PROFESSIONAL ATTRACTIVENESS, INSIDE SPONSORSHIP, AND PERCEIVED PATERNALISM AS PREDICTORS OF UPWARD MOBILITY OF PUBLIC SCHOOL SUPERINTENDENTS

by

Ann Bailey Fuqua

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APPROVED:

D. J. Parks, Chairman

R. G. Salmon

J. A. McLaughlin

R. R. Richards

J. T. Seyfarth

W. A. Bost

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Blacksburg, Virginia

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1

INTRODUCTION

In the fast-paced, competitive arena of modern bureaucracies, the enigma of how those at the top got there needs to be unravelled. Speculation exists about why success records, measured in one respect by rate of upward mobility, vary among striving executives, but no single, simple explanation can generate an answer to the mystery of why some people are more promotable than others, as evidenced by their rapid ascent of the career ladder.

Certainly promotion is far more complicated than the assumption that "if we work hard, practice our craft diligently, and keep our nose to the grindstone, then one day we will be knighted Prince of the Pie-Filling Division" (Silber and Sherman, 1974, p. 64). Nor can moving up in the organization be solely attributed to "blood, marriage or acquaintance" (Peter, 1969, p. 38). What is needed is a more comprehensive explanation for the phenomenon of upward mobility.

The field of education is not immune to the diversity in rate of upward mobility that exists among top executives. For example, of the 546 educators whose names appear on the Eligible List of Division Superintendents in Virginia, (July 1981), only approximately twenty percent have been promoted to the office of superintendent. For some of these 133 superintendents, the time to reach that top position has been shorter than for others.

Questions about what factors contribute to the duration of time spent on the path to the superintendency need to be answered. With the development in this study of an explanation for variation in rate of upward mobility among school administrators, educational organizations hopefully will learn more about what personal and environmental factors affect the educational promotion process. In the end, perhaps this study will provide insight into predicting which individuals will rise swiftly to the superintendency based on their possession of certain personal characteristics and the presence of a specific environment.

PROBLEM

In this study an investigation of the factors which explain variations in the rate of upward mobility of school administrators was undertaken. The explanation involves personal variables operating in a specific environment which contribute to the differences in the time it has taken administrators to reach their first superintendency.

The personal factors which were investigated are associated with the concepts of professional attractiveness and inside sponsorship. Appropriate variables which would, in this explanation, make a potential candidate for promotion professionally attractive are physical (age, sex, race, height, weight, and appearance), attitudinal (interpersonal competence, aspiration for upward mobility, motivation to

work, geographic mobility, and regional orientation), technical competence (education and experience), and political (confirmation by outside sources). In addition to professional attractiveness, inside sponsorship is also seen as a factor which influences upward mobility.

The environmental condition in this study which envelops the aspiring administrator is a paternalistic atmosphere, within which the professional attractiveness variables and inside sponsorship operate. The task of this study was to determine the extent of association each of the professional attractiveness variables and inside sponsorship, singly and in combination, within an environment of educational paternalism, had on the rate of upward mobility of public school superintendents.

Unfortunately, a paucity of literature in the field of education exists concerning the concept of upward mobility. Educators seem to feel that "...advancement is another change that can shake up the status quo. It is not the nature of the teaching profession to be promotion oriented" (Corrigan, 1981, p. 440). In fact, it is generally believed by educators that "...a more competitive attitude might be harmful" (Corrigan, 1981, p. 440). With traditional fervor, educators have considered topics related to competition or climbing to the top as taboo, lest the public consider them more dedicated to themselves than to children.

Charles Perrow's call for a demystification of organizations by their admission of real goals applies to educational organizations. He

suggests that real priorities in organizations are not "...autonomy, credibility, and clear direction" but are "...dependency, duplicity and opportunism" (Perrow in Sarri and Hasenfeld, 1978, p. 111). In other words, Perrow says that people in organizations are really doing what they need to do to get ahead, regardless of the so-called goals of the organization. He goes on to emphasize that political skills and "contacts with elites" are being developed behind the scenes, while the announced goals of the organization are leaving the workers' minds (Perrow in Sarri and Hasenfeld, 1978, p. 106). Perrow's observations appear to be applicable to education; regardless of the overt educational syndrome which involves placing the profession's goals on a pedestal above the competitive jungle of the real business world, covertly, educational administrators are seeking inside sponsorship from superiors to satiate their hunger for advancement.

Thus far the majority of educational writings have skirted the issue of personal advancement. Because of the sparce amount of literature dealing with upward mobility, the explanation which follows will rely heavily upon the professional observations and beliefs of the researcher.

EXPLANATION

The Theory

In this study an a priori theory of upward mobility was established.

In its simplest form the theory may be stated this way: Upward mobility is a function of a combination of professional attractiveness and inside sponsorship, both operating in a paternalistic environment.

The basis for this theory of upward mobility is found in the work of Kurt Lewin. Lewin's (1951) "field theory," B = f(P,E), maintains that behavior is a function of both the person (P) and his environment (E), neither of which is independent of the other. Lewin suggested that "...to understand or predict behavior, the person and his environment have to be considered as one constellation of interdependent factors" (Lewin, 1951, p. 239-40). Lewin referred to this totality as the "life space" or "field" of the individual. The purpose of using Lewin's theory as a basis for the theory of upward mobility in this study was to emphasize the weakness associated with allowing singular variables to provide explanations for so complex a phenomenon as upward mobility. If attaining upward mobility (Lewin's B) is indeed a function of professional attractiveness variables (Lewin's P) and inside sponsorship (S) operating within a specific paternalistic environment (Lewin's E), the theory of upward mobility in this study can gain predictability.

Lewin's personal variables in this theory include the following professional attractiveness variables: physical (age, sex, race, height, weight, appearance), attitudinal (interpersonal competence, aspiration for upward mobility, motivation to work, geographic mobility, regional orientation), technical competence (education,

experience), and political (confirmation by outside sources) characteristics. Inside sponsorship is another variable which received consideration. The environment used in this study is paternalism, characteristic of all levels of the educational hierarchy, but embodied ultimately in the superintendent and the school board. The paternalistic environment is a part of this theory in two dimensions, (1) as an environmental characteristic of educational organizations generally, and (2) as a force with varying effects on the rate of upward mobility of educational administrators, depending upon the degree to which its existence has been perceived by them in their experiences.

The theory may be expanded as follows: Upward Mobility = f (Professional Attractiveness [Physical (Age + Sex + Race + Height + Weight + Appearance)] + [Attitudinal (Interpersonal Competence + Aspiration for Upward Mobility + Motivation to Work + Geographic Mobility + Regional Orientation)] + [Technical Competence (Education + Experience)] + [Political (Confirmation by Outside Sources)]) + Inside Sponsorship) + (Paternalism). The general regression formula, $Y = P_1 + P_2 + P_3 \ldots P_n + P_1E + P_2E + P_3E \ldots P_nE + P_1S + P_2S + P_3S \ldots P_nS + P_1ES + P_2ES + P_3ES \ldots P_nES + S + SE$, will be used to account for the individual and interaction effects of the professional attractiveness variables and inside sponsorship within the perceived paternalistic environment. Figure 1 shows a Lewin-like model revealing how the professional attractiveness variables and inside sponsorship,

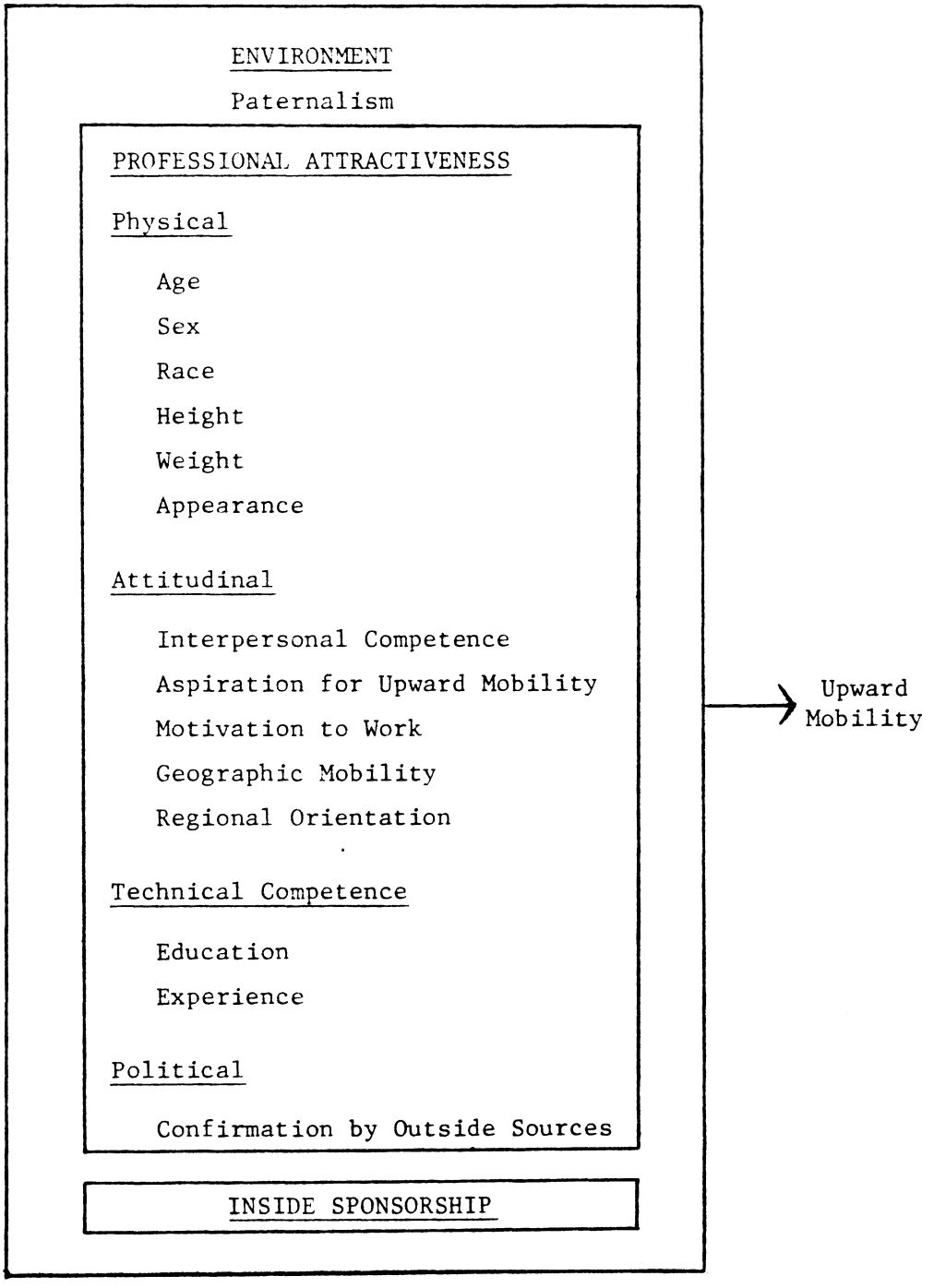

Figure 1

Variables Association with Upward Mobility of Educational Administrators

"nesting" in a paternalistic environment, positively affect upward mobility.

Professional Attractiveness Variables

The professional attractiveness variables are categorized as either contributing to the physical, attitudinal, technical, or political desirability of the educational administrator as that person is viewed within the educational organization. Physical attractiveness variables include age, sex, race, height, weight, and appearance. The attitudinal attractiveness variables are interpersonal competence, aspiration for upward mobility, motivation to work, geographic mobility, and regional orientation. The technical competence variables include education and experience. The single political variable is confirmation by outside sources.

Several of the professional attractiveness variables--age, height, weight, appearance, geographic mobility, and interpersonal competence--are subject to what may be termed a range of acceptability. Peter explains this concept in discussing the likelihood of "hierarchal exfoliation" for super-competence or super-incompetence, because both disrupt the hierarchy (Peter, 1969, p. 28). This concept of median or "average" area of acceptability applies to age, height, weight, appearance, geographic mobility, and interpersonal competence, because extremes in these characteristics become too

"conspicuous" for the status quo of most organizations and will be offensive to many potential sponsors. If an aspirant's physical characteristics, for example, cause the sponsor to have Caesarian Transference, or prejudice toward a subordinate because of a point of physical appearance having nothing to do with performance (Peter, 1969, p. 109), then the aspirant's chances for upward mobility may be nil.

Physical Variables

Age

The age of an educational administrator is a souuce of physical attractiveness which will influence rate of upward mobility. Although some systems still hold to the traditional method of promotion, seniority, others may not hold to that cultural, as well as bureaucratic value (Lane, et al., 1966, p. 266). Younger candidates with greater technical competence are becoming increasingly more attractive. As long as young administrators "...temper their official authority with respect for their elders" (Lane, et al., 1966, p. 266), they will continue to move upward.

Application of the range of acceptability idea, i. e., that there is an optimum age range within which one moves faster up the career ladder, is appropriate. The common age for assuming the position of superintendent for the first time appears to be sometime during the early forties. Forty-four

percent of a sample of Massachusetts school board members showed a preference for a new superintendent entering office between 40 and 49 (Carlson, 1972, p. 10).

The aspiration level of educational administrators is related to age, i. e., "The older the individual, the lower the aspiration level" (Carlson, 1972, p. 55). For this reason, certain inroads must be made at certain ages for the promotion process to continue. Getting mired down in one position until the optimum age range has past can be the death knell for any future upward mobility. Candidates for movement upward must neither be too young nor too old.

Sex

The sex of an individual can greatly influence chances for upward mobility in the educational organization. Depending on preferences, the need for affirmative action, or the desire to maintain a macho organization, men or women will be selected for movement up the administrative ladder.

The key to the upward mobility of administrative aspirants seems to be turned more in favor of males than females. Time has not, apparently, increased the number of women achieving the higher administrative posts in school systems. For example, nine years ago 97 percent of the secondary school principalships and 80 percent of the elementary school principalships were held

by men (Krohn, 1974, p. 34); and today, in Virginia, as of her appointment two years ago in 1981, only one out of 133 school superintendents is female. Of those that were eligible for the superintendency in Virginia as of July 1981, sixteen of 546 were women.

Although efforts have been made by women to get ahead through their own networks, what is needed is not a network of non-working women, but more women at the top to help others move up (Cramer, 1982, p. 33). There does appear to be hope on the horizon, however, that "the dominance of white males might be lessening" (Cramer, 1982, p. 34). As more women become school board members, more demands are being made to consider seriously female candidates for top jobs (Cramer, 1982, p. 34).

Race

A physical variable which also affects the attractiveness of an administrative aspirant is race. Racial predispositions will influence choices of candidates for upward mobility. The racial make-up of the organization and other internal factors may influence decisions, but, subjectively, race will play a significant role in making an educational administrator attractive. Historically, superintendencies in the United States have been almost solely drawn from the Caucasian race (Carlson, 1972, p. 14). The superintendency is still, as it was ten years ago,

an occupation for white males because only approximately 100 of the 14,000 superintendencies in the United States are held by blacks (Cramer, 1982, p. 34).

Height

A recent study of school principals indicates that taller candidates had an advantage over shorter candidates for promotion because of the promoter's conception of how the ideal leader should look (Bonuso, 1983, p. 374). But, in this study the range of acceptability applies to the physical variable of height. An educational administrator who is too short or too tall may be less promotable than one who is in the acceptable range of height. Generally speaking, people who are too short or too tall have a more difficult time obtaining upward mobility than those of "average" height.

Weight

Weight is also a physical variable to which the range of acceptability concept applies. Excessively overweight people rarely make it into the top ranks of educational administration. A recent study involving high school principals indicates that overweight candidates did not fair as well as candidates of ideal weight (Bonuso, 1983, p. 374). Also, extremely thin people will find it more difficult to achieve upward mobility.

Obese people verge on being offensive because of the unspoken question that exists about whether some character weakness has contributed to the overweight condition. Likewise, extremely thin people conjure up an image of frailty or weakness which causes the question of future effectiveness to arise. Those with the best chances of upward mobility in the administrative ranks of education are those for whom weight is non-conspicuous and, therefore, acceptable.

Appearance

The importance of the physical variable of appearance cannot be underestimated for those who will successfully move up the ranks of educational administration. Candidates who have attractive features will be more inclined to be favored. Appearance may include not only the hereditary characteristics of the aspirant involved, but also what that person does to enhance appearance through hairstyling, make-up, clothes, grooming, etc. It cannot be denied that "looks" affect an administrative aspirant's rate of movement upward.

The range of acceptability idea applies to appearance because either extraordinary good or bad looks and flamboyance or the ultracasual will be rejected for the quietly tasteful, all-American looks and styling.

Attitudinal Variables

Interpersonal Competence

Competence in interpersonal relations contributes to the attitudinal attractiveness of an aspiring educational administrator. Evidence of good communication, tact, judgment, warmth, flexibility, openness, etc., is likely to be favorable in aiding the aspirant's upward mobility.

The range of acceptability applies to interpersonal competence because extroversive and introversive characteristics will be rejected in favor of a moderately assertive approach to coworkers, an approach which exudes sincerity and loyalty.

The importance of the possession of competence in interpersonal relations cannot be dispelled when the senior consultant for the National School Boards Association indicates that competence in interpersonal relationships is most often specified as important for superintendents by school boards (Johnson, 1981, p. 436).

Behavior which expresses loyalty to the superintendent, the school system and its goals is essential for an aspirant to be considered for promotion. Advice given to aspirants might be that "...nothing matters more to your advancement than your superintendent's gut-level trust in you" (Johnson, 1981, p. 437). If a strong, non-threatening bond is

established which makes the aspirant's attitude attractive, the educational administrator's movement upward is enhanced greatly.

Aspiration for Upward Mobility Motivation to Work

Aspiration for upward mobility and motivation to work are two attitudinal attractiveness variables which, when they are strong, make an educational administrator more prone to be upwardly mobile.

The theoretical basis for the association between the attitudinal variables, aspiration for upward mobility and motivation to work, and upward mobility is found in the three concepts embodied in Vroom's motivational model. Valence, the first concept, refers to personal preferences, or the choice of attaining one outcome over another. Educational administrators who aspire for upward mobility have a positive valence for work, anticipating that they will derive satisfaction from the outcome, promotion, as a result of that work. The valence of work motivation may be partially related to the intrinsic satisfaction of work itself, but it is primarily related to the anticipated outcome of that work (Vroom, 1964, p. 15-16).

The second concept, expectancy, deals with the subjective probability that an action, the work effort, will be followed by a desired performance. In other words, expectancy involves

the belief that action is directly related to performance (Vroom, 1964, p. 17).

The third concept, instrumentality, suggests that there is a probability that means are related to ends, i. e., that good work performance in the form of meeting organizational goals is necessary in order to achieve an outcome, promotion; one must precede the other (Vroom, 1964, p. 16). Individuals may "...desire to perform their jobs effectively because they expect it will lead to a promotion" (Vroom, 1964, p. 16).

The application of Vroom's model to the theory of upward mobility in this study is apparent. Educational administrators with positive valence (strong aspiration to do the work necessary to achieve upward mobility) and high expectancy and instrumentality (strong motivation to do work expecting that the work will be the performance necessary to achieve a desired outcome) are more upwardly mobile.

Geographic Mobility

Another attitudinal attractiveness variable is the willingness to move to a variety of geographic locations rather than remaining "place-bound" in one locality or state. The more geographic flexibility an aspiring administrator has, the greater is the likelihood of upward mobility. Leaving provincialism behind and adopting a cosmopolitan attitude is an

important factor in making oneself attractive for promotion. Gaining experience outside the system not only adds to an administrator's credibility, but it also indicates a willingness to uproot in order to seek career advancement.

Carlson identifies those superintendents promoted from within, who value place of employment more than career, as "place-bound" and those who are promoted from without, who value career above place, as "career-bound" (Carlson, 1972, p. 40-1). His study of local ("place-bound") and cosmopolitan ("career-bound") superintendents reinforces the importance of geographic mobility as an attractiveness variable. Carlson indicates that data from a 1960 AASA nationwide survey of superintendents showed only thirty-five percent of 859 superintendents were promoted from within, while sixty-five percent were promoted from outside the system (Carlson, 1972, p. 46). When a school board is unsatisfied with the system, it is more likely to hire an outsider, one who can stress creativity rather than stability. The outsider has greater bargaining power than the insider; thus, in order to maximize the financial potential in a career path, an aspiring administrator must be willing to be geographically mobile (Carlson, 1972, p. 65).

Although geographic flexibility is essential, too many moves may indicate a problem to hiring agencies. The range

of acceptability applies to geographic mobility in that too much or too little movement is undesirable; the most favored candidates have had a moderate amount of movement, indicating both their flexibility and their stability.

Regional Orientation

Still another attitudinal variable which affects an aspiring administrator's chance for promotion is regional orientation. Certain cultural attitudes, biases, looks, and language are associated with various regions of the country. Whether or not an aspirant moves up the ladder may depend on predispositions about certain regions of the country. If, for example, in Virginia a feeling pervades that all northerners are carpetbaggers, an applicant from New York may be less attractive for promotion than one from South Carolina. Again, attitudes dictate the weight of regional orientation as an attractiveness variable.

Technical Competence Variables

Education

One important aspect of an aspiring administrator's technical competence is educational background. Not only are the degrees earned an attractiveness factor, but also the universities attended have a significant effect on upward mobility.

Just as having a doctorate might weigh in favor of an aspiring candidate, so might the university from which that degree was earned.

Although Carlson indicated that obtaining a doctorate and having a basic college degree from a high quality school were not, according to national surveys, essential to entering the superintendency (Carlson, 1972, p. 52), ten years later, Robert Krajewski, superintendent of schools in East Chicago, Indiana, indicated that one way to hasten promotion is to go back to school and get either a Ph.D. or an Ed.D. (Cramer, 1982, p. 31).

Carlson makes an interesting observation that "career-bound" (promoted from outside) superintendents have achieved a higher level of education and have received their education at more prestigious institutions. He interprets this to mean that "career-bound" superintendents are not only more committed to their careers because of their seeking more advanced degrees from higher quality universities, but also because of their willingness to move geographically (Carlson, 1972, p. 53). This points to an intertwining of the geographic mobility and education variables used in this study.

Experience

Another variable which affects the technical competence

attractiveness of a candidate for promotion is experience. Not only is competence indicated by number of years of experience, but it is also influenced by the types of positions the aspirant has held. The candidate is more attractive if all years of experience have been spent constructively with a definite career path in mind.

Certain career paths will be more attractive and will thus lead to greater upward mobility toward the superintendency. For example, the career path to the elementary principalship generally ends with that position, while the path to a secondary principalship or upper level central office position opens the door to the superintendency (Gaertner, 1978-9, unpaged). Exits from educational administration are likely to occur at "...the two ceiling positions, Superintendent and Elementary Principal, and the lowest level administrative position, Instructional/Curricular Supervisor" (Gaertner, 1978-9, unpaged). The career path a candidate pursues is a crucial factor in influencing further upward mobility.

Political Variable

Confirmation by Outside Sources

The single political attractiveness variable is the educational administrator's confirmation by outside sources. Although the internal record of an individual may be enough to achieve

the lower ranks of administration, in the upper levels, confirmation by influential persons outside the educational organization can be an attractiveness factor.

A glowing record of work outside the organization, either in a university or in other school districts or businesses, attested to by people held in high esteem, may be a pivotal factor in gaining the support necessary for an educational administrator's upward mobility in the organization.

Some of those people, who in recent years have gained the power to place superintendents and top administrators in their jobs, are the regional power brokers, consultants hired to seek out and recommend several of the best prospects in the country for top positions. According to Cramer, gaining a stronghold with this Old Boys Network through a high profile can influence how fast and how far a school administrator can advance on the management level (Cramer, 1982, p. 30).

Inside Sponsorship

In this study the assumption was made that there is a positive association between inside sponsorship and upward mobility. Inside sponsorship means having help in gaining promotion from influential persons in the organization. The literature supports the idea of the crucial nature of inside sponsorship. This study contends that

educational administrators who have had help all along the way in getting to their first superintendency got there faster than those who did not have consistent inside sponsorship.

The integration of the variable of inside sponsorship into the concept of upward mobility introduces the informal world of the organization as being a vital career avenue. Inside sponsorship has a high career return because it means developing a power leverage with the "right" associates (Silber and Sherman, 1974, p. 7). The informal world is a changing arena which requires the flexibility to let relationships evolve which will cultivate inside sponsorship. Emphasis should be placed on the importance of short gains, which constantly build associations leading to winning in the long run (Silber and Sherman, 1974, p. 11). In Powell's "Influence Wheel," relationships in the informal world are identified as a very important factor in advancement (Powell, 1969, p. 38). Very few people get to the top without gaining the trust of someone already there (Jennings, 1971, p. 114).

Peter's definition of "pull," "...an employee's relationship by blood, marriage, or acquaintance with a person above him in the hierarchy" (Peter, 1969, p. 37), and Adams' and Fyffe's idea of "adoptive nepotism," or the sponsorship of a lower level manager by an upper level one (Adams' and Fyffe, 1969, p. 63), approximate the idea of inside sponsorship. Perhaps a more appropriate description for the purposes of this study, which extends the concept from a mere

hierarchial ladder approach to the realm of genuine influence, is Jennings' idea that "...power to promote, rather than title, is the engine of mobility" (Jennings, 1971, p. 114). The mobile administrator realizes that the right person in the ingroup can affect upward mobility, "...that a superior by title may not be a superior of consequence" (Jennings, 1971, p. 114). Inside sponsorship involves alignment with the right person in the organization, the one who wields influence enough to facilitate upward mobility. The sponsor will be a person who has the "...capacity and willingness to vouch for, be responsible for, and answer for " (Jennings, 1971, p. 145) the aspiring administrator. Also, the sponsor, because of such good standing with authority, is one of only a few whose recommendations are rarely rejected, even for people outside his chain of command (Jennings, 1967, p. 39).

In Gaertner's study (1978-9) of the structure of careers in educational administration, she maintains that careers in educational organizations contain at least one or more "assessment positions," positions in which future mobility is determined. Incuments "...become candidates for sponsorship by higher level people based on their performance and visibility in the position" (Gaertner, 1978-9, unpaged). Likewise, people being sponsored may be tapped for "assessment positions" as a means of being shown off or for the purpose of their becoming "...familiar to others who may at some point have fate control" (Gaertner, 1978-9, unpaged). Gaertner's study points to the legitimacy

of the notion of inside sponsorship in the educational arena.

Striving educators must win the favor of key persons who serve in advisory capacities because they have the power of sponsorship to the next level of the hierarchy. For example, an aspiring assistant principal must win the favor of the principal so that sponsorship to the assistant superintendent and, in turn, to the superintendent will occur. There is, in fact, a network of inside sponsorship which operates in educational organizations.

The rate of upward mobility of educational administrators appears to be strongly affected by the acquisition of inside sponsorship. According to Jennings, "...no one goes to the top rapidly without a sponsor" (Jennings, 1971, p. 167).

Environment

Paternalism

Paternalism--treated two dimensionally in this study, (1) as characteristic of all educational organizations, and (2) as a variable reflecting respondents' perceptions of its existence--means dominance by a key "father" figure. The term "paternalism" needs to be distinguished from two other forms of male dominance, patriarchy and patrimonialism. Both patriarchy and patrimonialism are based on the transmission of property and position from generation to generation automatically through the male line, or through primogeniture, while

paternalism does not embody the concept of primogeniture (Sennett, 1980, p. 53). In paternalism, opportunities are offered to those who are seen fit to be the recipients of special favors; there are no guarantees (Sennett, 1980, p. 54).

The paternalistic figure is a protector and a nurturer, one in whom trust is laid. In return for his good grace, subjects are expected to be "...loyal, appreciative and passive" (Sennett, 1980, p. 57). If the idea of the father figure is transmitted to the work place, "...a connection in memory between a father and a boss may strengthen the hold of that boss over the discipline and obedience of his employees" (Sennett, 1980, p. 55). What paternalism represents is "...a legitimation of power outside the family by appeal to roles within the family" (Sennett, 1980, p. 57). Paternalism is a system of "...egoistic benevolence magnified, passive deference demanded" (Sennett, 1980, p. 71).

Paternalism differs from patriarchy and patrimonialism in that the imagination must make the father-boss role transformation. In the other two forms of male dominance, the idea of the ruler as father is literal rather than symbolic. The idea of paternalism is a metaphor, the joining in meaning of words not normally associated with each other. In the nineteenth century, "father" meant morality while "boss" meant heartless ambition. The metaphor, in combining these two terms, changes the meaning each has alone. The power to dominate affections gives a new implication to the term "boss"

(Sennett, 1980, p. 78-9).

The conditions of a paternalistic environment as they relate to upward mobility within the educational setting are expressed below. The "gift" in this case would be the granting of promotions to striving subordinates by the superintendent.

> ...paternalistic authorities hold out a false love to their subjects. False because the leader cares for these subjects only insofar as it serves his interests. Unlike the patrimonial figure. He makes a gift of his resources to others. The terms of this gift are wholly in his control.
>
> (Sennett, 1980, p. 82)

Traditionally a father figure, the superintendent, backed by the school board, has had ultimate power over the upward mobility of educational administrators. Upward mobility in education has been treated as a process of election by those on high, rather than as a process which might be controlled by aspirants. On all levels of the administrative hierarchy, a paternalistic system is operating, because superiors, through fatherly protectiveness, bestow the favor of sponsorship in exchange for loyalty from the aspirant. Through sponsorship from lesser superiors, aspiring administrators may gain, by proxy, the favor of the key paternalistic figure, the superintendent. Only when the upwardly mobile administrator is ready to ascend to the ranks of superintendent does the paternalistic power shift to the school board, which often depends upon the regional job brokers to scout for potential candidates and make several recommendations (Cramer, 1982, p. 30).

Paternalism is an appropriate term for the superintendency in Virginia because, historically, its ranks have been filled almost exclusively with men, men who have been schooled in the traditional, conservative Virginia manner. The superintendency in Virginia has been perpetuated as one of power and dignity, and the men who are superintendents personify those characteristics. As the paternalistic leaders of school systems, it is through their benevolent election that aspiring administrators move upward; they are the crucial actors in the promotion process in education.

Upward Mobility

The variable of upward mobility refers to the number of years it has taken an educational administrator to reach the first superintendency. The rate of ascension to this post varies, and the theory in this study, which has been discussed in previous pages, offers an explanation for that variation.

DERIVATION OF HYPOTHESES TO TEST THE EXPLANATION

The major hypotheses of the study, which point to professional attractiveness and inside sponsorship operating in a paternalistic environment as the keys to upward mobility, are based on the theory developed by the researcher which was discussed earlier in this chapter. The explanation for the upward mobility of educational

administrators was tested by using the hypotheses outlined below which were based on the same structure as Figure 1:

A. Major hypothesis:

Candidates with more professional attractiveness working in a paternalistic school environment achieve faster upward mobility than candidates with less professional attractiveness.

Sub-hypotheses:

1. Physical
    a. Age--Middle age candidates are more attractive than younger or older candidates.
    b. Sex--Male candidates are more attractive than female candidates.
    c. Race--Caucasian candidates are more attractive than non-Caucasian candidates.
    d. Height--Average height candidates are more attractive than short or tall candidates.
    e. Weight--Average weight candidates are more attractive than over- or underweight candidates.
    f. Appearance--Candidates who are moderately concerned about their personal appearance are more attractive than candidates who are overly or too little concerned about their personal appearances.

2. Attitudinal

   a. Interpersonal competence--Candidates with moderate interpersonal assertion are more attractive than candidates with too much or too little interpersonal assertion.

   b. Aspiration for upward mobility--Candidates who aspire more for top positions are more attractive than candidates who aspire less for top positions.

   c. Motivation to work--Candidates with high motivation to work are more attractive than candidates with low motivation to work.

   d. Geographic mobility--Candidates with moderate geographic mobility are more attractive than candidates with too much or too little geographic mobility.

   e. Regional orientation--Candidates who work within the region of their birth are more attractive than candidates from outside their region of birth.

3. Technical competence

   a. Education--Candidates with a doctorate who have attended prestigious higher institutions are more attractive than candidates with lesser degrees who have attended higher institutions with less prestige.

   b. Experience--Candidates with experience in secondary school or central office administration are more

attractive than candidates without experience in secondary school or central office administration.

4. Political

a. Confirmation by outside sources--Candidates who have received more confirmation by influential sources outside the educational organization are more attractive than candidates who have received less confirmation by influential sources outside the educational organization.

B. Major hypothesis:

Candidates who are more sponsored in a paternalistic school environment achieve faster upward mobility than candidates who are less sponsored by influential people from within the educational organization.

C. Major hypothesis:

Candidates with more professional attractiveness in a paternalistic school environment are more likely to have inside sponsorship than candidates with less professional attractiveness.

D. Major hypothesis:

In a perceived paternalistic school environment, rate of upward mobility is increased by the interaction of professional attractiveness and inside sponsorship.

The preceding hypotheses are based on both the available literature

and the opinions and observations of the researcher. The first major hypothesis (A) concerning professional attractiveness suggests that attractive candidates working in a paternalistic school environment have a better chance for faster upward mobility than less professionally attractive candidates. The sub-hypotheses concerning professional attractiveness are derived from the explanations developed from previous research and the researcher's experience. Each sub-hypothesis states that one level of a characteristic is more professionally attractive than another level of that characteristic.

The derivation of hypotheses continues with the forming of the inside sponsorship hypothesis (B) which suggests that, in a paternalistic school environment, more sponsored candidates have a better chance for faster upward mobility than less sponsored candidates. The major hypothesis (C) which involves professional attractiveness and inside sponsorship suggests that more attractive candidates are more likely to be sponsored. The final major hypothesis (D) states that faster upward mobility is more available, in a paternalistic school system, to candidates who are professionally attractive and sponsored inside the organization.

In all major hypotheses, two dimensions of paternalism are implied. In one dimension, paternalism is treated as an environmental characteristic of all educational organizations. In another dimension, however, paternalism is a variable. The hypothesis concerning the variable of paternalism is that candidates who perceive the

existence of paternalism more in their educational experiences exhibit behavior which helps them achieve faster upward mobility than those who perceive the existence of paternalism to a lesser degree.

SUMMARY OF CHAPTER 1 AND OVERVIEW OF SUCCEEDING CHAPTERS

In Chapter 1 the foundation ideas behind this study have been presented. It has included an introduction to the study of the upward mobility of educational administrators as well as a presentation of the problem addressed in the study. In addition, this first chapter has provided an explanation for the variation in the rate of upward mobility of educational administrators by discussing variables involved in a theory developed by the researcher. The chapter concludes with a derivation of the hypotheses which will be used to test the explanation.

Chapters 2, 3, and 4, which follow, serve to expand and further clarify the ideas presented in Chapter 1. Chapter 2 is a description of how the variables have been measured and how the hypotheses have been tested. It also includes data collection and analysis procedures. Chapter 3 contains the results of the implementation of the procedures suggested in Chapter 2; analyses of these findings are included. The study is concluded with Chapter 4, which contains a summary of the study, the conclusions drawn, a discussion of the implications, and recommendations for educational administrators and for further research based on the findings in the study.

Chapter 2

TESTING THE HYPOTHESES

The major hypotheses developed in Chapter 1 were these: A. Candidates with more professional attractiveness working in a paternalistic school environment achieve faster upward mobility than candidates with less professional attractiveness, B. Candidates who are more sponsored in a paternalistic school environment achieve faster upward mobility than candidates who are less sponsored by influential people from within the educational organization, C. Candidates with more professional attractiveness in a paternalistic school environment are more likely to have inside sponsorship than candidates with less professional attractiveness, and D. In a perceived paternalistic school environment, upward mobility is increased by the interaction of professional attractiveness and inside sponsorship. In this chapter the methods, procedures, and instruments which were used to test the hypotheses are described. This chapter includes descriptions of the population utilized in the study, of the instruments used, and of data collection and analysis procedures.

POPULATION

This study used two populations, superintendents and non-superintendents. The purpose of using the two populations was not only to test the hypotheses by examining the variation in rate of upward

mobility among superintendents, but also to examine the contrast in professional attractiveness variables, inside sponsorship, and perceived paternalism between superintendents and non-superintendents.

The population of superintendents used in this study included all superintendents outside Virginia who were members of the American Association of School Administrators in 1980 and all Virginia superintendents in 1981; the population size used was 15,987, the number of administrative school units as of 1980-81 (Estimates, 1981, p. 8). The sample included all 133 Virginia superintendents and 161 superintendents outside Virginia. The size of the sample from outside Virginia was determined by the following formula:

$$n = \frac{X^2 N \pi (1-\pi)}{d^2(N-1)+X^2\pi(1-\pi)}$$

where n = the required sample size

X^2 = table value of chi-square for 1 degree of freedom and desired confidence level (2.706)

N = population size (15,987)

π = population proportion of .50

d = degree of accuracy expressed as proportion (.05)

("Small Sample Techniques," 1960, p. 99)

Computation revealed that 133 would have been a sufficient number to use, but the researcher used a larger number (161) to help compensate for attrition and mobility factors.

The sample of 161 superintendents outside Virginia was selected randomly from the AASA membership roster for 1980-81 (Who's Who in Education Administration, 1980). All superintendents in the roster were numbered consecutively and random tables (CRC Handbook, 1969, pp. 198-201) and random procedures were used to select the 161 superintendents who would constitute the sample of superintendents outside Virginia.

The sample of 133 non-superintendents in the study was selected from the population of 413 non-superintendents whose names appear on the Eligible List of Division Superintendents in Virginia as of July 1981. All non-superintendents on the Eligible List were numbered consecutively; the 133 which constituted the sample of non-superintendents in the study were selected by using random tables (CRC Handbook, pp. 198-201) and random procedures. The assumption was made that all non-superintendents whose names appeared on the Eligible List of Division Superintendents in Virginia were interested in becoming superintendents.

MEASUREMENT OF VARIABLES

Professional Attractiveness Variables

Physical Variables

Age

The variable of age was measured on the Background Information

Form by asking respondents to give their age at the time that they reached their first superintendency. Actual responses were used (See Appendix C).

Sex

The variable of sex was measured on the Background Information Form by asking respondents to indicate male or female. Responses were coded for the computer as follows: (1) male, (2) female (See Appendix C).

Race

The variable of race was measured on the Background Information Form by asking respondents to indicate their race. Responses were coded for the computer as follows: (1) Caucasian, (2) Black, (3) Other (See Appendix C).

Height

Height was measured by asking respondents to give their height on the Background Information Form. Actual responses recorded in inches were used (See Appendix C).

Weight

Weight was measured by asking respondents to give their present weight and their weight at the time of their first superintendency, if applicable, on the Background Information Form. Actual responses were used (See Appendix C).

Appearance

Appearance was measured by asking respondents to answer on the Background Information Form, using a four-point scale, four questions related to the level of concern they have now and had at the time they were selected for their first superintendency, if applicable, for professional hairstyling, latest clothing styles, careful grooming, and coordination of attire with events (See Appendix C). The four-point scale for each item included responses ranging from (1) very little to (4) very much. A score was determined by averaging the responses to the four items.

The alpha reliability coefficient for the present appearance concern scale was .74, and the coefficient for the appearance concern at first superintendency scale was .95. These reliability coefficients indicate an adequate degree of internal consistency for both scales.

Attitudinal Variables

Interpersonal Competence

William Schutz's Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B), an instrument originally designed in 1958, was used in this study for measuring the interpersonal competence of educational administrators (See Appendix D). The theory which is the basis of FIRO-B suggests that all human relations can be divided into three categories including issues surrounding inclusion,

control, and affection. Schutz maintains that groups proceed through the issues in the order listed above and then recycle (Pfeiffer, et al., 1976, p. 139). The scales of FIRO-B are explained through the six-cell diagram represented in Figure 2, which includes three categories and two dimensions of behavior, behavior which is expressed by the individual and which is wanted from others by the individual (Schutz, 1966, p. 58).

The instrument, based on the "...Guttman technique for cumulative scale analysis" (Schutz, 1966, p. 59), consists of 54 statements, nine in each of the six scales. Each individual item in FIRO-B was scored with a value of 0 or 1 depending upon whether the response fell within the acceptable range according to the scoring key. A score of 0 to 9 was obtained on each of the six subscales; scale scores represent the number of items accepted, i. e., the number of items receiving a score of one (Pfeiffer, et al., 1976, p. 142). The sum of the scale scores (Social Interaction Index) equals the total interpersonal competence measure for each respondent (Schutz, 1967, unpaged).

The average time it should have taken respondents to complete the questionnaire was five to twelve minutes (Pfeiffer, et al., 1976, p. 139), although the instrument had no time limit (Schutz, 1967, unpaged). The 1977 Edition of Schutz's 1967 copyrighted FIRO-B was used for the purposes of this study. Permission for use of FIRO-B was obtained from the publisher.

	I INCLUSION	C CONTROL	A AFFECTION
Expressed e Behavior	I initiate interaction with people.	I control people.	I get close and personal toward people.
Wanted w Behavior	I want to be included.	I want people to control me.	I want people to get close and personal with me.

Figure 2

Scales of FIRO-B[a]

[a]Schutz, 1966, p. 59.

The outcome of using the three characteristics of interpersonal relations, inclusion, control and affection, is better self-understanding and a meaningful distinction between what administrators want from and express toward others. Positive elements of the instrument include (1) no social desirability, (2) brevity, (3) non-threatening nature, (4) ease of interpretation because the same number of items appear on each scale, (5) insight into relationships between two people as well as into individual behavior. Although FIRO-B is a self-report form, respondents will be less inclined to be deceptive and defensive because the instrument is free from interpretations which imply possible psychological abnormality (Pfeiffer, et al., 1976, p. 140-1).

Generally an upward moving administrator displays a higher level of skill in interpersonal relations because he or she values interaction with people, is able "...to be held responsible and hold others responsible" (Pfeiffer, et al., 1976 p. 147), and "...regularly prefers and seeks interpersonal closeness" (Pfeiffer, et al., 1976, p. 148). It is likely that a fast moving educational administrator also will score higher on the Social Interaction Index, or the grand total score, because he or she is a "people person" who is anxious to get involved with other people (Pfeiffer, et al., 1976, p. 149).

Validity. The scales of FIRO-B were developed using 150 Boston area college students and cross-validated using 1,500

subjects from Boston area colleges. The cross-validation indicated that the scales "...maintained the required characteristics of acceptable Guttman scales" (Schutz, 1966, p. 60).

Concurrent validity of FIRO-B was established by studies investigating FIRO-B and political attitudes, occupational choice, and conformity. Under the direction of Schutz, McElheny, using a sample of 83 Harvard undergraduates and the predecessors to FIRO-B--FIRO-4 and FIRO-5B3--conducted a study of the "...relationship between FIRO scores and political attitudes" (Schutz, 1966, p. 69). In McElheny's study

> ...three of the four predicted relations were significant at the .05 level or better. The probability of this concurrence, when three of the only four significant relations of sixteen possible relations are selected correctly, is less than .01.
>
> (Schutz, 1966, p. 72)

Schutz points out that

> ...despite its exploratory nature, this study provides a degree of concurrent validity for the FIRO-B (as the successor to 4 and 5B3) for the discrimination of individuals with divergent political attitudes.
>
> (Schutz, 1966, p. 72)

In the study investigating the relationship between FIRO-B and occupational groups, FIRO-4 was administered to several occupational groups and the reasonable differences were explored. Each group was scored low or high on the FIRO-4 scales (Schutz,

1966, p. 73). The results indicate that

> ...with a more refined measure, namely FIRO-B, and a more careful analysis of the interpersonal properties of various occupations, it may well be possible to demonstrate the types of people (in FIRO-B types) who perform in various occupations.
>
> (Schutz, 1966, p. 73)

In the study of FIRO-B and conformity behavior, experiements using FIRO-1 and FIRO-4 (Schutz, 1966, p. 75-76) on 60 Harvard freshmen were performed to test the prediction that

> ...those who do not conform to the group when subjected to the social pressure should score differently in an easily explicable way on FIRO-B than those who do conform.
>
> (Schutz, 1966, p. 74)

The configuration of results "...suggested the possibility of looking for personality types made up of patterns of scores from all three interpersonal need areas to explain opinion changes" (Schutz, 1966, p. 75). The results, however, because of so few subjects, cannot be generalized; "...it is hoped that FIRO-B will provide a better measure for pursuing the personality characteristics of conformity" (Schutz, 1966, p. 76).

Reliability. A positive feature of FIRO-B is that its scales are reliable. The average reproducibility index in a study conducted by Schutz was .94. Reproducibility refers to the degree to which responses on each item can be predicted based on a

knowledge of scale scores. It is a stringent criterion because it requires that all items measure the same dimension and occur in a certain order. If 90 percent of responses are predictable, the usual criterion for reproducibility has been met (Schutz, 1966, p. 77). Reproducibility coefficients in this study ranged from .85 to .92 on the 54-item, six-scale FIRO-B with a mean reproducibility index of .89 (Table 1). The reproducibility coefficients in Schutz's study and in this study indicate the dependability of FIRO-B because these coefficients are relatively close.

Aspiration for Upward Mobility

The researcher's modification of Tausky & Dubin's Career Orientations Anchorage Survey (COAS) to make it relevant for educational organizations was used to measure the variable of aspiration for upward mobility (See Appendix E). The new instrument, Modified Career Orientations Survey (MCOS), was useful for this study because, like the COAS, it determined which subjects desire to reach a top position and which are content just to move some distance from a starting point (Tausky and Dubin, 1965, p. 726). The six items were phrased as though they referred to other individuals making decisions; the intent was to lower the inhibition by not asking subjects to respond to their own career orientations (Tausky and Dubin, 1965, p. 727).

Changes in the original COAS involved simple wording modifications to make the instrument applicable to the educational

Table 1

Reproducibility Coefficients for Scales of FIRO-B

Scale	n[a]	Reproducibility Coefficient[a]	n[b]	Reproducibility Coefficient[b]
Expressed Inclusion	249	.89	1615	.94
Expressed Control	247	.85	1582	.94
Expressed Affection	244	.92	1554	.94
Wanted Inclusion	248	.89	1574	.94
Wanted Control	243	.88	1467	.94
Wanted Affection	248	.91	1467	.94
Mean	246.5	.89	1543	.94

[a]Data for present study of educational administrators.

[b]Data for Schutz's previous study of college students and Air Force personnel (Schutz, 1966, p. 78).

setting. Examples of changes in wording were the following: "firm" changed to "school system," "company" changed to "school system," "top of the firm" changed to "superintendency," and "junior executive" changed to "administrator."

Scaling the responses to the six items was done according to the COAS by categorizing the responses into upwardly anchored (desiring to reach top position), downwardly anchored (desiring to move up from a starting point), and ambivalently anchored (wanting advancement, but not wanting to pursue it). Scores on the instrument ranged from 0 to 6 points. Each upwardly oriented response received a value of one point; each downwardly oriented response received a value of 0. Classification of a respondent as upwardly anchored indicated that five or six responses which were upwardly oriented were given; downwardly anchored respondents answered with none or only one upwardly oriented response; ambivalently oriented individuals provided two, three, or four responses which were upwardly oriented (Tausky and Dubin, 1965, p. 728). A total raw score on the Modified Career Orientations Survey was determined by the sum of upwardly mobile responses.

Validity. Measures conceptually related to the Modified Career Orientations Survey were used to provide an assessment of its validity (See Appendix E). Validation items used in this study were modifications of those used in the original COAS validations and include "...behavioral indicators of striving

and measures of living style" (Tausky and Dubin, 1965, p. 729). The measures are listed below:

1. Would you have been (will you be) disappointed if you did not (do) reach the superintendency?
2. Do you subscribe to the Executive Educator?
3. Are you a member of AASA?
4. Are you a member of a civic association such as Rotary, Kiwanis, etc.?
5. Do you regularly read current education-related articles in the newspaper and popular magazines?
6. Do you play golf?
7. What is the average amount you spend for a business suit?
8. How many professional journals do you read regularly?

(Tausky and Dubin, 1965, p. 730)

A combination of these items reflects an attitude about varying degrees of interest in achieving top rank (Tausky and Dubin, 1965, p. 729). Responses to the additional list of questions above were requested of the entire sample of superintendents and non-superintendents, as an integral part of the study, to validate the results of the Modified Career Orientations Survey by showing a relationship between respondents' scores on these items and scores on the MCOS. The a priori assumptions about the conceptually-related questions were that upwardly mobile educators would be more disappointed by not reaching the superintendency, would spend more on clothes, would subscribe to and read more

professional journals, would belong to more professional and civic organizations, would be more likely to keep up-to-date on education-related news, and would be more involved in recreational avenues which could be used for professional contacts.

The first six of the conceptually-related items intended for use as a validation measure for the Modified Career Orientations Survey were scored by summing responses; a "yes" received two points and a "no" received one point. Results of a chi-square analysis of the relationship between level of aspiration for upward mobility as determined by the MCOS and the responses to the first six validation items showed a relationship between only two of the six items and the items on the MCOS; no association was found with the other four items (Table 2). The two items which showed a relationship were (1) disappointed in not reaching the superintendency, and (2) subscribes to the Executive Educator. Results of the chi-square analysis of the relationship between these six validation questions and the MCOS reveal that items one and two are significantly related to the MCOS and are, therefore, a good proxy for it. Although the other items are more distant indicators, the results for items one and two are sufficient for the researcher to have some limited faith in the instrument.

The other two validation items, average cost of business suit and number of professional journals read, both had positive, but weak correlations with the MCOS: the Pearson correlation coefficient

Table 2

Chi-Square Analysis of Association Between Aspiration for Upward Mobility as Determined by the MCOS and Six Validation Items

Chi-Square Analysis	n	Chi-Square	Sig	Asymmetric Lambda (Item dependent)	Asymmetric Lambda (Aspiration dependent)	Symmetric Lambda
Aspiration for Upward Mobility By:						
1. Disappointed in not reaching superintendency	244	9.343	.009**	.119	.045	.081
2. Subscribes to Executive Educator	247	6.620	.037*	.000	.043	.025
3. Member of AASA	248	4.251	.119	----	----	----
4. Member of civic association	247	.312	.856	----	----	----
5. Reads current professional materials	248	2.508	.285	----	----	----
6. Plays golf	248	.232	.891	----	----	----

**$p < .01$
*$p < .05$

for the MCOS with average cost of business suit was .134, significant at the .023 level, and for the MCOS with number of professional journals was .167, significant at the .006 level. These weak correlations also point to the possible limited effectiveness of the MCOS as a measure of aspiration for upward mobility.

Reliability. To establish the reliability of the Modified Career Orientations Survey, it was administered as an integral part of the study to the entire sample of superintendents and non-superintendents who also all responded to the conceptually-related questions. A reliability analysis revealed that the Cronbach's alpha coefficient (.159) for the six-item Modified Career Orientations Survey was not significant. Although the six validation items revealed slightly higher reliability as a scale (.441) than the MCOS, both coefficients reveal low internal consistency for the scales.

Motivation to Work

The Educational Work Components Study (EWCS) questionnaire was used to measure the variable of motivation to work. Borgatta's (1967) original questionnaire, the Work Components Study (WCS) is the basis of the EWCS, which was developed by Miskel and Heller (1972). Since its inception, the EWCS has gone through several revisions; it is the 1974 form of the EWCS which was used for the purpose of this study (See Appendix F). Permission for use of

the 1974 form of the EWCS was granted by Cecil Miskel.

Borgatta's intent in the WCS was "...to merge and operationalize Herzberg's two-factor theory with Blum's findings regarding the security orientation among industrial workers" (Miskel, 1973, p. 43). Miskel and Heller (1972) revised the Borgatta instrument to suit educational organizations by putting words relating to education in place of words related to industry (Miskel and Heller, 1972, p. 5). The 1972 EWCS was revised from the 66-item WCS to a 56-item questionnaire (Miskel and Heller, 1972, p. 8). The EWCS was then revised into a 49-item questionnaire and finally into a 36-item questionnaire (Miskel, 1974, p. 21).

The original WCS was administered as a self-report form. Similarly, the EWCS was administered using a self-report form in which respondents read the following: "How desirable would YOU consider each of the following items in a job for YOU? A job where..." Respondents then answered each item in one of five categories. The Likert-like categories range from "Completely undesirable, would never take the job" to "Extremely desirable, would favor the job greatly." Values of one to five were assigned to the categories in an ascending fashion (See Appendix F) (Miskel, 1974, p. 22).

The EWCS in Miskel's research (1974) was composed of six factors, each of which, in the 36-item scale, was measured by six

items per factor. The same six factors (below), which measure work motivation in the educational organization, were used in this study, but, after a factor analysis was done, two items were shifted, one from Factor 2 to Factor 1 and one from Factor 2 to Factor 3 (Table 3):

1. Potential for personal challenge and development (measures desire for creativity and responsibility).

2. Competitiveness desirability and reward of success (measures desire for merit pay and competition).

3. Tolerance for work pressure (measures attitude toward intense work load).

4. Conservative security (measures desire for promotion guidelines and job routines).

5. Willingness to seek reward in spite of uncertainty vs. avoidance of uncertainty (measures willingness to take short run job to do interesting work).

6. Surround concern (measures concern for hygienic aspects of job).

(Miskel, 1974, p. 21-22)

Each of the six factors was used as a separate variable in the data analysis procedures in this study. A factor score was determined for each of the six factors by calculating the mean of the responses to the items in the factor. Since the response on each item ranged from one to five, the mean factor score for each respondent on each factor ranged from one to five.

Factor Stability. Three statistical techniques were used by Miskel and Heller to test the adaptability of the EWCS to

Table 3

Means, Standard Deviations, and Factor Loadings for EWCS Items

Item	Mean	S.D.	Factor[a] Loading	Factor[b] Loading
Factor 1 - Potential for Personal Challenge and Development				
9. there would be opportunity for creative work	4.49	.55	.59	.58
21. there would be emphasis on individual ability	4.31	.55	.67	.54
22. the school district would encourage further specialized work	4.11	.63	.56	.59
24.[c] competition would be open and encouraged	4.05	.59	.50	.43
25. I would have a chance to further my formal education	4.19	.64	.42	.75
28. I would always have a chance to learn something new	4.36	.58	.55	.60
36. there would be emphasis on originality	4.11	.62	.52	.61
Factor 2 - Competitiveness Desirability				
2. salary increases would be strictly a matter of how much I accomplished for the school district	3.92	.92	.35	.70

[c]Item included in Factor 2 in Miskel's study (1974).

Table 3 (continued)

Item	Mean	S.D.	Factor[a] Loading	Factor[b] Loading
Factor 2 - Competitiveness Desirability, continued				
11. salary increases would be determined by the amount of effort exerted	4.02	.76	.72	.84
32. there would be emphasis on the actual production record	3.80	.71	.44	.54
34. salary increases would be a matter of how much effort you put in	3.98	.73	.79	.79
Factor 3 - Tolerance for Work Pressure				
4. school related problems might come up that I would have to take care of myself outside regular hours	3.45	.66	.55	.63
7.[c] the school district would be involved in heavy professional competition	3.57	.86	.30	.55
8. the work might be excessive sometimes	3.59	.61	.62	.72
15. I might sometimes have to take work home with me	3.46	.59	.66	.73
19. the work might build up "pressures" on me	3.25	.68	.53	.55
31. the work might come in pushes sometimes	3.56	.61	.71	.64

[c]Item included in Factor 2 in Miskel's study (1974).

Table 3 (continued)

Item	Mean	S.D.	Factor[a] Loading	Factor[b] Loading
Factor 3 - Tolerance for Work Pressure, continued				
33. I might be on call when there is pressure to get jobs done	3.72	.62	.59	.64
Factor 4 - Conservative Security				
6. I would be involved in managing a small group of people doing routine jobs	2.64	.94	.57	.63
10. the work would be routine, but not hard to do	2.42	.81	.73	.72
18. the work would be routine, but the initial salary would be high	2.88	.85	.74	.72
23. promotions would come automatically	3.09	.80	.54	.65
27. the work would be routine, but highly respected in the community	3.06	.85	.73	.76
30. the salary increase would be regularly scheduled	3.48	.64	.42	.60
Factor 5 - Willingness to Seek Reward				
1. I could get fired easily, but the work would be very interesting	3.09	1.03	.68	.79

Table 3 (continued)

Item	Mean	S.D.	Factor[a] Loading	Factor[b] Loading
Factor 5 - Willingness to Seek Reward, continued				
14. the work might run out, but it would be extremely interesting while it lasted	2.99	1.02	.45	.50
17. I could get fired easily	2.40	.83	.74	.82
26. I could get fired easily, but the rewards would be high	3.14	1.01	.81	.77
29. the job would be insecure	2.36	.81	.66	.78
35. rewards would be high, but if one loses his job, it would be very difficult to get another one	2.42	.89	.60	.68
Factor 6 - Surround Concern				
3. the lighting would be good	3.23	.76	.44	.71
5. the community would have good recreational facilities	3.85	.63	.48	.48
12. the climate would be pleasant	4.11	.73	.70	.67
13. the community would be a wonderful place to raise a family	4.49	.64	.62	.45
16. the physical working conditions would be attractive	3.93	.59	.61	.63

Table 3 (continued)

Item	Mean	S.D.	Factor[a] Loading	Factor[b] Loading
Factor 6 - Surround Concern, continued				
20. the ventilation would be modern	3.41	.62	.49	.69

[a]Data are for present sample of 251 educational administrators.

[b]Data are for a previous sample of 234 principals (Miskel, 1974, pp. 22-24).

the educational situation. Although Borgatta's original WCS had seven factors and 66 items, a determination of the factorial stability of the EWCS had to be determined. The factorial stability of the EWCS was established by the "...principal components, varimax orthogonal, and maxplane oblique R-factor analysis procedures" (Miskel, 1974, p. 21).

Miskel used the following specific criteria to determine the (1) number of factors and the (2) items to be involved in the six-factor measure composed of 49 Likert-type items:

> (1) Scree test, discontinuity of eigenvalues (Catel, 1968), interpretability (Rummel, 1970), the findings of earlier research on the WCS (Borgatta, et al., 1968), and Kaiser's eigenvalue-one (1960).
>
> (2) (a) minimum factor loadings of .40 after varimax rotation, (b) minimum pattern loadings of .40 after maxplane rotation, (c) minimum structure loadings as product moment correlations of the items with the oblique factors (Harmon, 1967) of .40, (d) items loading on the factors indicated by the original developers (Borgatta, et al., 1968), and (e) minimal cross-loading on two or more factors. No a priori preferences were made regarding the importance of these criteria. Consequently, where the criteria were in conflict, a judgement was made as to which made the most overall sense.
>
> (Miskel, 1974, p. 21)

The factor loadings for Miskel's study using the 36-item EWCS with a sample of 234 school principals met the original criteria for the 49-item, six-factor measure. The factor loadings for this study, which involves the sample of 251 educational administrators, met on all but two items the varimax rotation criterion

of a minimum loading of .40 (See Table 3). Where in items two and seven the criterion was not met, a decision was made about the most logical factor assignment based on the content of the items. Comparison of the factor loadings in Miskel's study and in this study shows that the factorial structure of the EWCS is consistent.

Reliability. Cronbach's alpha coefficients (1951) were used to estimate the internal consistency of the items in each factor of the WCS and the EWCS (Miskel, 1974, p. 22). Borgatta's original seven-factor, 66-item WCS had reliability estimates ranging from .66 to .85; the reliability estimate of the six-factor, 36-item EWCS compared favorably, ranging from .72 to .84 (Miskel, 1974, p. 34). Reliability estimates for the six factors, using Cronbach's alpha coefficients, for this study also compared favorably ranging from .73 to .83 (Table 4). These consistent results strengthen the credibility of the EWCS.

Validity. Consistency in the factor structure in Miskel's studies (1972, 1974) and in this study is indicative of the construct validity of the EWCS.

Partial support of hypotheses in other Miskel studies using the EWCS also contributes to the instrument's construct validity. The findings of Miskel's study describing the motivation of selected public school educators to work add construct validity to the EWCS because his assertion that "individuals who are

Table 4

Alpha Reliability Coefficients for Factors in EWCS

Factor	n[a]	Alpha Coefficient[a]	n[b]	Alpha Coefficient[b]
1. Potential for Challenge and Development	244	.78	234	.73
2. Competitiveness Desirability	249	.73	234	.78
3. Tolerance for Work Pressure	243	.79	234	.77
4. Conservative Security	246	.80	234	.79
5. Willingness to Seek Reward in Spite of Uncertainty	248	.83	234	.84
6. Surround Concern	242	.74	234	.72

[a]Data are for present sample of educational administrators.

[b]Data are for a previous sample of principals (Miskel, 1974, p. 34).

upwardly mobile seek intrinsic rewards in unstable situations with less concern for security" (Miskel, 1973, p. 43) is partially supported. Miskel found that principals had greater tolerance for work pressure and central office administrators had less conservative security desire than elementary teachers. Additional support was found in the motivational differences Miskel noted among educators with various educational levels; he noted that graduate study may screen aspiring administrators for motivational characteristics (Miskel, 1973, p. 51). He found that doctoral students had higher competitiveness desirability, tolerance for work pressure, and willingness to seek reward in spite of uncertainty than did non-doctoral students (Miskel, 1974, p. 7).

The use of the EWCS in Miskel's study (1974), which examined work motivation as one predictor of the effectiveness of school principals, strengthens the construct validity of the instrument. Two of the EWCS factors proved to be the best motivational measures across the various analyses in the study (Miskel, 1974, p. 121); conservative security was negatively related to principals' effectiveness, and competitiveness desirability, with the risk component, was positively related to principals' effectiveness (Miskel, 1974, p. 115).

Geographic Mobility

Geographic mobility refers to movement among school systems. This variable was measured by asking respondents to give the city

or county and state for each position they have held. The number of changes in location indicated on the Background Information Form was summed to get the measure of geographic mobility (See Appendix C).

Regional Orientation

Respondents were asked to give their state of birth on the Background Information Form (See Appendix C). The 50 states were assigned to one of the following geographic regions of the United States: Northeast, Southeast, South Central, Great Lakes, Plains, Southwest, Mountain and Pacific, Non-Contiguous (Historic American Guide, 1978). The region of birth was compared with the respondent's present work region for the measure of regional orientation. Responses were coded for the computer as follows: (0) works out of birth region, (1) works in birth region.

Technical Competence Variables

Education

Respondents were asked to provide each degree attained and the college or university at which it was conferred on the Background Information Form (See Appendix C). Education was measured according to two variables, highest degree and prestige of universities attended. Highest degree was ascertained from the Background Information Form. To measure prestige of universities attended, A Prestige Scale (Figure 3) was constructed by the

Average ACT/SAT Scores of Freshmen

% in top 1/5 of freshman class	17 or lower/ 800 or less/ not listed	18-19 801-900	20-21 901-1000	22-23 1001-1100	24+ 1101-1200+
0-19	1	1	2	3	4
20-39	1	2	3	3	4
40-59	2	3	3	3	4
60-79	2	3	3	4	5
80+	2	3	4	5	5

Key:

0 = not listed

1 = lowest standards

2 = low standards

3 = moderate standards

4 = high standards

5 = highest standards

Figure 3

Academic Prestige Scale
for Colleges and Universities

researcher. Information used in constructing the scale included data from colleges and universities concerning current Scholastic Aptitude Test (SAT) and/or American College Testing (ACT) requirements and percentage of freshmen in top one-fifth of graduating high school class (Cass and Birnbaum, 1980). Prestige scores were determined according to information about colleges and universities attended by responses indicated on the Background Information Form. Each university was coded according to the following: (0) not listed, (1) lowest standards, (2) low standards, (3) moderate standards, (4) high standards, and (5) highest standards, and the average prestige score for the universities attended by each respondent was computed.

Experience

Experience was measured by asking respondents to indicate on the Background Information Form the educational positions that they had held from their first position to their present position (See Appendix C). Each position was examined to determine whether the respondent had had either secondary administrative experience and/or central office experience. The computer coding for secondary administrative experience and for central office experience was as follows: (0) no experience, (1) experience.

Political Variable

Confirmation by Outside Sources

The variable of confirmation by outside sources was measured on the Background Information Form by asking respondents to indicate on a six-point scale for each position the degree of assistance received in obtaining the position from an influential source outside the school system. Responses ranged from (0) no support to (5) very strong support (See Appendix C). A score was determined by the average amount of outside assistance received.

Inside Sponsorship

The variable of inside sponsorship was measured on the Background Information Form by asking respondents to indicate on a six-point scale for each position the degree of assistance received in obtaining the position from an influential person within the school system. Responses ranged from (0) no support to (5) very strong support (See Appendix C). An inside sponsorship score was determined by the average amount of inside assistance received.

Environment

Paternalism

To measure the perceptions of educational administrators about

the existence of a paternalistic environment, respondents were asked to indicate to what extent, in their educational experience, the following six situations had been apparent in the school systems in which they had worked: (1) the superintendent was perceived as a strong "father" figure, (2) the superintendent had a traditional, conservative philosophy, (3) the superintendent was a male, (4) the superintendent ultimately controlled administrative personnel decisions, (5) the superintendent expected discipline and obedience from staff members, and (6) sponsorship by certain persons influenced administrative personnel decisions. The five-point scale for each situation included responses ranging from (1) never to (5) always. The six items used to measure perceived paternalism were a part of the Background Information Form (See Appendix C). A perceived paternalism score, which was used in the analyses, was determined by averaging the responses to the six items. An analysis of the internal consistency of the six items of the perceived paternalism scale (See Appendix C) was made using Cronbach's alpha; the alpha reliability coefficient for the scale was .49, indicating low internal consistency.

Unlike the perceived paternalism variable, the existence of paternalism as an environmental characteristic of educational organizations was measured by calculating the total mean score and standard deviation for the six-item perceived paternalism scale. Examination of the mean and standard deviation revealed that there was support for the inclusion in this study of paternalism as the characteristic environment

of educational organizations. The mean score on the scale was 3.91 which indicates that most respondents had experienced paternalistic environments "often" in their varied educational experiences (Table 5).

Upward Mobility

Upward mobility was measured according to how quickly superintendents had reached their first superintendency; total years of educational working experience up to the first superintendency were counted. The number of years in each position was indicated on the Background Information Form. Non-superintendents were not considered in measuring the upward mobility variable because they had never made the ranks of the superintendency.

DATA COLLECTION PROCEDURES

All 133 superintendents in Virginia, a sample of 161 superintendents nationwide, and 133 non-superintendents named on the Eligible List of Division Superintendents in Virginia (July 1981) were sent a letter as a part of the initial mailing explaining the study and asking for their participation (See Appendix A). The initial mailing was a booklet of the combined instruments of measure (Background Information Form, FIRO-B, Modified Career Orientations Survey and EWCS) entitled Questionnaire for Career Development of Educational Administrators; the booklet was pre-addressed and pre-stamped for return

Table 5

Mean Scores and Standard Deviations for Items Measuring Perceived Paternalism[a]

Item	n	Mean	Standard Deviation
The superintendent was perceived as a strong father figure.	247	2.95	1.01
The superintendent had a traditional, conservative philosophy.	247	3.68	.83
The superintendent was a male.	247	4.93	.31
The superintendent ultimately controlled administrative personnel decisions.	245	4.35	.69
The superintendent expected discipline and obedience from staff members.	247	4.32	.82
Sponsorship by certain persons influenced administrative personnel decisions.	245	3.26	.94
TOTAL SCORE	247	3.91	.42

[a]KEY

1 = never 4 = often
2 = rarely 5 = always
3 = sometimes

after being stapled closed by the respondent. Care was taken to assure these busy administrators that filling out the questionnaire should not take more than 30 minutes of their time. In order to follow-up non-respondents, the questionnaires were coded. All responses were confidential. Return of responses was requested within 14 days of receipt of the Questionnaire for Career Development of Educational Administrators. A second request for return was sent by postal card to all who had not responded after three weeks had elapsed (See Appendix B).

DATA ANALYSIS PROCEDURES

The Statistical Package for the Social Sciences (SPSS) (1975) and SPSS Update 7-9 (1981) were used as the tools for computing the data analysis in this study. The computer media used were cards and the CMS system.

Scatterplots were examined to determine whether the range of acceptability concept (p. 7) could be supported; if curvilinearity was indicated, support would be apparent for the range of acceptability idea.

Multiple regression was used with superintendents only. In two analyses with years to first superintendency as the dependent variable, the independent variables were (1) the professional attractiveness variables, inside sponsorship, and perceived paternalism,

(2) selected professional attractiveness variables interacting with paternalism, (3) inside sponsorship interacting with perceived paternalism, and (4) selected professional attractiveness variables interacting with inside sponsorship and perceived paternalism. In two other analyses with inside sponsorship as the dependent variable, the independent variables were (1) the professional attractiveness variables and perceived paternalism, and (2) selected professional attractiveness variables interacting with perceived paternalism. In a side analysis using confirmation by outside sources as the dependent variable, the independent variables were the professional attractiveness variables (other than confirmation by outside sources), inside sponsorship, perceived paternalism, and years to first superintendency.

Discriminant analysis was used to determine what differences existed in the professional attractiveness variables, inside sponsorship, and perceived paternalism for superintendents and non-superintendents.

The responses to the open-ended question concerning the most important factors in upward mobility (Appendix C) were analyzed by tallying responses.

Chapter 3

ANALYSIS AND RESULTS

This chapter contains an analysis of the data from 251 educational administrators, 172 superintendents and 79 non-superintendents, pertaining to upward mobility of educational administrators.

EDUCATIONAL ADMINISTRATORS PARTICIPATING IN THE STUDY

A total of 261 educational administrators of the 427 contacted responded positively to the request to participate in the study by completing the Questionnaire for Career Development of Educational Administrators. Usable questionnaires were returned by 251 participants--99 superintendents in Virginia, 73 out-of-state superintendents, and 79 non-superintendents; the remaining 10 returned responses were unusable. Of the 427 questionnaires mailed, eight were returned with no forwarding address, two were duplications, and one potential respondent was deceased. No response to the questionnaire was received from 155 individuals. Of the 427 persons contacted, 59 percent actually participated (Table 6).

DESCRIPTION OF PARTICIPATING EDUCATIONAL ADMINISTRATORS

This study examined two groups of educational administrators, superintendents and non-superintendents, in an attempt to (1) determine

Table 6

The Number and Percentage of Educational Administrators Contacted and Participating in the Study

	Number	Percent
Administrators Participating	251	59
Administrators Not Returning Questionnaires	155	36
Administrators Returning Unusable Questionnaires	10	2
Other Unusable Questionnaires	11	3
Total Educational Administrators Contacted	427	100

what predictors, if any, would account for rate of upward mobility of superintendents and (2) what variables, if any, were significantly different between the superintendents and non-superintendents. Of the 251 who responded by returning usable questionnaires, 172 were superintendents and 79 were non-superintendents. The SPSS FREQUENCIES procedure was used to extract demographic data from the two groups; information in Table 7 is based on 172 superintendent cases and 79 non-superintendent cases.

The typical superintendent participating in the study was a Caucasian male 45 years of age or older. A physical picture of the typical superintendent participating is that of a man under six feet in height and under 200 pounds in weight. This typical superintendent continues to work in the region of his birth. The educational level of the typical superintendent is the master's degree and he has had experience both at the secondary school level and at the central office level.

The typical non-superintendent participating in the study is also 45 years of age or older, and he is a male Caucasian. He is physically similar to the typical superintendent in that he is also under six feet in height and under 200 pounds in weight. Like the typical superintendent, he continues to work in the region of his birth. Educationally, the typical non-superintendent has also been awarded a master's degree. Unlike the typical superintendent, the typical non-superintendent has had no secondary school experience;

Table 7

Description of Participating Educational Administrators

Demographic Variables	Superintendents Number	Superintendents Percent	Non-Superintendents Number	Non-Superintendents Percent
Total participants	172	100.0	79	100.0
Age:				
Under 45	48	27.9	37	46.8
45+	124	72.1	42	53.2
Sex:				
Male	170	98.8	70	88.6
Female	2	1.2	9	11.4
Race:				
Missing cases	1	.6	1	1.3
Caucasian	165	95.9	73	92.4
Black	5	2.9	5	6.3
Other	1	.6		
Height:				
Under 6 feet	99	57.6	42	53.2
6 feet +	73	42.4	37	46.8
Weight:				
Under 200	115	66.9	54	68.4
200 +	57	33.1	25	31.6
Regional Orientation:				
Missing cases	9	5.2	5	6.3
Work in region of birth	139	80.8	62	78.5
Work out of region of birth	24	14.0	12	15.2
Formal Educational Level:				
Missing cases	1	.6		
Bachelor's Degree	1	.6		
Master's Degree	99	57.5	45	57.0
Doctorate	71	41.3	34	43.0

Table 7 (continued)

Demographic Variables	Superintendents Number	Superintendents Percent	Non-Superintendents Number	Non-Superintendents Percent
Administrative Experience:				
Missing cases			1	1.3
Secondary school	89	51.7	35	44.3
No secondary school	83	48.3	43	54.4
Missing cases			1	1.3
Central office	107	62.2	58	73.4
No central office	65	37.8	20	25.3

however, like the typical superintendent, he has had central office experience.

The demographic data convey images of the typical superintendent and typical non-superintendent which portray men who are very similar in physical appearance and educational background, but who are dissimilar in experience.

ANALYZING UPWARD MOBILITY OF EDUCATIONAL ADMINISTRATORS

The Questionnaire for Career Development of Educational Administrators provided the basic data for analyzing the upward mobility of educational administrators in this study. Components of that questionnaire, which were discussed in Chapter 2, measured the professional attractiveness variables, inside sponsorship, and perceived paternalism.

Two analyses, multiple regression and discriminant analysis, were used to test the strength of the variables in the study. Multiple regression was used to analyze separately and in combination the strength of the professional attractiveness variables and inside sponsorship operating in a perceived paternalistic environment among superintendents in an attempt to predict their rate of upward mobility. The following major hypotheses were tested and the results were analyzed:

A. Candidates with more professional attractiveness working in a paternalistic school environment achieve faster

upward mobility than candidates with less professional attractiveness.

B. Candidates who are more sponsored in a paternalistic school environment achieve faster upward mobility than candidates who are less sponsored by influential people from within the educational organization.

C. Candidates with more professional attractiveness in a paternalistic school environment are more likely to have inside sponsorship than candidates with less professional attractiveness.

D. In a perceived paternalistic school environment, upward mobility is increased by the interaction of professional attractiveness and inside sponsorship.

Discriminant analysis was used with two groups, superintendents and non-superintendents, in the study to determine which variables accounted for the differences between the two groups.

PREDICTING RATE OF UPWARD MOBILITY

In order to try to predict rate of upward mobility of educational administrators from professional attractiveness variables and inside sponsorship, multiple regression analysis was applied using the sample of superintendents. Missing data were handled by listwise deletion; any case with any missing values was deleted from the regression

analysis. As a result of using this method of handling missing data, only 105 of the 172 superintendents responding were used in the analysis.

To assess the problem of multicollinearity among the variables, the preferred method was used; each independent variable was regressed on all of the other independent variables, i. e., each variable was treated as a dependent variable while all other variables were treated as independent variables (Lewis-Beck, 1980, p. 60). High multicollinearity existed with the interaction variables and the individual variables composing the interaction variables, which was to be expected.

To test for the problem of curvilinearity, an analysis of residuals and outliers was conducted. A scatterplot of the residuals indicated that no problem existed with years to first superintendency as the dependent variable. The concept of a range of acceptability (p. 7) for the variables of age at first superintendency, height, weight at first superintendency, appearance at first superintendency, geographic mobility, and interpersonal competence was tested through examination of the scatterplots of these variables with years to first superintendency as the dependent variable. No problem with curvilinearity existed; the linearity of these variables indicated that a range of acceptability did not exist for each of them.

In order to evaluate the relative importance of the independent variables, beta weights, or the standardized partial slopes, were used

in each of the multiple regression analyses. Relative importance was determined by the size of the beta weight disregarding sign; the larger the beta weight, the more influence the variable had on predicting rate of upward mobility (Lewis-Beck, 1980, p. 64).

Because of the lack of variation in the variables, sex and race, they were not tested for entry into any of the multiple regression equations. Only two of the 172 superintendents responding were female, and only six of the respondents were other than Caucasian.

One multiple regression procedure using years to first superintendency, the proxy for rate of upward mobility, as the dependent variable attempted to determine whether the professional attractiveness variables and inside sponsorship operating in a perceived paternalistic environment combined additively to predict rate of upward mobility. The results of this multiple regression procedure using years to first superintendency as the dependent variable revealed an R^2 of .722, significant at the .00 level, indicating that 72 percent of the variance in rate of upward mobility was accounted for by the 24 variables which entered the equation.

Five attractiveness variables showed significance below the .05 level in predicting rate of upward mobility, (1) age at first superintendency (.00), (2) tolerance for work pressure (.02), (3) highest degree (.03), (4) aspiration for upward mobility (.04), and (5) geographic mobility (.05). Table 8 displays the relative importance of the 24 attractiveness variables which entered the equation.

Table 8

Summary Table for Professional Attractiveness Variables, Inside Sponsorship, and Perceived Paternalism in Multiple Regression Equation for Rate of Upward Mobility in Order of Relative Importance
($n = 105$, $R^2 = .722$)

	Variable	Beta	B	t	Sig
1.	Age at first superintendency	.854	.795	11.552	.000**
2.	Tolerance for work pressure	-.178	-2.399	-2.316	.023*
3.	Highest degree	.158	1.016	2.227	.029*
4.	Aspiration for upward mobility	-.153	- .900	-2.111	.038*
5.	Geographic mobility	.134	.379	1.988	.050*
6.	Average cost of business suit	.134	.011	1.827	.071
7.	Interpersonal competence	.103	.072	1.374	.173
8.	Surround concern	-.095	-1.279	-1.283	.203
9.	Appearance concern at first superintendency	-.086	- .868	-1.265	.210
10.	Number of professional journals read	.073	.189	1.054	.295
11.	Confirmation by outside sources	-.072	- .577	- .969	.336
12.	Willingness to seek reward	.061	.513	.853	.396
13.	Secondary administrative experience	-.059	- .677	- .862	.391
14.	Perceived paternalism	.058	.858	.756	.452
15.	Weight at first superintendency	-.054	- .012	- .703	.484
16.	Conservative security	.048	.512	.658	.512

Table 8 (continued)

	Variable	Beta	B	t	Sig
17.	Competitiveness desirability	-.046	- .502	- .594	.554
18.	Regional orientation	.041	.632	.584	.561
19.	Central office experience	.037	.444	.521	.604
20.	Aspiration for upward mobility (validation questions)	.035	.221	.518	.606
21.	Potential for challenge and development	-.024	- .379	- .282	.779
22.	Prestige of universities attended	.017	.086	.235	.815
23.	Inside sponsorship	-.014	- .081	- .194	.847
24.	Height	.008	.018	.102	.919

**p < .01
*p < .05

Three more multiple regression procedures were used to determine whether the following interactions predicted years to the first superintendency: (1) selected professional attractiveness variables interacting with perceived paternalism, (2) inside sponsorship interacting with perceived paternalism and (3) selected professional attractiveness variables interacting with inside sponsorship and perceived paternalism. Because of the small number of cases available (n = 172), only a few of the most interesting attractiveness variables were selected for use in the interaction analyses. The results of analysis (1) above revealed an R^2 of .039, and the results were not significant (Table 9). Analysis (2) above revealed an R^2 of .00; inside sponsorship interacting with perceived paternalism was not significant. Analysis (3) above revealed an R^2 of .027 and results were not significant (Table 10).

PREDICTING INSIDE SPONSORSHIP

Multiple regression calculations were used to determine whether the professional attractiveness variables combined to predict sponsorship inside a perceived paternalistic organization. Missing data were handled by listwise deletion, reducing the number of usable cases from 172 to 105. Beta weights were used as they were with earlier regression equations to determine the relative importance of the independent variables.

A check for curvilinearity using a scatterplot of residuals indicated a slight situation of homoskedasticity and of specification error (Lewis-Beck, 1980, p. 42). Multicollinearity, as expected, was

Table 9

Summary Table for Selected Professional Attractiveness Variables Interacting with Perceived Paternalism in Multiple Regression Equation for Rate of Upward Mobility in Order of Relative Importance ($n = 172$, $R^2 = .039$)

	Variable	Beta	B	t	Sig
1.	Interpersonal competence X perceived paternalism	-.127	-.015	-1.533	.127
2.	Tolerance for work pressure X perceived paternalism	-.116	-.260	-1.340	.182
3.	Confirmation by outside sources X perceived paternalism	-.084	-.096	-1.068	.287
4.	Appearance concern at first superintendency X perceived paternalism	.058	.060	.558	.578
5.	Regional orientation X perceived paternalism	.039	.026	.402	.688
6.	Secondary administrative experience X perceived paternalism	.025	.079	.321	.749

Table 10

Summary Table for Selected Professional Attractiveness Variables Interacting with Inside Sponsorship and Perceived Paternalism in Multiple Regression Equation for Rate of Upward Mobility in Order of Relative Importance
(n = 172, R^2 = .027)

	Variable	Beta	B	t	Sig
1.	Confirmation by outside sources X inside sponsorship X perceived paternalism	-.119	-.023	-1.168	.245
2.	Interpersonal competence X inside sponsorship X perceived paternalism	-.117	-.004	-1.086	.279
3.	Secondary administrative experience X inside sponsorship X perceived paternalism	.102	.095	1.162	.247
4.	Regional orientation X inside sponsorship X perceived paternalism	.084	.024	.912	.363
5.	Tolerance for work pressure X inside sponsorship X perceived paternalism	.046	.012	.261	.794
6.	Appearance concern at first superintendency X inside sponsorship X perceived paternalism	.023	.007	.155	.877

a problem with the six interaction variables and those variables involved in the interaction (Table 8).

The range of acceptability concept (p. 7) was tested by examining scatterplots in which inside sponsorship was used as the dependent variable and age at first superintendency, height, weight at first superintendency, appearance at first superintendency, geographic mobility and interpersonal competence were used as the independent variables. Because no problem with curvilinearity existed, it may be assumed that these independent variables are linear and that they do not have a range of acceptability.

The results of the additive multiple regression procedure revealed an R^2 of .365, significant at the .02 level, indicating that 37 percent of the variance in inside sponsorship was accounted for by the 24 variables which entered the equation. The only variables which showed any significance in relationship to inside sponsorship in the additive model were confirmation by outside sources (.00) and potential for challenge and development (.02) (Table 11).

Another multiple regression procedure examining the effect on inside sponsorship of the interaction between selected professional attractiveness variables and perceived paternalism revealed an R^2 of .216, accounting for 22 percent of the variance in inside sponsorship; the results were significant at the .00 level. Two interaction variables, confirmation by outside sources interacting with perceived paternalism (.00) and regional orientation interacting with perceived

Table 11

Summary Table for Professional Attractiveness Variables and Perceived Paternalism in Multiple Regression Equation for Inside Sponsorship in Order of Relative Importance
(n = 105, R^2 = .365)

	Variable	Beta	B	t	Sig
1.	Confirmation by outside sources	.390	.555	3.754	.000**
2.	Potential for challenge and development	.296	.829	2.377	.020*
3.	Central office experience	.158	.332	1.471	.145
4.	Weight at first superintendency	-.152	- .006	-1.311	.194
5.	Interpersonal competence	.109	.014	.957	.341
6.	Willingness to seek reward	-.109	- .163	-1.015	.313
7.	Conservative security	.109	.204	.981	.330
8.	Highest degree	.103	.117	.934	.353
9.	Surround concern	.093	.238	.888	.377
10.	Aspiration for upward mobility (validation questions)	.086	.097	.853	.396
11.	Height	-.077	- .029	- .626	.533
12.	Geographic mobility	-.072	- .036	- .686	.495
13.	Appearance concern at first superintendency	-.064	- .114	- .615	.540
14.	Secondary administrative experience	.059	.121	.573	.568
15.	Number of professional journals read	.057	.026	.541	.590

Table 11 (continued)

	Variable	Beta	B	t	Sig
16.	Regional orientation	.056	.155	.532	.596
17.	Age at first superintendency	.053	.009	.292	.771
18.	Aspiration for upward mobility	-.052	- .054	- .458	.648
19.	Perceived paternalism	-.051	- .132	- .434	.666
20.	Prestige of universities attended	-.039	- .034	- .351	.727
21.	Years to first superintendency	-.033	- .006	- .194	.847
22.	Tolerance for work pressure	-.020	- .048	- .168	.867
23.	Competitiveness desirability	-.012	- .023	- .103	.918
24.	Average cost of business suit	.003	.000	.023	.982

**p < .01
*p < .05

paternalism (.04), were significant (Table 12).

An interesting side analysis of confirmation by outside sources is contained in Table 13. An R^2 of .376, significant at the .01 level, revealed that 38 percent of the variance in confirmation by outside sources was accounted for by 24 independent variables which entered the equation. This analysis revealed two variables which were significant--inside sponsorship at the .00 level and geographic mobility at the .03 level.

DISCRIMINANT ANALYSIS OF VARIABLES FOR UPWARD MOBILITY OF EDUCATIONAL ADMINISTRATORS

Discriminant analysis was used to determine the variables which accounted for the most difference between two groups, the sample group of superintendents and the sample group of non-superintendents; 146 subjects, 105 superintendents and 41 non-superintendents were used in the analysis. Missing cases were handled by listwise deletion; cases with any missing discriminating variables were omitted from the analysis. One canonical discriminant function was used in the analysis and the minimum cumulative percent of variance was 100 percent. The minimum tolerance level was set at .001 to avoid computing inaccuracies and the maximum F to enter or remove was set at 1.00 to test the additional discriminating power of a variable considering the discrimination achieved by those already added (Klecka, 1980, p. 57). Prior probability for both groups was set at .50.

Table 12

Summary Table for Selected Professional Attractiveness Variables Interacting with Perceived Paternalism in Multiple Regression Equation for Inside Sponsorship in Order of Relative Importance ($n = 165$, $R^2 = .216$)

	Variable	Beta	B	t	Sig
1.	Confirmation by outside source X perceived paternalism	.449	.093	6.119	.000**
2.	Regional orientation X perceived paternalism	-.187	-.021	-2.080	.039*
3.	Secondary administrative experience X perceived paternalism	.099	.054	1.394	.165
4.	Appearance concern at first superintendency X perceived paternalism	.069	.012	.713	.477
5.	Interpersonal competence X perceived paternalism	.067	.001	.870	.386
6.	Tolerance for work pressure X perceived paternalism	-.007	-.002	- .082	.935

**$p < .01$
*$p < .05$

Table 13

Summary Table for Variables
in Multiple Regression Equation for Confirmation
by Outside Sources in Order of Relative Importance
($n = 105$, $R^2 = .376$)

	Variable	Beta	B	t	Sig
1.	Inside sponsorship	.384	.270	3.754	.000**
2.	Geographic mobility	.217	.077	2.156	.034*
3.	Prestige of universities attended	.188	.117	1.745	.085
4.	Years to first superintendency	-.161	-.020	- .969	.336
5.	Tolerance for work pressure	-.155	-.261	-1.319	.191
6.	Average cost of business suit	.141	.002	1.277	.205
7.	Weight at first superintendency	.140	.004	1.219	.226
8.	Highest degree	.136	.109	1.254	.214
9.	Perceived paternalism	.117	.216	1.021	.310
10.	Interpersonal competence	.117	.010	1.032	.305
11.	Secondary administrative experience	-.113	-.162	-1.108	.271
12.	Potential for challenge and development	-.108	-.211	- .844	.401
13.	Aspiration for upward mobility (validation questions)	.092	.074	.922	.359
14.	Height	-.064	-.017	- .526	.601
15.	Aspiration for upward mobility	-.061	-.045	- .546	.587
16.	Number of professional journals read	-.052	-.017	- .499	.619

Table 13 (continued)

	Variable	Beta	B	t	Sig
17.	Age at first superintendency	.052	.006	.286	.776
18.	Appearance concern at first superintendency	.050	.063	.486	.628
19.	Regional orientation	.041	.079	.391	.697
20.	Central office experience	.039	.058	.361	.719
21.	Conservative security	.032	.043	.293	.770
22.	Surround concern	-.020	-.049	- .261	.795
23.	Competitiveness desirability	.019	.025	.160	.873
24.	Willingness to seek reward	.016	.017	.152	.879

**p < .01
*p < .05

The stepwise procedure of variable selection, Rao's V, was used to select the most useful discriminating variables. The selection rule maximized Rao's V; i. e., as each new discriminating variable was added, Rao's V grew larger.

Rao's V, a selection criterion which measures total group separation, applies to any number of groups. V measures the distance from each group centroid to the grand centroid which is weighted by group size. The change in V as variables are added has a chi-square distribution as does the sampling distribution when a large number of cases are used. If, by the addition of a variable, the change in V, or the change in overall separation, is not significant, that variable would not be included. The change in V can be negative or positive depending on whether the selected variable caused a decrease or an increase in overall separation of group centroids (Klecka, 1980, p. 54-55).

Classification results in the discriminant analysis using Rao's V as the method of analysis (Table 14) revealed that of the 129 superintendents used in the classification, 111 or 86 percent of them were correctly classified by using the variables in the discriminant function. Similarly, of the 52 non-superintendents used, 41 or 78.8 percent of them were correctly classified. A total of 152 cases of the 181 grouped cases or 83.98 percent were correctly classified. Listwise deletion of cases, which excluded cases with any missing variable, reduced the 251 cases entered to the 181 which

Table 14

Accuracy of Classification of Superintendents and Non-Superintendents by the Discriminant Function

Group	Number of cases	Predicted Group Membership Superintendents	Non-Superintendents
Superintendents	129	111 86.0%	18 14.0%
Non-Superintendents	52	11 21.2%	41 78.8%

Number of cases correctly classified	152
Percentage of cases correctly classified	83.98%
Reduction in error in classification by using discriminant function (tau)	67.96%

were used in the classification procedure.

The reduction in error over chance in classifying cases by using the discriminant function was 67.96 percent. Calculation of this percentage of reduction in error in classification was acquired by using the following formula:

$$\text{tau} = \frac{n_c - \sum_{i=1}^{g} p_i n_i}{n. - \sum_{i=1}^{g} p_i n_i}$$

(Klecka, 1980, p. 51)

By substituting the classification information from the discriminant analysis in this study (Table 14), the following value of tau was obtained:

$$\text{tau} = \frac{152 - [(.50 \text{ X } 52) + (.50 \text{ X } 129)]}{181 - [(.50 \text{ X } 52) + (.50 \text{ X } 129)]} = .6796$$

Basic data for assessing the discriminating ability of variables in this study are displayed in Table 15. The eigenvalue for the discriminant function, which determines the discriminating power of the function, was .774. The canonical correlation coefficient, which measures the degree of relatedness between the variables in the discriminant function and the groups, was .660. The amount of variance in the variables of the discriminant function accounted for by the

Table 15

Eigenvalue, Canonical Correlation, and Unstandardized Discriminant Coefficients for the Function Discriminating Superintendents from Non-Superintendents

Number of groups	2
Number of subjects	146
Number of discriminant functions	1
Eigenvalue for discriminant functions	.774
Canonical correlation between groups and variables in analysis	.660
Variance in variables of the discriminant function accounted for by the groups	44%

Discriminant scores using unstandardized discriminant coefficients:

D = -.888 (Perceived Paternalism)

+.868 (Aspiration for Upward Mobility - Validation Questions)

-.416 (Present Appearance Concern)

-.279 (Inside Sponsorship)

+.066 (Present Age)

+.028 (Interpersonal Competence)

-7.562 [Constant]

two groups was 44 percent. The formula for the overall discriminant score for each case was determined by adding the sum of the products of the actual values times the unstandardized discriminant coefficients for each discriminating variable to the constant term (Table 15) (Klecka, 1980, p. 24).

Six of the 26 variables tested for their discriminating ability in the stepwise discriminant analysis met the criteria for selection set by tolerance level, F to enter, and Rao's V (Table 16). Aspiration for upward mobility (validation questions) was selected on the first step with the highest F to enter value of 60.544 and the lowest Rao's V value of 60.544.

The Rao's V value increased with the addition of variables in this order: (1) aspiration for upward mobility (validation questions,) (2) present age, (3) inside sponsorship, (4) perceived paternalism, (5) present appearance concern, and (6) interpersonal competence. All six variables were shown to be significant with the change in V and are, therefore, important variables in the discriminant function (Klecka, 1980, p. 55) (Table 16).

While the unstandardized discriminant coefficients, which focus on individual cases and group centroids, were used to compute the discriminant scores, standardized coefficients conveyed the relative importance of the individual discriminating variables. The relative importance of variables may be different from their order of selection in the stepwise procedure. The magnitude of the standardized coefficient,

Table 16

Summary of Stepwise Discriminant Analysis
for Superintendents and Non-Superintendents

Step	Variable	F to enter	df	Rao's V	Change in V	Change in V Sig
1	Aspiration for for upward mobility (validation questions)	60.544	^{1}/144	60.544	60.54	.000**
2	Present Age	40.876	^{2}/143	82.323	21.78	.000**
3	Inside sponsorship	30.577	^{3}/142	93.023	10.70	.001**
4	Perceived paternalism	24.691	^{4}/141	100.865	7.84	.003**
5	Present appearance concern	20.582	^{5}/140	105.848	4.98	.026*
6	Interpersonal competence	17.924	^{6}/139	111.413	5.57	.018*

**p < .01
*p < .05

disregarding the sign, shows the degree of contribution to the discriminant function a variable is making (Klecka, 1980, p. 29-30) (Table 17).

Table 17

Relative Importance of Discriminating Variables
Based on Standardized Canonical Function Coefficients

Step	Variable	Standardized Coefficient
1	Aspiration for upward mobility (validation questions)	.94629
2	Present age	.47086
3	Perceived paternalism	-.33659
4	Inside sponsorship	-.29496
5	Present appearance concern	-.24122
6	Interpersonal competence	.24110

Chapter 4

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Chapter 4 includes a summary of the study, conclusions which have been drawn, a discussion of implications of the results, and a presentation of recommendations.

SUMMARY

The primary purpose of this study was to provide a possible explanation for the variation in rate of upward mobility of public school superintendents. The fact that movement up in the educational promotion process varies so drastically for those in the professional ranks sparked an interest in trying to explain what factors were important in contributing to upward mobility within the field of educational administration.

The theory which served as a basis for the study was Kurt Lewin's "field theory" which maintains that behavior is a function of both personal and environmental factors. The study expanded Lewin's theory into an explanation which maintains that upward mobility in educational organizations is a function of professional attractiveness variables and inside sponsorship operating in a paternalistic environment.

The professional attractiveness variables which were a part of the study were categorized as follows: Physical (age, sex, race,

height, weight, appearance); Attitudinal (interpersonal competence, aspiration for upward mobility, motivation to work, geographic mobility, regional orientation); Technical Competence (education, experience); Political (confirmation by outside sources). In addition to the professional attractiveness variables, inside sponsorship was also studied, both separately and in combination with the professional attractiveness variables, as a possible predictor for upward mobility.

The sample in the study consisted of 133 superintendents in Virginia, 161 superintendents nationwide, and 133 non-superintendents in Virginia. Of the 427 administrators contacted, 251 participated--172 superintendents and 79 non-superintendents.

Four instruments, combined into the Questionnaire for Career Development of Educational Administrators, were used to collect data for the study. The Background Information Form was administered as the first section of the Questionnaire for Career Development of Educational Administrators. It measured the following variables: age, sex, race, height, weight, appearance, education, experience, geographic mobility, confirmation by outside sources, inside sponsorship, regional orientation, perceived paternalism, and rate of upward mobility (years to first superintendency). Not only did the Background Information Form provide data for analysis, but it also provided information which aided in describing the sample.

The second section of the Questionnaire for Career Development of Educational Administrators was the Modified Career Orientations

Survey (MCOS) and accompanying conceptually-related questions which measured aspiration for upward mobility. The Educational Work Components Study (EWCS) was part three of the questionnaire and measured motivation to work. The final section of the questionnaire was the Fundamental Interpersonal Relations Orientation--Behavior (FIRO-B), which measured interpersonal competence.

The Questionnaire for Career Development of Educational Administrators was mailed to all superintendents and non-superintendents in the sample, and completed questionnaires were returned to the researcher by mail. Usable questionnaires were received from 59 percent of the educational administrators originally contacted.

Analyses of the data included seven multiple regression analyses with superintendents. In four analyses with years to first superintendency as the dependent variable, the independent variables were (1) the professional attractiveness variables, inside sponsorship, and perceived paternalism, (2) selected professional attractiveness variables interacting with perceived paternalism, (3) inside sponsorship interacting with perceived paternalism, and (4) selected professional attractiveness variables interacting with inside sponsorship and perceived paternalism. In two other analyses with inside sponsorship as the dependent variable, the independent variables were (1) the professional attractiveness variables and perceived paternalism, and (2) selected professional attractiveness variables interacting with perceived paternalism. In a side analysis using confirmation by outside sources as

the dependent variable, the independent variables were the professional attractiveness variables (other than confirmation by outside sources), inside sponsorship, perceived paternalism, and years to first superintendency.

Analysis of data also included a stepwise (Rao's V) discriminant analysis to determine the variables which accounted for the greatest difference between the group of superintendents and the group of non-superintendents. In addition, responses to an open-ended question concerning the most important factors in upward mobility were tallied.

CONCLUSIONS

This study offered an explanation for the variation in rate of upward mobility of public school superintendents. Four major hypotheses were tested; a statement of each hypothesis and the conclusions reached follow:

A. Candidates with more professional attractiveness working in a paternalistic school environment achieve faster upward mobility than candidates with less professional attractiveness.

The data support a significant (.00) relationship between rate of upward mobility and the professional attractiveness variables. These variables accounted for 72 percent of the variance (R^2 = .722) in rate of upward mobility. The five significant predictors for

rate of upward mobility were (1) age at first superintendency (.00), (2) tolerance for work pressure (.02), (3) highest degree (.03), (4) aspiration for upward mobility (.04), and (5) geographic mobility (.05) (Table 8).

The finding that it took fewer years for younger administrators to reach their first superintendency than for older administrators was obvious; the zero order correlation coefficient for age at first superintendency and years to first superintendency was .795 indicating that 63 percent of the variance in the two variables was held in common. It was also apparent from these results that the higher the educational administrator's aspiration for upward mobility and tolerance for work pressure, the faster was the rate of upward mobility. In addition, the results showed that the higher the educational level of the respondent and the more geographic moves made, the more years it took to reach the first superintendency.

Since the variables, age at first superintendency, height, weight at first superintendency, appearance concern at first superintendency, geographic mobility, and interpersonal competence, were found to be linear, the concept of a range of acceptability (p. 7) for each one was not supported. The data did not support a relationship between rate of upward mobility and selected attractiveness

variables interacting with perceived paternalism (Table 9).

B. Candidates who are sponsored more in a paternalistic school environment achieve faster upward mobility than candidates who are less sponsored by influential people from within the organization.

The data from the multiple regression analysis between rate of upward mobility and inside sponsorship interacting with perceived paternalism.

C. Candidates with more professional attractiveness in a paternalistic school environment are more likely to have inside sponsorship than candidates with less professional attractiveness.

The data from the multiple regression analysis without interaction showed a weak, but significant, relationship between inside sponsorship within the educational organization and the professional attractiveness variables. Only 37 percent of the variance (R^2 = .365) in inside sponsorship at the .02 level was accounted for by the attractiveness variables. One attractiveness variable, confirmation by outside sources, was significant (.00) and was first in relative importance, indicating that support from influential people outside the organization may be a valuable predictor for inside sponsorship. The relationship between inside sponsorship and another variable, potential for challenge

and development, significant at the .02 level, showed that those who sought opportunities for creativity and responsibility won more support from influential people within the organization (Table 11).

The data from the multiple regression analysis examining the effect on inside sponsorship by the interaction between selected professional attractiveness variables and perceived paternalism revealed two significant interactions, confirmation by outside sources interacting with paternalism (.00) and regional orientation interacting with perceived paternalism (.04) (Table 12).

The relationship between inside sponsorship and confirmation by outside sources was enhanced by results which indicated that inside sponsorship was first in relative importance and was significant (.00) in predicting confirmation by outside sources. Geographic mobility (.03) was also a significant predictor for confirmation by outside sources (Table 13). It appears that support from influential people inside the organization may influence support outside the organization. Also, the greater the number of geographic moves an educational administrator has, the greater may be the chances for obtaining support from influential people outside the organization.

D. In a perceived paternalistic school environment, rate of

upward mobility is increased by the interaction of professional attractiveness and inside sponsorship.

The data from the multiple regression analysis did not support a relationship between rate of upward mobility and selected attractiveness variables interacting with inside sponsorship and perceived paternalism (Table 10).

The data revealed other findings about variables which showed a difference between the group of superintendents and the group of non-superintendents in the sample. The six variables which made up the discriminant function have relative importance in contributing to the separation between the two groups. The six significant variables are listed as follows from most important to least important: (1) aspiration for upward mobility (validation questions), (2) present age, (3) perceived paternalism, (4) inside sponsorship, (5) present appearance concern, and (6) interpersonal competence. Mean scores for each group on these variables indicated which group scored higher (Table 18).

These findings indicated that the groups were farthest from being alike in aspiration for upward mobility. Superintendents were found to be more attuned to striving for the top position than were non-superintendents.

Also, superintendents were older as a group than non-superintendents.

Another variable which showed separation between superintendents and non-superintendents was perceived paternalism. Non-superintendents indicated that they perceived educational environments in their

Table 18

Group Means for Significant Variables
in the Discriminant Function

Variable	Group Means	
	Superintendent	Non-Superintendent
	n = 129	n = 52
1. Aspiration for upward mobility (validation questions)	10.781	9.220
2. Present age	48.867	45.024
3. Perceived paternalism	3.881	4.034
4. Inside sponsorship	2.233	2.603
5. Present appearance concern	2.612	2.793
6. Interpersonal competence	23.695	23.024

experience to be more paternalistic than did superintendents.

Non-superintendents also indicated that they had received more sponsorship from influential people within the organization than had superintendents.

The difference in the groups in the appearance variable showed non-superintendents to be more concerned about their appearance than superintendents.

Superintendents, however, showed higher interpersonal competence skills than did non-superintendents.

Using data from the open-ended question which asked respondents to list, in their opinion, the most important factors influencing upward mobility (See Appendix A), it may be concluded that the inclusion of certain variables in the theory in this study which attempts to explain the variation in upward mobility may be justified. In addition, it may be concluded from these opinions of the educational administrators participating in the study that certain variables which were omitted from the explanation in this study may need to be investigated in the future (Table 19).

The informal responses of participants concerning the most important factors in upward mobility indicated that although certain variables may not have been statistically significant in this study, they were worthy of note as possible forces in the educational promotion process. Of the variables included in the theory in this study, the

Table 19

Results of Open-ended Question Concerning Most Important Factors in the Upward Mobility of Educational Administrators
n=234

		n	Percent of Respondents
[a]1.	Education/Training	103	44.2%
2.	Competence/Leadership Ability	91	38.9%
3.	Successful Past Experience	85	36.3%
[a]4.	Deference to Paternalism (loyalty, status quo, cooperation, etc.)	77	32.9%
[a]5.	Interpersonal Competence	69	29.5%
[a]6.	Inside Sponsorship/Confirmation by Outside Sources	67	28.6%
7.	Personality	66	28.2%
[a]8.	Aspiration for Upward Mobility	50	21.4%
9.	Luck/Right Place at Right Time	37	15.8%
[a]10.	Motivation to Work	36	15.4%
[a]11.	Geographic Mobility	25	10.7%

[a]Variables included in the theory in this study.

following eight variables were mentioned, through a variety of responses, by at least 10 percent or more of the 234 participants who answered the question, as being important factors in upward mobility: education (44.2%), deference to paternalism (32.9%), interpersonal competence (29.5%), inside sponsorship/confirmation by outside sources (28.6%), aspiration for upward mobility (21.4%), motivation to work (15.4%), and geographic mobility (10.7%).

Because of the strong perception by educational administrators responding that education level is important in upward mobility, it appears that perhaps more educational administrators may be striving for advanced degrees in order to enhance their chances of moving up. The significance of having a doctoral degree may be diminished as the job market becomes glutted with highly educated candidates; the doctorate will then become a minimum requirement for access to the job market.

Participants also revealed the perceived impact of sponsorship inside and outside the organization and the need to defer to paternalism within the informal educational organization. Respondents indicated that inside sponsorship and confirmation by outside sources were important factors in moving upward with such responses as "who you know," "contacts," and "knowing the right people." Similarly, respondents acknowledged the need to defer to paternalism by indicating that "loyalty," "political savvy," "dedication to the organization," "knowing how to play the game," "conservatism," and "avoiding

controversial issues" were important factors in achieving upward mobility. Thus, it appears that there is more to gaining a promotion than just doing the job.

The strong belief by participants that interpersonal competence, i. e., the "ability to work with people" or "communication skills," is important in upward mobility may mean that this variable does have an effect on the promotion process.

The educational administrators who responded also listed aspiration for upward mobility frequently enough as a factor in upward mobility for it to be worthy of note. Their descriptive terms for this variable included "initiative," "drive," "ego," "assertiveness," "moxie," and "guts." No doubt there is a feeling among some educational administrators that a force operating from within the aspirant for promotion is necessary for eventual success.

Although motivation to work and geographic mobility received fewer votes as important factors in upward mobility, they did receive mention by more than 10 percent of the respondents. Perhaps these variables are also worth considering as forces in the complex promotion process.

In addition to variables which were included in the theory in this study, certain variables, which were not included, were mentioned by some of the 234 educational administrators who responded to the open-ended question as being important factors in upward mobility. These variables may warrant attention in future studies of this nature;

the percentage of responses received by each is indicated as follows: competence or leadership ability (38.9%), successful past experience (36.3%), personality (28.2%), and luck or being in the right place at the right time (15.8%) (Table 19).

The main difficulty with examining these variables may be their qualitative versus their quantitative nature; measurement may be a major task. Measuring competence or leadership ability and successful past experience may require the use of subjective judgments by co-workers. Likewise, "personality," "charisma," or "attitude" may require the solicitation of the opinions of others. The measurement of luck or being in the right place at the right time may indeed be the most challenging quantitative task of all. A conclusion in considering these nebulous variables is that the study of upward mobility among educational administrators is far from a simple, straight-forward task; it is indeed a complex undertaking.

IMPLICATIONS

The conclusions presented previously have implications concerning the theory used as the basis of the study, other literature cited, and the process of promotion or movement upward in the educational organization.

Lewin's field theory (Lewin, 1951), the basic theory behind the study, which maintains that behavior (upward mobility) is a function

of personal characteristics (professional attractiveness variables and inside sponsorship) operating in a certain environment (paternalism), is supported by the conclusions drawn in this study. The data revealed that certain professional attractiveness variables had a positive relationship with rate of upward mobility of educational administrators. In addition, data gathered from assessing respondents' opinions about important factors in upward mobility revealed that inside sponsorship and paternalism also play a part in educators' moving upward. Thus, Lewin's field theory, $B = f(P, E)$, is supported by the findings of this study. The application of Lewin's theory to educational administrators in this study contributes to research efforts to explain behavior; however, because only one behavior, upward mobility, and one arena, education, were studied here, Lewin's theory might be further supported by its application to other populations and behaviors.

Tolerance for work pressure surfaced as a significant variable for increasing rate of upward mobility. The implication for those who seek faster promotion in the educational organization is that certain "beyond-the-call-of-duty" activities must be readily accepted. The questions in Miskel's EWCS which measure tolerance for work pressure indicate that a candidate for promotion must find it unobjectionable or possibly desirable to work in a job where (1) school-related problems might have to be taken care of outside regular hours, (2) the work might be excessive, (3) work might have to be taken home, (4) the

work might build up pressures, (5) the work may come in big pushes, and (6) job pressure might necessitate being on call.

Since tolerance for work pressure has been shown as significant in this study, the use of Vroom's theory of work motivation (Vroom, 1964) as a basis for the work motivation variable (of which tolerance for work pressure is one component) is justified; it was predicted that educational administrators who gave "beyond-the-call-of-duty" performance to the organization would be promoted faster. Support found in this study for the application of Vroom's theory to educational administrators suggests that a step forward has been made in the research effort to explain what people are willing to do to reach a particular desired outcome.

Aspiration for upward mobility also surfaced as a significant variable for increasing rate of upward mobility. Vroom's concept of valence, or the value which must be attached to an outcome in order for that outcome to be reached (Vroom, 1964) is supported by the findings of this study which indicate that rate of upward mobility is increased by the presence of the desire to reach the top. Data indicated that it took fewer years to reach the first superintendency if the aspiration or drive to reach the top educational position was present. The implication for those who aspire to move upward is that seeking the top position, not just a promotion of any kind, enhances rate of upward mobility. Another implication is that although this study reveals the positive effect Vroom's valence has on outcome as it

applies to educational administrators aspiring for the superintendency (i. e., strong valence, fewer years to the superintendency), other research questions are still unanswered about what negative outcomes a strong drive to reach the top might bring.

The link between rate of upward mobility and inside sponsorship, confirmation by outside sources, and perceived paternalism was not supported by the statistical data of the study, but the informal responses of participants do suggest the connection.

Findings associated with confirmation by outside sources imply that the Old Boys Network prevails as Cramer contended (Cramer, 1982). The hiring echelon of the educational organization values the confirmation of candidates for promotion by those key outsiders who have already been identified as acceptable themselves. Perhaps they were once a part of the organization, are associated with a favored university, or once did a favor, either personal or professional, for the superintendent or a key hiring agent. In any case, approval of a candidate by an influential outside person gives the hiring educational organization reason to believe that the recommended candidate will be loyal and will maintain the status quo. The support in this study of Cramer's contention that the Old Boys Network has power in the promotion process in educational organizations implies that although information about the Old Boys Network has been added, more research needs to be done to determine how and why these power brokers got their strength.

Sponsorship from within the educational organization, i. e., support by influential insiders, was also supported by the informal response data as having the potential to make an impact on upward mobility. Jennings' idea (Jennings, 1971) that alignment with the right people in the organization is important in promotion was supported by the responses of the participants in this study. The key people in the organization who are sponsors, have, like those influential people outside the organization, proven that they are themselves loyal to the top administration and its policies. They, too, are acceptable in their own right and are trusted to sponsor only candidates who will gracefully enter the ranks of those who keep the current machinery of the organization operating smoothly.

The data also indicated that candidates for promotion who exhibit initiative in expressing themselves creatively in solving problems, showing responsibility and seeking professional growth avenues are more likely to be sponsored by influential people in the organization. The implication for aspiring educational administrators is that showing potential for challenge and development by accepting responsibility and taking the initiative may help gain the support of important people who may, in turn, influence rate of upward mobility.

Deference to paternalism, supported as a factor in upward mobility by the informal comments of the respondents in the study, also contributes to the implication that paternalism is operating in the educational organization. The concept of paternalism applied to education

means loyalty to a father figure, the superintendent, who, in turn, will reward with promotion those chosen as his closest colleagues. Playing the game, i. e., maintaining the status quo, and professing undying loyalty to the organization and its leaders are what enables candidates to join the ranks of the Old Boys. In support of Sennett's description of paternalism (Sennett, 1980), data revealed that there is a realization among educational administrators that deference to the superintendent and the organization is essential in order to receive the gift of loyalty, promotion.

A research gain has been made by the examination of inside sponsorship and paternalism in this study, because educational literature has been all but devoid of the topics up until now; however, further educational research concerning these concepts is necessary to build upon the findings of this study. Since Jennings' theory of inside sponsorship applies primarily to the business world, and Sennett's concept of paternalism has been untested before now in educational organizations, more information will need to be gathered before Jennings' and Sennett's concepts can be comfortably transposed to the educational arena.

Additional implications arise from the conclusions drawn about the variables which show separation between the group of superintendents and the group of non-superintendents in the study. It appears logical that superintendents would have aspired more than non-superintendents for the top position since they have reached the ranks of the

superintendency and the non-superintendents have not. Also, it appears reasonable that superintendents are older than non-superintendents.

The revelation that non-superintendents were more concerned than superintendents about appearance indicated that they were still striving to make a good impression in hopes of moving upward. Also, accuracy of responses may be questionable, since few people like to admit that they buy inexpensive clothes or that they do not keep up with the latest styles.

Analysis of results revealed that both inside sponsorship and experience in a paternalistic environment were acknowledged more often by non-superintendents than by superintendents. One alternative for explaining superintendents' responses is that the superintendents were able to reach their posts with minimal sponsorship and that they had not perceived paternalism as being present very often in their experiences. Perhaps a better explanation is that superintendents were more reluctant than non-superintendents to reveal that these two variables had any impact on their movement upward. Superintendents' reluctance to acknowledge inside sponsorship may be tied to their feeling that they are self-made men, never having received help from anyone inside the organization on their way up the ladder. Similarly, superintendents may feel that, by acknowledging that they had worked in paternalistic school environments, the conclusion might be drawn that they had conducted their own superintendencies in a paternalistic fashion.

Results also revealed that superintendents scored higher in interpersonal competence than did non-superintendents. The implication of this is that behavior directed toward getting along with people in the organization may be an important factor in upward mobility.

A further implication arises concerning the picture of the typical superintendent painted by the demographic characteristics of the superintendents participating in this study. A Caucasian male, 45 years or older, under six feet and under 200 pounds, without a doctorate is the typical superintendent. One reason for this stereotype may be the ongoing reluctance in education to allow women, blacks, and young people into top decision making roles. Another reason may be the inability of localities to find suitable candidates with doctorates. The implication here is that problems exist for any aspirants for promotion who do not fall into the "typical" mold. Expanding the range of recipients of the superintendency to include more women and blacks, younger men and women, and holders of a doctoral degree would give greater hope for promotion to the "atypical" group of qualified, well-educated candidates.

RECOMMENDATIONS

The conclusions and implications of the results of this study lead to recommendations for candidates for promotion in education organizations and for further research involving the phenomenon of upward mobility.

The relationship between rate of upward mobility and tolerance for work pressure indicates that those who wish to move up in the educational organization must accept the often unpleasant, demanding duties and pressures which go beyond job descriptions and contractual hours. Since, according to this study, acceptance of job pressures and after-hours work predicted faster movement up the promotion ladder, candidates for promotion would be well advised to accept these discomforts as a matter of career necessity.

Since aspiration for upward mobility has been revealed as a force that increases rate of upward mobility, it is recommended that aspirants not be content with just seeking promotion, but that they actively aspire to reach the superintendency. By the conscious act of aspiring for the top, they may be increasing their chances of getting up the ladder faster. Informal responses also indicate that a high level of assertiveness or drive is essential for aspirants.

The informal responses by participants when asked to indicate the most important factors in upward mobility indicate several recommendations which may be appropriate for aspiring educational administrators. Since educational level was felt to be most important in moving up, aspirants might consider entering an advanced degree program or even pursuing a doctorate to make themselves more salable in the educational job market.

In addition, because of the feeling by the educational administrators responding that interpersonal competence is essential in moving

upward, it is recommended that aspirants sharpen their communication skills and strive to handle all public relations situations with a positive, professional approach. Winning approaches in dealing with people are often evident to those who make the decisions about promotions.

Additionally, according to this study informal responses indicate the feeling that candidates for promotion move faster up the ladder by maintaining geographic flexibility; the willingness to relocate to pursue new job opportunities can be critical to upward mobility.

Also, because the responses of participants indicated that sponsorship inside the organization is important in upward mobility, candidates might find it helpful to learn who the people in real power are and to maneuver into their good graces by showing loyalty to them and to the organization. Candidates should also, according to results of this study, seek opportunities for professional growth and responsibility, since evidence of potential for taking the initiative and showing originality enhances chances of sponsorship within the organization. The relationship between confirmation by outside sources and sponsorship inside the organization indicates that it might be advantageous for candidates for promotion to enlist the approval and support of influential persons outside, but close to, the educational organization in order to enhance chances of being noticed by influential people inside the organization.

Since deference to paternalism appears to be related to upward

mobility, a candidate for promotion might be wise to recognize the signs of paternalism and, if it exists, work within the boundaries of a paternalistic school environment in order to enhance chances of moving upward. In considering deference to paternalism, a candidate should examine personal values and make a choice in keeping with those values. If the choice to defer to paternalism for the sake of moving upward is made, it is recommended that a candidate respect the superintendent, maintain the traditional status quo, i. e., the superintendent's philosophy of education, follow the rules and regulations of the organization, and gain the support of those who can influence the personnel decisions made by the superintendent.

One recommendation for further research on the topic of upward mobility in educational organizations would be to find or devise a better instrument for measuring aspiration for upward mobility. The modification of Tausky and Dubin's instrument for use with educational administrators (MCOS) was not optimum in this study because of the low reliability of the instrument.

Another recommendation for further research is that the variables of inside sponsorship and paternalism, strong factors in the informal organizational structure, be explored in greater depth. Each of these variables warrants a great deal more attention if the mystery of what it takes to be promoted in an educational organization is to be unravelled. Perceptions of paternalism, for example, should be examined with samples of superintendents in other states since the sample of

superintendents in this study, which was made up primarily of Virginians, may have skewed the findings about paternalism. It is possible that superintendents in more progressive, unionized states may have different perceptions about the presence of and the need to defer to a paternalistic educational environment than traditional Virginians. Additionally, more questions need to be asked concerning the value judgments candidates might confront as they realize the need to acquire inside sponsorship and to defer to paternalism. A look at the moral sacrifices and rationalizations with which candidates might have to wrestle for the sake of upward mobility would be worthy of further inspection. Additionally, an examination of the relationship between autocracy and paternalism would be a topic for further study.

Also, a better method of measuring inside sponsorship and paternalism is needed in further research. The direct questioning method used in this study, which asked level of inside sponsorship and extent of experience in paternalistic school districts, left the opportunity for avoidance by participants because of the sensitivity of the topics. A more subtle means of measuring these variables might enhance future studies which attempt to explain the upward mobility in educational organizations. In addition, size-of-school-district information might shed more light on these two variables.

In addition, further research concerning the upward mobility of educational administrators might examine the variables of competence or leadership ability, successful past experience, personality, and

luck or being in the right place at the right time. Judging from the responses of participants, these variables which were not a part of the theory in this study, may be important factors in upward mobility.

The demographic data of the study also suggest the need for further research to answer questions about the picture of the typical superintendent left unanswered by this study. Some questions still needing answers include these: Is body size based on the normal distribution a better measure than weight and height measured separately? Why is the typical superintendent without a doctorate? What is being done to open the superintendency to more women and blacks? Would the characteristics of a maternalistic school system be any different from a paternalistic system? Should something be done to enlist younger candidates into the superintendency? What is being done to upgrade the educational level of the typical superintendent? Further research concerning the demographics of the superintendency may help answer questions not only about what strides are being made to change the typical image of the superintendent, but also about how these changes might be accomplished.

Still another suggestion for further research comes as a result of the dilemma that exists in this study because of the discrepancy between the informal and the statistical data. Since the formal data do not support a relationship between inside sponsorship and perceived paternalism and rate of upward mobility, the next logical step might be to make another contact with the participants; they could be told

the results of the study, both formal and informal, and asked again about the most important factors in upward mobility. Such an inquiry might help determine the degree of strength of the initial informal responses.

Because of the many questions left unanswered by this study of the upward mobility of educational administrators, future studies examining variables which relate to and present potential explanations for the mysterious phenomenon of promotion within the educational organization will be timely research efforts.

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APPENDIXES

APPENDIX A

LETTER TO SAMPLE OF SUPERINTENDENTS

AND

NON-SUPERINTENDENTS

COLLEGE OF EDUCATION
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Blacksburg, Virginia 24061
DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

Dear Superintendent or Fellow School Administrator:

We are presently involved in studying the career patterns of educational administrators. The purpose of our study is to explore the variables related to educational administrators' career development. This booklet contains a Career Development Questionnaire which will provide data for the study.

Superintendents and other school administrators in Virginia and nationwide have been invited to contribute to this study by responding to the enclosed questionnaire. All responses will be kept completely confidential. Questionnaires have been coded for follow-up purposes.

We hope that you will be willing to participate in this professional endeavor by responding to the questionnaire, stapling the booklet closed, and mailing it to us within fourteen (14) days. Only approximately thirty (30) minutes of your time will be involved in making this contribution to our efforts.

We will be happy to share the results of the study with you if you indicate an interest. Thank you for your invaluable assistance.

Sincerely,

Ann B. Fugua
Doctoral Student

David J. Parks
Associate Professor

APPENDIX B

FOLLOW-UP POSTAL CARD

April 1, 1982

Dear

I sent you the Questionnaire for Career Development of Educational Administrators a few weeks ago requesting that you complete it and return it to me. If you have already completed and returned the questionnaire, thank you.

If you have not had time to fill out the questionnaire, may I ask you, please, to take a few minutes to do so and help me obtain the necessary information for my study? Your assistance is very much appreciated.

Sincerely,

Ann B. Fuqua

APPENDIX C

BACKGROUND INFORMATION FORM

CAREER DEVELOPMENT QUESTIONNAIRE

Introduction: The Career Development Questionnaire is composed of four (4) parts. All items should be answered in the spaces provided in this booklet. The numbers appearing in parentheses, which will aid in placing data on computer cards, should be disregarded.

Part I--Background Information Form

A. Fill in the following:

(4-5) Age_____

(6) Sex_____

(7) Race_____

(8-10) Height_____

(11-13) Weight_____

(14-15) State of Birth_____

B. At the present time, how much concern do you have for the following? Use the key in the box for your responses:

Key		(Circle One)				
1 = very little	Professional hairstyling	1	2	3	4	(16)
2 = some	Latest clothing styles	1	2	3	4	(17)
3 = much	Careful grooming	1	2	3	4	(18)
4 = very much	Coordination of attire with events	1	2	3	4	(19)

C. Please complete the following for each degree earned beginning with the Bachelor's Degree:

Degree	College or University	Year
(20)_____	_____(21)	_____(22-23)
(24)_____	_____(25)	_____(26-27)
(28)_____	_____(29)	_____(30-31)
(32)_____	_____(33)	_____(34-35)
(36)_____	_____(37)	_____(38-39)

D. *Please complete the following for each position you have held during your career in education. Use the key in the box for responding to sections (d) and (e). (A sponsor is a person who intervened on your behalf to assist you in acquiring the position.)*

Key

1 = *No sponsorship*
2 = *Weak sponsorship (sponsor unknown to hiring official(s))*
3 = *Moderate sponsorship (sponsor known and respected by hiring official(s))*
4 = *Strong sponsorship (more than one sponsor, known and respected by hiring official(s))*
5 = *Very strong sponsorship (more than one sponsor, known and highly respected by hiring official(s))*

(a) (40-41) Position Title	(b) (42-43) Location City/County and State	(c) (44-45) Years (First and last)	(d) (46) Outside Help (Sponsorship in getting position) (Circle One)	(e) (47) Inside Help (Sponsorship in getting position) (Circle One)
________	________	________	1 2 3 4 5	1 2 3 4 5
________	________	________	1 2 3 4 5	1 2 3 4 5
________	________	________	1 2 3 4 5	1 2 3 4 5
________	________	________	1 2 3 4 5	1 2 3 4 5
________	________	________	1 2 3 4 5	1 2 3 4 5
________	________	________	1 2 3 4 5	1 2 3 4 5
________	________	________	1 2 3 4 5	1 2 3 4 5
________	________	________	1 2 3 4 5	1 2 3 4 5

E. *In your experience, to what extent does each of these statements apply to school systems in which you have worked? Use the key in the box for your responses:*

Key	
1 = never	4 = often
2 = rarely	5 = always
3 = sometimes	

(Circle One)

1. *The superintendent was perceived as a strong "father" figure.* 1 2 3 4 5 *(48)*

2. *The superintendent had a traditional, conservative philosophy.* 1 2 3 4 5 *(49)*

3. *The superintendent was a male.* 1 2 3 4 5 *(50)*

4. *The superintendent ultimately controlled administrative personnel decisions.* 1 2 3 4 5 *(51)*

5. *The superintendent expected discipline and obedience from staff members.* 1 2 3 4 5 *(52)*

6. *Sponsorship by certain persons influenced administrative personnel decisions.* 1 2 3 4 5 *(53)*

F. *Please list, in your opinion, the most important factors involved in the upward mobility of school administrators.*

1. _____
2. _____
3. _____
4. _____
5. _____

G. *Present or past superintendents only answer this section. Respondents who have not been a superintendent should go to Part II.*

1. *At the time you were selected for your first superintendency, what were your age_____ (54-55) and weight_____(56-58)?*

2. *At the time you were selected for your first superintendency, how much concern do you recall you had for the following? Use the key in the box for your responses:*

Key		(Circle One)				
1 = very little	Professional hairstyling	1	2	3	4	(59)
2 = some	Latest clothing styles	1	2	3	4	(60)
3 = much	Careful grooming	1	2	3	4	(61)
4 = very much	Coordination of attire with events	1	2	3	4	(62)

APPENDIX D

FUNDAMENTAL INTERPERSONAL RELATIONS ORIENTATION--BEHAVIOR (FIRO-B)

Part IV--Fundamental Interpersonal Relations Orientation--Behavior

A. Directions: For each statement below, decide which of the following answers best applies to you. Place the number of the answer in the space at the left of the statement. Please be as honest as you can.

1. never 2. rarely 3. occasionally
4. sometimes 5. often 6. usually

(40) _____1. *I try to be with people.*

(41) _____2. *I let other people decide what to do.*

(42) _____3. *I join social groups.*

(continued on next page)

1. never 2. rarely 3. occasionally
4. sometimes 5. often 6. usually

(43) ____4. I try to have close relationships with people.

(44) ____5. I tend to join social organizations when I have the opportunity.

(45) ____6. I let other people strongly influence my actions.

(46) ____7. I try to be included in informal social activities.

(47) ____8. I try to have close, personal relationships with people.

(48) ____9. I try to include other people in my plans.

(49) ___10. I let other people control my actions.

(50) ___11. I try to have people around me.

(51) ___12. I try to get close and personal with people.

(52) ___13. When people are doing things together, I tend to join them.

(53) ___14. I am easily led by people.

(54) ___15. I try to avoid being alone.

(55) ___16. I try to participate in group activities.

B. Directions: For each of the next group of statements, choose one of the following answers:

1. nobody 2. one or two people 3. a few people
4. some people 5. many people 6. most people

(56) ___17. I try to be friendly to people.

(57) ___18. I let other people decide what to do.

1. *nobody* 2. *one or two people* 3. *a few people*
4. *some people* 5. *many people* 6. *most people*

(58)____19. *My personal relations with people are cool and distant.*

(59)____20. *I let other people take charge of things.*

(60)____21. *I try to have close relationships with people.*

(61)____22. *I let other people strongly influence my actions.*

(62)____23. *I try to get close and personal with people.*

(63)____24. *I let other people control my actions.*

(64)____25. *I act cool and distant with people.*

(65)____26. *I am easily led by people.*

(66)____27. *I try to have close, personal relationships with people.*

C. Directions: *For each of the next group of statements, choose one of the following answers:*

1. *nobody* 2. *one or two people* 3. *a few people*
4. *some people* 5. *many people* 6. *most people*

(4)____28. *I like people to invite me to things.*

(5)____29. *I like people to act close and personal with me.*

(6)____30. *I try to influence strongly other people's actions.*

(7)____31. *I like people to invite me to join in their activities.*

1. nobody 2. one or two people 3. a few people
4. some people 5. many people 6. most people

(8)____32. I like people to act close toward me.

(9)____33. I try to take charge of things when I am with people.

(10)____34. I like people to include me in their activities.

(11)____35. I like people to act cool and distant toward me.

(12)____36. I try to have other people to do things the way I want them done.

(13)____37. I like people to ask me to participate in their discussions.

(14)____38. I like people to act friendly toward me.

(15)____39. I like people to invite me to participate in their activities.

(16)____40. I like people to act distant toward me.

D. Directions: For each of the next group of statements, choose one of the following answers:

1. never 2. rarely 3. occasionally
4. sometimes 5. often 6. usually

(17)____41. I try to be the dominant person when I am with people.

(18)____42. I like people to invite me to things.

(19)____43. I like people to act close toward me.

(20)____44. I try to have other people to do things I want done.

1. never 2. rarely 3. occasionally
4. sometimes 5. often 6. usually

(21)____45. I like people to invite me to join their activities.

(22)____46. I like people to act cool and distant toward me.

(23)____47. I try to influence strongly other people's actions.

(24)____48. I like people to include me in their activities.

(25)____49. I like people to act close and personal with me.

(26)____50. I try to take charge of things when I'm with people.

(27)____51. I like people to invite me to participate in their activities.

(28)____52. I like people to act distant toward me.

(29)____53. I try to have other people do things the way I want them done.

(30)____54. I take charge of things when I'm with people.

APPENDIX E

MODIFIED CAREER ORIENTATIONS SURVEY (MCOS)

Part II--Modified Career Orientations Survey

Directions: Please check one block for each of the following items:

1. *Two people have identical positions in a school system. Which is the attitude that best describes the person most likely to be doing a good job? Indicate your choice with a check mark.*

(63)

☐ *"A" has moved up and is proud of it. Thinking that past success is a good predictor of further promotions, "A" expects to reach the superintendency before retirement.*	☐ *"B" has moved up and is pleased with it. "B" hopes to make a few more moves up in the school system before retirement.*

2. *The satisfactions people get out of their work differ. Described below are two people who work effectively, but who have been by-passed for promotion. Which one do you think has the attitude appropriate to the situation? Indicate this with a check mark.*

(64)

☐ *"A" does not resent the lack of promotion and feels satisfaction in having gotten this far in the school system.*	☐ *"B" resents the lack of promotion, but continues to work effectively. "B" now gets little satisfaction from work.*

3. *Which person's child is receiving the best advice? Indicate your choice with a check mark.*

(65)

☐ *"When you start your career, don't be satisfied until you have gone just as far as you can."*	☐ *"When you start your career, don't be satisfied until you reach the top."*

4. *Getting ahead in a career is a long and strenuous process. Sometimes one's family life may temporarily suffer because of career responsibilities. Which of the two people in the situation described below has made the most adequate adjustment to the situation? Place a check mark by your choice.*

Two people have worked up from the ranks to responsible positions with a good income. Both like to be home with their families in the evenings. But any opportunity for further promotion for either one will require several years of advanced evening study at a nearby university.

(66)

☐ *"A" decided against evening study to enjoy family activities; "A"'s spouse was glad that "A" decided to stay home in the evenings.*	☐ *"B" decided for evening study to prepare for promotion. "B" realized that evening time with the family would be reduced and that this would be resented.*

5. *Two people in similar positions are being considered for promotion to a top position in a school system. Which one do you think would be the best choice for the position? Indicate this with a check mark.*

(67)

☐ *"A"'s career began in an "administrative" position; "A" has had considerable experience and success in making decisions and in supervision.*	☐ *"B" has worked up from the ranks. "B"'s career has provided experience and success in a variety of positions of increasing importance.*

6. *Success in work means different things to different people. Two people are described below. Which one would you say knew what success was? Indicate your choice with a check mark in the box provided.*

Two people worked hard and effectively all their lives. Over the years both were able to attain respected and responsible positions in the school system in which they worked, but neither of them reached the superintendency.

(68)

☐ *"A" felt successful because an important position in the school system had been reached.*	☐ *"B" did not feel successful because the superintendency had not been reached.*

Validation

Measures Conceptually Related to the Modified Career Orientations Survey

Please fill in the blank with yes, no, or the specific information requested:

(69) _____7. *Would you have been (will you be) disappointed if you did (do) not reach the superintendency?*

(70) _____8. *Do you subscribe to the Executive Educator?*

(71) _____9. *Are you a member of AASA?*

(72) ____10. *Are you a member of a civic association such as Rotary, Kiwanis, etc.?*

(73) ____11. *Do you regularly read current education-related articles in the newspaper and popular magazines?*

(74) ____12. *Do you play golf?*

(75-77) ____13. *What is the average amount you spend for a business suit?*

(78-79) ____14. *How many professional journals do you read regularly?*

APPENDIX F

EDUCATIONAL WORK COMPONENTS STUDY (EWCS)

Part III--Educational Work Components Survey

Directions: Please respond to each of these items as follows:

"How desirable would you consider each of the following items in a job for YOU?"

1. *Extremely undesirable. Would never take job.*
2. *Undesirable. Would avoid the job.*
3. *Neither desirable nor undesirable.*
4. *Desirable. Would favor the job.*
5. *Extremely desirable. Would favor job greatly.*

A Job in which. . .

(4) _____1. *I could get fired easily, but the work would be very interesting.*

(5) _____2. *salary increases would be strictly a matter of how much I accomplished for the school district.*

(6) _____3. *the lighting would be good.*

(7) _____4. *school related problems might come up that I would have to take care of myself outside regular hours.*

(8) _____5. *the community would have good recreational facilities.*

(9) _____6. *I would be involved in managing a small group of people doing routine jobs.*

(10) _____7. *the school district would be involved in heavy professional competition.*

1. *Extremely undesirable. Would never take job.*
2. *Undesirable. Would avoid the job.*
3. *Neither desirable nor undesirable.*
4. *Desirable. Would favor the job.*
5. *Extremely desirable. Would favor job greatly.*

A Job in which. . .

(11)_____8. *the work might be excessive sometimes.*

(12)_____9. *there would be opportunity for creative work.*

(13)____10. *the work would be routine, but not hard to do.*

(14)____11. *salary increases would be determined by the amount of effort exerted.*

(15)____12. *the climate would be pleasant.*

(16)____13. *the community would be a wonderful place to raise a family.*

(17)____14. *the work might run out, but it would be extremely interesting while it lasted.*

(18)____15. *I might sometimes have to take work home with me.*

(19)____16. *the physical working conditions would be attractive.*

(20)____17. *I could get fired easily.*

(21)____18. *the work would be routine, but the initial salary would be high.*

(22)____19. *the work might build up "pressures" on me.*

1. *Extremely undesirable. Would never take job.*
2. *Undesirable. Would avoid the job.*
3. *Neither desirable nor undesirable.*
4. *Desirable. Would favor the job.*
5. *Extremely desirable. Would favor job greatly.*

A Job in which. . .

(23)____20. *the ventilation would be modern.*

(24)____21. *there would be emphasis on individual ability.*

(25)____22. *the school district would encourage further specialized work.*

(26)____23. *promotions would come automatically.*

(27)____24. *competition would be open and encouraged.*

(28)____25. *I would have a chance to further my formal education.*

(29)____26. *I could get fired easily, but the rewards would be high.*

(30)____27. *the work would be routine, but highly respected in the community.*

(31)____28. *I would always have a chance to learn something new.*

(32)____29. *the job would be insecure.*

(33)____30. *the salary increases would be regularly scheduled.*

(34)____31. *the work might come in big pushes sometimes.*

(35)____32. *there would be emphasis on the actual production record.*

1. *Extremely undesirable. Would never the job.*
2. *Undesirable. Would avoid the job.*
3. *Neither desirable nor undesirable.*
4. *Desirable. Would favor the job.*
5. *Extremely desirable. Would favor job greatly.*

A Job in which. . .

(36) ____33. *I might be on call when there is pressure to get jobs done.*

(37) ____34. *salary increases would be a matter of how much effort you put in.*

(38) ____35. *rewards would be high, but if one loses his job, it would be very difficult to get another one.*

(39) ____36. *there would be emphasis on originality.*

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PROFESSIONAL ATTRACTIVENESS, INSIDE SPONSORSHIP, AND PERCEIVED PATERNALISM AS PREDICTORS OF UPWARD MOBILITY OF PUBLIC SCHOOL SUPERINTENDENTS

by

Ann Bailey Fuqua

(ABSTRACT)

This study investigated the variation in rate of upward mobility among public school superintendents. An explanation for that variation was provided in a theory which involved upward mobility as a function of professional attractiveness and inside sponsorship operating in a perceived paternalistic environment. Attractiveness variables included in the theory were categorized as physical, attitudinal, technical, or political.

The sample consisted of 427 educational administrators, 294 superintendents and 133 non-superintendents. A total of 251, 172 superintendents and 79 non-superintendents, or 59 percent participated in the study.

Data were collected by mail return of the Questionnaire for Career Development of Educational Administrators within which four instruments were contained. The Modified Career Orientations Survey, Educational Work Components Study, Fundamental Interpersonal Relations Orientation--Behavior, and Background Information Form measured the professional attractiveness variables, inside sponsorship, and perceived paternalism.

Data were analyzed using multiple regression and discriminant analysis.

RESULTS

The analysis of data revealed a significant relationship between rate of upward mobility and five professional attractiveness variables--age at superintendency, tolerance for work pressure, highest degree, aspiration for upward mobility, and geographic mobility. No relationship was found between rate of upward mobility and selected professional attractiveness variables, inside sponsorship, and perceived paternalism in any of the interaction analyses.

Despite the absence of supportive statistical data, responses to the open-ended question asking for the most important factors in upward mobility indicate that support from Old Boys inside and outside the organization and deference to paternalism increase the rate of the promotion process. In order to decrease the number of years to the superintendency, a candidate for promotion may not only need to be professionally attractive in the ways the statistical findings of this study suggest, but it may also be necessary for the candidate to work within the system by deferring to paternalism and by gaining the support of influential people both inside and outside the educational organization.