the school district characteristics with the seven independent variables of concern. Additional pursuit of differences was not attempted with school district characteristics and mobility categories.

Reasons for Leaving

Table 4.14 showed that there was a statistically significant difference in the reasons for leaving of mobile principals classified as insiders and outsiders. To detect where this difference existed Table 4.18 was constructed to present the Univariate Analysis of each reason for leaving variable with origin. Since the alpha was set at .05 for the entire reasons for leaving division and thus the reported probability for each of the seven levels of the independent variable must be less than

Table 4.17. Univariate Analysis of School District Characteristic Variables

Variable	Number of high school students		Presence of a Bargain. unit		Number of students in entire district		Poverty level district students	
	Univar. p less		Univar. p less		Univar. p less		Univar p less	
	F	than	F	than	F	than	F	than
Mobility	.0660	.8072	.1923	.6623	.0006	.9812	.0001	.9937
Origin	8.7918	.0041	.0266	.8708	3.8863	.0523	2.7371	.1021
Status	.1301	.7192	.7519	.3886	.8521	.3589	1.5135	.2224
Mobility by Origin	.1074	.7441	1.7604	.1885	.0025	.9600	.0003	.9873
Mobility by Status	1.2264	.2716	1.3207	.2540	.0411	.8400	.0141	.9058
Origin by Status	.0571	.8177	.6973	.4063	.9659	.3288	1.5282	.2201
Mobility by Origin by Status	.2202	.6558	.3342	.5649	.0101	.9205	.0053	.9424

Table 4.17 (continued)

Variable	Number of immobile residents		SEV/pupil in district	
	Univar. F	p less than	Univar. F	p less than
Mobility	.0000	.9965	1.4899	.226
Origin	3.3756	.0700	2.4931	.1184
Status	1.2713	.2630	.9558	.3313
Mobility by Origin	.0002	.9902	.6301	.4298
Mobility by Status	.0178	.8944	.4090	.5244
Origin by Status	1.3059	.2567	.0153	.9021
Mobility by Origin by Status	.0061	.9380	.8019	.3373

Degrees of Freedom: 6 and 73

p less than .0007 No significance shown

Degrees of Freedom for Hypothesis = 1

Degrees of Freedom for Error = 78

Table 4.18. Univariate Analysis of Origin -- Reasons for Leaving

Variable	Low Salary		No Challenge		No Contract		Dislike Community	
	Univar. F	p less than	Univar. F	p less than	Univar. F	p less than	Univar. F	p less than
Origin	.8291	.3694	1.7171	.1940	.9233	.3399	9.4586	.0029

Variable	Family Pressure		No Policy Input		Lack of Facilities		Personal Advancement	
	Univar. F	p less than	Univar. F	p less than	Univar. F	p less than	Univar. F	p less than
Origin	.8853	.3497	2.5602	.1137	.1831	.6699	1.5990	.2113

Variable	Bad School Climate		Bad Board Relations	
	Univar. F	p less than	Univar. F	p less than
Origin	5.5563	.0210	14.51	.0003 ^b

Degrees of Freedom: 12 and 67

p less than .0006^b

Degrees of Freedom for Hypothesis = 1

Degrees of Freedom for Error = 78

^bSignificant at alpha = .05

reasons for leaving must be less than .0006 (.0071/12) for the measure to be statistically significant.

There was no statistically significant difference for any of the reasons for leaving variables with the independent variables except with origin. There is a difference (significant at $\alpha = .05$) in the relationships with boards of education among insiders and outsiders. The means give the direction of this relationship. For outsiders, poor board relationships were statistically significant reasons for leaving when compared to reasons given by insiders within the limits of this investigation. In Table 4.19 a comparison of the means for insiders and outsiders is presented for each reason for leaving. It is well to note here that a Likert scale was used in scoring the responses in the reasons for leaving section of the questionnaire. A highly influential response was scored as two, a moderately influential response was scored as one, and a response of little or no influence was scored as zero. Therefore, the means of each measure fell between 2.00 and 0.000. In Table 4.19 the mean differences of insiders and outsiders responses to reasons for leaving are calculated. To more clearly present these differences in means Table 4.20 was constructed.

Table 4.19. Means of Insiders and Outsiders -- Reasons for Leaving

Variable	Low Salary	No Challenge	No Contract	Dislike Community	No Recognition	Family Pressure
O_1 Insider	.5000	.6429	.0238	.0238	.2619	.1905
O_2 Outsider	.3636	.4318	.0909	.3409	.3409	.2955
(difference)	.1364	.2111	.0671	.3171	.0790	.1050

Variable	No Policy Input	Lack of Facilities	Excessive Duties	Personal Advancement	Bad School Climate	Bad Board Relations
O_1 Insider	.9762	.2857	.1905	1.476	.1905	.0476
O_2 Outsider	1.250	.3409	.3636	1.568	.5227	.5000
(difference)	.2738	.0552	.1731	.0920	.3322	.4524

Table 4.20. Rank Order Table of Reasons for Leaving Mean Differences with Origin

	1	2	3	4	5	6
	Bad Board Relations	Bad School Climate	Dislike of Community	No Policy Input	No Challenge	Excessive Duties
	.4525	.3322	.3171	.2738	.2111	.1731
Difference in	.5					
Mean	.45					
Score	.4					
of	.35					
Insiders	.3					
and	.25					
Outsiders	.2					
	.15					
	.1					
	.05					
	.0					

Table 4.20 (continued)

	7	8	9	10	11	12
	Low Salary	Family Pressure	Personal Advancement	No Recognition	Contract Not Renewed	Lack of Facilities
	.1364	.1050	.0920	.0790	.0671	.0552
Difference in Mean Score of Insiders and Outsiders	.5 .45 .4 .35 .3 .25 .2 .15 .1 .05 .0	I 0 I	 0 I	 0 I	 0 I	 0 I

I = insider; 0 = outsider; ##### = Significant by criteria; _____ = not significant by criteria

Since the cell means and standard deviations for each variable in the three sets of dependent variables when given for each of the eight categories of mobile principals are very bulky, they are not presented in tabular form in the body of the dissertation. Those cell means of concern have been included in the previous discussion in Chapter IV.

Summary

The three major research questions to be tested in this investigation were:

1. Were there effects when reasons for leaving past positions are matched with the mobility of secondary school principals in Michigan?
2. Will there be differences in personal characteristics of highly mobile secondary school principals and less mobile secondary school principals in Michigan?
3. Were there differences in school district characteristics of districts employing highly mobile secondary school principals and less mobile secondary school principals?

Table 4.14, the Multivariate Analysis of personal characteristics, school district characteristics, and reasons for leaving with the seven levels of Mobility categorization indicates statistical significance of the following:

1. Origin with Personal Characteristics ($\alpha = .025$)
2. Status with Personal Characteristics ($\alpha = .025$)

3. Mobility by Origin interaction with Personal Characteristics ($\alpha = .025$)

4. Origin with reasons for leaving ($\alpha = .05$)

Upon additional analysis the individual components contributing to the group significance were disclosed. It was found that no one factor was statistically significant when personal characteristics were considered with origin and when considered with the mobility by origin interaction. However, there was a difference (significant at $\alpha = .025$) in the years of experience of transfers compared to promotees. Transfers have more years of experience in the principalship than do promotees.

The Multivariate Analysis of school district characteristics indicates the absence of effect. The data presented gave no sign of statistical significance of the variables as the result of the treatment with the mobility categories.

The result of Multivariate Analysis of mobility categories and their effect on dependent variables established statistical significance in poor board relationships, which was one variable in the reasons for leaving section of the study. There is a difference (significant at $\alpha = .05$) in the relationship with boards of education when insiders are compared with outsiders. Poor school board relationships were highly influential reasons for the outsiders leaving the last position when compared to reasons given by insiders.

Post hoc comparisons were not attempted because they would provide additional useful information only if interactions were found. Since no interactions were found with individual variables in any section, post hoc comparisons were not examined.

Because of the content of the interview information, the author has placed pertinent interview data and comments in Appendix G (p. 129) for the reader's inspection. For each of the eight mobile principals interviewed a short demographic sketch precedes the principal's comments and discussion of the reasons given for leaving the last position.

The results of the Multivariate Analysis indicate a few statistically significant differences between groups. Definite differences anticipated between the highly mobile and less mobile Michigan principals did not emerge, yet, differences did appear when the status and origin variables were examined. A discussion of the findings is presented in Chapter V.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter a summary of the investigation conducted has been presented. It is followed by the author's discussion of the findings and conclusions. In addition, recommendations for areas of further investigation are considered.

Summary

Purpose of the Study

The author's purpose in this study was to investigate and examine the reasons why secondary public school principals in Michigan change positions. A post card survey, a constructed questionnaire, and interviews were used to elicit data desired for the study. It was attempted to determine if selected personal characteristics of mobile principals, characteristics of school districts employing mobile principals, and the reasons mobile principals reported as being influential in their leaving their last positions affected mobility. It was hoped that the findings of the investigation might be helpful information for school boards, colleges of education, and interested principals.

Limitations of the Study

Twenty-three selected variables were investigated in this research. There is no assurance that these variables of concern were the variables which would provide the most valuable insights into factors affecting mobility. Therefore, this study is limited by the omission of other factors (exogenous variables) which may have been highly influential in predicting or causing mobility.

When considering reasons for leaving the last position, only perceptions of the mobile principals were considered. Additional insights might have been provided by gathering data from boards of education, superintendents, assistant superintendents, teachers, family members and friends. No attempt was made to elicit information from these sources.

Only 270 Michigan principals who changed positions in the last seven school years were subjects in this research. This restricts the generalizability of the findings appreciably. Even though over eighty-four per cent of these principals, identified as being mobile, responded to the initial post card survey, and all eighty-eight subjects returned the questionnaire, information from fifty-two mobile principals was not available for inclusion in this study.

The validity of this study is dependent to a large degree on the accuracy and frankness of the

respondents in responding to the items on the post card survey and the questionnaire. The comments of the mobile principals interviewed (see Appendix G, p. 129) would seem to lend credence to the responses received.

This study was not undertaken to prove or discredit any theories of vocational choice, career development, decision-making, or educational administration. The writer was concerned with factors affecting the mobility of secondary school principals in Michigan. It was not intended to cast unfavorable judgments upon any categories of mobility or any of the dependent variables under scrutiny.

Review of the Literature

Literature of theories of career development, administrator mobility, teacher mobility, and of a general related nature was reviewed. Attention was focused on four central questions of concern when examining the literature. They were: (1) What specific factors were presented or studied that directly relate to mobility? (2) What were the salient findings or conclusions of the authors' with respect to mobility? (3) What models, constructs, or designs were used that might enhance profitable research on mobility? and (4) What specific recommendations were made for the study of mobility questions? In addition to the educational literature a small amount of literature was reviewed from the areas

of business management and hospital administration. No attempt was made to cite from literature from the fields of public administration, church administration or military administration.

Design of the Study

In initially attempting to delineate factors affecting the mobility of secondary school principals the author listed over 200 possible reasons a principal might state as being highly influential in the decision to leave a position. After consulting with research personnel and committee members the 200 reasons for leaving were narrowed to twenty-three factors to be studied in this investigation. These factors were divided into three major areas, personal characteristics of mobile principals, school district characteristics of districts employing the mobile principals, and reasons that the mobile principals might give for leaving their past position.

An initial post card survey was mailed to principals who had been identified as being mobile. From this survey principals were classified as being highly mobile or less mobile, insiders or outsiders, and promotees or transfers. Eight (2^3) categories of mobile principals were established. From the eight population pools a random sample of eleven subjects from each group

was selected. A constructed questionnaire was mailed to each of these eighty-eight subjects. Space was provided on the instrument for the mobile principal to state additional influential reasons why he might have left his last position. Data for four factors relating to school district characteristics were taken from the Michigan 1970 Census Fourth Count (Population) School District Data Tape and from the State of Michigan Department of Education Bulletin, Ranking of Michigan Public High School Districts by Selected Financial Data: 1973-1974.

The Jeremy Finn (Multivariate Analysis of Variance) computer program was employed to determine if significant differences existed on the dependent variables when compared to the mobility categories. Tests for statistical significance were conducted at the alpha level of .025 for the personal characteristic set of variables and the school district characteristic set of variables. Since the reasons for leaving set of variables contained the measures of major concern for the study the alpha level was placed at .05 for that group of variables.

Finally, interviews were held with mobile principals from each of the eight mobility categories established for this investigation. The purpose of the interview was to elicit additional information and comments

from mobile principals that would answer the basic question of this research: What factors affect the mobility of secondary school principals in Michigan?

Findings

1. When multivariate analysis of the mobility dimension was conducted with the dependent variables, the group of personal characteristic measures and the group of reasons for leaving measures showed statistical significance.
2. Based upon a multivariate analysis of the personal characteristic set of variables, a statistically significant result was obtained when status interacted with the number of years experience in the principalship. Transfers had significantly ($\alpha = .025$) more years of experience in the principalship than did promotees.
3. When school district characteristics were matched with mobility categories using multivariate analysis, no statistically significant interaction resulted.
4. A multivariate analysis of mobility categories with reasons for leaving measures produced a statistical significance when origin was compared with poor school board relationships. Outsiders perceived poor board relationships to be highly influential reasons for leaving the last position when matched with insiders' views. This finding was significant at the $\alpha = .05$ level.

5. As defined in this investigation, over two-thirds of the highly mobile principals were employed in three or more different schools during the school years 1968-69 through 1974-75.
6. Within the limits set for this study, over one-half of Michigan mobile secondary school principals had two or less years of experience in their current position.
7. Of the principals included in this research, over one-third currently held positions in the Central section of Michigan and almost sixty per cent of the principals held their last position in the South East or Central sections of the State of Michigan.

Discussion

In the study of the American Association of School Administrators it was reported that about thirty-five per cent of the superintendents were insiders and about sixty-five per cent of the superintendents were outsiders. Of the mobile principals of Michigan included in this research thirty-nine per cent were classified as insiders and sixty-one per cent were classified as outsiders. Therefore, the percentage of mobile principals in Michigan adheres closely to the national norm for superintendents.

This investigation also supported earlier findings by McConnell that unfair or unsatisfactory district

administrative relationships were the chief cause for a principal's leaving a position. Statistical significance and the explaining of what was meant by unfair or unsatisfactory school district administrative relationships were not reported in McConnell's study. This cause for principal turnover was not found in any other research studies considered in the review of the literature.

In studying the past positions of current principals who were promoted to the principalship Brown and Rentschler, and McConnell agreed that the assistant principalship was not the most traversed route to the principalship. However, in this investigation almost seventy per cent of the promotees reported that their last position was that of an assistant principal. This finding does not support the earlier conclusions reached by Brown and Rentschler, and McConnell.

The age of the mobile individual seemed to be highly influential in mobility in the findings of the research projects of Stanavage, Manning, and Todd. With the exception of the experience difference between promotees and transfers, age did not emerge as an important determinant of mobility in this research. If other than less mobile principals were used as a control group the age of the principal might have been found to be an important factor.

The lack of statistical significance when comparing school district characteristics to mobility categories was somewhat surprising. Several researchers whose investigations were reviewed reported that the size of the school district, the geographical location of the school, and the number of students enrolled in the school influenced mobility. Within the limits of this study no statistical significant findings were in evidence as factors affecting mobility. Even the attempt to relate economic factors such as the number of poverty-level residents in a district (as given by the 1970 Census Population Data Tapes) and State Equalized Valuation per pupil in the district with mobility categories produced no statistical significance. If in this investigation past school districts would have been compared to present school districts, a different picture of school district factors affecting mobility might have been shown.

In this study, as in all research, a distinction needs to be made between statistical significance and meaningful significance. Due to the design and treatment of variables in a study statistical significance may result. However, because an investigation shows statistical significance does not necessarily mean that the finding has an applicable meaning for the practitioner of the subject matter under scrutiny. It is statistically

significant in this study that transfers have more years of experience as principals than do promotees. This finding might be expected on the basis of the experimental design, therefore this finding has little, if any educational significance. On the other hand, the discovery that disagreement with the board's educational policies differs significantly in a statistical sense for insiders and outsiders may have meaningful implications for practicing educational administrators, school boards, and those training administrators. The actions of the school board might have far reaching consequences if a school district or administration wishes to remove an incompetent administrator. Therefore, the finding that poor school board relations with mobile principals is a factor that influences principals to leave a position is considered by the author to be both statistically significant and educational significant.

Conclusions

It was concluded from the data gathered and analyses performed that the relationships that a principal has with the board of education are very important factors in determining if a principal will leave a position. It was also concluded that the years of experience that a principal has had in the position of principal is a factor that will affect mobility.

Since there was no statistically significant effect of being highly mobile or less mobile on any of the three sets of variables, it was concluded that there were no significant differences between the two categories on the variables tested. This should not be construed to imply that no meaningful differences exist. At least two reasons may account for this conclusion. First, the factors of influence were not included in the research, and second, the design of the study was not sensitive to other differences which may have existed. It should be mentioned that the post card survey and the questionnaire used may not have been the most appropriate instruments to elicit data to detect existing differences in mobility studies. It would appear to be difficult, if not impossible, to isolate fully the factors affecting mobility by the use of impersonal data collection. Refined subjective observations may be a better technique for obtaining this type of sensitive information.

It is hoped that this research may, in part, contribute a partial foundation for future studies dealing with the mobility of school personnel.

Recommendations

1. Since significant results were found when personal characteristics as a set of variables were compared with origin, and since no one variable included in this research emerged as being a major contributor

to this significance, a refinement of the categories and dependent variables in a refined study might produce significant measures of mobility.

2. A study of relationships that exist between principals and school boards might provide useful and interesting results. Since this research established statistical significance for principals who were insiders and outsiders with poor board relations, a further examination of the components of "poor board relations" would seem to be in order.
3. More refined methods and techniques of collecting sensitive information need to be developed. It is most difficult to obtain covert and sensitive reasons for a person's actions through solicitation with a written questionnaire. There may be more appropriate techniques for collecting such data.
4. The construction of a concise language of mobility is a necessity if mobility research is to progress. Currently the term "mobility" may refer to geographic movement, social interaction, the changing of positions, or almost any type of movement. Since each of these definitions constitutes a field of study within itself, a developed language of mobility would enable researchers to be specific in their constructs and findings.

5. Replication of the present study using both superintendents and their principals might product enlightening results. Although only a few principals stated on the open-ended question on the survey instrument that they moved because their superintendent moved, the researcher was led to believe during the interviews that the movement of a superintendent tends to be highly influential in the movement of a principal. Examination of this relationship might prove fruitful.
6. If a time-cost analysis were conducted on the process of recruiting, selecting, training, and dismissing school administrators, the study of mobility might take on added importance. Modern methods of management, such as management by objectives, may force boards of education and chief school administrators to take a deeper look at the factors affecting mobility.
7. After conducting the research the investigator strongly recommends that other approaches also be considered in pursuing similar research projects in the field of mobility. The method used in this study of defining the unit of concern by considering broad areas of reasons for leaving and obtaining sensitive information by using a written questionnaire and traditional check-lists may well be less sensitive

than alternative techniques. By using more specific categories the researcher runs the risk of finding no significance, but also may produce much more applicable findings and conclusions. By combining more specific categories with multiple hypotheses, future investigators might be able to obtain results that have a greater educational significance.

Replication of the present study using both superintendents and their principals might product enlightening results. Although only a few principals stated on the open-ended question on the survey instrument that they moved because their superintendent moved, the researcher was led to believe during the interviews that the movement of a superintendent tends to be highly influential in the movement of a principal. Examination of this relationship might prove fruitful.

If a time-cost analysis were conducted on the process of recruiting, selecting, training, and dismissing school administrators, the study of mobility might take on added importance. Modern methods of management, such as management by objectives, may force boards of education and chief school administrators to take a deeper look at the factors affecting mobility.

After conducting the research the investigator strongly recommends that other approaches also be considered in pursuing similar research projects in the field of mobility. The method used in this study of defining the unit of concern by considering broad areas of reasons for leaving and obtaining sensitive information by using a written questionnaire and traditional check-lists may well be less sensitive

APPENDICES

APPENDIX A
POST CARD SURVEY

Year	Position Held	Name of School	School District
74-75			
73-74			
72-73			
71-72			
70-71			
69-70			
68-69			

APPENDIX B
POST CARD SURVEY COVER LETTER

March 17, 1975
2950 Noble Road
Oxford, Michigan 48051

Dear Sir,

Factors Affecting the Mobility of Public Secondary School Principals in Michigan is the title of a research project now underway.

In order to determine the degree of mobility of the principals, your cooperation is requested in filling out the enclosed post card and returning it by April 1st.

Instructions for filling out the post card are as follows:

(1) Please be specific in stating the position you held. (ex.) Senior High Principal, Elementary Teacher, Coach, Reading Consultant, etc.

(2) Indicate if the position was at the elementary, secondary, higher education, or other level. If the job was not in education, please state that as well.

(3) Use ditto marks where convenient.

All information will be treated as being confidential.

Thank you for your aid.

Sincerely Yours,

Mark Orchard
Ph.D. Candidate

APPENDIX C
QUESTIONNAIRE

"SELECTED FACTORS AFFECTING THE MOBILITY OF PUBLIC
SECONDARY SCHOOL PRINCIPALS IN MICHIGAN: 1968-1975"

Please supply the following information by:
encircling the appropriate number, checking the box, or
completing the blank.

A. General information

- (1) Your sex: M F
- (2) Your age: _____
- (3) Your family status:
 1. single
 2. widow or widower
 3. divorced
 4. married

(if married, number of
children) _____
- (4) In your educational career how many years have
you been a secondary school principal? _____ years
- (5) When you took your present job, did your spouse
hold a full time job outside your home? Yes No
- (6) How many students are enrolled in your high
school? _____ students
- (7) Do the administrators in your school district
bargain with the school board concerning salary
and other benefits? Yes No
- (8) Are you planning to change jobs in the near
future? Yes No

B. Your Last Position

Major Reasons for Leaving Your Last Position

(Please check the appropriate column indicating if the item was highly influential, moderately influential, or not influential in causing you to leave your last position.)

Possible Reasons for Leaving	Highly influential	Moderately influential	Little or no Influence
1. insufficient salary and fringe benefits			
2. little challenge in my last position			
3. my contract was not renewed			
4. I didn't like the community			
5. lack of recognition for personal accomplishments			
6. my family wanted me to change jobs			
7. I wanted to influ- ence educational policies more			
8. inadequate facilities and materials			
9. excessive duties on my last job			
10. the move was a personal career advancement			
11. there was a poor school climate			
12. disagreement with the Board's educa- tional policies			

If there were other main reasons why you left
your last job would you please list them below.

APPENDIX D
QUESTIONNAIRE COVER LETTER

2950 Noble Rd.
Oxford, Michigan 48051
April 3, 1975

Dear Sir:

A short time ago you responded to an initial survey conducted for a study entitled, Selected Factors Affecting the Mobility of Public Secondary School Principals in Michigan. Thank you for your prompt response. It was most helpful in determining the sample population.

Your cooperation is again requested. Information only you can provide is necessary to complete the study. Please fill out the enclosed questionnaire and return it in the provided envelope by April 15th.

After the study is finished, an abstract of the research will be sent to all questionnaire contributors.

All information given is confidential.

Again, thanks for your help.

Sincerely Yours,

Mark Orchard
Ph.D. Candidate

APPENDIX E
INTERVIEW INSTRUMENT

FORMAT OF INTERVIEW

1. Introduce self and project
tape recorder, confidential, define mobility, past
and present job
2. What was your undergraduate major?
3. How many years did you teach before becoming an
an administrator?
4. In what type of community did you grow up?
5. What jobs outside of the field of education have
you held?

QUESTIONS ABOUT THE LAST POSITION

6. Could you have been encouraged to stay at your last
position? If so, what changes would have been
necessary?
7. Would you share with me how your family felt about
your last change of position?
8. Was there major disagreement with any one person
before you left your last position? If so, was it
within the School Board, other administrators,
faculty, family, or community?
9. Did the lack of anything in the community have a
bearing on your decision to change jobs?
10. Was there any one incident that was decisive in
your decision to leave your last job?
11. You gave as a reason for leaving your last position
 . Would you explain that reason
further? In what respect
12. What do you consider the major reason you left your
last job?
13. Would you consider a long distance move to improve
your career?

QUESTIONS ABOUT YOUR PRESENT JOB

14. What gives you the greatest satisfaction about your
job?
15. What is the area of greatest dissatisfaction?

16. You made the change to your present job for specific reasons. In reality has this job met your expectations?
17. What would influence you most to take another job as a principal?
18. Where do you see yourself in five years?
19. In the recent past principals have moved a great deal. Do you see this trend continuing? Why or why not?
20. Are there any other comments you would like to make?

Thank you. Send an abstract of results.

APPENDIX F

**SELECTED SECTIONS OF THE QUESTIONNAIRE USED IN
THE STUDY OF THE OCCUPATIONAL MOBILITY OF
ASSISTANT PRINCIPALS**

I. Your Family Status

1. Single
2. Widow or Widower
3. Divorced
4. Married

Number of Children _____

II. Questions pertaining to Influences on Your Entry into Teaching and Your Movement into Educational Administration.

- A. At what age did you first think of entering teaching? _____
- B. At what age did you decide to enter teaching? _____
- C. At what age did you actually enter teaching? _____
- D. Rate the influence that each of the following individuals or groups had on your decision to enter teaching.

	Great Influence	Moderate Influence	Little or no Influence
1. Parents			
2. High School Teachers			
3. College Instructors			
4. High School Peers			
5. College Peers			
6. Relatives			
7. Friends of the Family			

- E. Are there other persons not listed in question "D" who had a great influence on your decision to enter teaching? If so please identify _____
- F. How important to you were the following statements about jobs and careers at the time that you decided to enter administration (Assistant or Vice Principal)?

Administration Will	Most Impor- tant	Highly Impor- tant	Medium Impor- tance	Little or no Importance
1. Provide me with a chance to make a good salary				
2. Provide an opportunity to use my special abilities and aptitudes				
3. Give me social status and prestige				
4. Give me an opportunity to work with people rather than things				
5. Permit me to be creative and original				
6. Give me a chance to exercise leadership				
7. Enable me to look forward to a stable future				
8. Give me an opportunity to be helpful to others				
9. Excellent hours and vacations				
10. Others (specify)				

III. Chronological List of Jobs Held in Education (for each job)

1. Employment Dates _____
2. Job Title and Brief Description _____
3. Other Duties Concurrent with this Assignment _____
4. Employing School District _____
5. Name of School _____
6. Grades Served _____
7. Enrollment: a. School _____ b. District _____

- A. Are there any positions that you have held outside of education that were of great help in preparing you for the assistant principalship? If so, please list.
-

- B. Which of the following statements best reflect your present feelings about your career?

1. I have made very good progress toward my goals. _____
2. I have made some progress toward my goals. _____
3. I have made little progress toward my goals. _____

- C. Future Aspirations

As you look ahead, recognizing that factors beyond your control may intervene, what kind of job do you EXPECT TO HAVE five years from now?

1. Retired _____
2. Classroom teacher _____
3. Assistant Principal (same school) _____
4. Assistant Principal (different school) _____
5. Principal _____
6. Central Office Staff _____
7. Superintendent _____
8. College Teacher _____
9. Other, Please State _____

Place a number 1 after the kind of job (as listed above) that you would LIKE TO HAVE five years from now.

- G. At what point in time did you decide to enter educational administration?

1. About the same I decided to enter teaching _____
2. After my first few years of teaching _____
3. After considerable experience (over 5 years) as a teacher _____

H. Which statement best summarizes your views at the time that you accepted the position of assistant or vice principal?

1. I plan to make it a career _____
2. It will be temporary. I eventually plan to:
 - a. return to teaching _____
 - b. be promoted to a higher position in the district _____
 - c. be promoted to a higher position elsewhere _____
 - d. accept another assistant principalship _____
3. I had no thoughts on the matter _____

I. Rate the influence that the following groups or individuals had on your decision to enter educational administration.

	Great Influence	Moderate Influence	Little or no Influence
1. Parents			
2. Spouse			
3. Colleagues			
4. Undergraduate Instructors			
5. Graduate Instructors			
6. An Administrator in your District			
7. An Administrator in another District			
8. Friends outside of Education			
9. Others (please specify)			

J. To what extent did the following individuals affect the final decision by which you were appointed to the assistant principalship?

	Great Influence	Moderate Influence	Little or no Influence
1. Principal of the school			
2. Superintendent of the district			
3. Board of Education			
4. Other professional contacts			
5. Friends			
6. Others (please specify)			

IV. What is your perception of the importance of the following items as they contributed to your first appointment to the assistant or vice principalship?

	Very Important	Important	Of some importance	Of little or no importance
1. Number of years teaching experience				
2. Success as a teacher				
3. Performance in informal assignments outside of the classroom (Ex. assembly program chairman)				
4. Performance in formal assignments outside the classroom (Ex. department head)				
5. Amount and quality of professional preparation				
6. I was at the right spot at the right time				
7. The principal wanted me				
8. Contacts within the profession				
9. Contacts outside the profession				
10. Performance on competitive exams				
11. Successful job interview				
12. Others (Please specify) _____				

- I. Rate the following as they contribute to your preparation as an assistant or vice principal.

	Great	Moderate	Little or None	Never Held
1. Work as a teacher				
2. Work as an advisor or coach of a student activity				
3. Work as a guidance counselor				
4. Work as a department head				
5. Participation in community activities				
6. Participation in professional activities				

- J. If you held the position of assistant or vice principal in more than one school, please list some of the main reasons why you changed jobs from one school to another.

- K. To what degree have the circumstances listed below affected decisions you have made in relation to your changing or not changing school districts?

	An Impor- tant Factor	Of Moderate Importance	Of Little or no Impor- tance
1.	Family commitments (such as number of children, nearness of relatives) have caused me to pass up or not to seek opportunities in other districts		
2.	I consider myself more place-oriented than career-oriented		
3.	The school environment (such as student discipline, parental views on education) has always been an important factor in my selection of jobs		
4.	The advantages of job security, seniority and retirement benefits outweigh the advantages that might ensue from changing school districts		
5.	Other related factors that have influenced your career in education (Please specify)		

- L. If you presently hold a job different from the assistant or vice principalship, what factors were important in your decision to leave the assistant principalship?

M. Job Satisfaction: The following questions concern the degree of satisfaction that you have obtained from the assistant or vice principalship

	Very Satis- fied	Satis- fied	Dissat- isfied
1. How satisfied were you with this position when you consider the expectations you had when you originally took the job?			
2. How satisfied were you with the amount of time which you devoted to the job?			
3. How satisfied were you with the results that you achieved?			
4. How satisfied were you with your salary?			
5. How satisfied were you with the amount of personal satisfaction the job gave you?			
6. How satisfied were you with the amount of recognition the job gave you?			
7. How satisfied were you with the physical working conditions?			
8. How satisfied were you with the amount of assistance you received from your immediate superior(s)?			
9. How satisfied were you with the rapport that you established with the student body?			

APPENDIX G

INTERVIEWEE BIOGRAPHICAL SKETCHES AND
SELECTED COMMENTS

A Highly Mobile Inside Transfer Principal

Biographical Sketch

This HMIT principal was a male, fifty years old, and was responsible for 850 high school students. He had been a principal for six years, three years as a secondary school principal in the current position, one year as a middle school principal in the same district, and two years as a junior high school principal in another district. In his current district the administrators bargain with the board for salary and benefits. This HMIT principal checked the desire to influence educational policies, inadequate facilities and materials, and the move was a personal career advancement as being influential reasons why he left the last position.

Comments

"Many administrators that leave school districts are not sufficiently involved in community activities and affairs. The greatest hinderance a chief administrator can have is no communication with the community." "I left the last school because one favored assistant was being groomed to take over the principalship that I thought I deserved." "I brought several staff members with me to help influence the existing staff." "The reason so many principals are moving is that the building principal must have authority and autonomy to adequately run a building. Today it's just not true." "Last year

I interviewed for two out-of-state positions. I didn't go because the salary here is pretty good."

A Highly Mobile Inside Promotee Principal
Biographical Sketch

The HMIP principal was a male, forty-seven years old, and had been a secondary school principal for one year. Approximately 1250 students were enrolled in the school of which he was currently the principal. The last position held was that of assistant principal in the same school. This HMIP principal had taught in the same school district for over eighteen years and been an administrator for the past four years. He was a "home-town" promotee. This HMIP principal checked the items on the questionnaire as being influential in the leaving of the last position: little challenge, desire to influence educational policies more, and the move was a personal career advancement.

Comments

"I very definitely could have been encouraged to stay in my last position, knowing sooner or later the opportunity would come to be a principal." "My family was proud and pleased that the advancement came." "I was being groomed for this job. It was pretty much automatic, cut and dried, that I would become principal." "The major reason I accepted the principalship was that

the move was a promotion." "It was the opportunity and the challenge to run the show that motivated me."

I have come up through the school system I have a superior working relationship with the staff. I think if a principal would have come in as an outsider the staff would have had the tendency to say, 'prove yourself'."

A Highly Mobile Outside Transfer Principal

Biographical Sketch

The HMOT principal was a male, thirty-seven year old, married, and had been a secondary school principal for six years. During the past three years he had been the principal of three different schools. He was the father of three children and throughout the interview he referred several times to the difficulty his wife and children were encountering in adapting to a new community and school this year. He checked that he was planning to change jobs again soon if the opportunity presented itself. In the school he left, there had been six principals during the past eight years. The HMOT principal listed only disagreement with the board as being a highly influential reason for leaving his last position.

Comments

I left for a variety of reasons. "One of the major reasons I left was because the board did not follow my recommendations." "Community pressure groups

began a power move and the board responded." Racial strife caused many of the in-school problems. "I requested the release of an incompetent teacher. The board and teachers had a confrontation and I lost."

"Bad board relations occur when the board doesn't let a principal do the job he's hired to do." "The board became intensely involved in personal matters and second-guessed my recommendation." "My wife was very happy in the last home we had. This move has been irritating and unpleasant for her." Principals move for money, prestige, and challenge.

A Highly Mobile Outside Promotee Principal

Biographical Sketch

This HMOP interviewee was a male, thirty years old, married, and had been a secondary school principal for the past two years. He was principal in a high school of approximately 800 students. Administrators in this district did not bargain with the school board. The HMOP principal was promoted to the principalship from an assistant principal's position in the last school district. During the year that he became principal he held three different positions. This HMOP principal checked the areas of desire to influence educational policies more, the move was a personal career advancement, poor school climate, and disagreement with the school board's educational policies as being highly

influential for leaving the last position.

Comments

"If I would have stayed in my old position I would have died." "I was frustrated through a lack of leadership." "I was unfortunately a white caught in a black power structure." "I was dissatisfied with the promotional system used by the school board." "The board promoted people in one of the special programs of the district rather than looking for qualified personnel in the K-12 schools. An assistant principal got a job I felt I should receive." "If they had the job I was looking for and if I could hand pick my assistants, I would go back."

A Less Mobile Inside Transfer Principal

Biographical Sketch

This LMIT principal is a male, forty-one years old, married, and has been a principal for seven years. He plans to change jobs in the near future. He has been principal of a high school of 800 students for three years and was principal of a junior high in the same district four years preceding his current position. He cited that the most highly influential reason why he changed positions was that there was little challenge in the last job.

Comments

"I could not have been encouraged to stay as a junior high principal". "What I had set out to do as a junior high principal was accomplished." "My wife wasn't overjoyed because of the after hour commitments this job entails." "I was moved because I am a disciplinarian." "I'm the type that must have a challenge and keep very active." "It's the challenge that makes me move." "There's never a dull moment. I'm certainly not bored." "If I felt I could accomplish something for another school district I would change jobs, but the district must have the same philosophy as I do. That's vital."

A Less Mobile Inside Promotee PrincipalBiographical Sketch

This LMIP principal is a male, thirty years old, married and has been a principal for two years. Previous to becoming a principal he was a high school teacher in the same district for six years. Approximately 600 students are enrolled in the school of which he is the principal. This school contains grades 7-12. He lives in a nearby town out of the school district in which he is presently employed. Insufficient salary and fringe benefits, the desire to influence educational policies more, and the move was a personal career advancement were

cited by this LMIP principal as being highly influential reasons for changing position.

Comments

"I was president of the teachers' local educational association at the same time I was the appointed high school principal. At that time I was the head of the negotiating team and I don't think there was much conflict. However, now I would only work on the team if I was in an advisory position." "My wife was thrilled and proud that I moved up." "My own ambition to be a principal was decisive in my last change of jobs." "Later I intend to become a superintendent. I'm an aggressive person." "There was enough raise (financial) for me to take on the added responsibilities." "I moved because of the chance to influence more of the children instead of just the thirty in my classroom." "Right now, I have no ambition to move to a larger school."

A Less Mobile Outside Transfer Principal

Biographical Sketch

This LMOT principal was a male, fifty years old, married, and taught three years before becoming a principal. He has been a principal for twelve years and has been in his present position for two years. The last position was that of a principal out-of-state in a large metropolitan area. The current position is in a

high school of about 650 students in a resort town. Little challenge in my last position, my family wanted me to move, and the move was a personal career advancement were checked on the questionnaire as being influential reasons for leaving the last position.

Comments

"I took this job because my friends are in this area. The board of education called me and asked if I was interested." I want to retire here. "We had made up our minds to come back to Michigan and there was a job opening here." "I tried another state and a large school system, it worked out well and I guess I had accomplished my ego trip." "My married daughter and my wife wanted to move here." "My wife and I were both raised in a small town. We wanted to move back here to retire." "If I were young I wouldn't consider education as a career. There are too many things that can't be controlled today. They prevent enjoyment of your work." "The vacancy here was reason enough for me to move."

A Less Mobile Outside Promotee Principal

Biographical Sketch

This LMOP principal was male, thirty-nine years old, married, and has been a secondary school administrator for seven years. His last position was out-of-state where he was an assistant principal in a large school system. He is currently very active on the school

district's bargaining team. He has joined with other administrators in this district to bargain collectively with the board for salary and other fringe benefits.

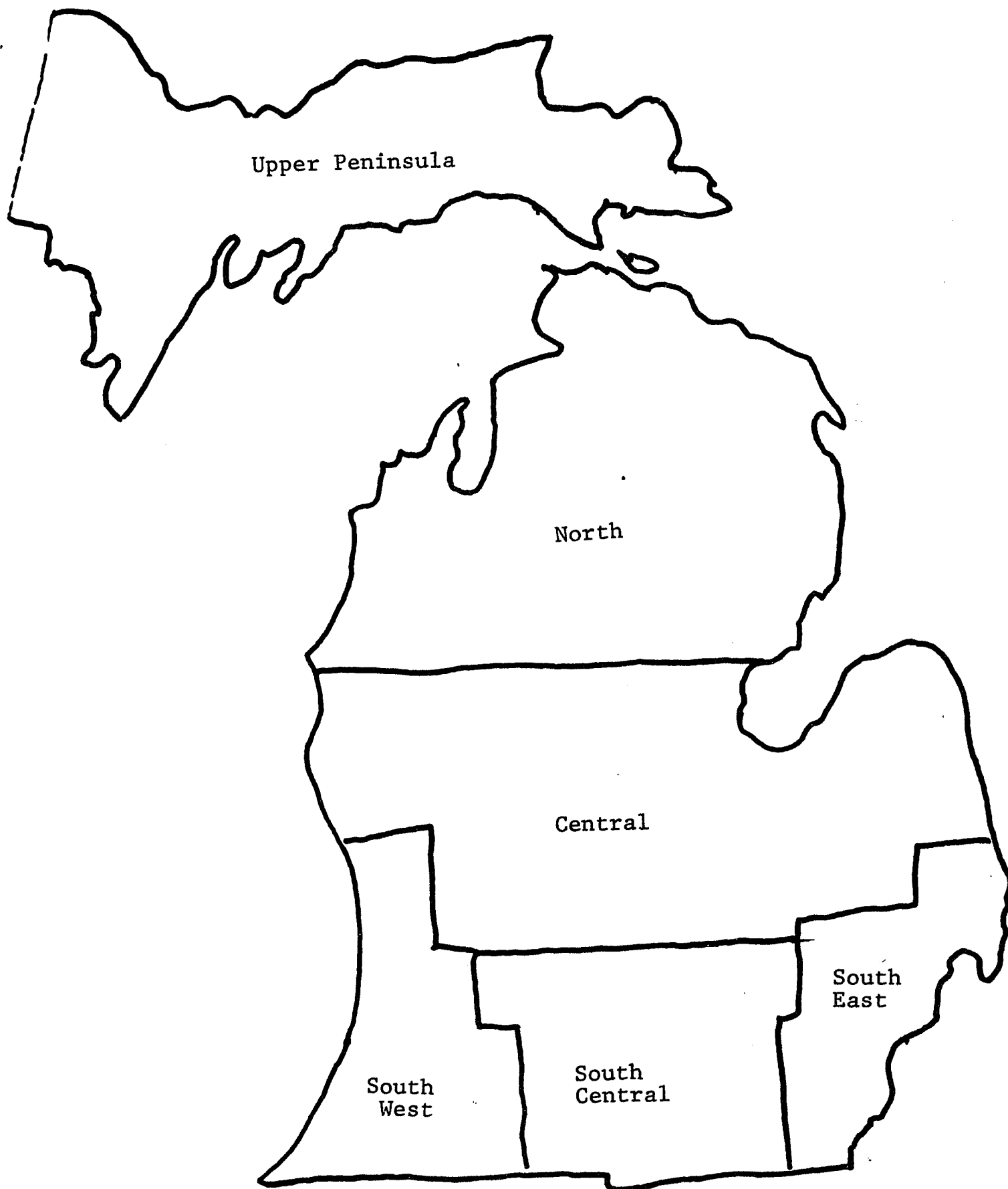
This LMOP principal has been a secondary school principal three years and was assistant principal out-of-state for four years. Highly influential items checked as being reasons for leaving the last position were: desire to influence educational policies more, excessive duties on the last job, and the move was a personal career advancement.

Comments

"It was in my career plans to move when the opportunity came." "As an assistant principal I had assumed many of the responsibilities of a principal and the work was just too much." "My next move will be into central office in personnel or curriculum work." "My greatest satisfaction is to see change take place in schools." "I knew this community was going to present new opportunities with increased growth of schools." "The constant turmoil in education will increase mobility." "The principal is under unbelievable pressure. There is no end in sight."

APPENDIX G

Michigan Divisions to Locate Mobile Principals



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