

Executive Summary

Doctor of Education: Leadership, Learning and Community

Principal Turnover:

Identifying the Factors that Influence It in Rural New Hampshire

Dissertation Defense: July 23, 2020

Executive Summary: July 18, 2020

Introduction: The purpose of this study was to explore the factors that influence principal turnover in rural New Hampshire public schools. The study is focused on public schools in grades between kindergarten and twelfth grade.

Problem of Practice: The problem of practice is rural principal turnover continues across the nation. This can be attributed to multiple factors from principals' salaries, high community expectations for principals, gender, rural regional geographic causes, and rural town population.

Research Method: This was a quantitative study that investigated possible factors for high principal turnover to minimize principal turnover. The variables examined were measured utilizing the Kruskal-Wallis H test and Mann-Whitney U test as inferential tests to examine the statistical significance of the dependent variables and independent variables. Participants for the study were 74 principals from rural school districts in New Hampshire from the five geographic regions.

Summary of Findings: A statistical significant differences was found based upon gender and salaries in rural principals. Moreover, statistical significant differences were found with respect to specific geographic regions in New Hampshire with the independent variables of salary, community engagement, and rural town population.

Limitation(s) of Study: The study focused on principals in New Hampshire in rural public school districts. The implications of the study may not be applied to other regions in the United States or internationally.

Implications/Significance of Study: Local rural school districts in New Hampshire, school boards, Superintendents and local organizations should strive to work to: review current practices and set expectations for community engagement, create competitive and equitable salaries across the regions of New Hampshire. Professional organizations such as New Hampshire School Boards Association (NHSBA), New Hampshire School Administrators Association (NHSAA), and state department agencies should develop an annual salary review to identify gender-based inequities.