

**A STUDY OF TURNOVER AND RETENTION AMONG ELEMENTARY SCHOOL
PRINCIPALS IN VIRGINIA**

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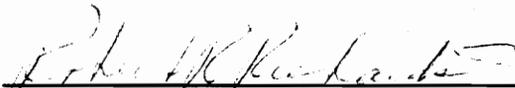
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by

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Educational Administration

(ABSTRACT)

The purpose of this study was to examine the rate and reasons for turnover among Virginia elementary school principals over a five year period. Principals responded to a mailed questionnaire examining categories of continuing and departing principals and the factors that influenced their decisions. Personal and professional demographics, extrinsic and intrinsic factors found to be significant in previous mobility studies were compared to those cited by Virginia principals. The five year turnover rate was found to be consistent with earlier predictions, even with the impact of early retirement discounted. Factors contributing to turnover were pressure and stress, financial factors, work demands and factors beyond the principals' control. Although the same factors operate on all principals, departing principals appear to be more influenced by a combination of these factors than continuing principals, who may remain because they feel that they can continue to exert a positive influence.

DEDICATION

To the two most important people in my life: my mother, Dr. Ella Hoon, and my husband, Bob Lewis. In very different ways, they have provided inspiration, support, encouragement, and an enduring love. With respect and admiration, I thank them.

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CHAPTER ONE

BACKGROUND OF THE STUDY

Introduction

During the last ten years, researchers and practitioners in education have predicted a crisis in retaining an experienced and skilled cadre of principals for the nation's schools, mentioning turnover rates from 50% to 85% within a five year span (Bridgeman, 1986, Cedoline, 1982, McCormick, 1987). Principals who surely entered the profession with excitement and commitment report that a variety of factors now lead them "to choose either a career change or early retirement" (Cedoline, p. 72). According to Sam Sava, Executive Director of the National Association of Elementary School Principals, the rate of principal turnover is accelerating. Interviewed by McCormick in 1987, he stated "Last year, we estimated a 50% turnover in ten years. Now, we anticipate a 50% turnover by around 1992" (McCormick, p. 18).

If this is so, the communities and children of the Commonwealth are losing a valuable asset. Skilled and experienced principals have been shown to be contributors to school effectiveness in terms of student achievement (Bhella, 1982), by contributing to staff morale (Smith, 1987), managing human resources (Sweeney and Pinckney, 1983), and building an

organizational climate in which exemplary schools can flourish (Nelson, 1988). According to the United States Office of Educational Research (1987),

Effective principals use their management skills to create an atmosphere in which good teaching and high achievement skills flourish. By efficiently managing the staff, the budget, the building, student services, and the school's relationship with the community, they provide the necessary base for a strong school culture (p. 3).

The California State Department of Education's 1977 School Effectiveness Study concluded that high-achieving schools were staffed by principals having longer experience at these schools (in Cedoline, 1982, p. 74). Good principals are vital participants in the life and leadership of a public school.

Individuals work for both intrinsic and extrinsic rewards. Extrinsic rewards are those that result directly from the job, such as salary; intrinsic are those "mediated within the individual and that the individual grants himself or herself" (Miskel, 1982, p. 68). Feelings of accomplishment are an example of such a reward. Factors that affect a manager's decision to change position can, therefore, come from both external and internal arenas. Thomas, studying 73 managers who made mid-life career changes, reported that the primary reason for a change in career was a change in the manager's personal values (1979). Robbins (1980) found that a majority of mid-life career changes were looking for more

meaningful work, a better fit between values and work, or a chance for greater accomplishment. Managers also leave positions because of conflict with superiors (Crow, 1987), job-related stress (Campion, 1986; Cusack, 1982), and financial considerations such as salary, benefits, or early retirement. (McCormick, 1987; Scholl, 1983). In addition, family, health, organizational and social factors all have an impact on manager turnover (Brenner, 1988; Eisenhauer, 1985; Gaziell, 1986).

This study was intended to identify and describe the factors that affect elementary school principal turnover in Virginia. This information should be useful to reach valid conclusions upon which future policies and programs conducive to retaining school-based administrators might be based.

Statement of the Problem

Little research has been done to confirm the projected loss of Virginia's public school administrators, or to examine the factors that may affect principals' decisions to vacate their positions or to remain in place. Much of the research that has been done in Virginia has been limited to the superintendency (Russo, 1989; Lee, 1983), has described Virginia administrators in general (Ellis, 1989) or has focused on specific factors such as stress (Cusack, 1982;

Luck, 1985). Studies done elsewhere have also focused on stress factors and burnout (Cedoline, 1979, cited in Cedoline, 1982; Kottkamp, 1986,) or have looked at satisfiers or job satisfaction (Friesen, 1989; Johnston, 1981; Richford, 1984). The studies of the superintendency cannot be generalized to the principalship because of the considerable influence of the school board in decisions that affect superintendent turnover. Studies that focus on principal's stress or satisfiers tend to dictate and limit data by their very structure, thus creating the possibility of excluding important factors that affect principal turnover. No study has been reported regarding Virginia elementary school principals and the factors that relate to their mobility.

Previous research relevant to this area of concern has been done in other venues, such as business and management, in private schools, and in other geographical regions. While such studies can provide useful information, they cannot satisfactorily explain the factors operating on Virginia elementary school principals since the disparity in the demands, environment, and organizational factors faced by the subjects studied limits their applicability.

This study was designed to answer two questions:

1. What is the rate of mobility among Virginia elementary school principals?

2. What factors seem to be most related to the retention or loss of principals serving in Virginia's elementary schools?

Purpose of the Study

The purpose of this study was to identify and describe the factors that related to the loss of elementary school principals in Virginia school divisions. Studies taking place around 1987 predicted that 50% to 85% of the elementary school principals in the United States would leave within five years. To examine the accuracy of these predictions, this study focused on Virginia principals serving elementary schools in the 1986-87 academic year. First, the turnover rate for these Virginia principals was ascertained. Certain personal and professional demographic information was collected and reported. Factors related to retention and loss were identified and discussed in relation to specific groups of principals who continued as elementary school principals, those who left for change or advancement within the education profession, and those who left the field of education altogether.

Need for the Study

Skilled principals are an important component of healthy schools; it is important that they be retained to contribute

to their schools and communities. In knowing the factors that influence principal turnover, it becomes possible to work to minimize negative and maximize positive factors related to such turnover. Training might be directed to the most important issues facing principals, and principals' expectations might more closely approximate the reality of the position. Principal preparation programs, school divisions, superintendents, and state policy makers all benefit from an awareness of what actually influences the mobility of elementary principals in Virginia. Policies and programs might then be established or modified to improve retention of experienced elementary school principals.

Research Questions

In order to better understand the factors influencing principal turnover in Virginia, the following specific research questions were addressed:

1. What was the actual turnover rate of the 1986 elementary school principals in Virginia within a five year period?
2. What factors seem to be associated with the principal's decision to leave a Virginia elementary school principalship?
3. What is the comparative impact of the identified factors on the movement of principals?

Definitions

For the purpose of this study, the following words and phrases were defined:

PRINCIPAL: Any individual certified in Virginia with an administrative endorsement who was assigned to and acted as principal of an elementary school in Virginia during the 1986-87 academic year.

REMAINING PRINCIPAL: Any principal who remained an elementary school principal in the same school since the 1986-87 academic year.

RETAINED PRINCIPAL: Any principal who remained an elementary school principal in the same Virginia school division, but who transferred or was transferred to an elementary school other than their 1986 position.

TRANSFERRING PRINCIPAL: Any principal who left the school division they served in 1986, but remained an elementary school principal in another Virginia school division as of September, 1991.

MOBILE PRINCIPAL: Any principal who left the school division they served in 1986 but remained an elementary school principal in a division outside the state of Virginia as of September, 1991.

CONTINUING PRINCIPAL: Any Remaining, Retained, Transferring or Mobile principal.

INACTIVE PRINCIPAL: Any principal who remained in the school division they served in 1986, but was no longer in an administrative position as of September, 1991.

DEMOTED PRINCIPAL: Any principal who was involuntarily transferred from the principalship.

PROMOTED PRINCIPAL: Any principal who was promoted within the division they served in 1986 another administration position, and was therefore no longer an elementary principal as of September 1991.

LEAVING PRINCIPAL: Any principal who left the school division they served in 1986 to take a position other than the principalship in another school district in Virginia.

WITHDRAWING PRINCIPAL: Any principal who left the school division they served in 1986 to take a position other than the principalship in a school district outside of Virginia.

EXITING PRINCIPAL: Any principal who left the field of education completely, and was therefore no longer principal of the 1986 elementary school by September 1991.

RETIRING PRINCIPAL: Any principal who left the elementary school principalship for scheduled retirement.

EARLY RETIRING PRINCIPAL: Any principal who left the elementary school principalship to take early retirement.

DEPARTING PRINCIPAL: Any Inactive, Demoted, Promoted, Leaving, Withdrawing, Exiting, Retiring, or Early Retiring Principal.

ELEMENTARY SCHOOL: Any Virginia school with a configuration of grades that included grades Kindergarten, First, Second, Third, Fourth, Fifth, Sixth or Seventh, but excluded configurations intended as middle schools, such as Fifth through Eighth and Sixth through Ninth, and consolidated schools which include grades Tenth, Eleventh, or Twelfth.

DEMOGRAPHICS: (See Questions 4-7 and 13-17 on the survey instrument)

Age
Gender
Education
Previous Mobility
Family Status
Experience

Assumptions and Limitations of the Study

This study rested upon two assumptions: first, that both continuing and departing principals would be available and

willing to respond to the survey; second, that their memory of the events surrounding their experiences in their 1986 schools would be accurate and clear.

The study focused only on a sample of those principals whose names were listed in the 1987 Virginia Educational Directory as being elementary public school principals in October, 1986. For the purposes of this study, they were assumed to be the principals who began the 1986 academic year in elementary schools in Virginia. There may have been factors that impacted principals not involved in the study population that were not examined. The study focused only on factors explaining administrative turnover of elementary school principals. It therefore cannot be safely generalized to middle school or secondary principals, or to other school personnel. The data gathered and subsequent analysis and conclusions were based upon information reported by principal respondents. Data were limited by principals' personal perceptions and understandings of factors which influenced their choices. Conclusions and recommendations of this study are, therefore, dependent upon the accuracy of the respondents' perceptions.

Organization of the Study

Chapter I is the introduction to the study, consisting of a background related to the study, a statement of the problem, the purpose and need for the study, research questions, definitions, and limitations of the study. Chapter 2 includes a review of the literature, focusing upon factors found to be significant in career mobility of executives in general, and in administrative turnover in education in specific. Chapter 3 describes the methodology used in the study, including a description of the population, the sample, instrumentation, procedures for reporting data, and procedures for the analyses of the data. Chapter 4 includes analyses and summaries of the data and Chapter 5 provides a summary, discussion, conclusions and recommendations based upon the data and analyses.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

A review of the literature was conducted in order to provide a basis for identification of the factors that are associated with career mobility. This chapter presents a brief review of previous research studies that have examined employee mobility in management generally, and mobility in educational administration specifically. For convenience of discussion, and consistent with research on human motivation and the interaction of the worker and his environment, the identified factors were further organized into three major categories; demographic, extrinsic and intrinsic. Within each category, specific factors that were found to be related to mobility were listed and discussed.

Employee Mobility in General

In a 1986 meta-analysis of over 120 studies of employee turnover, Cotton & Tuttle looked at factors affecting turnover of blue-collar and white collar, professional and non-professional, managerial and non-managerial, and American and international workers. A meta-analysis is a statistical summary of the information gathered in a literature review that allows comparison of a variety of studies featuring a

variety of factors. In this case, the studies were limited to those that had been published in previous reviews and major organizational behavior journals from 1979 to mid-1984. Three methods of meta-analysis were used: simple counting of the number of studies finding a specific variable to be significant, "adding Zs" and dividing them by the square root of the number of studies reviewed to allow comparison to a standard distribution, and regressing the Z values against the independent variables of population, type of organization, location, and date of study. This was done to see whether they moderated the relationship of the summarized factors and employee turnover. "Very stringent statistical requirements are used in the conclusions concerning the reliability of turnover correlates. Confidence that the variables are correlates of turnover is classified as weak if the meta-analyses are significant at the .05 to .01 level, weak to moderate confidence if significant at the .01 to .005 level, and moderate confidence if between .005 and .0005. Strong confidence is assumed if the meta-analyses are significant at the .0005 level or below (p. 56)." For the above reasons, the results of this meta-analysis were found to be reliable and worthy of reporting. The authors reported their findings under three headings: External Factors, Work-related Factors, and Personal Characteristics of Employees. For consistency

with the format of this chapter, the findings were reported under the headings below.

Personal Demographics

Cotton & Tuttle found that the personal variables demonstrating strong confidence that they were related to turnover included age, tenure, education, number of dependents, and biographical information, with the meta-analyses producing highly significant results ($p < .0005$). Age, tenure, and number of dependents were negatively related to turnover; education positively correlated. In addition, gender was significant at the $< .005$ level, with women less likely to leave than men; however, gender effects were stronger among professional than other employees. Weak to moderate confidence was found for marital status, with married persons less likely to leave.

Extrinsic Factors

In this meta-analysis, pay satisfaction, satisfaction with work itself, satisfaction with supervision, employment perceptions and union presence proved to be highly significant (less than $.0005$). Satisfaction with pay, with work, and with supervision were all negatively correlated with turnover. The relationship between turnover and satisfaction with work was

more reliable in service organizations. The impact of pay was found to be stronger for managerial and professional workers than for blue-collar and non-managerial. The perception of the availability of alternative employment was positively related to turnover, union presence negatively related; however, the relationship of these factors to turnover was less significant in service organizations. The unemployment rate also had a negative relation to turnover with a moderate confidence level of below .005, as did satisfaction with co-workers and with promotion.

Intrinsic Factors

Met expectations, behavioral intentions, overall job satisfaction and organizational commitment were all found to be significantly related to turnover. Met expectations, overall job satisfaction and organizational commitment were negatively correlated, behavioral intentions positively correlated. The authors noted that the impact of overall job satisfaction and turnover seemed less reliable in American versus non-American studies.

Despite the fact that this meta-analysis included studies of populations in settings that are dissimilar from elementary school principals in Virginia, the depth of the study provides a basis for comparison and confirmation of

factors found to be significant in studies of populations more consistent with educational managers. Many of the same relationships were reported in the studies of turnover among professional and managerial workers which are discussed below.

Managerial Turnover

Personal Demographics

In a study of predictors for managers' career mobility, success, and satisfaction (1988), Gattiker & Larwood looked at background demographics, criteria for success, and family variables. The study focused on managers in 31 major corporations in Southern California, and involved men and women in industrial and non-industrial organizations. The authors reported that number of children, age, years in career and years with a firm correlated positively ($p < .001$) with remaining in position as well as with salary. A significant positive correlation existed between family variables and career satisfaction ($p < .05$). "Apparently, the greater the positive impact of the respondent's family upon her or his career (in the participant's own view), the greater the individual's satisfaction with career and success" (p. 585). In a later study (1989) of fourteen Los Angeles firms' managers, the authors concluded that demographics such as age,

time in career, and number of children correlated negatively with career mobility at the $<.01$ level of significance. Further, gender correlated negatively with career mobility at the $<.05$ level, as females who had been promoted to management were less inclined to leave.

Kanchier & Unruh (1988) compared managerial changers and non-changers in a large Canadian organization. The goal of the study was to identify, explore and describe the transition periods of the life cycle of adults and the disengagement stages of the occupational cycle "to determine if they are interrelated, and to ascertain if changers and non-changers differ on the variables used to assess these transitions" (p. 128). Using self-administered questionnaires to assess job satisfaction and career and life cycle information, information was collected from 464 managers, 162 of whom then participated in interviews.

Changers differed significantly from non-changers on the variables of average length of tenure and number of occupational changes, both at $<.001$. Changers made more shifts, and stayed in the corporation a shorter time than did non-changers, the majority of whom had worked for the corporation during their entire adult lives. Chi square analyses performed on the interview data revealed significant differences between changer and non-changers ($p<.05$).

Changers reported they were more likely to change occupations or places of employment in the future, perceived greater availability of other employment positions, and thought more often about quitting (p. 133).

Veiga (1983), in a study of career mobility among middle managers in large manufacturing companies, focused on the criterion variables of rate of movement and propensity to move. Returned questionnaires from 1,216 managers furnished the data, which included complete job histories and a response to a question measuring propensity to move. Independent variables were barriers to moving, career path factors, and motives for moving. Multiple regression was the primary procedure used.

Veiga found that marketability, children's community ties, the length of time in the first corporate position, career impatience, and satisfaction with advancement had a significant impact on average time in position ($p < .01$). In addition, importance of job security, personal community ties, available career options, level of visibility, and company practices were significant at the $< .05$ level. Further, it was found that the length of time in the first position "plays a major predictive role in subsequent rate of movement" (p. 73). The shorter the amount of time in the first position, the

greater the movement. Early mobility, whether vertical or lateral, apparently contributes to later career moves.

Extrinsic Factors

A 1988 study by Brenner & Singer looked at "repotters" - mid-level managers who had resigned to enter a new career. These 92 repotters from 46 firms in three northeastern states were compared to 106 stayers in the same firms. Significant differences between the two groups were found in values placed on fringe benefits ($p < .01$), job security ($p < .01$), high income ($p < .01$), and advancement opportunity ($p < .05$). These values were much more important to the stayers. Also significantly different at the .001 level were the values placed on leisure time and working independently by the repotters.

These results were apparently confirmed in the similar study of managerial job changers and stayers in a large Canadian organization (Kanchier & Unruh, 1988). Step-wise discriminant analyses performed on the job satisfaction items showed that changers were significantly more dissatisfied than non-changers with the nature of work, supervision, pay, and co-workers ($p < .001$). The same analysis on the Self and Work Perception Questionnaire showed non-changers to be more extrinsically oriented and more concerned with security, power, position and salary than changers. Non-changers also

were affected by family responsibility, the economy, and situational factors.

Veiga (1983), in looking at factors affecting propensity to move among middle managers, discovered that marketability, time in first position, value of company benefits, importance of job security, level of visibility, satisfaction with advancement, career impatience, and salary were all significant at the $<.001$ level. Satisfaction with salary was also significant at $<.05$.

Intrinsic Factors

In a study of 91 professional and managerial men who changed careers mid-life cited by Robbins (1980), it was found that the majority of respondents indicated that their reason for leaving was to "obtain more meaningful work, find a better fit of values and work, or find a chance for greater achievement. In other words, their concern was with the intrinsic value of work in their lives rather than the extrinsic or financial rewards" (p. 46). Brenner & Singer (1988) found that 74% of their repotters left to find more meaningful work, 71% to find a better fit between values and work, and 64% were leaving because of changed values (p. 58). Brenner & Singer also reported a significant difference

($p < .01$) in the value placed on risk-taking by repotters versus stayers.

In a slightly different study of turnover, Campion and Mitchell (1986) compared current and former managers who had chosen to leave management but had remained within the same organization. Data were collected from 140 former managers who had left management within 3.5 years, and 143 current managers. No differences were found in demographics, type of organizations managed, or job performance between the two groups; however, significant differences ($p < .05$) were found between the two groups in their experience of satisfying job characteristics, job adjustment, met expectations, and job stress. "The former managers described their management jobs as lower on satisfying and motivating features, reported a greater degree of transition and adjustment problems to management, they had more unmet expectations in management, and they described a greater degree of job stress in management" (p. 64). All four job experience scales were significantly correlated ($p < .05$), and the four together could classify 72% of the sample correctly as being either the former or current group of managers.

The changers identified in the Kanchier & Unruh study (1988) also were significantly more frustrated than non-changers with "their failure to attain the desired rewards of

varied responsibilities, personal growth and development, job involvement, autonomy, worthwhile accomplishments, helping others, professional development, seeing work results, compatibility of personal and corporate values, and use of skills, abilities and ideas (all $p < .001$)" (p. 132). The authors reported changers to be intrinsically motivated, seeing their positions as vehicles for self-expression and growth, who were willing to take prepared risks to achieve that (p. 135). Veiga (1983) also reported that fear of stagnation significantly contributed to propensity to move ($p < .05$).

The above studies of turnover in middle management support the factors found to be significant among employees in general. These factors are also reported in the studies of turnover among educational administrators.

Educational Administrators

Personal Demographics

A 1983 study of Massachusetts superintendents who were movers versus those who were stayers was conducted by Gerardi, and yielded significant information about the relationship between early mobility and turnover. In the first phase of the study, superintendents responded to a mailed questionnaire

eliciting information on 23 variables. Superintendents were classified as Career-bound if they had held two or more superintendencies and had become a superintendent at an age younger than the median age of incumbency for all superintendents; they were classified as Place-bound if they had held only one superintendency, in the same district in which they had been employed, and had become superintendent at an age older than the median. Ten Career-bound and ten Place-bound superintendents were selected, and a Leadership Behavior Description Questionnaire (LBDQ) was given to them and to their immediate subordinates. This yielded 121 cases.

Gerardi found that Career-bound superintendents "achieve their first superintendency about 12 years earlier than Place-bound superintendents and changed jobs every 5.1 years compared to 13.4 years per job for the Place-bound superintendents" (p.182). These superintendents held more positions for a fewer number of years per position. They also had a higher level of education than Place-bound superintendents, having earned doctorates more often.

In 1987, a study of situational factors contributing to turnover among administrators was conducted by Heim and Wilson, who looked at superintendents and high school principals in small Kansas districts. The researchers identified high turnover groups as those who had lost four

superintendents or five or more high school principals within ten years. Current and past administrators were contacted in high turnover situations, current administrators only in low turnover groups. Interviews lasting one half hour or more were conducted by telephone, and 72 administrators were interviewed. Variables of interest were grouped according to demographics, organizational variables, and performance. The data collected were analyzed using either chi squares, z-tests or t-tests, and the $<.10$ level was used to determine significance of differences between groups.

At this level, community location and re-election of board members after a previous defeat were described as significant demographic factors. Perception of community isolation was associated with high turnover groups, as was the re-election of school board members after they had been previously defeated.

Ellis, 1989, described Virginia educational administrators as a group. He found that the majority of Virginia administrators had been educated and had worked as administrators exclusively in Virginia. Their undergraduate education was in the field of elementary education, and males were in the majority. Only one quarter of Virginia administrators were younger than 40.

Extrinsic Factors

Cedoline (1982), writing about job burnout in public education, cited the following extrinsically-caused administrative stressors: lack of sufficient resources, lack of support from superiors and the public, quantity of work and paper work, collective bargaining, lack of clear direction from school board and superintendent, federal and state laws, lack of control of students, teachers and schools, responsibility for child's total needs, and parent and community relationships and pressure (p. 76). He also cited lack of training as a contributing factor to burnout and administrative turnover. "Training for administrators in at least the following areas is crucial for protection against burnout: renewed management and leadership skills, self-awareness, facilitation of group processes, public relations, decision making, stress management training, instructional skills, employee motivation and evaluation, legal updates, negotiation and collective bargaining, and time management" (p. 91).

Ellis, in his 1989 study of Virginia educational administrators, found that the highest levels of dissatisfaction were with salaries, time devoted to the job, and working conditions. In a 1983 study of continuing and non-continuing superintendents in Virginia, Lee found that the

single greatest factor in turnover among superintendents was relations with the school board. In the Heim and Wilson study (1987), relations with teachers, perceptions of pay, and workload were found to be significant. Teacher relations were perceived to be better in the low turnover groups than the high turnover groups. Principals and superintendents from low turnover districts perceived their salaries as above average more often than those from high turnover areas, even if they were not actually higher. The presence of assistant superintendents was associated with low turnover districts; superintendents in divisions where they had to serve simultaneously as principals and superintendents had high turnover.

Gerardi (1983) found that Career-bound superintendents moved for a variety of extrinsically-caused reasons. "They move for greater compensation, for increased responsibility, to avoid conflict with community pressure groups or the school board, for health or family-related reasons, or simply because they wanted to move to another community or state" (p.184). In contrast, Place-bound superintendents seem to place a high value on community. They had a longer history in the school district and a heritage of social relations.

Intrinsic Factors

Gerardi (1983) found that occupationally mobile superintendents were perceived by their subordinates as better able to tolerate uncertainty without anxiety. In terms of organizational commitment or intent to remain, these superintendents consider moving a part of their career, and expect it to occur about every five years. Place-bound superintendents choose to wait until an opening occurs in their community. Once in place, they do not intend to move again.

Elementary School Principals

Personal Demographics

In the 1988 ten-year study of the K-8 principal conducted by the National Association of Elementary School Principals, Doud asked a number of questions having to do with the personal characteristics of principals. He found that the median age of all elementary principals (and for all men principals) was 47; the median age for female principals was 45. Slightly more than 20% of elementary principals were women, an increase of 2.2% from 1978. Nearly half of the principals had 20 to 29 years of experience in education, but 22.3% of K-8 principals had not taught elementary school at

all. Three out of four principals had achieved their first principalship between 26 and 39, with the mean age being 34. Gender made a difference; men were first promoted to the principalship at the mean age of 33, and women at 39. Professional mobility seemed limited since the majority of principals had never served in any other than their current division. Almost 70% of the principals held a Master's degree, and nearly 10%, a doctorate. This study did not address family variables.

Holmes (1984) reported on elementary principals in Virginia 1977-78. She found that the majority of Virginia principals were male (66.8%), between 35-49 years old (56.5%), married (88.1%), with less than 19 years of experience in education (57.6%). Almost 60% had been appointed to their first principalship under 35 years old, with the majority of men being appointed below 30 years old (46.4%) as compared to only 9% of women, most of whom received their first principalship after age 35 (p. 31). About 56% of the respondents earned their undergraduate degrees from a Virginia college; 74.1% had done their graduate study at a Virginia University. Not only was their educational mobility apparently limited, but also their professional movement. About 78% of principals had been promoted from within their division.

Crow (1984), in a study of principals' adjustment patterns, differentiated groups on two variables: career mobility and the principal's satisfaction or dissatisfaction with work. The data were drawn from interviews of principals in three counties surrounding Chicago, involving 113 principals from 59 districts (a 94% response rate). In addition to the interview, each respondent filled out a self-administered questionnaire about biographical and career information.

Career mobility in this study was defined by one factor - variety of movement. This was measured by the response to the question "Has the principal's career since and including the last teaching position been located in the same district (current) or has the career consisted of moves among two or more districts?" (p. 10) Satisfaction with work was measured by asking principals if they would repeat the career choice. Dependent variables focused on the principal's adjustment to his dual role as a central office subordinate and school superordinate. Based on their responses, principals were grouped four ways: stayers who were satisfied with their adjustment as a principal, stayers who were dissatisfied with their adjustment, movers who were satisfied with their adjustment, and movers who were dissatisfied with their adjustment.

Crow found no significant differences among the groups in the demographic variables of age, sex, marital status, nor experience as a principal (p. 14). However, differences were found in social background and previous mobility. The dissatisfied stayers were more likely than the other groups to have grown up in the same suburban type of community in which they worked, experiencing little change of environment since childhood. Seventy-five percent of this group came from suburban or urban settings rather than rural, compared to 60% of satisfied stayers and 53% of the movers (p.15). This lack of mobility was also shown in the location of their undergraduate training. Dissatisfied stayers were 30% more likely to have attended an in-state university than the other group of stayers, and 28% more likely to have done so than the movers. Further, stayers were far less likely to have changed districts in their professional careers. Not only did they remain in the same district, but also in the same principalship. "Fifty-four percent of the dissatisfied and 56 percent of the satisfied are in their first position; but only 28 percent of the movers are in their first principalship" (p.15).

Crow also found background differences in whether the principals were hired by the current superintendent, and in the type of experience they had as teachers. Principals who

were holdovers from a previous superintendent were more likely to be dissatisfied than those hired by the current superintendent. Also, dissatisfied principals were 28% less likely to have had their teaching experience solely at the elementary level. Dissatisfied principals had only 2.3 years mean experience at the elementary level compared with 5.7 years for the other group of stayers and 3.1 years for the movers. The difference between the two stayer groups was found to be significant at the .005 level. Lack of elementary teaching experience seems to contribute to dissatisfaction.

Extrinsic Factors

Doud (1988) found that most elementary principals "hold a favorable view toward the conditions of their employment" (p. 92). Despite a relatively modest gain in real dollars in salary, more than half the principals report being employed 11 months or more. Principals typically worked a nine hour day, and spent an average of six additional hours per week in school-related activities. Almost 90% were covered by some sort of personal contract, giving a degree of job security. Nine out of ten elementary principals reported high or moderate levels of authority to make decisions concerning their schools; however, nearly one in ten reported low authority, or none at all (p. 104). This is apparently most

true in urban areas. Principals reported that their relationships with the school board, superintendent, central office, teachers, students, parents and community were overwhelmingly positive, with over 90 percent of responses in each category falling in the "excellent" to "good" category (p. 73).

In terms of adequate training for the principalship, Doud found that almost 97% of respondents found that "on the job" training was the most valuable they had received. Only 44.5% reported having attended a principals' academy or center, and 46% had participated in an internship program. Although both these forms of training have been reported in the literature as a means of improving principal preparation (p. 43) only 21 percent of the attendees at principal centers and 23.4 percent of those who had interned reported the experience as being "of much value" (p. 42). This suggests that the creators of such programs might do well to study "on the job training" to incorporate the most crucial elements in principal preparation programs. Doud (p. 44) further reported that elementary principals felt the greatest need for training in improving staff performance (41%), planning and implementation of curricular goals (27.7%), coping with political forces impacting the schools (26.2%), and supervision of the instructional program (25.2%).

Holmes (1984) in a profile of 1977-78 Virginia principals, also found that 56.5% reported on-the-job training as most effective. Virginia principals apparently spent 50.1 hours per week on the job at that time. They reported fragmentation of time (53.1%) and an increased workload (50.2%) as their greatest concerns.

Crow (1984) found that mobile principals or "movers" admit to engaging in school-central office conflicts, in which they see themselves as the protectors of the school, and in which they are willing to fight central office. They have a sense of autonomy, and an increased propensity to use movement as a kind of adjustment if the work situation is dissatisfying. Movers seem to have better relationships with staff as a result of their willingness to fight for the school (p.29).

In a 1989 study of reasons for termination of principals, Elmaleh focused on principals and presidents of private Jewish Day Schools. Almost identical questionnaires were given to both the principals and presidents, to elicit the most common reasons for principal mobility. Elmaleh found that both groups agreed on the 13 most important reasons. Some of these were financial reasons, relations with the board, aspirations for career advancement, competency, personal reasons, working

conditions, community relations, and relations with parents (p.13).

Intrinsic Factors

Doud (1988) looked at aspirations and organizational commitment of elementary principals. He found that more than half of the K-8 principals surveyed (54.4%) did not see the principalship as their final professional goal, although the majority (84.%) did want to remain in education (p. 22). This was especially true of principals with less than five years experience, and those holding a doctorate. Doud also found that the mean expected age retirement for principals was 58 years old, and that based on respondents' approximate age of planned retirement "nearly 30% of the nation's K-8 principals expect to retire by 1992. By 1995, this figure will have increased to 42.6 percent, and at the time of the next NAESP ten-year study in 1998, the turnover may be expected to have reached 56 percent" (p. 11). Interestingly, in investigating intent to retire among Virginia principals, Ellis (1989) found that only 26% of elementary principals planned to retire by 1994 (p. 17).

Holmes (1984) also looked at organizational commitment and professional intent. A majority of respondents indicated that they would be unwilling to move for a better position

(53.2%); this was gender-related with three-fourths of the women replying in the negative (p.65). Only 44.4% of the respondents reported the principalship was their final professional goal; again, this was more true of women than men.

Elmaleh (1989), found that principals of Jewish Day Schools often moved as a result of stress/pressure, in search of a personally challenging position, as a result of burnout, or in search of job satisfaction (p. 13). Cusack (1982), studied stress and Virginia principals. She found that while elementary principals suffered lower stress levels than did secondary principals, the demographic variables of race, age, and length of experience in education affected both groups. Cusack found a statistically significant difference in the stress level of white versus non-white principals, younger versus older principals, and those with the least experience in education on the scale measuring Interpersonal Relations. Also, principals with high percentages of white students tended to have a lower level of perceived stress relative to administrative constraints and intra-personal conflict (p. 63). Cusack suggests the greater stress may result from three factors: the racial composition of the school or community, greater expectations from the public for a white administrator, and differences in cultural background. The

stress of trying to negotiate difficult interpersonal and social problems may be greater for a younger and less experienced principal dealing with an unfamiliar social group. Cusack further suggested the necessity of appropriate preparation to meet the needs of such principals.

Summary

A review of the literature reveals that certain demographic, extrinsic and intrinsic factors appear to have an effect on turnover of employees: generally, in management, in educational administration and in the principalship. The demographic factors of age, gender, educational achievement, level of experience, family status, and previous mobility appear in most of the studies examined. The impact of financial considerations and the perception of financial reward, job security, work demands, the amount of autonomy, perceived opportunity for promotion, adequate training, perception of possible transfer, and location of assignment also have an impact, as does the quality of relationships with superiors, staff, and community. Finally, the intrinsic and personal makeup and needs of the principal affect his perception of overall job satisfaction, met expectations, satisfaction of personal goals, organizational commitment and intent to remain, values, and resultant stress. All of these

have been shown to have an effect on the principal's propensity to stay or leave.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter includes an identification of the population and sample surveyed, a description of the methods used to conduct the survey, a discussion of the instrumentation used to collect the data and the methods used to validate the survey, and an outline of the procedures for distributing and collecting the survey instrument. The methods of analyzing and reporting the data are described and a summary is provided.

Design of the Study

The purpose of this study was to identify and describe factors related to professional mobility among the elementary school principals who were assigned to Virginia schools in 1986-87. In order to do this, information was gathered through the use of a self-administered mail questionnaire survey. The questionnaire form was chosen because it "has unique advantages and, properly constructed and administered, it may serve as a most appropriate and useful data-gathering device in a research project (Best, 1981, p. 168)". Surveys "specifically deal with questions about what is rather than

why it is so (Wiersma, 1975, p. 132)". According to Babbie (1979),

Survey research is probably the best method available to the social scientist interested in collecting original data for the purposes of describing a population too large to observe directly (p. 316).

Borg and Gall (1983, pp. 407-408) further indicate that "in addition to their value for determining the distribution of a sample on a single variable, surveys can be used to explore relationships between two or more variables".

A review of the literature on employee mobility and turnover of educational administrators was conducted. Sources used included periodicals, research reports, dissertations, and textbooks. Factors reported to be related to employee mobility in the literature were addressed in the survey items. (See Appendix A for a list of factors.)

Population

A review of the literature on national principal turnover predicted that 50% to 85% of principals in schools in 1986-87 would leave the principalship within five years. Since one of the purposes of this study was to ascertain whether the predicted turnover rate did occur in Virginia, it was decided to look at the principal population five years previous to the study. Accordingly, the population examined in this study

consisted of all principals who were assigned to elementary schools in Virginia in the fall of 1986. The list of principals was obtained from the Virginia State Department of Education Directory for 1987. "State public school directories are more satisfactory for selection of subjects because they list all persons involved in public education in the state and are usually up to date" (Borg & Gall, 1983, p. 417). The total population consisted of 1130 elementary public school principals.

Sample

The sampling design used in this study was that of random sampling. In selecting the appropriate sample size, attention was paid to the guidelines recommended by Ary, Jacobs, and Razavieh (1990), who stated that sample size depends upon several variables. Generally, in descriptive research, the use of larger samples is desirable, particularly when the population is heterogeneous. The more homogeneous the population, the smaller the sample size needed. Whatever the size, the researcher must consider the degree of error allowable. Finally, "the best answer to the question of size is to use as large a sample as possible. Other things being equal, a larger sample is much more likely to be representative of the population" (pp. 178-179). With this

in mind, and because of the possible difficulty of locating all members of the sample, a decision was made to work with a relatively large sample. A randomly chosen sample of the population was derived by first assigning each member of the total population a number. Using Minitab, a statistics software program, a computerized random number generator was used to derive 513 numbers which were then matched to the previously assigned numbers for individual principals to identify the sample. From this, it was discovered that seven individuals served two schools and had been identified twice. Allowing for duplication, 506 principals comprised the original sample.

The sample list was then compared to a list of elementary school principals for 1991, supplied by the Virginia State Department of Education. Only 208 members were found to be still listed at the same school or in the same division, and were reached at the school addresses. To find the remaining members of the sample group, several methods were used. The Virginia State Department of Education provided a list of 1991 middle and high school principals. From the two lists, some Retained, Transferring and Mobile principals were located. Every effort was made to find Departing principals who were members of the sample group. Personnel departments in each division listed for the 1986 schools were contacted to try to

find the new location of all principals not currently serving in schools in Virginia. Local telephone books and City Directories were also used to locate these individuals, and phone calls were made directly to members listed in phone directories or to their last known schools. An informal network of educators throughout the state was established to help provide addresses for sample members known to them personally.

Through these efforts, it was discovered that three listed members were never actually principals during the 1986-87 academic year. Three sample members were deceased, and two declined to participate when asked. These individuals were deleted from the list, leaving a sample group of 498 individuals. Addresses generally considered to be valid were obtained for 462 sample members.

Data Collection

A survey package was sent to these 462 individuals on February 24th, 1992. The package consisted of the survey instrument (Appendix B), a stamped self-addressed envelope in which to return the instrument, and two letters. One was a personal letter from the researcher and the committee Chairman, stating the purpose and importance of the study, assuring confidentiality of responses, and requesting quick

and full cooperation (See Appendix C). A second letter, signed by Don Lacey, Executive Director of the Virginia Association of Elementary School Principals (VAESP), also encouraged the recipients to respond to the survey instrument (Appendix D). This letter was printed as the first page of the survey instrument. A small token of appreciation from the researcher was included in the package in an attempt to maximize the rate of responses, and as a "thank-you" to all respondents.

As suggested by Dillman (1978, p. 183), a followup postcard (Appendix E) thanking recipients for a quick response was sent to all members of the sample who had not responded on March 2nd, 1992. Two weeks after that, on March 17th, 1992, another letter was sent to those who had not responded, enclosing a second package with a reminder of its importance and a request for response (Appendix F). One week later, on March 25th, 1992, letters were sent to the Superintendents of divisions in which members could not originally be located, enclosing survey packages and asking that they be forwarded where possible (See Appendix G). As a result of these efforts, survey responses were received from 385 principals.

On April 27, 1992, telephone calls were made to a randomly identified ten percent of non-responding sample members. These individuals were asked to respond to the

survey questions concerning demographics and professional status. Their responses were compared to those of responding sample members to determine if there were differences between the two groups. The composition of both groups was similar in terms of gender, race, age, marital status, locations of schools served, and professional status in relation to 1986 schools (See Appendix H for a profile of the two groups). Since this was so, it is reasonable to assume that there would be only minimal differences between the responses of the two groups, indicating that the responses received and reported are likely to be representative of the population as a whole.

Instrumentation

The survey was modeled on certain aspects of a survey of the status of professional development needs of educational administrators in Virginia (Ellis, 1989), parts of an instrument developed by Betty Gibbs Holmes (1984) to help describe elementary school principals in Virginia in 1977-78, parts of the Study of the Elementary School Principalship, 1986, conducted by the National Association of Elementary School Principals (Doud, 1987), and from a review of the literature on factors affecting administrative and middle-management turnover. The survey instrument was designed to

address a series of issues suggested in previous research to be significant in employee turnover. The instrument was validated against the extant and applicable literature, and then validated with educators in the field. The instrument was first piloted with a group of 21 school administrators. These administrators responded to the survey in a group setting under the direction and observation of the researcher, and then completed an evaluation on the format, clarity, and validity of the survey questions (See Appendix I). Based upon their responses, minor modifications were made, and the survey was piloted again with another group of 15 school administrators. Again, minor modifications were made based on their responses. The survey items consisted of forced choice questions, closed-ended questions, matrix questions and write-in questions. Respondents were also provided an opportunity to add extended comments about their reasons for leaving or remaining in their 1986 principalship.

This was a descriptive study, and data were structured for clarity of reporting and understanding. According to Best (1981)

Descriptive statistical analysis limits generalizations to the particular group of individuals observed. No conclusions are extended beyond this group and any similarity to those outside the group cannot be assumed. The data describe one group and one group only. Much simple action research

involves descriptive analysis and provides valuable information about the nature of a particular group of individuals (p. 221).

Analysis

Results are generally reported in frequencies and percentages of responses. Graphs and histograms are used where appropriate for purposes of comparison. Percentages were calculated based upon the number of responses to each item; these varied for each question depending upon missing data, no response, or multiple responses. Cross-tabs were used to compare responses against a variety of background and demographic factors such as experience, gender, education, family status and previous mobility, as well as against factors affecting satisfaction. The relative importance of identified factors in the respondents' career decisions was described according to the frequency with which each factor was identified. Discussion focused upon these factors, and upon comments offered by the respondents in narrative form.

CHAPTER FOUR

RESULTS

Introduction

In this chapter, the results of the study are reported and analyzed. The composition of the survey sample is described according to respondents' personal and professional demographics. The turnover rate among principals is reported and the responding principals identified according to their employment status categories since 1986. Factors previously reported to be related to professional mobility are reported for the responding sample as a whole, and are then analyzed according to mobility categories found among Virginia elementary principals. The level of satisfaction with identified internal and external factors affecting the principalship is reported, and the comparative impact of these factors upon turnover described using percentages and frequency of response. The analysis examines the relationship between demographics, extrinsic and intrinsic factors, and the decisions of principals in the major reported status categories.

Description of the Population

The original mailing of the survey package was addressed to 462 individuals; a later, additional mailing was sent to 15

principals through their former superintendents. From this total mailing of 477 surveys, 385 usable responses were received, providing a 80.7% return rate. This represented 34% of the total population of all 1986 Virginia elementary principals.

Responses indicated that two thirds (67.28%) of 1986 Virginia elementary school principals were male; one third (32.72%) female. Caucasians comprised 86.74% of the sample; 13.26% were Blacks. Their ages ranged from less than 35 to 64 years old, with the highest concentration of ages falling in the 35 to 39 (21.32%) and 40 to 44 (25.79%) categories. Of the sample, 86.02% were married, with over half (55.94%) still having children at home. See Table 1.

The majority of respondents considered their schools to be located in rural (46.07%) or suburban (35.60%) areas, with only 18.32% indicating they were principals in urban schools. Three quarters (74.61%) of responding principals had received a Master's Degree. Of the remainder, 15.45% had earned a Certificate of Advanced Studies or the equivalent, and 8.90% had a Ph.D. or Ed.D.

Over half (56.37%) of respondents had been elementary principals for ten years or less; 19.55% had been principals for eleven to fifteen years, and another 14.73% for sixteen to twenty years. In order to ascertain previous mobility,

TABLE 1

Personal Demographic Characteristics of 1986 Principals
(N = 385)

Age	N	%
Less Than 35 Years	11	2.89%
35-39	81	21.32%
40-44	98	25.79%
45-49	62	16.32%
50-54	63	16.58%
55-59	47	12.37%
60-64	18	4.74%
65 or Older	None	0.00%
Totals	380	100.00%
No Response	5	

Race	N	%
Whites	327	86.74%
Blacks	50	13.26%
Totals	377	100.00%
No Response	8	

Gender	N	%
Males	257	67.28%
Females	125	32.72%
Totals	382	100.00%
No Response	3	

Family Status	N	%
Married with Children	212	55.94%
Single with Children	13	3.43%
Single without Children	40	10.55%
Married without Children	114	30.08%
Totals	379	100.00%
No Response	6	

principals were asked to indicate the number of professional moves they had made as an educator prior to accepting their 1986 principalship. These moves included changes of schools or positions as well as changes of school divisions or states. More than half (57.78%) of respondents had made three or fewer professional moves; 19.26% had made two moves, 21.37% had made three moves, and 15.83% had made four moves. See Table 2 for a report on respondents' education and professional experience.

Respondents were asked to indicate the length of their professional experience prior to the 1986 school year: in total, in Virginia, in Division, and as a principal. Only 4.66% of all respondents had fewer than ten years of experience, 51.78% had 11 to 20 years, 35.34% had 21 to 30 years, and 7.95% had 31 to 40 years of experience. Of these respondents, the great majority had spent most of their time in Virginia schools. Over half (53.14%) had been in Virginia 11 to 20 years, and an additional 32.86% had spent 21 to 30 years in Virginia schools. Over half (51.44%) of the responding Virginia principals also had been in the division for 11 to 20 years, and another 27.87% had been in the division for 21 to 30 years. Just 16.67% had been in the same division for ten or fewer years. Table 3 reports the professional experience of Virginia elementary principals.

TABLE 2

Professional Demographic Characteristics of 1986 Principals
(N = 385)

School Location	N	%
Rural Location	176	46.07%
Suburban Location	136	35.60%
Urban Location	70	18.32%
Totals	382	100.00%
No Response	3	

Educational Attainment	N	%
Bachelor's Degree	4	1.05%
Master's Degree	285	74.61%
CAS or CAGS	59	15.45%
Ed.D. or Ph.D.	34	8.90%
Totals	382	100.00%
No Response	3	

Experience as Principal	N	%
0-5 Years	129	36.54%
6-10 Years	70	19.83%
11-15 Years	69	19.55%
16-20 Years	52	14.73%
21-25 Years	20	5.67%
26-30 Years	10	2.83%
31 or More	3	0.85%
Totals	353	100.00%
No Response	32	

Previous Professional Mob	N	%
1 Move	65	17.15%
2 Moves	73	19.26%
3 Moves	81	21.37%
4 Moves	60	15.83%
5 Moves	36	9.50%
6 Moves	27	7.12%
7 Moves	11	2.90%
8 Moves	13	3.43%
9 Moves	6	1.58%
10 or More Moves	7	1.85%
Totals	379	100.00%
No Response	6	

TABLE 3

Professional Experience of 1986 Principals
(N = 385)

Professional Experience	Total Years In Education		Years In Virginia		Years In Division	
	N	%	N	%	N	%
0-10 Years	17	4.66%	27	7.71%	58	16.67%
11-20 Years	189	51.78%	186	53.14%	179	51.44%
21-30 Years	129	35.34%	115	32.86%	97	27.84%
31-40 Years	29	7.95%	21	6.00%	13	3.74%
41 or More Years	3	0.27%	1	0.29%	1	0.29%
Totals	367	100.00%	350	100.00%	348	99.98%
No Response	18		35		37	

Response to Research Questions**Turnover Among Virginia Elementary Principals**

The first research question in this study dealt with the actual rate of turnover among Virginia Elementary School principals over a five year period, from September 1986 to September 1991. To address this question, respondents were asked to indicate their professional movements in relation to their 1986 principalship. Table 4 reports the frequency and percentage of their responses.

Half (49.87%) of the responding 1986 principals reported that they had continued as elementary school principals. Continuing principals were those who remained in the same elementary school, in another elementary school in the same division, in an elementary school in another Virginia division or in an elementary school outside of Virginia public schools. Most of these continuing principals were either in the same elementary school (28.05%), or in elementary schools within the same division (18.96%). Only eleven respondents indicated they were employed as principals in school systems elsewhere.

A turnover rate of 50.13% represents those respondents who had not continued as elementary school principals. Departing principals included those who had requested and received a transfer from administration, those who were

TABLE 4

Current Employment Status and Reasons for Movement of 1986 Principals
(N = 385)

Continuing Principals	N	%
In Same School	108	28.05%
In Same Division	73	18.96%
In Another Virginia Division	9	2.34%
Outside Virginia	2	0.52%
Continuing Total	192	49.87%

Departing Principals	N	%
Requested Transfer	5	1.30%
Involuntary Transfer	7	1.82%
Promoted In Division	68	17.66%
In Virginia Division	8	2.08%
In Another State District	0	0.00%
Outside Of Education	5	1.30%
Scheduled Retirement	26	6.75%
Early Retirement	56	14.55%
Other	18	4.68%
Departing Total	193	50.13%
Survey Total	385	100.00%
No Response	0	

involuntarily transferred, those who were promoted within the division, those who had gone to other school divisions in positions other than principal, those who left for other work outside of education, those who had retired, and those who had selected early retirement. The largest categories of departing principals were those who had been promoted (17.66%), those who left for scheduled retirement (6.75%), and those who left for early retirement (14.55%).

Factors Affecting Turnover

Participants were asked to provide information on factors found to be significant in turnover in previous studies of employee turnover. These factors were divided into demographic, extrinsic, and intrinsic categories.

Demographics

Among the demographic factors were age, gender, race, family status, educational achievement, professional experience, and previous mobility. Principals were asked to state their gender, race, family status, highest educational degree and age. In order to examine the relationship of these factors to turnover, percentages and frequencies of response for each factor were analyzed by movement category.

Age.

Not surprisingly, as the age of the respondents increased, the percentage of departing principals grew correspondingly from a low of 34.57% for those 35-39 years old to a high of 94.44% for those 60-64 years old. By the time respondents had reached the 50 to 54 year age category, 60.32% of principals had departed their 1986 principalship. Curiously, 45.45% of the eleven principals under 35 years old who responded to this question were departing principals. In all age ranges, the great majority of continuing principals remained in the same Virginia school division as their 1986 school. Promotions accounted for most of the movement of departing principals aged 35 to 49 years old, but early retirement became a factor for those as young as 45 to 49. For those 50 to 59 years old, early retirement accounted for the majority of turnover (77.47%). See Table 5 for details.

Race.

Of the departing principals, 48.93% were White and 54.00% were Black. Of these, 22% of Blacks were promoted to another position within their division, as compared to 16.51% of Whites; 4.00% of Black principals and 1.83% of White principals left to assume positions in other divisions.

TABLE 5

Personal Demographics, Categories of Employment and Reasons for Movement of 1986 Principals
(N = 385)

Age	Continuing Principals												Departing Principals												Totals							
	Same School						Outside Virginia						Education						Other						Departing		Complete					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Less Than 35 Years	1	9.09%	5	45.45%	0	0.00%	0	0.00%	1	9.09%	1	9.09%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	6	54.55%	5	45.45%	11	100.00%
36-39	24	29.63%	25	30.86%	3	3.70%	1	1.23%	1	1.23%	2	2.47%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	53	65.43%	28	34.57%	81	100.00%
40-44	34	34.60%	23	23.47%	4	4.08%	0	0.00%	4	4.08%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	61	62.24%	37	37.76%	98	100.00%
45-49	23	37.10%	11	17.74%	1	1.61%	0	0.00%	3	4.84%	2	3.23%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	36	58.06%	26	41.94%	62	100.00%
50-54	17	26.96%	7	11.11%	1	1.59%	0	0.00%	0	0.00%	1	1.59%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	25	39.68%	38	60.32%	63	100.00%
55-59	8	17.02%	2	4.26%	0	0.00%	0	0.00%	0	0.00%	1	2.13%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	10	21.28%	37	78.72%	47	100.00%
60-64	1	5.56%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	5.56%	17	94.44%	18	100.00%		
Total/Percentage Category	108	28.06%	73	18.96%	9	2.34%	2	0.52%	5	1.30%	7	1.82%	66	17.66%	8	2.08%	0	0.00%	5	1.30%	26	6.75%	54	14.55%	17	4.68%	192	188	187	379	No Response	5
Race	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Whites	90	27.52%	66	20.18%	9	2.75%	2	0.61%	5	1.53%	6	1.83%	54	16.51%	6	1.83%	0	0.00%	3	0.92%	22	6.73%	49	14.98%	15	4.59%	167	51.07%	160	48.53%	327	100.00%
Blacks	17	34.00%	6	12.00%	0	0.00%	0	0.00%	0	0.00%	1	2.00%	11	22.00%	2	4.00%	0	0.00%	2	4.00%	4	8.00%	5	10.00%	2	4.00%	23	46.00%	27	54.00%	50	100.00%
Total/Percentage Category	107	28.06%	72	18.56%	9	2.34%	2	0.52%	5	1.30%	7	1.82%	65	17.66%	8	2.08%	0	0.00%	5	1.30%	26	6.75%	54	14.55%	17	4.68%	190	187	377	No Response	8	
Gender	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Males	72	28.02%	52	20.23%	6	2.33%	0	0.00%	2	0.78%	5	1.95%	46	17.90%	5	1.95%	0	0.00%	3	1.17%	17	6.61%	37	14.40%	12	4.67%	130	50.58%	127	49.42%	257	100.00%
Females	36	28.80%	21	16.80%	3	2.40%	2	1.60%	3	2.40%	2	1.60%	22	17.60%	3	2.40%	0	0.00%	2	1.60%	9	7.20%	17	13.60%	5	4.00%	62	49.60%	63	50.40%	125	100.00%
Total/Percentage Category	108	28.06%	73	18.96%	9	2.34%	2	0.52%	5	1.30%	7	1.82%	68	17.66%	8	2.08%	0	0.00%	5	1.30%	26	6.75%	54	14.55%	17	4.68%	192	190	382	No Response	3	
Family Status	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Married with Children	70	33.02%	49	23.11%	5	2.36%	2	0.94%	2	0.94%	6	2.83%	44	20.75%	4	1.89%	0	0.00%	1	0.47%	5	2.36%	16	7.55%	8	3.77%	126	59.43%	86	40.57%	212	100.00%
Single with Children	5	38.46%	3	23.08%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	7.69%	0	0.00%	0	0.00%	0	0.00%	2	15.38%	1	7.69%	8	61.54%	5	38.46%	13	100.00%		
Single without Children	12	30.00%	7	17.50%	1	2.50%	0	0.00%	1	2.50%	0	0.00%	8	20.00%	2	5.00%	0	0.00%	2	5.00%	4	10.00%	2	5.00%	20	50.00%	20	50.00%	40	100.00%		
Married without Children	21	18.42%	14	12.28%	3	2.63%	0	0.00%	2	1.75%	1	0.88%	13	11.40%	1	0.88%	0	0.00%	2	1.75%	19	16.67%	32	28.07%	6	5.26%	38	33.33%	76	66.67%	114	100.00%
Total/Percentage Category	108	28.06%	73	18.96%	9	2.34%	2	0.52%	5	1.30%	7	1.82%	66	17.66%	7	2.08%	0	0.00%	5	1.30%	26	6.75%	54	14.55%	17	4.68%	192	187	379	No Response	6	

Although slightly more Black (8.00%) than White (6.73%) principals left for scheduled retirement, only 10.00% of Black principals versus 14.98% of White principals elected early retirement. Among the continuing principals, 46% of Black respondents and 47.72% of Whites remained in the same school division (See Table 5).

Gender.

Gender apparently had little relationship to mobility; 50.58% of men and 49.60% of women reported themselves to be continuing principals and 48.25% of men and 45.6% of women had remained in the same division. Of the departing principals 17.90% of men and 17.60% of women were promoted out of the elementary principalship, 6.61% of men and 7.20% of women took scheduled retirement, and 14.40% and 13.60% respectively took early retirement (Table 5).

Family Status.

Respondents were asked to indicate whether they were married or single, with or without children at home. Table 5 includes their responses. The largest group (55.94%) of principals were married with children at home, and over half of these (56.13%) were continuing principals who remained in their 1986 division. Of the departing principals who were

married with children, 30.66% were either promoted within their division or retired. Only 2.36% actually left their 1986 division to pursue their careers.

The most mobile category was that of married without children. Of these, about two thirds (66.67%) were departing principals, but again only .88% left their divisions for another educational position. The largest group (44.74%) retired.

Of the forty (10.47%) of principals who were single without children at home, a full 50% were departing principals. Of these, 20.00% were promoted within their division, 12.50% retired, and 5% took positions in education in another division. Another 5% left the field of education altogether. Finally, 61.54% of the thirteen single principals with children still at home were continuing principals. All of these remained within their 1986 division. Of the departing principals in this category, 7.69% were promoted in their division, and 23.07% retired.

Educational Achievement.

Principals were asked to indicate the highest educational degree they had earned. Just four respondents (1.05%) reported they had achieved only a Bachelor's degree; three had left their 1986 schools, and two of those selected early

retirement. One individual remained within the same school. Of the 74.61% of principals with Master's degrees, 47.72% were departing principals. Some 14.39% were promoted within their division, 8.42% took scheduled retirement, and 16.84% took early retirement. For the 15.54% with CAS or equivalent degrees, the turnover rate was much the same (47.46%), but the percentage of those promoted rose to 20.34%. The retirement rate dropped drastically, to 3.39% for scheduled retirement and 5.08% for early retirement. Finally, those principals possessing an Ed.D. or Ph.D were the most mobile. Of these, over two thirds (67.65%) were departing principals; 38.24% were promoted within their divisions. Only 5.88% of these individuals had retired -- all of these took early retirement. See Table 6 for detailed information.

Professional Experience.

In examining the relationship between experience and mobility, there was little apparent difference in the departure rates (approximately 45%) for those with experience ranging from zero through 15 years in 1986. For those categories, fewer than 5% transferred to other Virginia divisions; the majority were promoted within division. For those with 16 through 20 years of experience, the departure rate rose to 65.38%, with the largest numbers taking early

retirement and scheduled retirement. For those with 21 through 25 years of experience, the departure rate rose again, to 75%, with a 40% early retirement rate, and a 25% scheduled retirement rate. For those with more than 25 years of experience, the departure rate was 84.62%; the largest categories were early retirement (46.15%) and scheduled retirement (23.08%). See Table 6 for a report on principals' experience and movement categories.

Previous Mobility.

It had been reported in other studies that previous mobility was an indicator of the likelihood of future mobility. To investigate this relationship among Virginia elementary principals, respondents were asked to report the number of their college experiences in and out of Virginia, and the number of professional moves they made prior to assuming the 1986 principalship. There was little difference among respondents in terms of the locations of the colleges they had attended, and these data were therefore not reported. The great majority of respondents had attended fewer than four colleges. Responses to these measures, too, were analyzed by the categories of continuing and departing principals. The rate of departure rose slightly and the rate of continuing descended for those who attended multiple colleges. There did

not appear to be any other major differences among the categories of continuing or departing principals (See Table 7).

In terms of professional mobility, the highest percentage (21.37%) of respondents had made three moves prior to taking their 1986 position; 19.26% made two moves, 17.15 made one move, and 15.83% made four moves. When the data were analyzed according to categories of continuing or departing principals, there was no discernable pattern. See Table 7 for detailed figures.

Subsequent Mobility.

In order to look at the continuing rates and patterns of mobility demonstrated by Virginia elementary principals over a five year period, respondents were asked to describe the number and direction of professional changes they had made since 1986. Responses indicated 29.77% had made no changes at all, 55.09% had made only one change, and 13.84% had made two changes. Only 1.3% had made more than two professional changes. Upward mobility was shown in the 27.76% of these moves made as individuals were promoted within the division, and the 3.88% made as promotions accepted outside the division. Lateral mobility was shown in the 29.55% of transfers within the 1986 division and the 4.48% of transfers

TABLE 7
College Experiences, Professional Moves, and Categories of Continuing and Departing 1986 Principals
(N = 385)

Numbers of College Experiences	Continuing Principals						Departing Principals						Totals				
	1	2	3	4	5	6	7	8	9	10	11	12	13	Continuing	Departing	Complete	
	Same School	Same Division	In Virginia	Outside Virginia	Requested Transfer	Involuntary Transfer	Promoted	Education In Virginia	Education Out of Virginia	Outside Of Education	Scheduled Retirement	Early Retirement	Other	N	%	N	%
1-2	54 31.76%	32 18.82%	2 1.18%	1 0.59%	0 0.00%	2 1.18%	28 16.47%	6 3.53%	0 0.00%	3 1.76%	10 5.88%	24 14.12%	8 4.71%	89 52.36%	81 47.65%	170 100.00%	
3-4	39 24.84%	33 21.02%	3 1.91%	2 1.27%	4 2.58%	1 0.64%	31 19.75%	1 0.64%	0 0.00%	2 1.27%	10 6.37%	22 14.01%	9 5.73%	77 49.04%	80 50.56%	157 100.00%	
5-6	10 28.57%	5 14.29%	2 5.71%	0 0.00%	1 2.86%	3 8.57%	5 14.29%	1 2.86%	0 0.00%	0 0.00%	3 8.57%	4 11.43%	1 2.86%	17 48.57%	18 51.43%	36 100.00%	
7 or More	4 25.00%	1 6.25%	1 6.25%	0 0.00%	0 0.00%	1 6.25%	2 12.50%	0 0.00%	0 0.00%	0 0.00%	3 18.75%	4 25.00%	0 0.00%	6 37.50%	10 62.50%	16 100.00%	
Total/Percentage Category	107 28.05%	71 18.56%	8 2.34%	3 8.52%	5 1.30%	7 1.82%	66 17.66%	13 2.08%	0 0.00%	5 1.30%	26 6.75%	54 14.55%	18 4.68%	189	189	378	--
No Response 7																	
Numbers of Professional Moves	Continuing Principals						Departing Principals						Totals				
	1	2	3	4	5	6	7	8	9	10	11	12	13	Continuing	Departing	Complete	
	N	%	N	%	N	%	N	%	N	%	N	%	N	N	%	N	%
0 Moves	9 45.00%	2 10.00%	0 0.00%	0 0.00%	0 0.00%	1 5.00%	4 20.00%	0 0.00%	0 0.00%	0 0.00%	1 5.00%	2 10.00%	1 5.00%	11 55.00%	9 45.00%	20 100.00%	
1 Move	16 36.56%	6 13.33%	1 2.22%	1 2.22%	0 0.00%	1 2.22%	8 17.78%	2 4.44%	0 0.00%	0 0.00%	3 6.67%	6 13.33%	1 2.22%	24 53.33%	21 46.67%	45 100.00%	
2 Moves	21 28.77%	15 20.55%	2 2.74%	0 0.00%	1 1.37%	0 0.00%	11 15.07%	3 4.11%	0 0.00%	2 2.74%	7 9.59%	8 10.56%	3 4.11%	38 52.05%	35 47.55%	73 100.00%	
3 Moves	32 39.51%	14 17.28%	2 2.47%	0 0.00%	0 0.00%	4 4.94%	11 13.58%	0 0.00%	0 0.00%	1 1.23%	3 3.70%	10 12.36%	4 4.94%	48 59.26%	33 40.74%	81 100.00%	
4 Moves	10 16.67%	7 11.67%	2 3.33%	0 0.00%	2 3.33%	1 1.67%	19 31.67%	0 0.00%	0 0.00%	1 1.67%	3 5.00%	9 15.00%	6 10.00%	19 31.67%	41 68.33%	60 100.00%	
5 Moves	6 16.67%	9 25.00%	0 0.00%	1 2.78%	0 0.00%	0 0.00%	6 16.67%	1 2.78%	0 0.00%	1 2.78%	5 13.89%	6 16.67%	1 2.78%	16 44.44%	20 55.56%	36 100.00%	
6 Moves	5 18.52%	10 37.04%	1 3.70%	0 0.00%	0 0.00%	0 0.00%	3 11.11%	1 3.70%	0 0.00%	0 0.00%	2 7.41%	4 14.81%	1 3.70%	16 59.26%	11 40.74%	27 100.00%	
7 Moves	4 36.36%	1 9.09%	0 0.00%	0 0.00%	1 9.09%	0 0.00%	1 9.09%	1 9.09%	0 0.00%	0 0.00%	0 0.00%	3 27.27%	0 0.00%	5 45.45%	6 54.55%	11 100.00%	
8 or More Moves	5 19.23%	7 26.92%	1 3.85%	0 0.00%	1 3.85%	0 0.00%	2 7.69%	0 0.00%	0 0.00%	0 0.00%	2 7.69%	7 26.92%	1 3.85%	13 50.00%	13 50.00%	26 100.00%	
Total/Percentage Category	108 28.05%	71 18.56%	9 2.34%	2 8.52%	5 1.30%	7 1.82%	65 17.66%	8 2.08%	0 0.00%	5 1.30%	26 6.75%	55 14.55%	18 4.68%	190	189	379	--
No Response 6																	

made to other Virginia divisions. Downward mobility was manifested in the 3.88% of moves made as individuals were demoted within their 1986 divisions. Only 3.88% of the moves were completely out of education. Finally, 25.37% of the described movement came as individuals retired (Table 8).

Extrinsic Factors

The literature on employee mobility in education and other fields has suggested that movement is related both to extrinsic factors associated with the job and over which the individual has no control, and intrinsic factors related to the individual's personal goals and needs. The extrinsic factors that were examined in this study were financial, job security, work demands, autonomy/authority, opportunity for promotion, relationships with superiors, teachers, and community, preparation and training, opportunity for mobility, and locale. All these factors were reported in previous studies as having been related to mobility.

To examine the impact of the opportunity for mobility, principals were asked to indicate, in retrospect, their perception of the possibility of successfully finding employment outside of their 1986-87 school division. Almost half (47.61%) of all respondents perceived a high probability of being able to make a successful professional move; 33.24%

TABLE 8

Response of Study Population to Number and Direction
of Professional Moves Since 1986
(N = 385)

Number of Changes	N	%
No Change	114	29.77%
1 Change	211	55.09%
2 Changes	53	13.84%
3 Changes	2	0.52%
4 Changes	3	0.78%
Totals	383	100.00%
No Response	2	

Direction of Changes	N	%
Promoted Within Division	93	27.76%
Promoted Outside Division	13	3.88%
Transferred in Division	99	29.55%
Transferred Outside Division	15	4.48%
Demoted Within Division	13	3.88%
Retired	85	25.37%
Another Educational Role	13	3.88%
Other	4	1.19%
Totals	335	100.00%
No Response	50	

Note: Some respondents made more than one change.

saw a moderate possibility, and 19.15% saw a limited possibility (See Table 9).

The impact of financial considerations, security, work demands, authority, promotional opportunity, relationships with superiors, teachers, and community, preparation for the principalship, and location of school and division was examined by asking principals to indicate their degree of satisfaction with each factor on a four point Likert Scale (1= Very Satisfied, 4=Very Dissatisfied). None of the factors investigated, extrinsic or intrinsic, were identified by over 50% of the respondents as dissatisfiers. For purposes of analysis and discussion, a Mean score of 2.0 or more was considered to represent a less satisfied response. The responses of the entire sample are displayed in Table 10.

The greatest satisfaction came from relationships with faculty (M = 1.40), relationships with community (M = 1.46), and location of division (M = 1.49). The least satisfaction among the external factors, and therefore the highest mean score, was associated with time spent working on the job (a measure of perceived work demands). This variable had a Mean of 2.19. Higher degrees of dissatisfaction were also expressed with financial considerations (M = 2.09), impact on family (M = 1.97), and likelihood of promotion (M = 1.98). Most of the responses dealing with extrinsic factors were

TABLE 9

Principals' Perception of the Possibility of Successful
Movement from their 1986 Schools
(N = 385)

Probability of Successful Move	N	%
High Probability	179	47.61%
Moderate Probability	125	33.24%
Limited Probability	72	19.15%
Totals	376	100.00%
No Response	9	

tightly grouped, and indicated general satisfaction. The Means for all extrinsic variables ranged from 1.40 to 2.19.

Intrinsic Factors

The intrinsic factors previously reported to be related to professional turnover were also examined. These included job satisfaction, the match between personal expectations and the job, organizational commitment, match between personal values and job, and the impact of stress or health problems.

Organizational commitment was examined by asking principals "what were your career plans when you accepted your 1986 principalship?". Over half (54.4%) of the respondents expected to remain in position when they accepted their 1986 principalship. Another 27.46% expected to move again, and 15.73% saw the principalship only as a stepping stone to their next position. Finally, 2.46% reported that they both saw the principalship as a stepping stone and intended to move again.

Intent apparently had little relation to actual movement. Of those who expected to remain in place, less than half (47.55%) were continuing principals; 52.45% departing. Of those who expected to move again, only 40.78% did in fact depart. Of those who saw the principalship as a stepping stone only 55.93% were departing principals. See Table 11.

TABLE 11

Expressed Intent to Remain in the Principalship by 1986 Principals
(N = 385)

Continuing Principals	Intended To Remain		Intended To Move On		Position Only Stepping Stone		Move On and Stepping Stone		Totals	
	N	%	N	%	N	%	N	%	N	%
In Same School	65	34.57%	23	12.23%	14	7.45%	2	1.06%	104	55.32%
In Same Division	27	14.36%	33	17.55%	11	5.85%	2	1.06%	73	38.83%
In Another Virginia Division	4	2.13%	4	2.13%	1	0.53%	0	0.00%	9	4.79%
Outside Virginia	1	0.53%	1	0.53%	0	0.00%	0	0.00%	2	1.06%
Continuing Totals	97	51.60%	61	32.45%	26	13.83%	4	2.13%	188	100.00%

Departing Principals	Intended To Remain		Intended To Move On		Position Only Stepping Stone		Move On and Stepping Stone		Totals	
	N	%	N	%	N	%	N	%	N	%
Requested Transfer	4	2.14%	1	0.53%	0	0.00%	0	0.00%	5	2.67%
Involuntary Transfer	3	1.60%	3	1.60%	1	0.53%	0	0.00%	7	3.74%
Promoted In Division	21	11.23%	19	10.16%	25	13.37%	1	0.53%	66	35.29%
In Virginia Division	1	0.53%	3	1.60%	0	0.00%	4	2.14%	8	4.28%
In Another State District	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Outside Of Education	2	1.07%	2	1.07%	1	0.53%	0	0.00%	5	2.67%
Scheduled Retirement	22	11.76%	2	1.07%	1	0.53%	0	0.00%	25	13.37%
Early Retirement	44	23.53%	7	3.74%	3	1.60%	0	0.00%	54	28.88%
Other	10	5.35%	5	2.67%	2	1.07%	0	0.00%	17	9.09%
Departing Totals	107	57.22%	42	22.46%	33	17.65%	5	2.67%	187	100.00%
Total	204	54.40%	103	27.46%	59	15.73%	9	2.46%	375	100.00%
No Response									10	

Organizational commitment was also indicated in principals' responses to a Likert scale question on pride in the division (Table 10). The Mean response to this question was 1.69, representing the most positive response among intrinsic factors.

The remaining intrinsic factors of job satisfaction, a match of expectations, the possibility of reaching personal goals, a match between job and values and the impact of stress or health factors were measured using the same four point Likert scale (Table 10). Here, responses from the total sample were slightly less positive. The most positive Mean was the one for pride in the division ($M = 1.69$); the least positive was the degree of pressure or stress ($M = 2.36$). Respondents were also less satisfied with the match between expectations and reality ($M = 2.12$) and the opportunity to satisfy personal goals ($M = 1.88$).

Comparative Impact of Factors.

To determine the relative impact of certain factors on the turnover of elementary principals, a comparison was made between continuing and departing principals, and among major categories within continuing and departing principals. Among continuing principals, the responses of those remaining in the same school and the same division were generally so similar to

those of all continuing principals that they are not reported separately. Despite the fact that the group of continuing principals who had transferred to another Virginia division was very small (N=9), their responses were so different from other continuers that they are discussed as a separate category. Among non-continuing principals, the major categories included promoted principals, scheduled retirees, and early retirees. There were too few responses in other categories to allow a meaningful analysis. In reporting rates of dissatisfaction, the categories of Very Dissatisfied (VD) and Dissatisfied (D) were combined.

Extrinsic Factors

Among the extrinsic factors examined, 26.32% of continuing and 15.70% of departing principals expressed dissatisfaction with finances. Within categories, 44.44% of transferring principals, 19.70% of promoted principals, 15.38% of scheduled retirees, and 12.50% of early retirees expressed dissatisfaction (See Table 12).

A small group (5.82% of continuing principals and 6.79% of departing principals) expressed dissatisfaction with perceived job security in their 1986 positions (Table 13). Dissatisfaction rates ranged from 7.14% for early retirees through 3.85% for scheduled retirees to 3.03% dissatisfaction

TABLE 12

Satisfaction with Finances

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	N
<u>CONTINUING</u>											
ALL	14.21%	27	59.47%	113	22.63%	43	3.68%	7	2.16	100.00%	190
SAME SCHOOL	15.89%	17	56.07%	60	23.36%	25	4.67%	5	2.17	100.00%	107
SAME DIVISION	9.72%	7	68.06%	49	20.83%	15	1.39%	1	2.14	100.00%	72
TRANSFERRING	11.11%	1	44.44%	4	33.33%	3	11.11%	1	2.44	100.00%	9
TOTALS*	15.75%		62.73%		18.37%		3.15%				
<u>DEPARTING</u>											
ALL	16.28%	28	68.02%	117	12.79%	22	2.91%	5	2.02	100.00%	172
PROMOTED	13.64%	9	66.67%	44	18.18%	12	1.52%	1	2.08	100.00%	66
SCHEDULED RETIREMENT	15.38%	4	69.23%	18	15.38%	4	0.00%	0	2.00	100.00%	26
EARLY RETIREMENT	14.29%	8	73.21%	41	8.93%	5	3.57%	2	2.02	100.00%	56
TOTALS*	15.75%		62.73%		18.37%		3.15%				

*These figures represent the combined responses of continuing and departing principals to this item.

TABLE 13
Satisfaction with Job Security

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	N
<u>CONTINUING</u>											
ALL	40.21%	76	53.97%	102	4.76%	9	1.06%	2	1.67	100.00%	189
SAME SCHOOL	38.32%	41	55.14%	59	5.61%	6	0.93%	1	1.69	100.00%	107
SAME DIVISION	43.66%	31	53.52%	38	2.82%	2	0.00%	0	1.59	100.00%	71
TRANSFERRING	22.22%	2	55.56%	5	11.11%	1	11.11%	1	2.11	100.00%	9
TOTALS*	38.95%		54.74%		4.47%		1.84%				
<u>DEPARTING</u>											
ALL	37.70%	72	55.50%	106	4.19%	8	2.62%	5	1.72	100.00%	191
PROMOTED	42.42%	28	54.55%	36	3.03%	2	0.00%	0	1.61	100.00%	66
SCHEDULED RETIREMENT	38.46%	10	57.69%	15	3.85%	1	0.00%	0	1.65	100.00%	26
EARLY RETIREMENT	28.57%	16	64.29%	36	3.57%	2	3.57%	2	1.82	100.00%	56
TOTALS*	38.95%		54.74%		4.47%		1.84%				

*These figures represent the combined responses of continuing and departing principals to this item.

for promoted principals. Among transferring principals, 22.22% expressed dissatisfaction.

Only 7.89% of all continuing principals, but 11.58% of all departing principals were dissatisfied with the level of autonomy in their 1986 schools. Responses indicated that 11.11% of transferring principals, 16.37% of early retirees, 4.55% of promoted principals, and 3.85% of scheduled retirees were dissatisfied with this factor (Table 14).

Little difference in the perceived opportunity for promotion was reported by the 15.43% of continuing principals and 18.42% of departing principals who expressed dissatisfaction (see Table 15). Among these were 22.22% of transferring principals, 23.64% of early retirees, 15.38% of scheduled retirees, and 12.12% of promoted principals.

Although there was little difference between continuing and departing principals in regards to the likelihood of successfully finding employment outside of their 1986 division, there was some variation among categories. Those principals who actively sought movement (transferring, mobile, inactive, promoted, leaving, and exiting principals) perceived the highest possibility of successfully finding employment elsewhere. See Table 16.

Satisfaction with work demands was measured by responses to the factors of time spent working and effect on family. In

TABLE 14
Satisfaction with Autonomy and Authority

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	N
<u>CONTINUING</u>											
ALL	32.11%	61	60.00%	114	6.84%	13	1.05%	2	1.77	100.00%	190
SAME SCHOOL	36.45%	39	55.14%	59	8.41%	9	0.00%	0	1.72	100.00%	107
SAME DIVISION	27.78%	20	65.28%	47	5.56%	4	1.39%	1	1.81	100.00%	72
TRANSFERRING	0.00%	0	88.89%	8	0.00%	0	11.11%	1	2.22	100.00%	9
TOTALS*	31.32%		58.95%		8.42%		1.32%				
<u>DEPARTING</u>											
ALL	30.53%	58	57.89%	110	10.00%	19	1.58%	3	1.83	100.00%	190
PROMOTED	45.45%	30	50.00%	33	4.55%	3	0.00%	0	1.59	100.00%	66
SCHEDULED RETIREMENT	30.77%	8	65.38%	17	3.85%	1	0.00%	0	1.73	100.00%	26
EARLY RETIREMENT	20.00%	11	63.64%	35	14.55%	8	1.82%	1	1.98	100.00%	55
TOTALS*	31.32%		58.95%		8.42%		1.32%				

*These figures represent the combined responses of continuing and departing principals to this item.

TABLE 15

Satisfaction with Opportunity for Promotion

	VS		S		D		VD		TOTALS	
	%	N	%	N	%	N	%	N	MEAN	%
<u>CONTINUING</u>										
ALL	22.34%	42	62.23%	117	12.23%	23	3.19%	6	1.96	100.00%
SAME SCHOOL	15.09%	16	66.04%	70	15.09%	16	3.77%	4	2.08	100.00%
SAME DIVISION	32.39%	23	57.75%	41	8.45%	6	1.41%	1	1.79	100.00%
TRANSFERRING	11.11%	1	66.67%	6	11.11%	1	11.11%	1	2.22	100.00%
TOTALS*	22.75%		60.32%		13.49%		3.44%			
<u>DEPARTING</u>										
ALL	23.16%	44	58.42%	111	14.74%	28	3.68%	7	1.99	100.00%
PROMOTED	34.85%	23	53.03%	35	10.61%	7	1.52%	1	1.79	100.00%
SCHEDULED RETIREMENT	26.92%	7	57.69%	15	15.38%	4	0.00%	0	1.88	100.00%
EARLY RETIREMENT	9.09%	5	67.27%	37	18.18%	10	5.45%	3	2.20	100.00%
TOTALS*	22.75%		60.32%		13.49%		3.44%			

*These figures represent the combined responses of continuing and departing principals to this item.

TABLE 16
 Perception of Opportunity for Employment Expressed by 1986 Principals
 (N = 385)

	High		Moderate		Limited		Totals		Category		
	N	%	N	%	N	%	N	%	%	NR	
Continuing Principals											
In Same School	44	41.90%	40	38.10%	21	20.00%	105	100.00%	100.00%	28.05%	
In Same Division	35	49.30%	23	32.39%	13	18.31%	71	100.00%	100.00%	18.79%	
In Another Virginia Division	6	66.67%	3	33.33%	0	0.00%	9	100.00%	100.00%	2.34%	
Outside Virginia	1	100.00%	0	0.00%	0	0.00%	1	100.00%	100.00%	0.52%	
Totals	86		66		34		186		100.00%	49.70%	6
Departing Principals											
Requested Transfer	4	80.00%	1	20.00%	0	0.00%	5	100.00%	100.00%	1.30%	
Involuntary Transfer	3	42.86%	1	14.29%	3	42.86%	7	100.00%	100.00%	1.82%	
Promoted In Division	37	56.92%	22	33.85%	6	9.23%	65	100.00%	100.00%	17.72%	
In Virginia Division	7	87.50%	0	0.00%	1	12.50%	8	100.00%	100.00%	2.08%	
In Another State District	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00%	0.00%	
Outside Of Education	4	80.00%	0	0.00%	1	20.00%	5	100.00%	100.00%	1.30%	
Scheduled Retirement	7	26.92%	14	53.85%	5	19.23%	26	100.00%	100.00%	6.75%	
Early Retirement	20	37.04%	17	31.48%	17	31.48%	54	100.00%	100.00%	14.65%	
Other	8	47.06%	4	23.53%	5	29.41%	17	100.00%	100.00%	4.68%	
Totals	90		59		38		187		100.00%	50.30%	6

reference to work demands, 17.89% of continuing and 17.87% of departing principals expressed dissatisfaction with the impact of work on family. Among these were 44.44% of transferring principals, 25% of early retirees, and 13.84% of promoted principals (Table 17). More respondents (30.53% of all continuers, and 23.56% of all departing principals) indicated dissatisfaction with the time spent working on the job (Table 18). Of these, 55.55% of transferring principals expressed dissatisfaction, as did 25.00% of early retirees, 21.21% of promoted principals, and 11.54% of scheduled retirees.

Although only 11.05% of continuing principals and 15.71% of departing principals expressed dissatisfaction with their relationships with superiors, this figure rose to 33.33% of the small group of transferring principals. The dissatisfaction rate was 19.23% for those taking scheduled retirement, 12.50% for scheduled retirees, and 9.09% for promoted principals (Table 19). There was little dissatisfaction expressed with relations with faculty (Table 20) or community (Table 21).

There was also little variation in satisfaction with the location of the 1986 schools (Table 22); however, 11.11% of transferring principals indicated dissatisfaction with the location of their division. This was in contrast to 1.05%

TABLE 17

Satisfaction with Impact on Family

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	N
<u>CONTINUING</u>											
ALL	21.58%	41	60.53%	115	15.79%	30	2.11%	4	1.98	100.00%	190
SAME SCHOOL	24.30%	26	62.82%	67	12.15%	13	0.93%	1	1.90	100.00%	107
SAME DIVISION	19.44%	14	58.33%	42	19.44%	14	2.78%	2	2.06	100.00%	72
TRANSFERRING	0.00%	0	55.56%	5	33.33%	3	11.11%	1	2.56	100.00%	9
TOTALS*	24.21%		57.89%		14.47%		3.42%				
<u>DEPARTING</u>											
ALL	26.84%	51	55.26%	105	13.16%	25	4.74%	9	1.96	100.00%	190
PROMOTED	36.36%	24	50.00%	33	9.09%	6	4.55%	3	1.82	100.00%	66
SCHEDULED RETIREMENT	28.00%	7	72.00%	18	0.00%	0	0.00%	0	1.72	100.00%	25
EARLY RETIREMENT	10.71%	6	64.29%	36	21.43%	12	3.57%	2	2.18	100.00%	56
*TOTALS	24.21%		57.89%		14.47%		3.42%				

*These figures represent the combined responses of continuing and departing principals to this item.

TABLE 18

Satisfaction with Time Spent Working

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	N
<u>CONTINUING</u>											
ALL	11.56%	22	57.89%	110	25.26%	48	5.26%	10	2.24	100.00%	190
SAME SCHOOL	13.08%	14	58.88%	63	25.23%	27	2.80%	3	2.18	100.00%	107
SAME DIVISION	9.72%	7	58.33%	42	26.39%	19	5.56%	4	2.28	100.00%	72
TRANSFERRING	0.00%	0	44.44%	4	22.22%	2	33.33%	3	2.89	100.00%	9
TOTALS*	14.17%		58.79%		20.47%		6.56%				
<u>DEPARTING</u>											
ALL	16.75%	32	59.69%	114	15.71%	30	7.85%	15	2.15	100.00%	191
PROMOTED	21.21%	14	57.58%	38	13.64%	9	7.58%	5	2.08	100.00%	66
SCHEDULED RETIREMENT	23.08%	6	65.38%	17	7.69%	2	3.85%	1	1.92	100.00%	26
EARLY RETIREMENT	10.71%	6	64.29%	36	21.43%	12	3.57%	2	2.18	100.00%	56
TOTALS*	14.17%		58.79%		20.47%		6.56%				

*These figures represent the combined responses of continuing and departing principals to this item.

TABLE 19

Satisfaction with Relations with Superiors

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	N
<u>CONTINUING</u>											
ALL	40.00%	76	48.95%	93	9.47%	18	1.58%	3	1.73	100.00%	190
SAME SCHOOL	38.32%	41	50.47%	54	10.28%	11	0.93%	1	1.74	100.00%	107
SAME DIVISION	44.44%	32	47.22%	34	8.33%	6	0.00%	0	1.64	100.00%	72
TRANSFERRING	11.11%	1	55.56%	5	11.11%	1	22.22%	2	2.44	100.00%	9
TOTALS*	42.26%		44.36%		10.50%		2.89%				
<u>DEPARTING</u>											
ALL	44.50%	85	39.79%	76	11.52%	22	4.19%	8	1.75	100.00%	191
PROMOTED	57.58%	38	33.33%	22	7.58%	5	1.52%	1	1.53	100.00%	66
SCHEDULED RETIREMENT	53.85%	14	26.92%	7	19.23%	5	0.00%	0	1.65	100.00%	26
EARLY RETIREMENT	37.50%	21	50.00%	28	7.14%	4	5.36%	3	1.80	100.00%	56
TOTALS*	42.26%		44.36%		10.50%		2.89%				

*These figures represent the combined responses of continuing and departing principals to this item.

TABLE 20

Satisfaction with Faculty

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	
<u>CONTINUING</u>											
ALL	56.61%	107	42.33%	80	1.06%	2	0.00%	0	1.44	100.00%	189
SAME SCHOOL	55.66%	59	42.45%	45	1.89%	2	0.00%	0	1.46	100.00%	106
SAME DIVISION	59.72%	43	40.28%	29	0.00%	0	0.00%	0	1.40	100.00%	72
TRANSFERRING	33.33%	3	66.67%	6	0.00%	0	0.00%	0	1.67	100.00%	9
TOTALS*	61.58%		37.11%		1.32%		0.00%				
<u>DEPARTING</u>											
ALL	66.49%	127	31.94%	61	1.57%	3	0.00%	0	1.35	100.00%	191
PROMOTED	74.24%	49	25.76%	17	0.00%	0	0.00%	0	1.26	100.00%	66
SCHEDULED RETIREMENT	65.38%	17	34.62%	9	0.00%	0	0.00%	0	1.35	100.00%	26
EARLY RETIREMENT	64.29%	36	33.93%	19	1.79%	1	0.00%	0	1.38	100.00%	56
TOTALS*	61.58%		37.11%		1.32%		0.00%				

*These figures represent the combined responses of continuing and departing principals to this item.

TABLE 21
Satisfaction with Community

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	N
<u>CONTINUING</u>											
ALL	54.74%	104	42.11%	80	3.16%	6	0.00%	0	1.48	100.00%	190
SAME SCHOOL	52.34%	56	44.86%	48	2.80%	3	0.00%	0	1.50	100.00%	107
SAME DIVISION	61.11%	44	34.72%	25	4.17%	3	0.00%	0	1.43	100.00%	72
TRANSFERRING	33.33%	3	66.67%	6	0.00%	0	0.00%	0	1.67	100.00%	9
TOTALS*	58.27%		38.06%		3.41%		0.26%				
<u>DEPARTING</u>											
ALL	61.78%	118	34.03%	65	3.66%	7	0.52%	1	1.43	100.00%	191
PROMOTED	74.24%	49	24.24%	16	1.52%	1	0.00%	0	1.27	100.00%	66
SCHEDULED RETIREMENT	53.85%	14	46.15%	12	0.00%	0	0.00%	0	1.46	100.00%	26
EARLY RETIREMENT	58.93%	33	37.50%	21	3.57%	2	0.00%	0	1.45	100.00%	56
TOTALS*	58.27%		38.06%		3.41%		0.26%				

*These figures represent the combined responses of continuing and departing principals to this item.

TABLE 22

Satisfaction with Location of School

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	N
<u>CONTINUING</u>											
ALL	42.63%	81	50.00%	95	6.32%	12	1.05%	2	1.66	100.00%	190
SAME SCHOOL	48.60%	52	45.79%	49	4.67%	5	0.93%	1	1.58	100.00%	107
SAME DIVISION	34.72%	25	54.17%	39	9.72%	7	1.39%	1	1.78	100.00%	72
TRANSFERRING	33.33%	3	66.67%	6	0.00%	0	0.00%	0	1.67	100.00%	9
TOTALS*	46.46%		46.98%		6.04%		0.52%				
<u>DEPARTING</u>											
ALL	50.26%	96	43.98%	84	5.76%	11	0.00%	0	1.55	100.00%	191
PROMOTED	54.55%	36	37.88%	25	7.58%	5	0.00%	0	1.53	100.00%	66
SCHEDULED RETIREMENT	46.15%	12	53.85%	14	0.00%	0	0.00%	0	1.54	100.00%	26
EARLY RETIREMENT	42.86%	24	51.79%	29	5.36%	3	0.00%	0	1.63	100.00%	56
TOTALS*	46.46%		46.98%		6.04%		0.52%				

*These figures represent the combined responses of continuing and departing principals to this item.

dissatisfaction among all continuing principals, 2.62% dissatisfaction among all departing principals, and minimal dissatisfaction among the sub-categories of departing principals (See Table 23).

Very few (2.62%) of the departing principals indicated dissatisfaction with the preparation they had received for their position; 7.37% of continuing principals indicated dissatisfaction. Of the sub-categories, only 11.11% of transferring principals and 3.03% of promoted principals were dissatisfied (Table 24).

Intrinsic Factors

The impact of certain intrinsic factors also differed between continuing and departing principals, and among the categories of each. Continuing principals expressed a 21.16% dissatisfaction rate with the match between their expectations and the reality of their positions; 22.11 % of departing principals expressed dissatisfaction (Table 25). Of these, 22.22% of transferring principals expressed dissatisfaction, as did 13.64% of promoted principals, 4% of scheduled retirees, and 23.21% of early retirees. While 13.23% of all continuing and 15.70% of all departing principals expressed dissatisfaction (Table 26) with the opportunity to satisfy

TABLE 23

Satisfaction with Location of Division

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	N
<u>CONTINUING</u>											
ALL	55.26%	105	43.68%	83	1.05%	2	0.00%	0	1.46	100.00%	190
SAME SCHOOL	55.14%	59	44.86%	48	0.00%	0	0.00%	0	1.45	100.00%	107
SAME DIVISION	56.94%	41	41.67%	30	1.39%	1	0.00%	0	1.44	100.00%	72
TRANSFERRING	33.33%	3	55.56%	5	11.11%	1	0.00%	0	1.78	100.00%	9
TOTALS*	53.02%		45.14%		1.57%		0.26%				
<u>DEPARTING</u>											
ALL	50.79%	97	46.60%	89	2.09%	4	0.52%	1	1.52	100.00%	191
PROMOTED	62.12%	41	36.36%	24	1.52%	1	0.00%	0	1.39	100.00%	66
SCHEDULED RETIREMENT	50.00%	13	50.00%	13	0.00%	0	0.00%	0	1.50	100.00%	26
EARLY RETIREMENT	37.50%	21	60.71%	34	0.00%	0	1.79%	1	1.66	100.00%	56
TOTALS*	53.02%		45.14%		1.57%		0.26%				

*These figures represent the combined responses of continuing and departing principals to this item.

TABLE 24

Satisfaction with Preparation for the Principalship

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	N
<u>CONTINUING</u>											
ALL	30.53%	58	62.11%	118	7.37%	14	0.00%	0	1.77	100.00%	190
SAME SCHOOL	27.10%	29	64.49%	69	8.41%	9	0.00%	0	1.81	100.00%	107
SAME DIVISION	33.33%	24	61.11%	44	5.56%	4	0.00%	0	1.72	100.00%	72
TRANSFERRING	33.33%	3	55.56%	5	11.11%	1	0.00%	0	1.78	100.00%	9
TOTAL*	33.07%		61.94%		4.72%		0.26%				
<u>DEPARTING</u>											
ALL	35.60%	68	61.78%	118	2.09%	4	0.52%	1	1.68	100.00%	191
PROMOTED	36.36%	24	60.61%	40	3.03%	2	0.00%	0	1.67	100.00%	66
SCHEDULED RETIREMENT	34.62%	9	65.38%	17	0.00%	0	0.00%	0	1.65	100.00%	26
EARLY RETIREMENT	32.14%	18	67.86%	38	0.00%	0	0.00%	0	1.68	100.00%	56
TOTAL*	33.07%		61.94%		4.72%		0.26%				

*These figures represent the combined responses of continuing and departing principals to this item.

TABLE 25

Satisfaction with Match of Expectations and Reality

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	N
CONTINUING											
ALL	12.17%	23	66.67%	126	19.58%	37	1.59%	3	2.11	100.00%	189
SAME SCHOOL	11.32%	12	68.87%	73	18.87%	20	0.94%	1	2.09	100.00%	106
SAME DIVISION	13.89%	10	62.50%	45	22.22%	16	1.39%	1	2.11	100.00%	72
TRANSFERRING	0.00%	0	77.78%	7	11.11%	1	11.11%	1	2.33	100.00%	9
TOTALS*	13.46%		64.91%		18.21%		3.43%				
DEPARTING											
ALL	14.74%	28	63.16%	120	16.84%	32	5.26%	10	2.13	100.00%	190
PROMOTED	16.67%	11	69.70%	48	10.61%	7	3.03%	2	2.00	100.00%	66
SCHEDULED RETIREMENT	20.00%	5	76.00%	19	4.00%	1	0.00%	0	1.84	100.00%	25
EARLY RETIREMENT	12.50%	7	64.29%	36	17.86%	10	5.36%	3	2.16	100.00%	56
TOTALS*	13.46%		64.91%		18.21%		3.43%				

*These figures represent the combined responses of continuing and departing principals to this item.

TABLE 26

Satisfaction with Opportunity to Satisfy Goals

	VS		S		D		VD		TOTALS	
	%	N	%	N	%	N	%	N	MEAN	%
<u>CONTINUING</u>										
ALL	29.63%	56	57.14%	108	11.11%	21	2.12%	4	1.86	100.00%
SAME SCHOOL	31.78%	34	56.88%	63	8.41%	9	0.93%	1	1.79	100.00%
SAME DIVISION	27.78%	20	59.72%	43	11.11%	8	1.39%	1	1.86	100.00%
TRANSFERRING	0.00%	0	25.00%	2	50.00%	4	25.00%	2	3.00	100.00%
TOTALS*	28.68%		56.84%		12.37%		2.11%			
<u>DEPARTING</u>										
ALL	27.75%	53	56.54%	108	13.61%	26	2.09%	4	1.90	100.00%
PROMOTED	45.45%	30	50.00%	33	4.55%	3	0.00%	0	1.59	100.00%
SCHEDULED RETIREMENT	30.77%	8	65.38%	17	3.85%	1	0.00%	0	1.73	100.00%
EARLY RETIREMENT	20.00%	11	63.64%	35	14.55%	8	1.82%	1	1.98	100.00%
TOTALS*	28.68%		56.84%		12.37%		2.11%			

*These figures represent the combined responses of continuing and departing principals to this item.

personal goals in their 1986 positions, among transferring principals the rate rose to 75%. Only 16.37% of early retirees, 4.55% of promoted principals, and 3.85% of scheduled retirees expressed dissatisfaction.

In examining responses related to other intrinsic factors, 5.79% of continuing, 9.95% of departing principals, and 22.22% of transferring principals expressed dissatisfaction with the match between personal values and their job. Among departing principals, 10.71% of early retirees and 6.06% of promoted principals expressed dissatisfaction (Table 27). While 6.84% of continuing and 12.11% of departing principals expressed dissatisfaction with the nature of work in their 1986 position, the rate was 22.22% for transferring principals, 13.64% for promoted principals and 7.14% for early retirees. (Table 28).

Satisfaction with pride in division (a measure of organizational commitment) also varied among categories. While 6.52 of continuing principals and 9.57% of departing principals expressed dissatisfaction, 33.33% of transferring principals, 12.73% of early retirees, 4.00% of scheduled retirees, and 1.54% of promoted principals were dissatisfied (Table 29).

Finally, dissatisfaction with stress, pressure, and resultant health problems was high for both continuing

TABLE 27

Satisfaction with Match of Values and the Job

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	N
<u>CONTINUING</u>											
ALL	37.89%	72	56.32%	107	2.63%	5	3.16%	6	1.71	100.00%	190
SAME SCHOOL	40.19%	43	55.14%	59	1.87%	2	2.80%	3	1.67	100.00%	107
SAME DIVISION	36.11%	26	58.33%	42	4.17%	3	1.39%	1	1.71	100.00%	72
TRANSFERRING	11.11%	1	66.67%	6	0.00%	0	22.22%	2	2.33	100.00%	9
TOTALS*	34.65%		57.48%		5.51%		2.36%				
<u>DEPARTING</u>											
ALL	31.41%	60	56.64%	112	8.38%	16	1.57%	3	1.80	100.00%	191
PROMOTED	50.00%	33	43.94%	29	6.06%	4	0.00%	0	1.56	100.00%	66
SCHEDULED RETIREMENT	30.77%	8	69.23%	18	0.00%	0	0.00%	0	1.69	100.00%	26
EARLY RETIREMENT	19.64%	11	69.64%	39	10.71%	6	0.00%	0	1.91	100.00%	56
TOTALS*	34.65%		57.48%		5.51%		2.36%				

*These figures represent the combined responses of continuing and departing principals to this item.

TABLE 28

Satisfaction with Nature of Work

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	N
<u>CONTINUING</u>											
ALL	20.53%	39	72.63%	138	6.32%	12	0.53%	1	1.87	100.00%	190
SAME SCHOOL	22.43%	24	73.83%	79	3.74%	4	0.00%	0	1.81	100.00%	107
SAME DIVISION	19.44%	14	70.83%	51	8.33%	6	1.39%	1	1.92	100.00%	72
TRANSFERRING	0.00%	0	77.78%	7	22.22%	2	0.00%	0	2.22	100.00%	9
TOTALS*	23.42%		67.11%		8.16%		1.32%				
<u>DEPARTING</u>											
ALL	26.32%	50	61.58%	117	10.00%	19	2.11%	4	1.88	100.00%	190
PROMOTED	39.39%	26	46.97%	31	13.64%	9	0.00%	0	1.74	100.00%	66
SCHEDULED RETIREMENT	12.00%	3	88.00%	22	0.00%	0	0.00%	0	1.88	100.00%	25
EARLY RETIREMENT	17.86%	10	75.00%	42	7.14%	4	0.00%	0	1.89	100.00%	56
TOTALS*	23.42%		67.11%		8.16%		1.32%				

*These figures represent the combined responses of continuing and departing principals to this item.

TABLE 29

Satisfaction with Pride in Division

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	
CONTINUING											
ALL	42.39%	78	51.09%	94	5.43%	10	1.09%	2	1.65	100.00%	184
SAME SCHOOL	42.57%	43	52.48%	53	3.96%	4	0.99%	1	1.63	100.00%	101
SAME DIVISION	44.44%	32	50.00%	36	5.56%	4	0.00%	0	1.61	100.00%	72
TRANSFERRING	11.11%	1	55.56%	5	22.22%	2	11.11%	1	2.33	100.00%	9
TOTALS*	40.32%		51.61%		6.99%		1.08%				
DEPARTING											
ALL	38.30%	72	52.13%	98	8.51%	16	1.06%	2	1.72	100.00%	188
PROMOTED	49.23%	32	49.23%	32	1.54%	1	0.00%	0	1.52	100.00%	65
SCHEDULED RETIREMENT	36.00%	9	60.00%	15	4.00%	1	0.00%	0	1.68	100.00%	25
EARLY RETIREMENT	34.55%	19	52.73%	29	10.91%	6	1.82%	1	1.80	100.00%	55
TOTALS*	40.32%		51.61%		6.99%		1.08%				

*These figures represent the combined responses of continuing and departing principals to this item.

principals (33.16%) and departing principals (36.74%). Again, the rate rose for transferring principals, to 66.66%. In contrast, 46.43% of early retirees, 28.79% of promoted principals, and 19.23% of scheduled retirees also expressed dissatisfaction (Table 30).

Other Factors

Respondents were offered the opportunity to add additional factors associated with their 1986 principalship which they felt were important, and 16.88% of respondents did so. The most often cited "other" factors, in order of frequency, included lack of support from superiors, relations with students, too much local politics, contributions to educating children, relations with peers, new retirement options, relations with superiors, inability to apply discipline, opportunity for professional growth, relations with teachers, ability to make an impact, autocratic superintendents, personal health and stress, relations with superintendents, and a liking for the age group (See Table 31). It was interesting to note the appearance, re-phrased, of many of the factors already described.

TABLE 30

Satisfaction with Stress and Pressure

	VS		S		D		VD		TOTALS		
	%	N	%	N	%	N	%	N	MEAN	%	N
CONTINUING											
ALL	6.32%	12	60.53%	115	25.26%	48	7.89%	15	2.35	100.00%	190
SAME SCHOOL	7.48%	8	61.68%	66	24.30%	26	6.54%	7	2.30	100.00%	107
SAME DIVISION	4.17%	3	62.50%	45	26.39%	19	6.94%	5	2.36	100.00%	72
TRANSFERRING	0.00%	0	33.33%	3	33.33%	3	33.33%	3	3.00	100.00%	9
TOTALS*	9.71%		54.33%		26.25%		9.71%				
DEPARTING											
ALL	13.09%	25	48.17%	92	27.23%	52	11.52%	22	2.37	100.00%	191
PROMOTED	19.70%	13	51.52%	34	19.70%	13	9.09%	6	2.18	100.00%	66
SCHEDULED RETIREMENT	11.54%	3	69.23%	18	19.23%	5	0.00%	0	2.08	100.00%	26
EARLY RETIREMENT	8.93%	5	44.64%	25	33.93%	19	12.50%	7	2.50	100.00%	56
TOTALS*	9.71%		54.33%		26.25%		9.71%				

*These figures represent the combined responses of continuing and departing principals to this item.

TABLE 31

Additional Factors Associated with the Principalship Named
by Respondents as Satisfiers or Dissatisfiers,
In Order of Frequency

Satisfiers

Number	Factor
8	Relations with Students
4	Contributions to Educating Students
4	Opportunity for growth
3	Relations with Peers
3	New Early Retirement Options
2	Relations with Teachers
2	Ability to Make an Impact
2	Liking for Age Group
1	Love of the Work
1	The School Renewal Process
1	Teachers' Abilities

Dissatisfiers

Number	Factor
10	Lack of Support from Superiors
6	Too Much Local Politics
3	Relations with Superiors
3	Outside Demands Beyond the Principal's Control
2	Autocratic Superintendent
2	Relations with Superintendent
2	Inability to Apply Discipline
2	Personal Health and Stress
2	Central Office Control
2	Problems with Parents
2	Multiple Responsibilities
1	Attitude of School Board toward personnel
1	Dissatisfaction with merit pay
1	Amount of personal time
1	Little opportunity for promotion

Reasons for Remaining or Leaving

To further identify the comparative impact of certain factors on turnover, respondents were asked to list the most important factors in their decision to remain in or leave their 1986 positions. The responses of the total group of 1986 principals are tabulated in Table 32. Satisfaction with faculty relations, the ability to satisfy goals, and the match between personal values and the job were the greatest reasons to continue. In contrast, dissatisfaction with pressure and stress, finances, and the time spent working on the job were the greatest factors in the decision to depart. Figure 1 graphically shows the comparative satisfaction with these factors by Means.

When the responses of departing and continuing principals were examined separately, the same factors were cited as being important. The reason most frequently given by departing principals for leaving the elementary principalship was dissatisfaction with pressure or stress (See Figure 2). This was followed by dissatisfaction with financial rewards, with a combination of added factors cited by individual respondents and with time spent working on the job, and with the ability to satisfy goals. Dissatisfaction with superiors was the next reason most frequently cited (See Table 33). The reasons most frequently given by continuing principals (Figure 3) for

TABLE 32

Comparative Impact of Factors in Mobility Decisions Among all Respondents
(N = 385)

	CONTINUING: ALL RESPONDENTS			NOT CONTINUING: ALL RESPONDENTS			
	FIRST	SECOND	THIRD TOTAL	FIRST	SECOND	THIRD TOTAL	
E:FACULTY RELATIONS	37	53	40	130	34	10	94
C:SATISFY GOALS	71	25	28	124	19	23	63
D:PERSONAL/JOB	45	35	21	101	29	17	57
F:COMMUNITY RELATIONS	12	37	32	81	10	8	43
A:FINANCIAL	32	23	23	78	8	17	42
H:WORK ACTIVITIES	22	16	21	59	13	18	39
B:RESPONSIBILITY	15	23	13	51	13	8	38
N:JOB SECURITY	12	13	23	48	12	13	28
G:SUPERIOR RELATIONS	5	14	19	38	7	9	24
R:PRIDE IN DIVISION	6	11	17	36	9	10	22
J:SCHOOL LOCATION	7	13	15	35	3	11	20
O:FAMILY IMPACT	4	9	10	23	4	11	18
S.T.U:OTHER	14	6	3	23	7	3	16
K:DIVISION LOCATION	5	8	9	22	4	3	12
Q:EXPECTATIONS/REALITY	2	4	7	13	2	2	8
L:LIKLIHOOD PROMOTION	5	4	2	11	3	3	8
I:PRESSURE/STRESS	2	0	7	9	2	1	5
P:TIME WORKING	0	3	4	7	0	3	3
M:POSITION PREPARATION	2	1	0	3	1	0	2

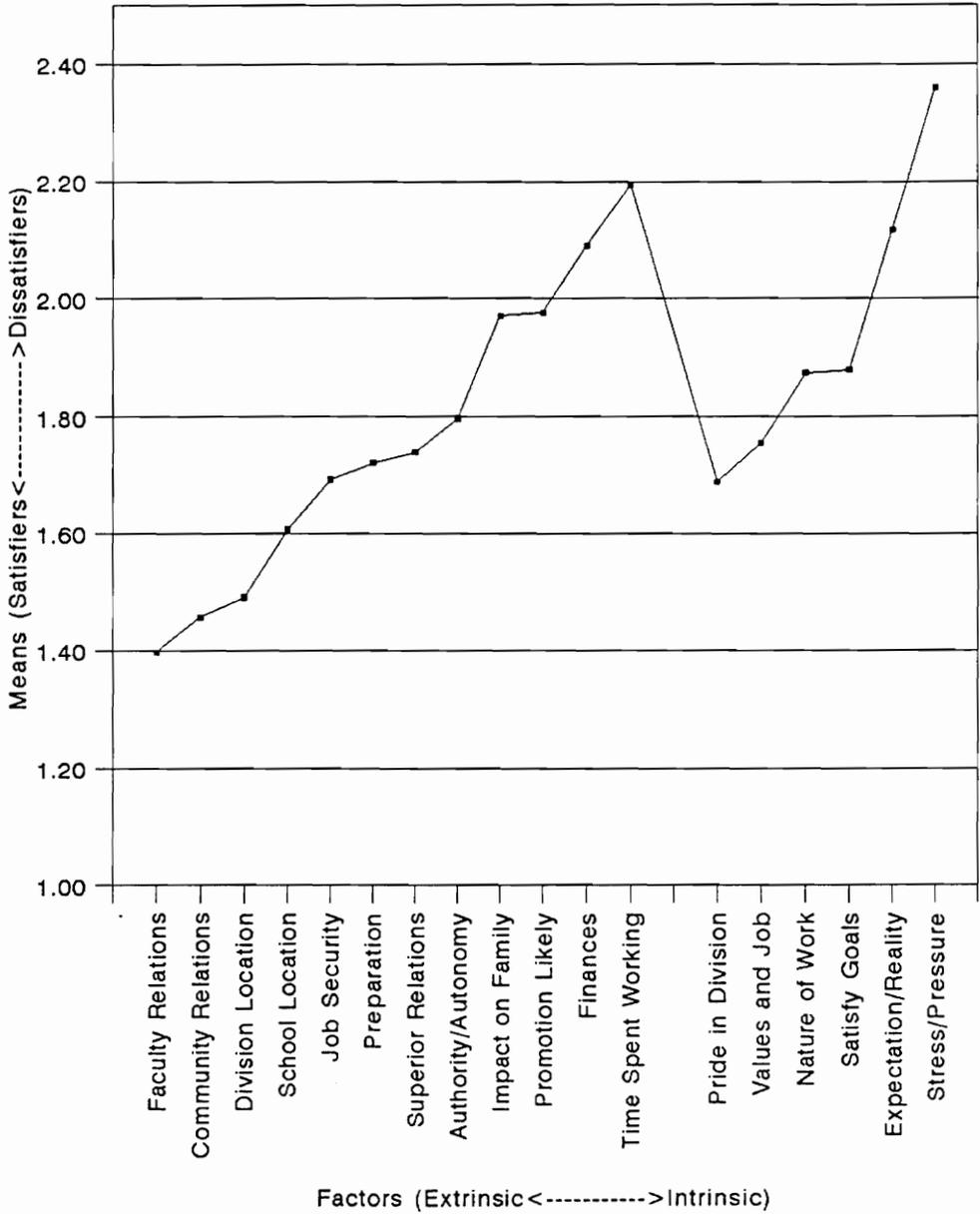
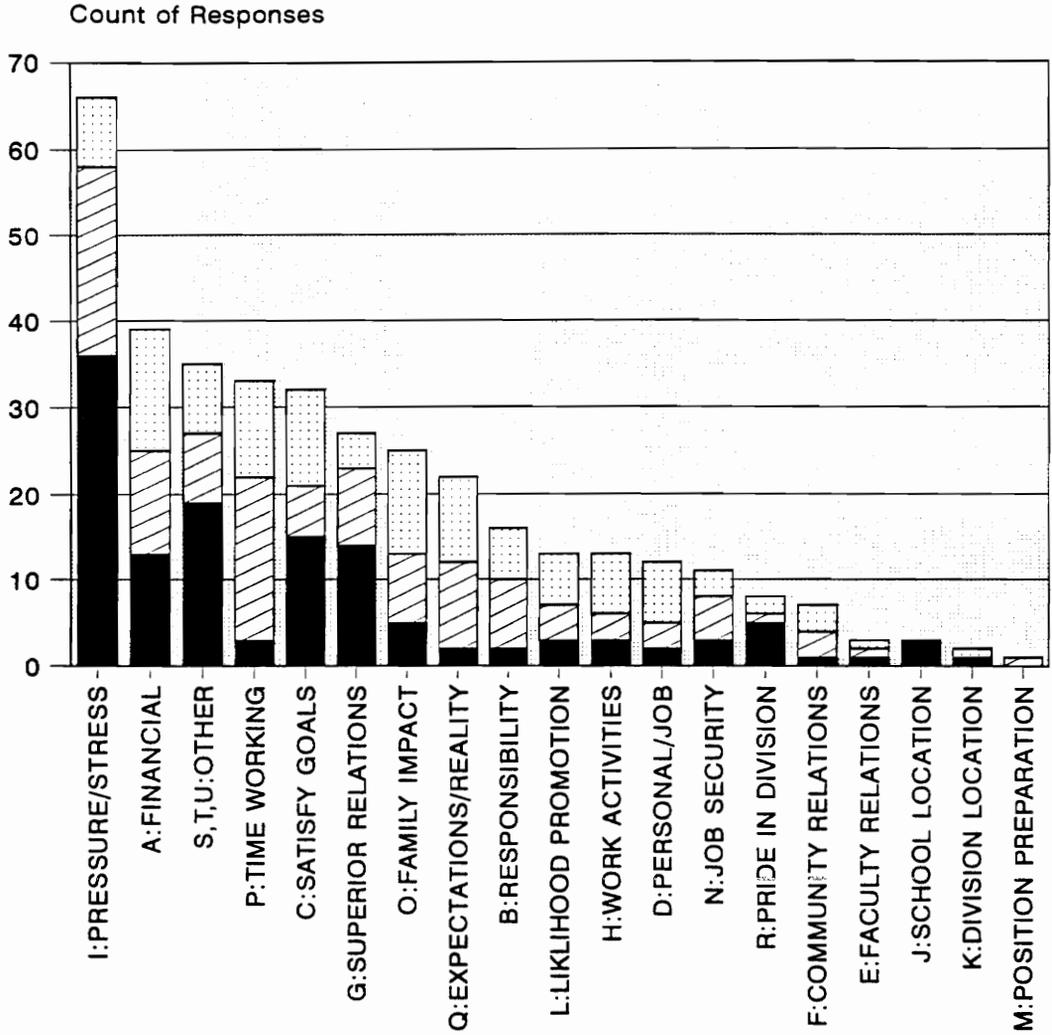


Figure 1
 Comparative Satisfaction Factors
 Comparison of Mean Satisfaction Factors Affecting 1986 Principals



3rd Factor	8	14	8	11	11	4	12	10	6	6	7	7	3	2	3	1	0	1	0
2nd Factor	22	12	8	19	6	9	8	10	8	4	3	3	5	1	3	1	0	0	1
1st Factor	36	13	19	3	15	14	5	2	2	3	3	2	3	5	1	3	1	0	0

Factors

■ 1st Factor ▨ 2nd Factor ▩ 3rd Factor

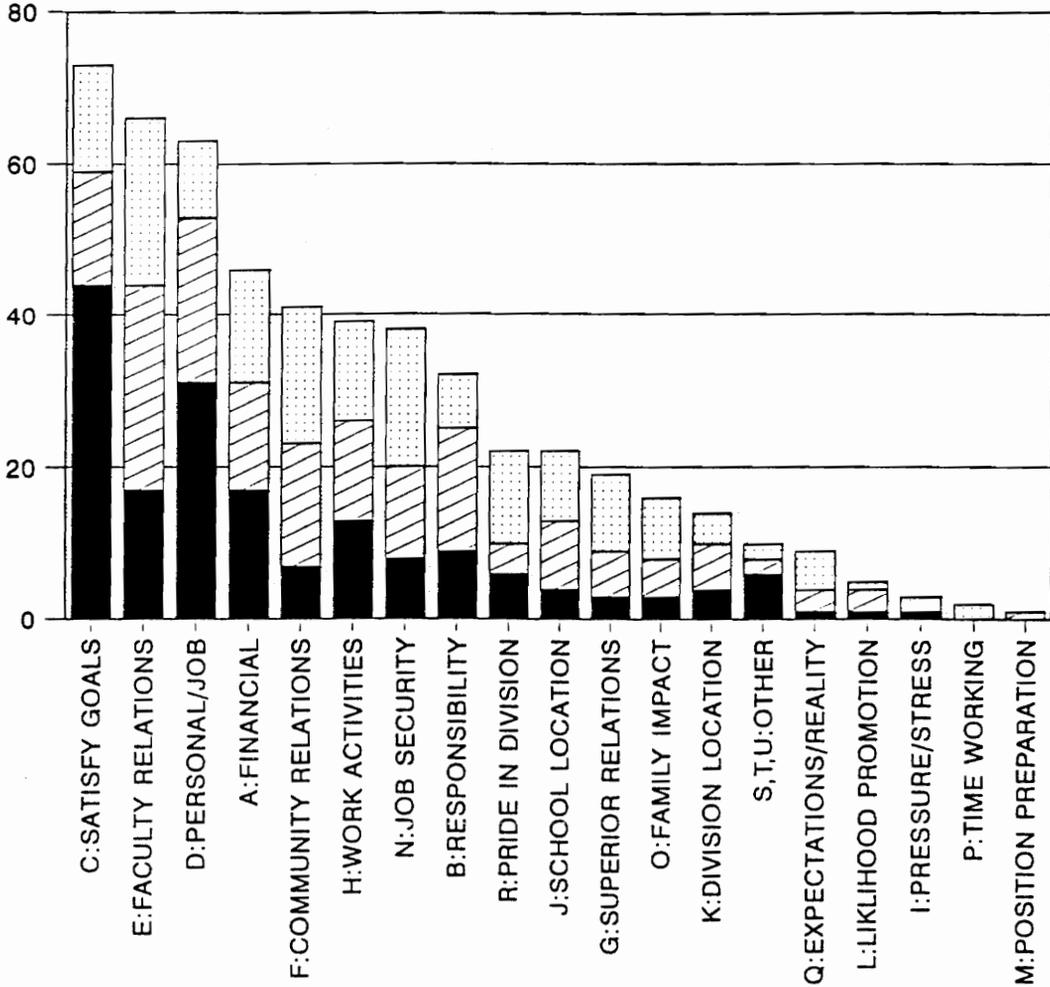
First, Second and Third Reasons Given for Leaving by Departing Principals
Figure 2

TABLE 33

Comparative Impact of Factors for Departing Principals
(N = 193)

	FACTORS IN CONTINUING			FACTORS IN NOT CONTINUING				
	FIRST	SECOND	THIRD	TOTAL	FIRST	SECOND	THIRD	TOTAL
E: FACULTY RELATIONS	20	25	17	62	36	22	8	66
C: SATISFY GOALS	27	10	14	51	13	12	14	39
F: COMMUNITY RELATIONS	5	20	13	38	19	8	8	35
D: PERSONAL/JOB	14	13	11	38	3	19	11	33
A: FINANCIAL	14	9	8	31	15	6	11	32
H: WORK ACTIVITIES	9	3	8	20	14	9	4	27
B: RESPONSIBILITY	6	7	6	19	5	8	12	25
G: SUPERIOR RELATIONS	2	8	9	19	2	10	10	22
R: PRIDE IN DIVISION	2	7	5	14	2	8	6	16
S, T, U: OTHER	8	4	1	13	3	4	6	13
J: SCHOOL LOCATION	2	4	6	12	3	3	7	13
N: JOB SECURITY	4	1	5	10	2	3	7	12
K: DIVISION LOCATION	1	2	5	8	3	5	3	11
O: FAMILY IMPACT	1	4	2	7	5	1	2	8
I: PRESSURE/STRESS	1	0	5	6	1	3	3	7
L: LIKLIHOOD PROMOTION	4	1	1	6	3	0	0	3
P: TIME WORKING	0	3	2	5	1	1	1	3
Q: EXPECTATIONS/REALITY	1	1	2	4	1	0	1	2
M: POSITION PREPARATION	2	0	0	2	0	1	0	1

Count of Responses



3rd Factor	14	22	10	15	18	13	18	7	12	9	10	8	4	2	5	1	2	2	0
2nd Factor	15	27	22	14	16	13	12	16	4	9	6	5	6	2	3	3	0	0	1
1st Factor	44	17	31	17	7	13	8	9	6	4	3	3	4	6	1	1	1	0	0

Factors

■ 1st Factor ▨ 2nd Factor ▩ 3rd Factor

First, Second and Third Reasons Given for Remaining by Continuing Principals
Figure 3

remaining in the elementary principalship were satisfaction with the opportunity to satisfy goals, with faculty relations, and with the match between personal values and the job. It should be noted that the next most often cited reason was satisfaction with finances, a dissatisfier for departing principals. These reasons are detailed in Table 34.

When the responses of continuing principals were examined by category, there was little variation. Those who had remained in the same school cited satisfaction with faculty relations first, a match between personal values and the job second, and the opportunity to satisfy goals third. The fourth most popular reason in the category was satisfaction with community relations (Table 35). Transferring principals also cited the opportunity to satisfy goals, followed by a match between personal values and the job, financial factors, and satisfaction with responsibility (See Table 36).

Among non-continuing principals, those who had requested transfers from administration cited a combination of added factors first, the impact of the job on family second, and time spent working on the job third as reasons for leaving (Table 37). Those who were transferred involuntarily also cited a combination of factors first, relations with superiors second, and community relations third. Table 38 lists their reasons. Those promoted within division indicated that

TABLE 34

Comparative Impact of Factors for Continuing Principals
(N = 192)

	ALL CONTINUING RESPONDENTS FACTORS IN CONTINUING			TOTAL	ALL CONTINUING RESPONDENTS FACTORS IN NOT CONTINUING			TOTAL
	FIRST	SECOND	THIRD		FIRST	SECOND	THIRD	
C: SATISFY GOALS	44	15	14	73	14	12	2	28
E: FACULTY RELATIONS	17	27	22	66	8	7	9	24
D: PERSONAL/JOB	31	22	10	63	8	10	6	24
A: FINANCIAL	17	14	15	46	3	5	6	14
F: COMMUNITY RELATIONS	7	16	18	41	3	4	4	11
H: WORK ACTIVITIES	13	13	13	39	5	3	3	11
N: JOB SECURITY	8	12	18	38	2	2	6	10
B: RESPONSIBILITY	9	16	7	32	4	0	4	8
J: SCHOOL LOCATION	4	9	9	22	6	2	0	8
R: PRIDE IN DIVISION	6	4	12	22	1	2	3	6
G: SUPERIOR RELATIONS	3	6	10	19	1	1	4	6
O: FAMILY IMPACT	3	5	8	16	1	2	2	5
K: DIVISION LOCATION	4	6	4	14	0	1	4	5
S, T, U: OTHER	6	2	2	10	3	2	0	5
Q: EXPECTATIONS/REALITY	1	3	5	9	0	3	1	4
L: LIKLIHOOD PROMOTION	1	3	1	5	0	2	0	2
I: PRESSURE/STRESS	1	0	2	3	1	1	0	2
P: TIME WORKING	0	0	2	2	1	0	0	1
M: POSITION PREPARATION	0	1	0	1	0	0	0	0

TABLE 35

Comparative Impact of Factors for Principals Remaining
in the Same School and Division
(N = 181)

	FACTORS IN CONTINUING			TOTAL	FACTORS IN NOT CONTINUING			TOTAL
	FIRST	SECOND	THIRD		FIRST	SECOND	THIRD	
E: FACULTY RELATIONS	10	16	13	39	8	7	2	17
D: PERSONAL/JOB	22	13	4	39	5	4	3	12
C: SATISFY GOALS	23	6	9	38	3	6	2	11
F: COMMUNITY RELATIONS	3	10	12	25	2	3	3	8
A: FINANCIAL	7	7	7	21	3	2	2	7
N: JOB SECURITY	3	8	10	21	2	0	3	5
B: RESPONSIBILITY	5	10	4	19	1	1	3	5
J: SCHOOL LOCATION	3	7	6	16	1	0	2	3
R: PRIDE IN DIVISION	5	2	8	15	0	1	2	3
H: WORK ACTIVITIES	6	5	4	15	0	1	2	3
K: DIVISION LOCATION	4	4	4	12	1	1	0	2
G: SUPERIOR RELATIONS	1	3	7	11	0	1	1	2
O: FAMILY IMPACT	3	4	2	9	2	0	0	2
S, T, U: OTHER	4	2	2	8	1	0	0	1
Q: EXPECTATIONS/REALITY	0	1	4	5	0	1	0	1
I: PRESSURE/STRESS	1	0	1	2	0	0	0	0
L: LIKLIHOOD PROMOTION	0	2	0	2	0	0	0	0
P: TIME WORKING	0	0	1	1	0	0	0	0
M: POSITION PREPARATION	0	0	0	0	0	0	0	0

TABLE 37

Comparative Impact of Factors on Inactive Principals
(N = 5)

	FACTORS IN CONTINUING			FACTORS IN NOT CONTINUING				
	FIRST	SECOND	THIRD	TOTAL	FIRST	SECOND	THIRD	TOTAL
A:FINANCIAL	0	0	0	0	3	0	1	4
B:RESPONSIBILITY	0	0	0	0	1	1	1	3
C:SATISFY GOALS	0	0	0	0	0	2	1	3
D:PERSONAL/JOB	0	0	0	0	1	0	1	2
E:FACULTY RELATIONS	0	0	0	0	0	0	1	1
F:COMMUNITY RELATIONS	0	0	0	0	0	1	0	1
G:SUPERIOR RELATIONS	0	0	0	0	0	1	0	1
H:WORK ACTIVITIES	0	0	0	0	0	0	0	0
I:PRESSURE/STRESS	0	0	0	0	0	0	0	0
J:SCHOOL LOCATION	0	0	0	0	0	0	0	0
K:DIVISION LOCATION	0	0	0	0	0	0	0	0
L:LIKLIHOOD PROMOTION	0	0	0	0	0	0	0	0
M:POSITION PREPARATION	0	0	0	0	0	0	0	0
N:JOB SECURITY	0	0	0	0	0	0	0	0
O:FAMILY IMPACT	0	0	0	0	0	0	0	0
P:TIME WORKING	0	0	0	0	0	0	0	0
Q:EXPECTATIONS/REALITY	0	0	0	0	0	0	0	0
R:PRIDE IN DIVISION	0	0	0	0	0	0	0	0
S,T,U:OTHER	0	0	0	0	0	0	0	0

financial factors were most important, the ability to satisfy goals second in importance, and pressure and stress third in importance (Table 39). Respondents who had retired on schedule (Table 40) indicated that pressure and stress was the most important factor in their decisions, followed by financial factors and then time spent working and relations with superiors. Finally, those who selected early retirement indicated that pressure and stress was first in importance and a combination of additional factors was second. Time spent working was third, followed by finances and relations with superiors as fourth in importance (Table 41). Other categories of non-continuers were too small to analyze.

Many continuing principals gave the reasons why they might leave and many departing principals itemized the reasons that might have kept them. The same major factors were cited in their responses. Continuing principals mentioned stress and pressure first, finances second, and time spent working third as possible reasons for leaving (Figure 4). The responses of those who stayed in the same schools were identical. Transferring principals also noted pressure and stress and finances.

Among non-continuers, the most frequently cited possible reasons for remaining included faculty relations first, the

TABLE 39

Comparative Impact of Principals Promoted Within Division
(N = 68)

	FACTORS IN CONTINUING			FACTORS IN NOT CONTINUING				
	FIRST	SECOND	THIRD	TOTAL	FIRST	SECOND	THIRD	TOTAL
E: FACULTY RELATIONS	5	9	6	20	7	8	4	19
C: SATISFY GOALS	8	4	5	17	10	4	4	18
D: PERSONAL/JOB	4	2	5	11	9	7	0	16
F: COMMUNITY RELATIONS	3	4	3	10	2	2	8	12
H: WORK ACTIVITIES	4	1	4	9	0	4	4	8
R: PRIDE IN DIVISION	0	4	3	7	1	3	4	8
A: FINANCIAL	2	4	1	7	2	4	2	8
B: RESPONSIBILITY	2	2	2	6	2	1	4	7
L: LIKLIHOOD PROMOTION	4	0	1	5	3	2	1	6
G: SUPERIOR RELATIONS	1	3	1	5	0	2	4	6
O: FAMILY IMPACT	1	2	1	4	2	0	2	4
I: PRESSURE/STRESS	1	0	3	4	0	1	2	3
P: TIME WORKING	0	2	1	3	2	0	0	2
N: JOB SECURITY	1	1	1	3	0	2	0	2
J: SCHOOL LOCATION	0	1	1	2	1	0	0	1
M: POSITION PREPARATION	2	0	0	2	0	1	0	1
S, T, U: OTHER	1	1	0	2	1	0	0	1
Q: EXPECTATIONS/REALITY	1	0	0	1	1	0	0	1
K: DIVISION LOCATION	0	0	1	1	0	0	0	0

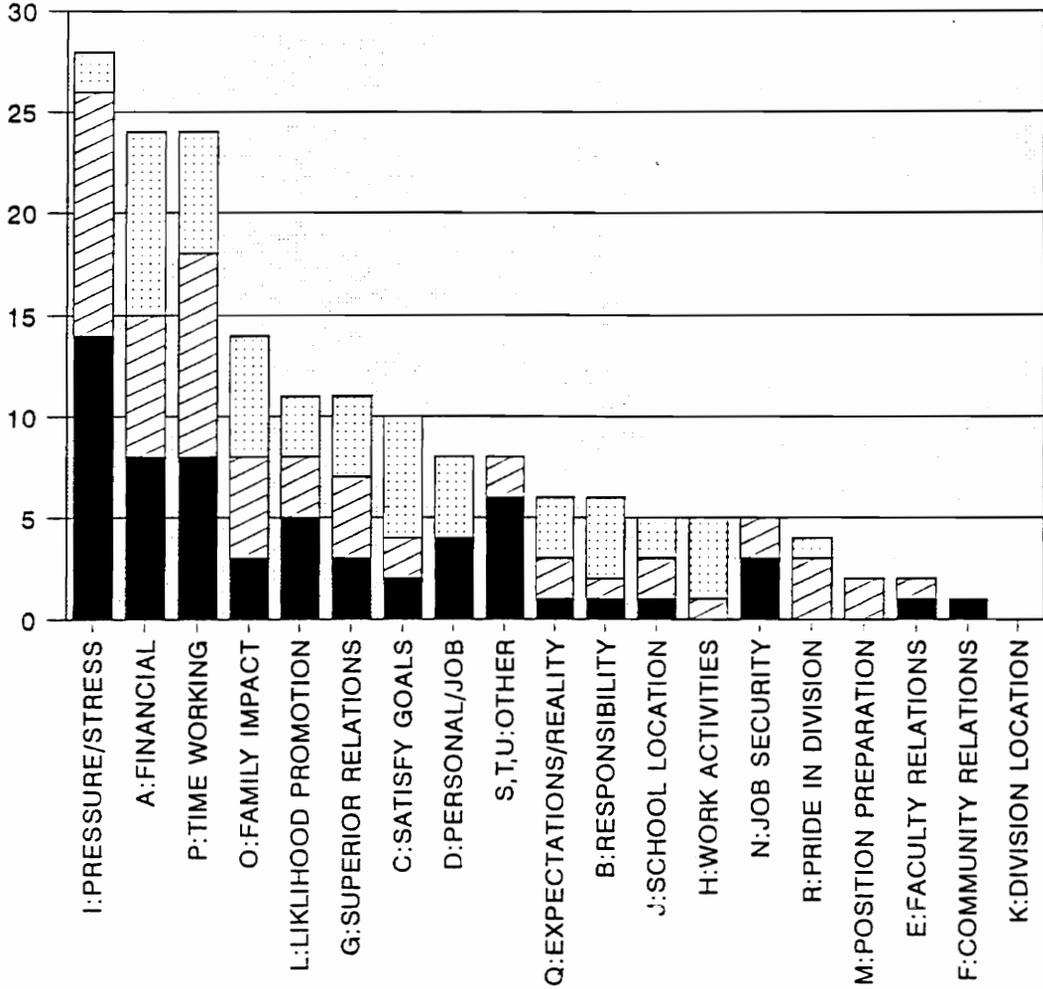
TABLE 40

Comparative Impact of Principals Retiring on Schedule
(N = 26)

	FACTORS IN CONTINUING			FACTORS IN NOT CONTINUING		
	FIRST	SECOND	THIRD	FIRST	SECOND	THIRD
E: FACULTY RELATIONS	5	5	3	3	3	4
D: PERSONAL/JOB	2	6	1	2	0	3
C: SATISFY GOALS	8	0	1	2	2	0
S, T, U: OTHER	5	2	1	1	3	0
F: COMMUNITY RELATIONS	0	2	3	0	1	2
G: SUPERIOR RELATIONS	0	1	4	3	0	0
H: WORK ACTIVITIES	1	1	2	0	1	2
A: FINANCIAL	0	1	2	0	1	1
J: SCHOOL LOCATION	1	0	1	1	0	0
Q: EXPECTATIONS/REALITY	0	1	1	0	0	1
O: FAMILY IMPACT	0	1	0	0	1	0
P: TIME WORKING	0	1	0	0	1	0
L: LIKLIHOOD PROMOTION	0	1	0	1	0	0
K: DIVISION LOCATION	0	0	1	1	0	0
N: JOB SECURITY	0	0	1	1	0	0
B: RESPONSIBILITY	1	0	0	0	0	0
I: PRESSURE/STRESS	0	0	1	0	0	0
R: PRIDE IN DIVISION	0	1	0	0	0	0
M: POSITION PREPARATION	0	0	0	0	0	0
	13	13	13	10	10	10

I: PRESSURE/STRESS
A: FINANCIAL
G: SUPERIOR RELATIONS
P: TIME WORKING
Q: EXPECTATIONS/REALITY
S, T, U: OTHER
C: SATISFY GOALS
B: RESPONSIBILITY
J: SCHOOL LOCATION
O: FAMILY IMPACT
H: WORK ACTIVITIES
F: COMMUNITY RELATIONS
R: PRIDE IN DIVISION
N: JOB SECURITY
L: LIKLIHOOD PROMOTION
M: POSITION PREPARATION
E: FACULTY RELATIONS
K: DIVISION LOCATION
D: PERSONAL/JOB

Count of Responses



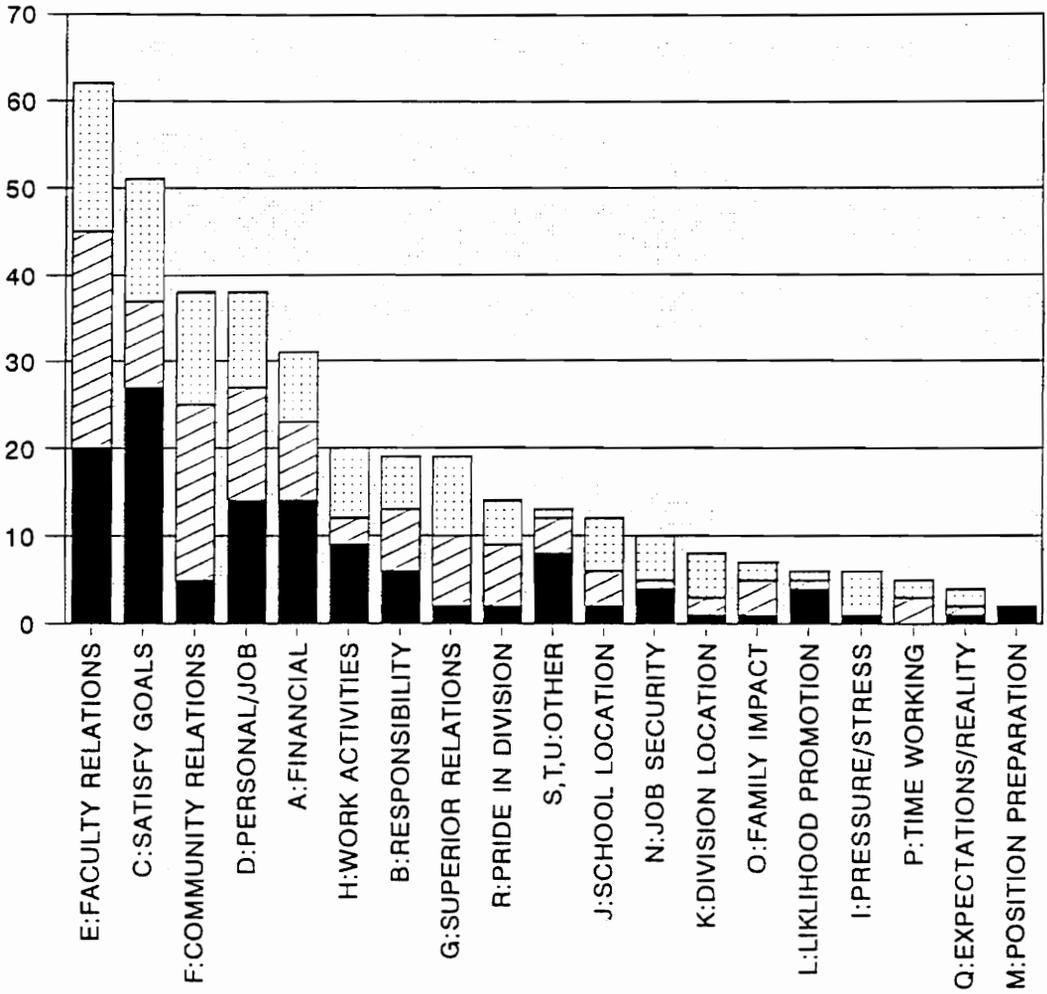
	I: PRESSURE/STRESS	A: FINANCIAL	P: TIME WORKING	O: FAMILY IMPACT	L: LIKLIHOOD PROMOTION	G: SUPERIOR RELATIONS	C: SATISFY GOALS	D: PERSONAL/JOB	S, T, U: OTHER	Q: EXPECTATIONS/REALITY	B: RESPONSIBILITY	J: SCHOOL LOCATION	H: WORK ACTIVITIES	N: JOB SECURITY	R: PRIDE IN DIVISION	M: POSITION PREPARATION	E: FACULTY RELATIONS	F: COMMUNITY RELATIONS	K: DIVISION LOCATION
3rd Factor	2	9	6	6	3	4	6	4	0	3	4	2	4	0	1	0	0	0	0
2nd Factor	12	7	10	5	3	4	2	0	2	2	1	2	1	2	3	2	1	0	0
1st Factor	14	8	8	3	5	3	2	4	6	1	1	1	0	3	0	0	1	1	0

Factors

■ 1st Factor ▨ 2nd Factor ▩ 3rd Factor

First, Second and Third Reasons Given for Departing by Continuing Principals
Figure 4

Count of Responses



3rd Factor	17	14	13	11	8	8	6	9	5	1	6	5	5	2	1	5	2	2	0
2nd Factor	25	10	20	13	9	3	7	8	7	4	4	1	2	4	1	0	3	1	0
1st Factor	20	27	5	14	14	9	6	2	2	8	2	4	1	1	4	1	0	1	2

Factors

■ 1st Factor ▨ 2nd Factor ▩ 3rd Factor

First, Second and Third Reasons Given for Continuing by Departing Principals
Figure 5

ability to satisfy goals second, community relations third, and a match between personal values and the job fourth (Figure 5). Those who were promoted within division indicated that first faculty relations, and second the ability to satisfy goals, might have kept them in their schools. Scheduled retirees indicated that faculty relations, the match between personal goals and the job, and the ability to satisfy goals might have kept them in schools. Finally, early retirees cited faculty relations first, community relations second, and the ability to satisfy goals third as reasons to remain.

Narrative Data

In addition to the tabular data, the comparative impact of certain factors upon turnover was addressed in narrative comments provided by 131 (34%) of the respondents. The comments served to clarify, expand, or restate responses to the reasons for staying or leaving the 1986 principalship. The factors addressed in narrative form are reported in the order of frequency with which they were cited. Reasons for departing included lack of central office support, dissatisfaction with central office politics, a chance to meet new goals, lack of personal time, stress, dissatisfaction with the demands of the job, desire for increased income and status, the need to align "values with practice", financial

advantages of early retirement, and dissatisfaction with student conduct.

Reasons cited for remaining an elementary school principal were also arranged according to frequency. They included satisfaction with relations with students, the chance to really "make a difference", positive relationships with superiors, financial security, satisfaction with and the desire to remain in a certain community, positive personal satisfaction, and satisfaction with personal relationships. See Table 42 for details.

Summary

In this chapter, data were organized and reported on demographic, intrinsic, and extrinsic factors in professional mobility. Responses were analyzed by responses from all participants, from continuing and departing principals, and from major categories of continuing and departing principals. In addition, voluntary narrative responses from participants were summarized and reported. In the following chapter, the data are discussed and summarized, conclusions drawn, and recommendations for further study presented.

TABLE 42

Narrative Comments Made by Respondents About Reasons for
Departing or Remaining in the 1986 Principalship

<u>N</u>	<u>Reasons</u>
	<u>Reasons for Departing</u>
12	Lack of central office support
9	Dissatisfaction with central office politics
6	A chance to meet new goals
6	Lack of personal time
6	Stress
6	Dissatisfaction with demands of the job
6	Desire for increased prestige and status
4	The need to align "values with practice"
4	Financial advantages of early retirement
4	Dissatisfaction with student conduct
	<u>Reasons for Remaining</u>
7	Satisfaction with relations with students
6	The chance to really "make a difference"
6	Positive relationships with superiors
6	Financial security
5	Liking for Community
5	Positive personal satisfaction
5	Satisfaction with personal relationships

CHAPTER FIVE

SUMMARY, DISCUSSION AND RECOMMENDATIONS

Introduction

The purpose of this study was to describe the rate of mobility among elementary school principals in Virginia, and the factors most related to retention or loss of such principals. The population described consisted of all principals (N = 1130) serving elementary schools in Virginia during the 1986-87 school year. The final sample consisted of 498 principals; mailings were sent to 477 individuals (462 to known addresses, the remainder through their current or former superintendents). Three hundred eighty five responses were received, providing an 80.7% return rate. This represented 34% of the total population.

In order to answer three research questions, data were collected through a mailed survey instrument, in which participants were asked to provide information about their personal and professional demographic status, professional intentions, and subsequent movement in relation to their 1986 principalship. They were asked to respond to a series of questions examining their satisfaction with extrinsic and intrinsic factors associated with professional turnover. They were further asked their reasons for continuing or not continuing as elementary school principals. Questions were

multiple choice, fill-in, or a Likert-scale type of continuum. In addition, participants were provided with the opportunity to add factors or comments.

The data were analyzed and reported using cross-tabs, frequencies, percentages, and Means. Discussion was organized around responses from continuing and departing principals, and the major categories of each.

Summary

In response to questions about their personal and professional demographic characteristics, Virginia elementary principals indicated that as a group they shared certain characteristics. The majority of respondents were white, male, married with children no longer at home, and between 35 to 44 years old. They had attained at least a Master's degree, had been principals for ten years or less, and had made fewer than three professional changes before accepting their 1986 principalship. The majority reported that their schools were located in rural or suburban divisions.

Responses to questions about principal mobility indicated that over 50% of respondents to this study did leave the principalship, and this rate did not include the 44 principals (8.7%) of the original sample who had departed and could not be found. Departing principals left their schools to accept

promotions (35%), or to retire after a full career (13.5%). Early retirement accounted for almost 30% of those who departed.

In contrast to these departing principals, Virginia continuing elementary principals were a notably stable population. The great majority remained either in the same school (56%), or the same division (38%). The percentages reported above are for continuing or departing cohorts. See Figure 6 for a graphic representation of the mobility patterns of all Virginia principals over a five year period.

Responses to questions about demographics indicated that few of the factors found to positively influence mobility among other professionals had the same effect upon Virginia elementary school principals. There was no apparent relationship to turnover as a function of gender, race, previous mobility, or the perceived ability to make a successful transfer from the 1986 principalship. Family status did have an impact to the extent that the most mobile individuals were those who were married and without children; however, the majority of the departing principals retired rather than transferring or being promoted.

Not surprisingly, two demographic factors did appear to have an impact upon turnover among Virginia elementary school principals. The higher the degree of educational achievement,

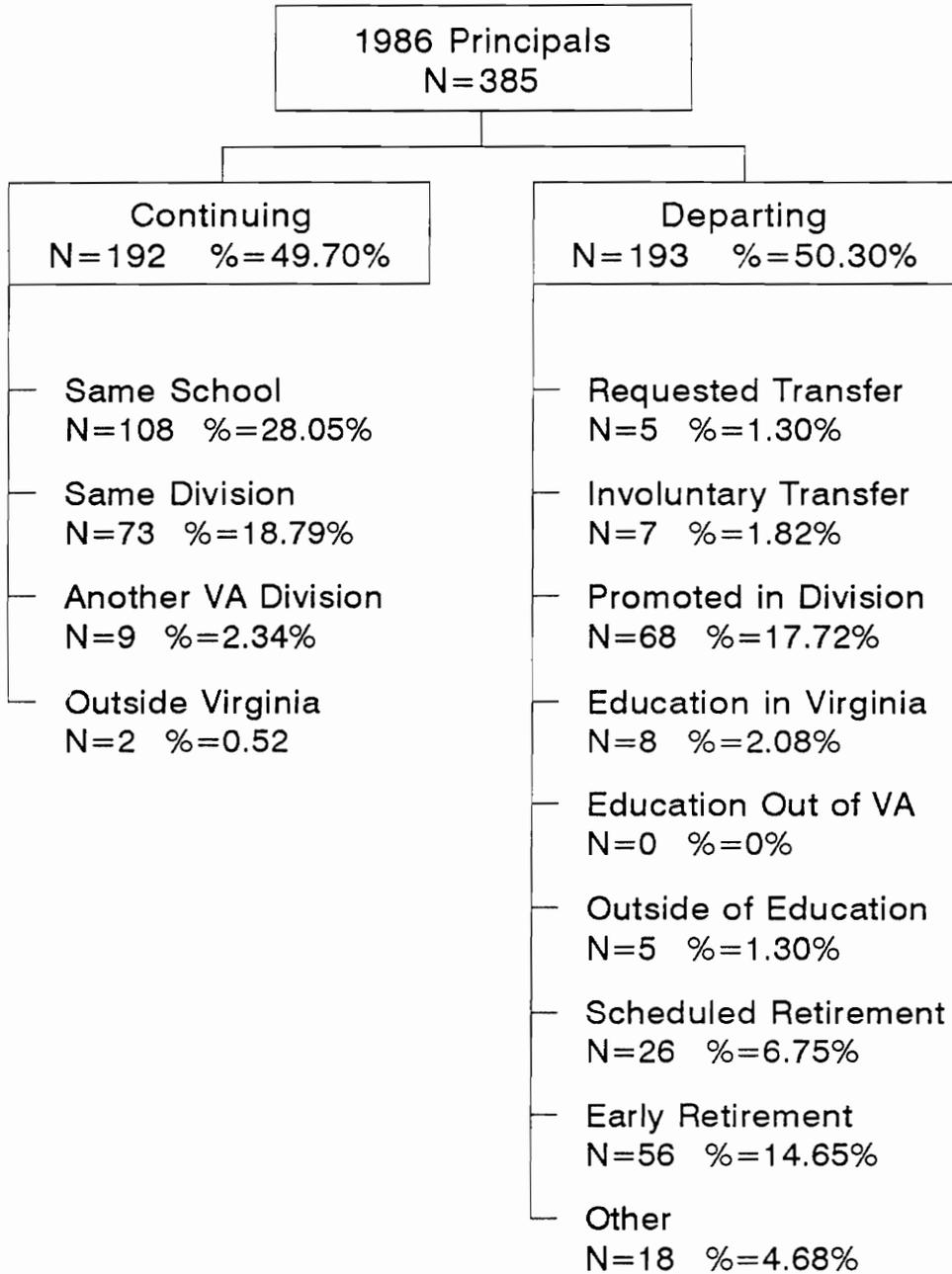


Figure 6
 Mobility Patterns of Virginia Principals Over a Five Year Period
 * Percentages reported are of total responses

the greater the degree of professional mobility. Principals with doctoral degrees were the most likely to leave their elementary schools, and to receive promotion. Age also appeared related to turnover, as the older the principal, the more likely to retire. (While 45.45% of those under 35 years old left their principalships, the small number of principals in this category limited meaningful analysis.) Since age and experience generally were related, turnover also rose with experience.

When asked to identify the factors that were most important in a decision to leave the 1986 principalship, the external factors of finances and time spent working on the job (a measure of work demands) were mentioned most often. These were also mentioned by continuing principals as reasons which would influence them to leave the principalship. An additional reason for turnover was relationships with superiors. Those principals who added often impassioned comments also cited unsatisfactory relations with superiors, a desire to meet personal goals, the demands of the work, and finances.

Virginia elementary school principals as a group expressed some dissatisfaction with many of the same factors that dissatisfied other professionals in other locations. They were most dissatisfied with the stress and pressure

associated with their positions, with the hours spent on the job, and with a poor match between their expectations and the reality of the position. Finally, they expressed dissatisfaction with the financial rewards of the principalship. When responses for continuing and departing principals were compared for each factor by category, the responses of the departing principals as a group generally were more negative than those of the continuing principals as a group. Among categories of continuing and departing principals, however, it was found that the small group of transferring principals were far more dissatisfied with a variety of factors than were other continuing principals. In contrast, the responses of the relatively large group of promoted principals generally were more positive than those of other departing principals. From these responses, and in that they do leave their divisions for other schools, transferring principals could be regarded as departing principals. In that promoted principals do remain within their own divisions, they could well be described as continuers.

Discussion

Although it is clear that well over half of the elementary principals in Virginia left their positions over a five year period, the reasons for their movement are less apparent. The opportunity to take advantage of early retirement was offered to most principals, either through on-going programs or the once-only "window of opportunity" offered by the General Assembly in 1991. The same negative factors of stress and pressure, finances, time spent working on the job, inability to satisfy goals, impact of work on the family, and dissatisfaction with superiors operated on both continuing and departing principals; yet, for approximately 40% of the principals, these factors apparently did not lead to a decision to depart. The question therefore remains; why do Virginia elementary principals leave their positions?

The narrative comments provided by over a third of respondents may provide some insight. The added factors and often lengthy comments made it clear that principals were most affronted by factors over which they had no control. These included perceived autocratic acts by central office personnel, superintendents, and the school board, the pressure of regulations and policies mandated by central office and the state, and central office politics. Comments from departing

principals indicated that these factors, rather than those of finances or retirement packages, had the greatest impact on their decisions.

Narrative comments from continuing principals suggested that they remained because of a sense of importance and fulfillment. Comments addressed the love of the job, "making an impact", being "in on the real action", and making a difference. It appears that principals may be willing to overlook or accept negative factors if they feel involved, empowered, and effective.

When asked to indicate their satisfaction with previously identified factors, the majority of principals indicated relative satisfaction with every factor evaluated. Yet when asked why they left or would leave the principalship, several of the same factors were named. It appears that while no one factor is seen as totally dissatisfying, a number of these factors, in combination, may contribute to turnover.

Conclusions and Implications

The purpose of this study was to examine the rate and reasons for professional turnover among Virginia elementary school principals over a five year period. Based upon the responses of the sample group, certain conclusions were

reached about the three research questions investigated, implications were considered, and areas for further research suggested.

Question One: What was the actual turnover rate of the 1986 elementary school principals in Virginia within a five year period? It is apparent that the turnover rate among Virginia elementary school principals is consistent with the predictions made in the literature of a 50% to 80% loss of principals within a five year period. Almost 60% did leave the principalship. Many relatively young and qualified individuals are apparently electing promotion from the principalship or early retirement rather than remaining in position until scheduled retirement.

While over half of Virginia elementary principals did leave the principalship, continuing principals were very stable. The great majority remained in the same division and in the same school; a very small group (N = 9) transferred from one division to another as principal. This suggests that Virginia principals generally either choose to remain in the same school division or to leave the elementary school principalship altogether.

Question Two: What factors seem to be associated with the principal's decision to leave a Virginia elementary school principalship? Previous studies of employee turnover

identified a number of demographic, extrinsic, and intrinsic factors considered to affect mobility. Of these, only a limited number appeared to influence turnover among Virginia's elementary school principals.

It appeared that of the demographic factors investigated, only age and education were clearly related to turnover. Among extrinsic factors, finances, time spent working on the job, and relations with superiors were cited most often. Narrative comments indicated that relations with superiors, dissatisfaction with central office policies, and frustration with factors seen as beyond the principal's control were also associated with the decision to leave the principalship. The intrinsic factors of stress and pressure, the ability to satisfy goals, and the match between expectations and the reality of the job were also named as least satisfying factors.

While Virginia principals named a variety of factors as dissatisfiers, few of these appeared exclusively associated with movement among Virginia principals since they were named by both departing and continuing principals. Virginia principals, evidently, leave as a result of a combination of negative factors, which impact both continuing and departing principals.

Question Three: What is the comparative impact of the identified factors on the movement of principals? Those factors exerting the greatest impact on turnover were, in order, the negative factors of stress and pressure, finances, and the time spent working at the job. Conversely, relations with faculty, the opportunity to satisfy goals, community relations, and the match between personal values and the job had the greatest impact as satisfiers for both continuing and departing principals. Departing principals also cited "other factors" as being associated with the decision to depart - this category summarized factors added by respondents, and corresponds to a combination of relations with superiors, disaffection with central office, and frustration with factors beyond their control. These factors were obviously important to the departing principals who addressed them; however because of the subjective nature of their comments it is difficult to generalize their comparative impact.

The information furnished by principal respondents is of interest to prospective principals, school divisions, and principal training institutions. The high departure rate among principals under 35 years old and over 45 suggests that many principals are leaving as soon as they can do so. The very young principals may feel free to start over again before they have made an investment of time in a career or community;

those over 45 apparently begin to select early retirement as soon as it becomes an option. The expressed dissatisfaction with the match of expectations to reality and with the opportunity to satisfy goals indicates that some individuals may be inappropriately placed in the principalship. Much attention should be paid to screening and evaluating prospective administrators before they are certified and promoted.

Applicants should be afforded every possible means for self-analysis, through personality tests, management style inventories, and personal counseling. They should be provided with as much experience and exposure as possible to the realities of the position before they become principals. This means not only accentuating the internship or practicum aspect of preparation, but also providing opportunities for role plays, case studies, or job shadowing situations during which prospective principals develop accurate expectations.

Since so many of the rewards and frustrations expressed by departing principals dealt with feelings of empowerment and involvement, it is important that principals be provided with social and emotional support. Mentors, peer networks, discussion groups and problem-solving circles should be organized and supported by university and school division leadership. In addition, courses should be developed to help

students deal positively with superiors or vested community interests harboring differing agendas from their own.

Employing school divisions might benefit from developing programs to listen to and deal with the concerns of principals, to enhance communication between superintendent and senior administration officials and principals, and to minimize the perceived effect of local or central office politics. This might mean establishing a principal liaison position, formally empowering principal groups, and encouraging communication between principals and school boards as appropriate.

If, as the responses of the responding principals seem to indicate, satisfaction with the principalship is a result of feeling empowered and productive, principals may be more likely to continue in a school structure which supports and encourages site-based management and school autonomy. School divisions, principal training institutions, and principals themselves might benefit from a concerted effort to develop such schools.

Should the rate of departure continue at the identified rate, Virginia schools will be looking for a number of new principals. It is possible that in the rush to certify new principals, many of the guidelines suggested above will be ignored. Rather than extending the preparation programs to

incorporate screening and internship experiences, training institutions may find themselves pressured to accept and process individuals who are ill-prepared, inexperienced, and ignorant of the realities of the principalship. The challenge will be to select, screen, and prepare qualified principals who will enjoy the work, will have the necessary skills, and will remain in the elementary principalship over a period of years.

Recommendations for Further Study

There are several areas for further study which are indicated as a result of this study. They include: 1) an expanded study of the differences between transferring principals and continuing principals in Virginia; 2) a followup study of promoted principals and their job satisfaction in contrast to their job satisfaction as elementary principals; 3) a comparison of the satisfaction and turnover rate of principals participating in site-based management in comparison to those in more traditional structures; 4), a study of those principals who selected early retirement to investigate their reasons, further employment history, and continued involvement in education;; and, 5) a replication of this study involving a time frame in which the early retirement window is not a factor.

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APPENDIX A
Factors Studied

DEMOGRAPHICS

Gender
Race
Age
Education
Previous Mobility
Family Status
Experience

EXTRINSIC FACTORS

Finance
Job Security
Work Demands
Autonomy/Authority
Opportunity for Promotion
Relationships with Superiors
Relationships with Staff
Relationships with Community
Preparation and Training
Opportunity for Mobility
Locale

INTRINSIC FACTORS

Job Satisfaction
Expectations
Personal Goals
Organizational Commitment
Matched Values
Health and Stress

APPENDIX B
Survey Questions

1. In relation to the principalship that I held in 1986-87, the following response applies.
(Circle the appropriate letter.)
 - a. I AM AN ELEMENTARY PRINCIPAL IN THE SAME SCHOOL.
 - b. I AM AN ELEMENTARY PRINCIPAL IN ANOTHER SCHOOL IN THE SAME SCHOOL DIVISION.
 - c. I AM AN ELEMENTARY PRINCIPAL IN ANOTHER SCHOOL DIVISION IN VIRGINIA.
 - d. I AM AN ELEMENTARY PRINCIPAL IN ANOTHER SCHOOL SYSTEM OUTSIDE OF VIRGINIA.
 - e. NONE OF THE ABOVE APPLY

2. If you are no longer an elementary school principal, please indicate the reason why.
(Circle the letter of the most appropriate response.)
 - a. I REQUESTED AND RECEIVED A TRANSFER OUT OF ADMINISTRATION.
(SAME SCHOOL SYSTEM)
 - b. I WAS TRANSFERRED INVOLUNTARILY FROM THE PRINCIPALSHIP.
(SAME SCHOOL SYSTEM)
 - c. I WAS PROMOTED FROM THE ELEMENTARY PRINCIPALSHIP TO ANOTHER ADMINISTRATIVE POSITION. (SAME SCHOOL SYSTEM)
 - d. I TOOK A POSITION IN EDUCATION IN ANOTHER SCHOOL DIVISION IN VIRGINIA.
 - e. I TOOK A POSITION IN EDUCATION IN A SCHOOL SYSTEM OUTSIDE VIRGINIA.
 - f. I LEFT THE PRINCIPALSHIP TO ASSUME A POSITION OUTSIDE OF THE FIELD OF EDUCATION.
 - g. I LEFT THE PRINCIPALSHIP FOR SCHEDULED RETIREMENT.
 - h. I LEFT THE PRINCIPALSHIP FOR EARLY RETIREMENT.
 - i. OTHER (please list) _____.
 - j. NOT APPLICABLE

3. Please list your employment history during the last five years (1986-87 to 1991-92) (EXAMPLE, changes of school, position, system or state).

<u>POSITION</u>	<u>LOCATION</u>	<u>DATES</u>
_____	_____	9/86 - _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____ I HAVE MADE NO CHANGES SINCE 1986-87

4. What educational degrees or certificates do you hold? (Please check the appropriate degree and provide the date it was received).

<u>DEGREE</u>	<u>DATE RECEIVED</u>
a. _____ BACHELOR'S DEGREE	_____
b. _____ MASTER'S DEGREE	_____
c. _____ ED. SPECIALIST, CAS, CAGS OR 6TH YEAR EQUIVALENT IN A FORMAL PROGRAM	_____
e. _____ ED.D OR PH.D.	_____

5. What was the length of your professional experience as of the end of the 1985-86 school year? (Write the number of years for each category).

- a. _____ YEARS EMPLOYED IN EDUCATION ALTOGETHER THROUGH 85-86
 b. _____ YEARS EMPLOYED IN VIRGINIA SCHOOLS THROUGH 85-86
 c. _____ YEARS EMPLOYED IN DIVISION THROUGH 85-86
 e. _____ YEARS AS A PRINCIPAL THROUGH 85-86

6. How many institutions did you attend in receiving your undergraduate and graduate degrees? (Write the number for all at which you completed a course and received a grade).

- a. _____ COLLEGES OR UNIVERSITIES IN VIRGINIA
 b. _____ COLLEGES OR UNIVERSITIES OUTSIDE OF VIRGINIA

7. How many professional moves had you made as an educator prior to assuming the principalship you held in 1986-87? (EXAMPLES: Change of schools and of position, and of states or school divisions. Do not count student-teaching or internships).

8. What were your career plans when you accepted your 1986 principalship? (Circle the letters of all the statements below that apply):
- a. I INTENDED TO COMPLETE MY CAREER IN THAT POSITION
 - b. I EXPECTED TO MOVE AGAIN
 - c. THE PRINCIPALSHIP WAS A STEPPING STONE TO MY EVENTUAL PROFESSIONAL GOAL

I AM INTERESTED IN THE FACTORS THAT AFFECT RETENTION OR MOVEMENT OF ELEMENTARY SCHOOL PRINCIPALS. PLEASE ANSWER THE FOLLOWING QUESTIONS AS BEST YOU CAN BASED UPON YOUR FEELINGS ABOUT YOUR EXPERIENCES DURING THE 1986-87 SCHOOL YEAR.

9. How satisfied were you with the following factors associated with your position as an elementary principal in 1986-87? Please circle the appropriate number, using this code:

1 = Very Satisfied; 2 = Satisfied, 3 = Dissatisfied; 4 = Very Dissatisfied

	<u>VS</u>	<u>S</u>	<u>D</u>	<u>VD</u>
a. FINANCIAL CONSIDERATIONS	1	2	3	4
b. AMOUNT OF AUTHORITY OR RESPONSIBILITY	1	2	3	4
c. OPPORTUNITY TO SATISFY GOALS	1	2	3	4
d. MATCH BETWEEN PERSONAL VALUES AND JOB	1	2	3	4
e. RELATIONSHIPS WITH FACULTY	1	2	3	4
f. RELATIONSHIPS WITH COMMUNITY	1	2	3	4
g. RELATIONSHIPS WITH SUPERIORS	1	2	3	4
h. NATURE OF WORK ACTIVITIES	1	2	3	4
i. DEGREE OF PRESSURE OR STRESS FACTORS	1	2	3	4
j. LOCATION OF SCHOOL	1	2	3	4
k. LOCATION OF DIVISION	1	2	3	4
l. LIKELIHOOD OF PROMOTION	1	2	3	4
m. DEGREE OF PREPARATION RECEIVED FOR THE POSITION	1	2	3	4
n. JOB SECURITY	1	2	3	4
o. IMPACT ON FAMILY	1	2	3	4
p. TIME SPENT WORKING	1	2	3	4
q. MATCH BETWEEN JOB EXPECTATIONS AND REALITY	1	2	3	4
r. PRIDE IN THE DIVISION	1	2	3	4
OTHER IMPORTANT FACTORS (PLEASE LIST)				
s. _____	1	2	3	4
t. _____	1	2	3	4
u. _____	1	2	3	4

10. Which of the ABOVE factors were most important in either your continuing or not continuing as an elementary school principal? (Please list and rank order the three most important factors by placing the letter of the factor on the appropriate line under the one category that best fits your situation. IF OTHER, UNLISTED FACTORS WERE ALSO IMPORTANT, PLEASE LIST THEM IN S, T, OR U ABOVE, AND THEN RANK ORDER THEM WITH OTHER IMPORTANT FACTORS, BELOW).

CONTINUINGNOT CONTINUING

____ First in importance

____ First in importance

____ Second in importance

____ Second in importance

____ Third in importance

____ Third in importance

11. What was your perception of the possibility of successfully finding employment outside of your 1986-87 school division? (Circle the letter of the best answer).
 a. HIGH PROBABILITY
 b. MODERATE PROBABILITY
 c. LIMITED PROBABILITY
12. What was your perception of the probability of meeting your life goals by remaining in your 1986-87 school division? (Circle the letter).
 a. HIGH PROBABILITY
 b. MODERATE PROBABILITY
 c. LIMITED PROBABILITY
13. What is your gender? (Circle the letter).
 a. MALE
 b. FEMALE
14. What is your race? (Circle the letter).
 a. CAUCASIAN
 b. BLACK
 c. HISPANIC
 d. AMERICAN INDIAN
 e. OTHER (Please list) _____
15. What was your age as of September 1, 1986? (Circle the letter).
 a. LESS THAN 35 YEARS
 b. 35-39 YEARS
 c. 40-44 YEARS
 d. 45-49 YEARS
 e. 50-54 YEARS
 f. 55-59 YEARS
 g. 60-64 YEARS
 h. 65 OR OLDER

16. What was your family status as of September 1, 1986? (Circle the letter).
- a. SINGLE, NO CHILDREN AT HOME
 - b. MARRIED, NO CHILDREN AT HOME
 - c. SINGLE, WITH CHILDREN AT HOME
 - d. MARRIED, WITH CHILDREN AT HOME
17. HOW WOULD YOU DESCRIBE THE COMMUNITY IN WHICH YOUR 1986 SCHOOL WAS LOCATED? (Circle the correct letter).
- a. RURAL
 - b. SUBURBAN
 - c. URBAN

IF THERE ARE ANY OTHER COMMENTS YOU WOULD LIKE TO MAKE IN REGARDS TO THE FACTORS THAT AFFECTED YOUR STAYING OR LEAVING YOUR 1986 PRINCIPALSHIP, PLEASE MAKE THEM BELOW.

APPENDIX C
Cover Letter for Survey Package

APPENDIX D

**Letter from Virginia Association of Elementary School
Principals**

APPENDIX E

Reminder and Thank-you Postcard

APPENDIX F
Followup Letter

March 16, 1992

Dear Colleague:

Some time ago you were sent a questionnaire about your career movement during the last five years. To date, your response has not yet been received.

This is a state-wide study of the career path of elementary school principals in Virginia. It is believed that the results will be of value to legislators, principal-training institutions, school division central offices and individual school principals. Many of your peers -- current principals, school administrators, those who now work outside the profession, and retirees -- have already responded. Their information and thoughtfully worded comments have been useful and illuminating. But your own response is needed.

It is important that all selected participants be represented in the final analysis of data. Please take fifteen minutes to add your insights by completing and returning the questionnaire as soon as possible. A second copy has been included for your convenience. As always, individual responses will be kept confidential.

Thank you for your assistance.

Yours sincerely,

Judith F. Lewis

Enclosures

APPENDIX G
Superintendents' Letter

Judith F. Lewis
2000 Bay Breeze Circle
Virginia Beach, VA 23454

March 23, 1992

Dr. Arthur Gosling
Superintendent of Schools
1426 N. Quincy Street
Arlington, Virginia 22207

Dear Dr. Gosling:

I am a doctoral candidate at Virginia Tech, working on a study of the factors that have affected turnover among elementary school principals in Virginia over the last five years. My dissertation Chairman, Dr. Wayne Worner, has suggested that I contact you directly for assistance in locating certain former principals in your Division so that they may participate in the study.

Enclosed you will find survey packages for Mrs. Helen Belt, former principal of Oakridge, and Mr. William A. Vollin, former principal of Glebe. If your Personnel Department has valid addresses, please forward the surveys to these individuals. I believe that this is a valuable study, and one that may provide insights and conclusions useful to school divisions such as yours. Your aid in reaching all identified principals is important, and will certainly be appreciated. Thank you for your help.

Yours sincerely,

Judith F. Lewis

Enclosures

APPENDIX H

Comparison of Responders and Non-Responders on Certain Questions

RESPONDERSNON-RESPONDERSGender:67.19% male; 32.81% female
female

62.50 male; 37.5%

Race:86.61% Caucasian; 13.39% Black.
Black

75% Caucasian; 25%

Ages:

Responders' ages ranged from under 35 to 64 years old, with the highest concentration of ages falling between 35 to 39 (21.09%) and between 40 to 44 (25.52%). Non-Responders' ages ranged from 40 to 59 years old, with 12.5% from 35 to 39, 50% between 40 to 44, 25% between 45 to 49, and 12.5% between 55 to 59.

Family Status:

Single, No Children: 10.47%
Married, no Children: 29.84%
Single, Children: 3.40%
Married, Children: 56.28%

25%
25%
0%
50%

School Location:

Rural: 46.07%
Suburban: 35.60%
Urban: 18.32%

50%
25%
25%

Response Category:

50.13% continuing, 49.87% departing
50%

50% continuing,
departing

NOTE: Because of the small number of non-responders (N =10), differences in percentages are somewhat exaggerated.

APPENDIX I

Evaluation Form for Piloting Survey

THANK YOU FOR COMPLETING THE SURVEY. IN ORDER TO HELP THE RESEARCHER EVALUATE AND IMPROVE THIS INSTRUMENT, PLEASE RESPOND TO THE FOLLOWING QUESTIONS. YOUR HELP IS SINCERELY APPRECIATED.

1. Was the wording of any of the questions ambiguous or unclear? If so, which ones?

2. Was the placement and flow of the questions appropriate? Do you have any suggestions for rearrangement?

3. Did the choice of responses cover your situation? Were there alternative responses that should be included? If so, please indicate the question(s) and additional responses you would include.

4. Were there questions that seemed unnecessary or irrelevant? If so, which ones?

5. This is a study of principal mobility. Are there questions you thought important in examining this issue that were not included? If so, what suggestions would you make for other questions?

VITA

Judith Forman Lewis is a graduate of the public schools of Mamaroneck, New York, and Phoenix, Arizona. She received her undergraduate degree from Scripps College for Women, and her Master's Degree from the Claremont Graduate School, both in Claremont, California.

Her career in education began in Rialto, California. Subsequently, she taught in Rochester, New York, and in Virginia Beach, Virginia. She taught grades two through seven in the mainstreamed classroom before spending 7 years as a teacher of the gifted in Virginia Beach. Mrs. Lewis has been an assistant principal in Virginia Beach elementary schools since 1986. She began her course work toward an Ed.D. that same year.

Mrs. Lewis has been married since 1970 to Bernard L. Lewis.