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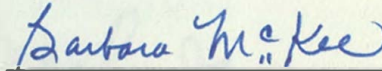
ACCEPTANCE

This dissertation, PERSPECTIVES OF PRINCIPALS ON JOB SATISFACTION, by PERCY A. MACK JR., was prepared under the direction of the candidate's Dissertation Advisory Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree Doctor of Philosophy in the College of Education, Georgia State University.

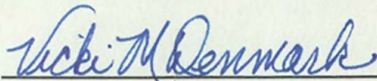
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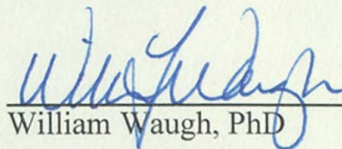
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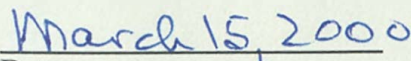
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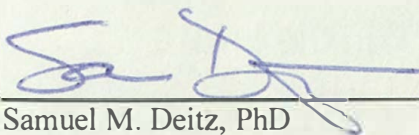
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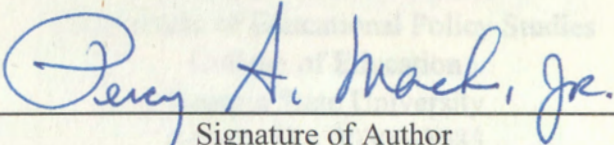
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ABSTRACT

PERSPECTIVES OF PRINCIPALS ON JOB SATISFACTION

by

Percy A. Mack Jr.

Statement of the Problem

The purposes of this study were to examine the factors that contribute to the job satisfaction of principals in 2 metropolitan school districts and to identify specific perspectives of those principals related to job satisfaction. Many studies have been done on job satisfaction of workers, including the job satisfaction of teachers; however, there have been very few studies on the job satisfaction of principals. The significance of the role of the principal in the overall operations of the school is very important. The relationship between job satisfaction and the factors of principals' experience, gender, school type, degree attainment, school size, salary, and age were also assessed.

Methods

The researcher employed qualitative and quantitative procedures to evaluate principal satisfaction. A questionnaire was distributed to principals. An open-ended question on the questionnaire and personal interviews were used to gain additional views of principals about job satisfaction. Data were analyzed using descriptive statistics along with ANOVAs and MANOVAs.

Results

Principals regardless of experience, gender, school type, degree attainment, school size, race, salary, and age had similar views on what brought about job satisfaction. However, there was significance in the areas of experience, degree, and race. The responses of the principals indicated that the subscale Service to Others brought about the greatest satisfaction to principals. The subscales of Practices, Advancement, and Salary brought about the least satisfaction. Principals also indicated that school size and the ability to make their own decisions were important.

Conclusions

The data revealed that there was no major variation in principals' perspectives on the mean score ratings on the overall categories. The fact that race was significant implies that additional, in-depth research should be done to gain information on how a higher satisfaction can be achieved in this area. Principals, regardless of demographic characteristics, rated the subscale of Service to Others highest. More training in the subscale area of Practices should be done to improve satisfaction. School size was a major factor in job satisfaction.

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PERSPECTIVES OF PRINCIPALS ON
JOB SATISFACTION

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Percy A. Mack Jr.

A Dissertation

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Degree of

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in

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CHAPTER 1

INTRODUCTION

First, it is essential to clarify what is meant by job satisfaction. Not surprisingly, there is no clearly defined answer to this question. There is little consensus on what actually attributes to satisfaction among employees. It is widely held that satisfied employees will be more productive. As a result, job satisfaction is one of the most popular areas of inquiry for academics and practitioners alike (Boyan, 1988). Job satisfaction is by no means a recent concern of researchers. Hoppock (1935) published the first formal monograph and addressed job satisfaction more than 6 decades ago. He advised caution in formulating a definition of job satisfaction. He believed that there were limited understanding and knowledge on the subject. He suggested that job satisfaction should be considered a combination of environmental, psychological, and physiological factors that lead an individual to say, "I am satisfied with my job" (Black-Branch, 1996, p. 7). Since then, researchers have devoted a great deal of attention to studying employees' reactions toward their jobs. In fact, Locke (1976) estimated that at least 3,500 studies of job satisfaction have been published.

Job satisfaction was investigated initially in an effort to improve the productivity of nonmanagerial employees. Given the history of job satisfaction studies, it is not

surprising that many studies in education focused attention on teachers rather than on principals.

Those working in the field of education also recognize the need to enhance job satisfaction. As in the industrial sector, educational administrators see the value of increased understanding of job satisfaction. They also accept that satisfaction is not static. It can and indeed does change over time. It is a dynamic and active concept.

Vecchio (1988) concluded that factors specific to job satisfaction can be determined and that these factors change over time as the expectations of the employees change with the workplace. Thus, as new policy decisions are taken and the nature of the work changes, so do many levels of satisfaction among teachers. As work expectations change in the wake of restructuring initiatives, so do many levels of satisfaction. As a result, with the realization of the importance of job satisfaction concomitant with the demand for recommendations to increase satisfaction in the workplace and in light of recent restructuring policies, academicians and practitioners alike have prompted a variety of studies in educational settings (Black-Branch, 1996).

In his extensive study, Breitreutz (1989) spoke to the administrative challenge of increasing job satisfaction within schools. In his discussion of factors associated with job satisfaction, Breitreutz reviewed the conclusions of a select few previous studies, arriving at what he called six primary thrusts he felt were pertinent to employee motivation and job satisfaction. The first thrust was the dignity of the individual. The employee must be treated with respect and as a responsible adult. The higher the degree of dignity one is accorded, the more useful and content he or she is likely to feel, thus

building his or her esteem within the position. Second, the employer must work toward eliminating dissatisfiers within the organization. Breitreutz, as his third thrust, identified understanding the person, for the better an employer understands the employee, the more likely he or she is to foster good relations. The fourth thrust included incentives for employee advancement, recognition, and advancement opportunities in the workplace, and general encouragement for success. The fifth thrust included five strategies of rewards, performance goals, feedback systems, personnel placement according to abilities and interests, challenging jobs, and advancement. Finally, in his sixth thrust, Breitreutz elaborated on Holdaway's (1978) belief that, in all situations, careful attention must be given to differences that exist from group to group as well as from individual to individual. In short, Breitreutz stated that "there is no magical remedy for increasing job satisfaction" (p. 9). However, he did feel that the six thrusts were vital to job satisfaction.

Setting the concept of job satisfaction within the educational environment, Hoy and Miskel (1991) defined job satisfaction as "a present-or-past-oriented affective state that results when the educator evaluates her or his work role" (p. 12). This definition, it seems, highlights the nature of the work.

A very important position in U.S. schools in the past and present is the principal. The role of the principal has become increasingly complex in comparison to that of principals of the past years. Principals play critical roles in determining the levels and quality of school processes and outcomes. Because of this important position, the principalship has increasingly become the subject of scholarly research. However, an area that appears to have been neglected is the job satisfaction of the school-building

principals. The success or failure in achieving satisfaction from their positions is of importance both to current principals as well as to those aspiring for such appointments. According to Patrick (1987), "work may be so central to life that to admit that one's job is unsatisfactory is almost to admit failure itself" (p. 33). Boards of education, professors in graduate colleges, educators, and graduate students have a vested interest in the satisfaction that principals receive from their work.

Recently, two growing bodies of research have placed considerable importance on the role of the principal. Effective schools research (e.g., Berger, 1985; Edmonds, 1979; Lounsbury, 1983; Purkey & Smith, 1982; Robinson, 1985) has repeatedly pointed to the principal as a primary ingredient in more successful schools. Larsen (1987) stated that the one consistent finding was the importance of the principal as key to an effective school. Teddlie, Kirby, and Stringfield (1989) referred to the principal as the central figure who guarded the integrity of the classroom.

Most plans for reform left the principal at the focal point of the school. English and Hall (1990) noted that if the principalship was abolished tomorrow, it would shortly have to be recreated because the forces that originally led to its establishment are still within place today. Dwyer, Barnett, and Lee (1987) argued that when education was viewed in a broad sense, the school principal may be the last great hope to carry on the vision that keeps all participants in the school pulling together.

Job satisfaction in education helps determine who wishes to become a principal and how long that person wishes remain a principal. Many students take advanced training and pursue aspirations of becoming a school principal by going through the

process of taking graduate classes to obtain their master's degree. After these people attain their goal, as principal, a number of them very prematurely leave the education profession.

A number of studies have been conducted on topics related to job satisfaction of school district employees. The general content of these studies included superintendents' job satisfaction, teachers' life satisfaction, school climate, stress, and role conflicts.

Although, few studies of the job satisfaction of public school principals were found, in this study I will specifically address factors that appear to contribute to the job satisfaction of public school principals in a large metropolitan area.

Purpose of the Study

The purpose of this study was to determine the extent to which public school principals in two school districts in a large metropolitan area were satisfied with their jobs. A questionnaire was used to analyze which factors contribute to job satisfaction. The relationships between job satisfaction and the factors of principals' experience, sex, school type, degree attainment, school size, race, salary, and age were also assessed.

Research Questions

In this study, I examined the following nine major research questions:

1. Based upon experience, what is the degree of job satisfaction of public school principals in a large metropolitan area?
2. Based upon sex, what is the degree of job satisfaction of public school principals in a large metropolitan area?

3. Based upon school type (elementary, middle, and high), what is the degree of job satisfaction of public school principals in a large metropolitan area?
4. Based upon educational (degree attainment) level, what is the degree of job satisfaction of public school principals in a large metropolitan area?
5. Based upon school size, what is the degree of job satisfaction of public school principals in a large metropolitan area?
6. Based upon race, what is the degree of job satisfaction of public school principals in a large metropolitan area?
7. Based upon salary, what is the degree of job satisfaction of public school principals in a large metropolitan area?
8. Based on the age, what is the degree of job satisfaction of public school principals in a large metropolitan area?
9. What do principals consider to be major components important to job satisfaction?

Theoretical Perspective

The traditional interpretation of job satisfaction is that it arises out of all the feelings that individuals have about their work. When the sum of the rewards from such things as compensation, job responsibility, and advancement opportunities give rise to feelings of satisfaction, the individual is said to be satisfied with the job. When this total leads to dissatisfaction, an individual is seen as dissatisfied with the job. A person may think that he or she will advance to a different position within the same school system. The expectancy theory extends this traditional interpretation by pointing out that an

individual's expectations of the job are also important determinants of job satisfaction. For example, when an individual has a high expectation for advancement, failure of a job to meet this expectation will lead to dissatisfaction. Herzberg, Mausner, and Snyderman (1959) developed a theory of job satisfaction in which they stated that job satisfaction and dissatisfaction are at opposite ends of a single continuum. One end of this continuum was supposed to represent a high level of satisfaction with the job while the other end was purported to reflect a high level of dissatisfaction with the job. Points between the two extremes were assumed to reflect various degrees of satisfaction-dissatisfaction with the job.

In his Motivation-Hygiene Theory, Herzberg (1966) made a distinction between two sets of job factors. One set was related to the actual doing of the job, the job content, or the intrinsic aspects of the job. These factors were called "motivators" and included achievement, recognition, work itself, responsibility, and advancement. The other set of job factors was related to the environment setting or extrinsic factors of the job. These factors were termed "hygiene" and included policy and administration, interpersonal relations, supervision, salary, working conditions, status security, possibility of growth, and personal life. Other researchers have used Herzberg's Motivation-Hygiene Theory as well. Exceptions to Herzberg's work should be noted because a number of studies appear to show that the same factors can cause both satisfaction and dissatisfaction.

Herzberg's theory has received most of its criticism in the private sector literature. Scholars in the business area have directed their efforts toward other theories of job

satisfaction. According to Young and Davis (1983), despite these criticisms, Herzberg's theory seems to be applicable and credible when used in an educational setting.

In studies with teachers in Alberta (Holdaway, 1978), superintendents in California (Cochran, 1977), and principals in Alberta (Friesen, Holdaway, & Rice, 1984), researchers have identified job factors related to the satisfaction of educators. Thus, Herzberg's Motivation-Hygiene Theory and factors of job satisfaction have been proved to be valid with studies involving educators in the past.

The following questions represent the underlying logic for designing and conducting this study. If public school principals' race, age, sex, salary, school size, school type, degree attainment, and experience are examined in relation to their job satisfaction, what does the research show? Are principals in large metropolitan systems satisfied with their jobs? With which job areas are principals most satisfied?

Definitions of Terms

For the purpose of this study, the following definitions have been used:

Board or board of education. The governing body that makes policy decisions for a school district.

Career. The sequence of occupations, jobs, and positions through a person's working life. The sequence of events in the life of a person as he or she progresses in a job or as he or she changes from one job to another in the occupational structure.

Experience. The number of years that the individual has served as principal.

Extrinsic rewards. Synonymous with "hygienes." Those rewards which come from outside of one's self, which are usually provided by others, and which are often tangible.

Factors. Conditions such as age, experience, gender, school type, salary, school size, degree attainment, and experience that are perceived by metropolitan principals to affect their job satisfaction.

Hygienes. Extrinsic rewards.

Intrinsic rewards. This term will be synonymous with motivators. Those rewards that come from the activity and the work itself.

Job satisfaction. The pleasurable emotional state resulting from the perception of one's job as fulfilling or as allowing the fulfillment of one's important job values, providing that these values are compatible with one's needs.

Motivators. Intrinsic rewards.

Motivation. A process that guides individual choices among different forms of voluntary activities. The internal desire to get something started and accomplished.

Principal. An individual who is in charge of certified and noncertified staff members at the school building level. He or she is a leader in various areas at a building level. This individual is directly respondent to the superintendent, is an instructional leader, and is a supervisor of the school and teachers. For this study, this person will be associated with public schools at the elementary, middle, and secondary levels in large metropolitan school districts.

Self-concept. An individual's perception of himself or herself as a person, which includes his or her abilities, appearance, and performance in his or her job and other phases of daily living.

Superintendent. An individual who holds the position of the chief executive officer in a school system. He or she is directly responsible to the board of education of the school district.

Tenure. The amount of time that a respondent has held his or her current position.

Assumptions

The following assumptions were made in this study:

1. The procedures used to identify the principals for the study will be valid.
2. The survey is an appropriate instrument to measure job satisfaction.
3. The responses of public school principals to questions concerning job satisfaction on the questionnaire to be used in the study will be accurate reports of perceptions held by respondents.

Delimitations

This study had the following delimitations:

1. The subjects of this study will be the population of two metropolitan public school districts.
2. Data for the study will be based on the self-reported perceptions of the principals regarding their job satisfaction.

Limitations

This study contained the following limitations:

1. The conclusions for the study may be applicable only to public school principals in the two large metropolitan school systems.

2. The results of the study are only as accurate as the perceptions of the public school principals in the population.

3. The investigations conducted as a part of this study examined the degree to which large metropolitan public school principals perceive job satisfaction and did not include any indication of job performance by these principals.

4. I am the supervisor of five of the high schools in one of the systems; these schools were not included in the study.

Significance of the Study

Job satisfaction has rarely been examined across a particular career, although there is an enormous amount of literature on job satisfaction in general. The study of factors that affect job satisfaction is a central component of most approaches to understanding the place of employment. Friesen et al. (1984) found that past job satisfaction researchers have usually explored the satisfaction that production workers experience in their jobs or have attempted to identify facets that are related to overall satisfaction. It is not surprising that attention has focused on teachers rather than on principals because job satisfaction has been investigated primarily in an effort to improve the productivity of lower-level employees.

A great deal of time, energy, and money has been spent and many sacrifices have been made by principals, both in preparation for and in performance of their duties. The measurement of job satisfaction and the identification of factors which influence job satisfaction are of value to present and future public school principals in metro Atlanta. Graduate students and graduate colleges that prepare future principals could be affected

by this study. Areas of the principal's job that receive the most and least satisfaction will be determined. Knowing the areas that receive the most and least satisfaction will enhance the preparation of the individual for his or her job and position as a public school principal. Conceivably, such enhancement would lessen frustrations of the unclear areas among incoming public school principals.

The principal is a part of a system that continually changes. Schmidt (1976) wrote that effective planning for organizational change will make the job of the principalship more congenial, stimulating, and satisfying. Change directed toward this goal requires knowledge of how the principals perceive their job environments. The degree to which principals are satisfied with their jobs has significant implications for the future instructional leadership of public school education. The results of this study could provide a basis for more effective matching of principals with satisfying job roles.

A review of the literature indicated most satisfaction studies had been done on employees rather than on the leaders. There were more studies completed in the business community than had been completed on the educational community leaders. This study adds to the limited body of knowledge relating to the job satisfaction of public school principals. It is one of the few studies that is specific to job satisfaction of public school principals, providing information concerning factors fundamental to the study of job satisfaction.

CHAPTER 2

REVIEW OF THE LITERATURE

The purpose of this chapter is to review literature pertinent to the study. For presentation, the review will be organized into the following three sections: (a) career development theories, (b) recent studies of factors that affect job satisfaction, and (c) related research of the factors that affect the job satisfaction of educational administrators.

Career Development Theories

Roe (1956) viewed career development as a major part of the lifelong attempt to satisfy needs of the individual. She believed higher order needs that failed to be achieved over a long period of time were eventually extinguished entirely. So-called higher order needs may vary in intensity from one person to another. Roe suggested that these needs may be satisfied through a variety of behaviors, most notably, for the purpose of this study, the attainment of higher education.

Roe (1956) did not believe attainment of an advanced degree led to self-actualization. Quite the opposite can be true for certain individuals, at least in theory. The pursuit of higher order needs can be a source of great frustration if the individual has limited access to ways of satisfying those needs. Roe believed that the attainment of the doctorate, for example, might help some individuals satisfy the need for high self-esteem.

However, if the individual has to overcome many adversities to achieve this higher degree and has limited resources, the individual will probably be quite frustrated (Roe).

As individuals are tempered by the realities of their own aptitudes, intellect, and skills, goals achievement may be affected by job satisfaction. Those who possess an intense need for high self-esteem may pursue occupational goals for which they are physiologically and psychologically ill-suited. Often the discrepancy between aspirations and actual ability causes a problem that may never be resolved. The educational administrator whose ambition is to achieve higher self-esteem through degree attainment may be discouraged (Roe, 1956).

Herzberg's (1966) Motivation-Hygiene Theory was another theory that dealt directly with the issue of job satisfaction. This theory was often called the dual factor theory of work satisfaction. Herzberg et al. (1959) relied heavily upon the work of Maslow to support the dual factor theory. Job satisfaction traditionally had been assumed to follow a single continuum. One end of this continuum was supposed to represent a high level of satisfaction with the job while the other end was supposed to reflect a high level of dissatisfaction. Herzberg et al. made a theoretical departure from the traditional continuum concept. They suggested that job satisfaction and job dissatisfaction operated on dual continua rather than on a single continuum. Job satisfaction was hypothesized to operate on a continuum which ranged from high job satisfaction through no job satisfaction while job dissatisfaction ranged from high dissatisfaction to no dissatisfaction. These two continua were further hypothesized to be independent of each other.

Because the continua for job satisfaction and job dissatisfaction were believed independent, Herzberg et al. (1959) suggested that those factors which contributed to a person's job satisfaction were different from those factors which contributed to a person's job dissatisfaction. The factors which contributed to a person's job satisfaction were labeled as motivators. Motivators were defined as variables which were intrinsic to the job itself. Some motivator examples were recognition, responsibility, and advancement. Factors which contributed to job dissatisfaction were hygienes. Hygiene factors were variables extrinsic to the job, such as interpersonal relations, supervision, organizational policy, and working conditions.

Sergiovanni (1967) conducted another study in an educational setting. Sergiovanni applied Herzberg's two-factor theory using an interview method modeled after Herzberg when he developed the factors leading to job satisfaction and job dissatisfaction. Sergiovanni's study involved 71 elementary and secondary school teachers in Monroe County, NY. The results generally supported the findings of Herzberg that essentially people are not motivated by ideology or a work ethic; rather they are motivated by psychologically meaningful jobs (Herzberg, 1966).

In contrast to Herzberg, Sergiovanni (1967) found achievement, recognition, and responsibility to be the main contributors to job satisfaction among the elementary and secondary teachers studied. In contrast to the findings of Herzberg, Sergiovanni also found the work itself was the cause of both satisfaction and dissatisfaction among teachers. The hygiene factor found to be the most important in Sergiovanni's study was poor relations with students, followed by poor relations with peers. Sergiovanni's

conclusions were subsequently supported by Lortie (1969), who concluded that teachers' work rewards are associated with the act of teaching itself. Lortie further stated that teachers derive such rewards from classroom interaction with students.

Niehouse (1986) stated that job satisfaction is the prime motivator. The internal stimulus in choosing a career or job is not money, but job satisfaction. That is to say, people are not primarily motivated to act to gain additional wages. Instead they are hoping to experience job satisfaction and contentment with the work situation as their end reward for duties performed. Job satisfaction is an end result, while wages may be a component factor when combined with other factors that account for this end result.

Another career development theory was Super's theory of choice and one's self, according to Vroom (1965). According to Super's theory, the choice of an occupation is dependent upon a person's motivation, knowledge, personality, and ability. A key theme of Super's theory was that occupational preferences are associated with personality traits and that members of an occupation have similar personalities and similar histories of personal development (Vroom).

Vroom (1965) wrote that Super believed that occupations and their attendant descriptions could be classified into stereotypical but valid groupings. Vroom maintained that individuals would seek to work in environments that would allow them the opportunity to build upon their strengths and diminish their weaknesses. Vroom defined various personality types and listed occupations that appeared to correspond with them. Vroom also believed that some degree of intercorrelation existed between these categorical work types. The degree to which a person is satisfied with one's work is

dependent upon the degree to which an individual's personality is paired with a corresponding work environment. In other words, the realistic person should be paired with a realistic occupation, a social person with a social occupation, and so forth. In contrast, Super's theory implied that persons who are paired with dissimilar work environments have a greater chance of being dissatisfied with their work.

Holland (1966) categorized school superintendents and high school principals as being social types. Holland wrote that a social person increases his or her chances of job satisfaction by helping dependent persons and by becoming concerned with human welfare. A social person who is denied access to this type of interaction may become dissatisfied with his or her occupation.

However, many tasks are required of present-day educational administrators that do not correspond with the social mode, according to Holland (1966). Some examples would be the maintenance of grounds, attendance counts, or budgetary matters. An application of Holland's theory leads to a conclusion that the chances for a social person to have a high degree of job satisfaction as a school principal are greatly reduced. The educational administrator whose job description is more compatible with social needs may increase his or her chance of job satisfaction. However, if the job description is not compatible with the social needs, the chance for general satisfaction is decreased (Holland).

According to Vroom (1965), Super's theory is significant to job satisfaction studies because it establishes a link between an individual's personality and his or her occupational choice. Those people who have the greatest chance of being satisfied with

their jobs are those who have chosen work environments that are compatible with their personalities.

Herzberg (1966) showed that the presence of hygiene factors did not necessarily motivate individuals to higher levels of performance. However, the absence of hygiene factors precludes the positive effect upon performance that the presence of motivation factors may bring about. Furthermore, according to Herzberg, job satisfaction is most often verbalized in terms related to the motivation factors, but that dissatisfaction was usually expressed in terms of hygiene factors. These motivation factors are achievement, recognition, work itself. The hygiene factors are interpersonal relations, working conditions, status, job security, and effects on personal life.

Herzberg (1966) stated that his motivation factors are roughly parallel to Maslow's higher order needs. Studies which have attempted to measure the job satisfaction of school administrators using the framework provided by Maslow and Herzberg have produced varied results. The fact that research more closely related educational administrators to motivation factors suggests that educational administrators tend to be those that Herzberg classified as motivation seekers. The motivation seeker stands out in sharp contrast to the hygiene seeker. The absence of hygiene factors may preclude an individual from gaining satisfaction from a motivational area. However, motivation-oriented people have a greater tolerance for inadequate hygiene factors. Hygiene factors are closely related to followers and the motivation seekers are closely related to leader behavior (Herzberg).

Schmidt (1976) suggested that Herzberg's theory represented a departure from the traditional theories on job satisfaction, but also that it supported the notion that job satisfaction and job dissatisfaction are at opposite ends of one continuum. Herzberg's theory was quite popular, and there have been many studies by other scholars supporting and criticizing the theory (e.g., Friesen et al., 1984; Young & Davis, 1983).

Gruneberg (1976) reviewed Herzberg's theory and stated that job elements that can gratify employees' psychological growth needs cause feelings of satisfaction when present and adequate. These elements are called motivation factors. Gruneberg called job features that caused employees' physiological or emotional pains hygiene factors.

Gruneberg also reported the following:

1. When motivation factors are present and in a positive direction in a job situation, employees will experience feelings of satisfaction. When the motivation factors are absent or negative in direction, employees will not experience feelings of satisfaction.
2. When hygiene factors are absent, inadequate, or negative in a job situation, employees will experience feelings of dissatisfaction. When hygiene factors are present, adequate, and positive in direction, employees will not experience feelings of dissatisfaction.
3. Absence of negative motivation factors does not result in feelings of dissatisfaction on the part of employees, and adequate or positive factors do not result in feelings of satisfaction on the part of employees.

Recent Studies of Job Satisfaction

During the past 20 years, many studies have been reported on job satisfaction and other worker attitudes. Despite the proliferation of studies, understanding of the causes of job satisfaction has not advanced at a rate equal to research effort (Hart, 1994).

Given the history of the study of job satisfaction, it is not surprising that attention has focused mainly on teachers rather than on administrators. Job satisfaction has been investigated primarily in an effort to improve the productivity of non-managerial employees (Bacharach & Mitchell, 1983; Culver, Wolfe & Cross, 1990). There is a clear relationship between worker attitudes of job dissatisfaction and low organizational commitment with employee turnover. Young (1984) linked job dissatisfaction and associated stress to mental and physical health problems. Considerable attention has been directed to the changing attitudes of the work force. According to the findings of a national survey, there was a significant decline in job satisfaction from 1973 to 1977 affecting virtually all segments of the working population (Quinn, Staines, & McCullough, 1978).

Lockwood (1985) studied doctoral graduates at the University of South Dakota and found that those students with doctoral degrees had significantly higher satisfaction scores than those without doctoral degrees. He also found that graduates with doctoral degrees who moved to administrative positions had higher job satisfaction than doctoral graduates who remained in teaching positions 5 years after they received their degree in educational administration.

Weaver (1980) observed that college graduates were more satisfied with their jobs than those with lower educational levels. He also found a positive association between age and job satisfaction. A number of studies have indicated differences between various age groups with respect to job satisfaction. Salen and Otin (1964) reported research that showed an increase in the level of job satisfaction with age. It is probable that the level of job satisfaction in the preretirement period from ages 60 to 65 will be higher than other age periods.

Wright and Hamilton (1978) showed that younger workers were more dissatisfied with their jobs than older workers. They attributed this pattern to the fact that the young in the early stages of their work careers usually have lower paying jobs than more experienced workers. High aspirations and expectations may also contribute to younger workers' dissatisfaction.

Job satisfaction has been found to be related to the broader issues of quantity and quality of life, according to Palmore (1969). Job satisfaction was a better predictor of life expectancy than either tobacco use or physical functioning.

Hart's (1994) study also noted that job satisfaction increased as income levels increased. Lawler (1973) noted that dissatisfaction with pay is likely to affect performance, absenteeism, turnover, and job dissatisfaction as well. Weiner (1980) wrote that Lawler defined pay-satisfaction as the congruence between what individuals perceive they are paid and their perception of the amount they should be paid. Weiner's research did not study improvement in job satisfaction but was more concerned with equitable pay. The focus was upon the discrepancy-theory which viewed job satisfaction as the

difference between desired outcomes and actual outcomes. Weiner (1980) stated that dissatisfaction resulted when the amount one receives is less than the amount desired.

Similar to the discrepancy theory is the expectancy theory that Vroom originated (Hoy & Miskel, 1991). Nadler, Heckman, and Lawler (1979) expanded on the expectancy theory. The basis for the expectancy theory is that individuals choose to adopt behaviors they perceive as leading to desirable outcomes. Nadler et al. noted that compensation or advancement might be an example of these desirable outcomes. Some of the major functions of this theory are dictated by the degree to which persons believe they are being compensated for their efforts, and to what extent they compare their compensation with what others receive for their efforts (Nadler et al.).

Wright and Hamilton (1978) conducted research on work satisfaction and age. They noted that experiences in the work environment have been established to be far more important than individual psychological and social characteristics in explaining job satisfaction. Positional variables were more important predictors of attitudes than individual variables, according to Wright and Hamilton. They concluded that the employees' best way of evaluating work experiences was in the immediate work setting. The portion of the employees' responses toward the organization they work in is not associated with their own background characteristics but rather with the characteristics of their current position (Wright & Hamilton).

Wright and Hamilton (1978) also noted that value differences in occupations have been found to be related to gender, age, and race. Younger workers, faced with the prospect of increasing financial needs as their families grow, stress promotional and

financial opportunities. Minority workers feel a sense of discrimination as they seek job positions and opportunities for advancement. Older workers place greater importance on retirement and other fringe benefits, as well as interpersonal relationships.

Mortimer (1979) wrote that individual differences in worker characteristics are not of great importance in generating job satisfaction and dissatisfaction. The same work features generally contribute to the satisfaction of all workers although the importance may vary from one set of workers to another. External versus internal determinants of satisfaction or some combination of the two will depend on whether there is greater interest in the extensive similarities among workers in their source of job satisfaction or in the differences that have been observed (Thompson, McNamara, & Hoyle, 1997).

Mortimer (1979) showed that job satisfaction is responsive to external environmental and internal individual influences. The most important intrinsic features that influence job satisfaction in a positive manner are job tasks, pay and other economic rewards, and interpersonal relationships at the job site (Thompson et al., 1997).

Lawler (1973) noted a distinction between overall satisfaction and facet satisfaction. Facet satisfaction was the worker's affective reaction to particular aspects of his or her job while overall job satisfaction was the worker's affective reaction to his or her total work role. In relation to this, James and Jones (1980) studied the relationships between job satisfaction and job perception using advanced instructional equation analysis methods. Their study received data from employees from various working environments. The data they obtained supported the hypothesis that job satisfaction was

caused directly by personal characteristics such as the level of job involvement and demographic variables such as education and age.

The structure and the size of an organization can be beneficial or detrimental to people in translating intentions into actions which facilitates job satisfaction, according to Nadler et al. (1979). According to their view, the size of a large organization can make it harder to interact with and get information from the people in the organization. Relationships among roles, within a larger work unit, can be highly formalized with rigid job specifications, procedures, and communication patterns. They found that smaller organizations can be less formally defined, with people doing a variety of jobs at different times as well as having highly dispersed patterns of communication. In a large organization, often the power base of a leader is limited, as could be the case for the superintendent in large structured organizations with strong unions. The authors noted that in a smaller organization, a respected and admired superintendent is often capable of having employees comply because they like and identify with their boss. If the superintendent in such circumstances is not respected, he or she may have virtually no power to use in getting the desired work of the institution accomplished (Nadler et al.).

Job Satisfaction and Educational Administration

Young and Davis's (1983) work with motivation of educators showed that Herzberg's Motivation-Hygiene Theory has not been used very much within educational organizations. Research with regard to job satisfaction has great potential for contributing to the knowledge base and has the capacity to help solve operational problems in the school.

Schmidt (1976) noted that in the latter part of the 1960s and during the 1970s, Herzberg's Motivation-Hygiene Theory attracted much interest from educators. Various researchers replicated his study with the dual continuum and found favorable support for the theory. The motivation factors were affiliated primarily with job satisfaction while the hygiene factors were affiliated with job dissatisfaction (Schmidt).

Herzberg's theory has also generated criticism in its use, according to Schmidt. Researchers in education have continued to study the dual factor theory with mixed success. Some studies have offered strong support for the theory. Other studies have provided partial support for the dual factor theory while some investigations have failed to reveal any support for Herzberg's contentions. Some of the direct criticisms listed are as follows: (a) The theory was too simple; (b) the theory was too rigid; (c) the theory was often stated by contradictions of terms; (d) the results were method-bound and supportive of the theory only when the full Herzberg interview technique and analysis were used; and (e) the interview technique did not allow consideration of the defensive mechanisms that happen when respondents answer (Schmidt, 1976; Weiss, Dawes, England, & Loftquist, 1992).

Young and Davis (1983) noted that Herzberg's theory had received most of its criticism in the private sector literature. Most of the scholars in the business area have directed their efforts toward other theories of job satisfaction. Young and Davis noted that despite these criticisms, Herzberg's theory seemed to be applicable and more credible when used in an educational setting.

Young and Davis randomly sampled 100 public school superintendents on a nationwide basis. They reported that the findings of their previous studies had cast doubts about Herzberg's notion of a dual continuum for job satisfaction and job dissatisfaction. The data obtained from public school superintendents indicated just the opposite. In other words, job satisfaction and job dissatisfaction represent separate attitudes. The authors recommended that educational researchers devote their efforts to theories other than Herzberg's.

Miskel (1972) asserted that most research completed on job satisfaction had been done in the industrial setting. Miskel's research used the Educational Work Components Study to determine how undergraduate education students, teachers, and administrators varied in their motivation to work. Factors including school size as well as the effects of specific demographic variables of gender, educational aspiration, and age were included in his study. His most significant findings were that individuals having the characteristic of being upwardly mobile would seek intrinsic rewards in unstable situations. These upwardly mobile individuals also had less concern for security.

With the previous career development history of job satisfaction, it is not surprising that most attention has focused on teachers rather than on administrators. Bacharach and Mitchell (1983) noted job satisfaction has been investigated usually in an effort to improve the productivity of lower-level employees. They noted the need for research in job satisfaction of educational administrators. Bacharach and Mitchell also noted that both the need satisfaction theory and expectancy mode need more research in the area of job satisfaction.

Schmidt (1976) agreed with Bacharach and Mitchell that there was not much research in the area of job satisfaction for school administrators. Schmidt attempted to add to the research for Herzberg's theory. He randomly selected 74 secondary school administrators in the Chicago suburbs. He used a modification of Herzberg's interview techniques and found that administrators in education settings indicated the major motivational factors leading to a career potential attainment were recognition, achievement, and advancement. Schmidt concluded that a concerted effort by boards of education and higher level administrators should be made to recognize and reward successful job performances by administrators. The environment in a school should recognize achievement and advancement. Schmidt's research showed that administrators indicated that interpersonal relationships with subordinates, peers, and superiors were a major force in producing job satisfaction, a result that generally agreed with Herzberg's theory. Individual needs such as salary, prestige, security, and working conditions appeared to be the factors for poor interpersonal relations (Schmidt). Despite the questions over whether job satisfaction and job dissatisfaction should be measured on a dual continuum, few research studies have disagreed with Herzberg's assertion that the motivation factors are closely related to intrinsic rewards and hygiene factors are related to extrinsic rewards (Holdaway, 1978).

The use of Herzberg's theory with educational administrators received additional support by Iannone. Iannone (1973) reported that Herzberg's interview technique was used with 20 elementary and 20 secondary principals that were randomly selected at the Central New York Council at Syracuse. He reported that job satisfaction of these

principals was higher when the factors of achievement and recognition were at a high level. Motivational factors of achievement, recognition, and additional responsibility were determined to be job satisfiers by Iannone. On the opposite side of the spectrum, it was noted that factors such as low salaries, poor interpersonal relationships, low status, lack of job security and working conditions contributed to employees' job dissatisfaction.

Cochran (1977) investigated whether California school superintendents liked their jobs. His opinionnaire was sent to a stratified random sample of 240 California superintendents whose job satisfaction was at a high level. The following areas showed superintendents with high satisfaction: (a) rapport with the school board, (b) personal satisfaction with the superintendency, (c) salary, (d) workload, (e) status, (f) community relations, and (g) administrative and professional relationships.

Brauer (1980) focused her study on administrators' roles in conflict, role ambiguity, and job satisfaction. Her research showed significant differences in the levels of perceived role ambiguity and role conflict for principals as compared to consultants. However, there was no significant difference between principals and consultants. A significant negative correlation between role conflict and job satisfaction was found throughout the study for administrators.

Kelley (1980) administered a job satisfaction and job performance survey to 177 members of the Nebraska Council of School Administrators. Of the administrators surveyed, 81% believed that careers in administration would be accompanied by increased demands on the administrator as a person. These included demands on administrators' time, health, stamina, and the ability to cope with stress. According to

Kelley, about 80% of the administrators expected an increase in the levels of job frustration experienced by school administrators.

Analysis of organizational climate and job satisfaction in Class III schools in Oklahoma was conducted by Hoff (1981). He found that administrators with high satisfaction levels were positive in their relationship factors with all people around them. This study indicated the high-satisfaction administrators were more involved in their jobs, more apt to encourage peer cohesion, and more prone to encourage staff support. Hoff also stated that his findings indicated that administrators with high satisfaction were able to cope with stress at a greater level than were the administrators with a low satisfaction level.

Lange (1981) surveyed the factors which contributed to job stability as perceived by 303 Michigan public school superintendents. He focused on the following factors pertaining to superintendents: board-superintendent relations, personal satisfaction, personal economic satisfaction, workload, position status, community relations, superintendent-staff relations, and family need satisfaction. His summary revealed the following:

1. Superintendents were able to identify common factors that contributed to their job stability.
2. Superintendents with 5 or more years of service in their current position appeared to place slightly more importance upon selected job stability factors as compared to those superintendents with 4 or fewer years in their current position.

3. The degree level attained by the superintendents appeared to have a strong relationship to perception of job stability factors.
4. A superintendent's age appeared to have no relationship to perception of job stability factors.
5. School size appeared to have little effect on job stability.
6. Personal economic satisfaction appeared as a lower priority for most superintendents.

Rippe (1983) studied the relationship of role conflict and role ambiguity in job satisfaction of Nebraska school administrators and teachers. The research showed that administrators considered themselves to be more satisfied with their jobs than teachers were with theirs. Rippe indicated that age did have a significant effect on job satisfaction which showed differing results from Lange. Rippe found no significant difference between years in the superintendent's current position, size of the district, or gender and their job satisfaction. Job satisfaction was significantly lower for those with a bachelor's degree than those with a 6-year degree or a doctorate.

Boardman (1984) assessed the level of teacher satisfaction in the states of Nebraska, Iowa, Missouri, and Kansas. He identified achievement, recognition, and responsibility as factors that contributed to job satisfaction. Boardman also indicated that increased age and income had a positive correlation with job satisfaction. Teachers expressed high levels of satisfaction with their job in general. His findings were consistent with Herzberg's theory that teachers find satisfaction with achievement, recognition, and responsibility while they find dissatisfaction with their salaries.

Summary

The literature and related research reviewed were separated into three areas: (a) career development theories, (b) recent studies of job satisfaction, and (c) related research of the job satisfaction of school administrators. The concept of job satisfaction could not be adequately described without reviewing some of the major career development theories in the first phase of the review of the literature. The theories of Roe, Herzberg, Holland, and Maslow were examined.

The main focus was upon Herzberg's theory which has received much attention from scholars since its publication in 1966. Herzberg suggested that job satisfaction and job dissatisfaction operated on dual continua rather than on a single continuum. Factors which contributed to job dissatisfaction (e.g., interpersonal relations, working conditions) were hygienes and were extrinsic to the job.

The second phase of the review of the literature focused upon more recent studies on job satisfaction. The effect of specific factors on job satisfaction was investigated. The research showed there has been a trend in recent years to an increased degree of dissatisfaction with work. There has been a lot of research in the areas of low organizational business employees but not as much on educational employees. The focus of the research in educational job satisfaction has been on teachers primarily and little study has been initiated on job satisfaction of principals.

The third phase of the review of literature focused upon studies of job satisfaction of school administrators. The literature in this section included several extensive studies of factors that affect job satisfaction of school administrators. I found there was little

disagreement that factors such as interpersonal relationships at the school, opportunities for advancement, recognition, and other intrinsic factors have a positive effect on the job satisfaction of administrators. The literature did not provide a consensus on all factors reviewed. Areas of disagreement that were most often mentioned were the effects of degree attainment, compensation, age, race, school size, school type, and experience as an administrator.

The review of literature provided a basis for determining which factors of job satisfaction to study. Various studies addressed different relationships with job satisfaction. The following factors had several studies that researched their relationship to job satisfaction: age, race, gender, compensation, experience, degree attainment, school type and school size. I determined that it would be appropriate to pursue the study of factors which had already proven to have a major effect on administration job satisfaction. A study of these eight factors (experience, gender, school type, degree attainment, school size, race, salary, and age) would merit the effort required.

CHAPTER 3

METHODS

The methodology used in this study was divided into three phases. Literature and research relating to the area of study were reviewed during the first phase. Resources used were the Educational Resource Information Center (ERIC) and Dissertation Abstracts International.

In the second phase, I modified a survey instrument that would yield results relevant to the area of study. The questionnaire for this study consisted of two components: (1) a demographic component and (2) a measurement of job satisfaction. On the questionnaire, an open-ended question was included to provide the study participants an opportunity to clarify or explain any concerns related to job satisfaction. This instrument was developed from questions relevant to obtaining principals' perspectives on job satisfaction.

In the third phase, I developed and coordinated personal interviews to aid in substantiating or clarifying certain questions on the written questionnaire. Ten principals from each system were interviewed to gain additional information about their perspectives of job satisfaction.

The purpose of this study was to determine the extent to which public school principals in two large school districts in a metropolitan area were satisfied with their

jobs. This chapter includes the research questions and methodology utilized for (a) selection of the population or sample, (b) collection of data, (c) instrumentation, and (d) method of data analysis.

This study was conducted through a survey research design. Survey research has been used to find out what exists and how it exists in a group, a geographical or political area, or even a whole country. Other advantages of survey research include expediency and opportunity for leisurely and thoughtful reply.

To investigate the level of satisfaction, I asked the study participants to decide how they felt about various aspects of their jobs described by selected statements. Study participants were reminded to rate the statements based on their feelings about that aspect of their jobs. The participants rated the items from dissatisfied to extremely satisfied. Later, the survey participants were provided an opportunity to respond to an open-ended question which provided the basis for the interview questions.

Research Questions

In this study, I examined principals feelings relating to nine major research questions:

Research Question 1. Based upon experience, what is the degree of job satisfaction of public school principals in a large metropolitan area?

Research Question 2. Based upon gender, what is the degree of job satisfaction of public school principals in a large metropolitan area?

Research Question 3. Based upon school type, what is the degree of job satisfaction of public school principals in a large metropolitan area?

Research Question 4. Based upon educational (degree attainment) level, what is the degree of job satisfaction of public school principals in a large metropolitan area?

Research Question 5. Based upon school size, what is the degree of job satisfaction of public school principals in a large metropolitan area?

Research Question 6. Based upon race, what is the degree of job satisfaction of public school principals in a large metropolitan area?

Research Question 7. Based upon salary, what is the degree of job satisfaction of public school principals in a large metropolitan area?

Research Question 8. Based on the age, what is the degree of job satisfaction of public school principals in a large metropolitan area?

Research Question 9. What do principals consider to be the major components important to job satisfaction?

Population

The population for the study included full-time principals in public schools in two large metropolitan school districts. The principals in these two districts were identified as being heads of elementary, middle, or high schools. The participants for this study were taken from listings supplied by the two school districts. Five schools in one of the districts under my direct supervision were omitted from the study.

All full-time public school principals in the identified metropolitan school districts were sent a survey. All individuals were sent a follow-up request within 2 weeks of the mailing to remind them to return the survey. After another 2 weeks, a telephone

call was placed to remind them to return the survey. I worked to receive responses from principals of all school levels and school sizes.

Data Collection

The following method was used to collect data. All principals from the identified metropolitan school systems were sent surveys. The principals were sent a cover letter to encourage honest participation. Principals were also asked to respond to an open-ended question about aspects of job satisfaction.

A personal interview was conducted with 10 principals from each school district. The interviewees were selected from the survey participants who acknowledged their return of the survey. The interviewees were tape recorded, and data was recorded for accuracy. The interview process was informal. Questions were posed in confidence to gather various perspectives concerning job satisfaction and components pertinent to good job satisfaction. A summary of the information was reviewed with the interviewee.

Instrumentation

I gathered components of information related to job satisfaction and examined various current national instruments. The additional demographic questions were developed to aid in the identification of specific factors that were studied. I used 72 items from the 100-item Minnesota Satisfaction Survey (Weiss et al., 1992), which has a general reliability internal consistency rating of .88 and a test-retest reliability stability rating of .89 (1 week) and .70 (1 year). The questionnaire was divided into 15 subscales representing various components of satisfaction.

The 15 subscales of the questionnaire, their definitions, and the number of questions in each subscale were as follows:

1. Advancement. The opportunity to move to a higher position on the job. (4)
2. Conditions. Environment at the workplace. (5)
3. Cooperation. The way co-workers get along with each other. (5)
4. Directions. Giving instructions to individuals in the school by the principal. (5)
5. Ideas. The ability of the principal to use his or her own thoughts and creativity. (6)
6. Morality. The ability not to have to compromise ethics or religious beliefs. (4)
7. Practices. Policies and procedures of the school district. (4)
8. Recognition. Receiving praise for a job well done. (4)
9. Salary. Compensation in the form of money received for completing work assignments. (4)
10. Security. Freedom from risk of job loss. (4)
11. Service. The assistance given by the principal to students, employees, and community. (3)
12. Status. A high position in a social system. (6)
13. Supervisor. The individual who is directly in charge of the principal. (6)
14. Treatment. The care an individual receives from the school district. (6)
15. Variety. Diverse work related activities. (7)

An open-ended question was also used to gather other areas of satisfaction for principals. The eight demographic items used in the questionnaire were experience, gender, school type, degree attainment, school size, race, salary, and age. The instrument included a total of 80 items.

The study was designed to survey full-time public school principals in two large school districts in a metropolitan area and to provide information which would identify the degree of job satisfaction. The relationship between job satisfaction and specific factors including experience, gender, school type, degree attainment, school size, race, salary, and age were also included in the study as reported by the principals. The additional interview questions for 20 selected principals were as follows:

1. What do you feel are the major components of job satisfaction?
2. How would you view your level of job satisfaction?
3. What do you feel are the items that can improve your level of job satisfaction? If so, how?
4. Do you feel that achieving specific standardized test scores is a major concern in job satisfaction? If so how?
5. Do you feel school size is a major concern in job satisfaction? If so, how?
6. What do you think are the major differences in job satisfaction and job performance?
7. How do you think job satisfaction is related to job performance?

Method of Analysis

Sixteen measures of satisfaction were obtained from the questionnaire. A mean score ranging from 1 (Dissatisfied) to 5 (Extremely Satisfied) was obtained for total satisfaction and each of the 15 subscales.

Research Questions 1-8 were analyzed using a series of MANOVAs. On each factor (experience, gender, school type, degree, school size, race, salary, and age), a MANOVA was used to determine if some significance existed within the categories of each factor on the subscale of satisfaction. In addition, a one-way ANOVA or t test was used to measure significance levels of the categories of each factor and total satisfaction. A statistical software package was used to conduct significance tests. An alpha level of .05 was used to determine significance. In addition, a correlation matrix was created to show relationships between the factors of interest (experience, gender, school type, degree, school size, race, salary, and age) and satisfaction and its 15 subscales.

Research Question 9 responses were collected, categorized, and summarized. A detailed reporting of the results was created.

Summary

This chapter outlined the methodology employed for the selection of the population, instrumentation, collection of data, the research questions and the data analysis or statistical procedures. The first 8 research questions were analyzed using ANOVAs for each factor and the 16 measures of satisfaction. The last research question was qualitative. Information was received from the open-ended question and from personal interviews with principals.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The purpose of this study was to determine the degree of which principals of two school systems in a metropolitan area were satisfied within the role of their job. Fifteen areas of the principals' work were analyzed to determine the degree the principals were satisfied with each area of the job. The relationships of experience, gender, school level, degree attainment, school size, race, salary, and age were also examined. The results of the research questions in Chapter 1 are presented and analyzed in the terms of the variables in each.

Population Characteristics

The principals of two school districts within a metropolitan area were included in the study. The questionnaire, which included a demographic section, was sent to 195 principals. Of those, 142 principals elected to participate in this study, a response rate of 72.8%. Twelve people did not respond to all items and were not included in the study, so only 130 were left for inclusion in the study. Table 1 presents the demographics of the sample used in the study. The number of principals and their percentage in each category are displayed.

Table 1

Demographic Characteristics of Principals in Two Metropolitan School Districts

Characteristics	Total (<u>n</u> = 130)		Urban (<u>n</u> = 51)		Suburban (<u>n</u> = 79)	
Experience (years)						
1-3	20	(15.4%)	4	(7.8%)	16	(20.3%)
4-6	21	(16.2%)	11	(21.6%)	10	(12.3%)
7-9	17	(13.0%)	13	(25.5%)	4	(5.1%)
10 or more	72	(55.4%)	23	(45.1%)	49	(62.0%)
Gender						
Female	70	(53.8%)	23	(45.1%)	47	(59.5%)
Male	60	(46.2%)	28	(54.9%)	32	(40.5%)
School Type						
Elementary	88	(67.7%)	33	(64.7%)	55	(69.6%)
Middle	14	(10.8%)	5	(9.8%)	9	(11.4%)
High	28	(21.5%)	13	(25.5%)	15	(19.0%)
Degree Attained						
Master's	12	(9.2%)	2	(3.9%)	10	(9.3%)
Specialist	80	(61.5%)	21	(41.2%)	59	(61.5%)
Doctorate	30	(29.2%)	28	(54.9%)	10	(29.2%)
School Size						
100-500	27	(20.8%)	16	(31.4%)	11	(13.9%)
501-700	38	(29.2%)	15	(29.4%)	23	(29.1%)
701-1000	32	(24.6%)	13	(25.5%)	19	(24.1%)
1000 or more	33	(25.4%)	7	(13.7%)	26	(32.8%)
Race						
Black	74	(59.9%)	38	(74.5%)	36	(45.6%)
White	56	(43.1%)	13	(25.5%)	43	(54.4%)
Salary						
\$65,000-\$75,000	24	(18.5%)	7	(13.7%)	17	(21.5%)
more than \$75,000	106	(81.5%)	44	(86.3%)	62	(78.5%)
Age						
40 or younger	12	(9.2%)	2	(3.9%)	10	(12.7%)
41-45	26	(20.0%)	9	(17.6%)	17	(21.5%)
46-50	50	(38.5%)	16	(31.4%)	34	(43.0%)
51 or older	42	(32.3%)	24	(47.1%)	18	(22.8%)

The subscales of the job satisfaction survey were analyzed for internal consistency using Cronbach's coefficient alpha. The scales produced very high reliability values. The Total Satisfaction and its subscales are reported in Table 2.

Table 2. subscales of Directions and Cooperation. Degree was significant at the .05 level

Reliabilities of the Satisfaction Scales

Subscales	n	Cronbach's Coefficient Alpha
Recognition	4	.92
Treatment	6	.89
Variety	7	.92
Ideas	6	.96
Service	3	.96
Morality	4	.92
Directions	5	.94
Status	6	.94
Advancement	4	.94
Security	4	.92
Salary	4	.93
Practices	4	.93
Conditions	5	.92
Cooperation	5	.91
Supervisor	6	.97
Total Satisfaction	72	.96

Total Satisfaction and the 15 satisfaction subscales were correlated with each of the demographic variables of interest and are displayed in Table 3. Very few areas showed any significant correlation. The correlation coefficients for age, experience, and school type were not significant at the .05 level. Gender was significant at the .05 level with the subscales of Directions and Cooperation. Degree was significant at the .05 level with the subscale of Supervisor. Size of school was significant at the .05 level with the subscales of Recognition, Treatment, and Security. Race was significant at the .05 level with the subscales of Variety, Advancement, Security, and Supervisor. Salary was significant at the .05 level with the subscales of Recognition and Directions.

Research Question 1. Based upon experience, what is the degree of job satisfaction of public school principals in a large metropolitan area?

Total Satisfaction was analyzed using an ANOVA, while the subscales of satisfaction were analyzed using a MANOVA. Table 4 reports the means and standard deviations for each scale of satisfaction based on experience. Table 5 reports the results of the ANOVA for total satisfaction and Table 6 reports the results of the MANOVA for the satisfaction subscales. The group divisions by years of experience were 1-3 years, 4-6 years, 7-9 years, and 9 or more years. Principals with 1-3 years of experience had the highest total rating. The subscales that these principals with 1-3 years experience rated the highest were in the areas of Service, Variety of Work, Use of Own Ideas, and Supervisor Knowledge. There was Total Satisfaction significance and subscale significance.

Table 3

Correlations of Job Satisfaction Scale with Demographic Variables of Interest

	Experience	Gender	School Type	Degree	School Size	Race	Salary	Age
Total Scale	-.09	-.13	-.02	-.16	.14	.22*	-.06	-.09
Recognition	-.22	-.06	.10	-.13	.21*	.10	-.20*	-.15
Treatment	-.12	-.05	-.00	-.17	.25*	.02	.17	-.12
Variety	-.16	-.16	-.05	-.15	.00	.29*	-.10	-.11
Ideas	-.17	-.06	.01	-.08	.14	.12	-.05	-.07
Service	.04	-.08	-.14	-.09	.02	.03	.05	<.00
Morality	.10	-.05	-.05	-.08	.07	.13	.11	.09
Directions	.04	-.20*	-.10	-.01	.06	.15	.23*	.06
Status	.01	-.07	-.03	-.04	.01	.16	.17	.03
Advancement	-.09	-.12	-.00	-.01	.08	.24*	-.04	-.04
Security	.06	-.03	.09	-.17	.20*	.18*	-.14	-.04
Salary	-.08	-.03	-.07	-.10	.02	.17	-.11	-.12
Practices	.03	-.09	-.06	.03	.09	-.11	-.01	-.02
Conditions	.02	-.02	.02	-.06	-.06	.05	.01	-.08
Cooperation	.03	.22*	.00	.03	-.04	.15	.08	.02
Supervisor	-.10	-.00	-.06	-.22*	.13	.19*	-.18	-.10

Note. * $p < .05$

Table 4

Means and Standard Deviations of Total Satisfaction Subscales by Experience

	Total (n=130)		1-3 (n=20)		4-6 (n=21)		7-9 (n=17)		9 or more (n=72)	
	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>
Total Satisfaction	3.71	.51	3.91	.46	3.71	.54	3.42	0.34	3.72	0.53
Subscales										
Recognition	3.34	1.00	3.86	0.72	3.34	1.01	3.25	0.97	3.20	1.04
Treatment	3.41	0.89	3.75	0.78	3.41	0.78	3.16	0.85	3.39	0.89
Variety	4.02	0.73	4.32	0.65	4.00	0.83	4.02	0.57	3.94	0.74
Ideas	3.77	0.92	4.08	1.04	3.89	0.87	3.74	0.78	3.66	0.93
Service	4.42	0.68	4.58	0.57	4.21	0.83	4.20	0.73	4.50	0.63
Morality	4.31	0.73	4.26	0.70	4.23	0.80	4.04	0.86	4.41	0.68
Directions	3.96	0.78	4.13	0.69	3.79	0.96	3.52	0.88	4.06	0.68
Status	3.73	0.86	3.94	0.80	3.77	0.83	2.85	0.83	3.88	0.77
Advancement	3.22	1.01	3.44	0.94	3.33	0.85	2.96	0.77	3.19	1.11
Security	3.86	0.85	3.72	0.98	3.89	0.95	3.81	0.97	3.90	0.76
Salary	3.25	1.01	3.50	1.00	3.37	1.03	2.74	1.15	3.26	0.95
Practices	3.05	0.95	3.05	1.08	3.01	1.04	2.87	0.84	3.10	0.91
Conditions	3.56	0.83	3.81	0.86	3.40	0.93	3.25	0.85	3.61	0.78
Cooperation	3.85	0.65	3.89	0.58	3.80	0.59	3.72	0.54	3.89	0.72
Supervisor	3.68	1.16	4.00	0.98	3.89	1.23	3.12	1.12	3.67	1.17

Table 5 *Research Question 2. Based upon gender, what is the degree of job satisfaction of*Source Table for ANOVA for Total Satisfaction by Experience

Source	df	SS	MS	F	p
Between Groups	3	2.24	0.75	2.98	.03
Within Groups	126	31.68	0.21		
Total	129	33.92			

Table 6

MANOVA Results for Satisfaction Subscales by Experience

Multivariate Statistic	F	p
Wilks's λ	1.73	<.01
<u>Univariate Test</u>		
Recognition	2.46	.06
Treatment	1.47	.22
Variety	1.43	.24
Ideas	1.22	.31
Service	2.11	.10
Morality	1.30	.28
Directions	2.96	.03
Status	8.27	<.01
Advancement	0.81	.49
Security	0.25	.86
Salary	2.04	.11
Practices	0.30	.83
Working Conditions	1.75	.16
Cooperation	0.36	.78
Supervisor	2.11	.10

Research Question 2. Based upon gender, what is the degree of job satisfaction of public school principals in a large metropolitan area?

Total satisfaction was analyzed using an ANOVA, while the subscales of satisfaction were analyzed using a MANOVA. Table 7 reports the means and standard deviations of male and female principals for each scale of satisfaction distinguished by gender. Table 8 reports the results of the ANOVA for total satisfaction and Table 9 reports the results of the MANOVA. Overall, men rated the items higher than the women. The men rated the subscale areas of Variety, Service, Morality, Directions, and Cooperation the highest. Women rated the subscale areas of Morality, Variety, and Security the highest. There was no Total Satisfaction or subscale significance.

Research Question 3. Based upon school type (elementary, middle, and high), what is the degree of job satisfaction of public school principals in a large metropolitan area?

Total Satisfaction was analyzed using an ANOVA, while the subscales of satisfaction were analyzed using a MANOVA. Table 10 reports the means and standard deviations of principals of different school types for each scale of satisfaction for each of the three school types. Table 11 reports the results of the ANOVA for total satisfaction and Table 12 reports the results of the MANOVA for the satisfaction subscales. The schools were grouped as elementary, middle, and high school. Overall, middle school principals had the highest total rating. The subscales they rated highest were Service and Variety. There was no Total Satisfaction or subscale significance.

Table 7

Means and Standard Deviations of Total Satisfaction and Satisfaction Subscales byGender

	Total (<u>n</u> = 130)		Male (<u>n</u> = 60)		Female (<u>n</u> = 70)	
	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>
Total Satisfaction	3.71	0.51	3.77	0.53	3.65	0.50
<u>Subscales</u>						
Recognition	3.34	1.00	3.40	1.00	3.28	1.01
Treatment	3.41	0.89	3.46	0.88	3.38	0.90
Variety	4.02	0.73	4.14	0.68	3.91	0.76
Ideas	3.76	0.92	3.83	0.95	3.71	0.90
Service	4.42	0.68	4.49	0.65	4.38	0.70
Morality	4.31	0.73	4.35	0.75	4.28	0.72
Directions	3.96	0.78	4.13	0.71	3.81	0.81
Status	3.74	0.86	3.80	0.89	3.68	0.83
Advancement	3.21	1.01	3.34	1.02	3.11	0.98
Security	3.86	0.85	3.89	0.89	3.84	0.81
Salary	3.25	1.01	3.22	1.09	3.27	0.94
Practices	3.05	0.95	3.14	0.88	3.01	1.04
Conditions	3.56	0.83	3.58	0.87	3.55	0.81
Cooperation	3.86	0.65	4.01	0.60	3.73	0.67
Supervisor	3.68	1.16	3.69	1.17	3.68	1.12

Table 8

Source Table for ANOVA for Total Satisfaction by Gender

Source	df	SS	MS	F	p
Between Groups	1	0.53	0.53	2.03	.16
Within Groups	128	33.40	0.25		
Total	129	33.93			

Table 9

MANOVA Results for Satisfaction Subscales by Gender

Multivariate Statistic	F	p
Wilks's λ	0.86	.61
<u>Univariate Test</u>		
Recognition	0.47	.49
Treatment	0.31	.58
Variety	3.16	.08
Ideas	0.54	.47
Service	0.89	.35
Morality	0.39	.54
Directions	5.32	.02
Status	0.65	.42
Advancement	1.78	.10
Security	0.10	.75
Salary	0.80	.78
Practices	1.05	.30
Conditions	0.05	.83
Cooperation	6.38	.01
Supervisor	<0.01	.99

Table 10

Means and Standard Deviations of Total Satisfaction and Satisfaction Subscales bySchool Type

	Total (<u>n</u> = 130)		Elementary (<u>n</u> = 88)		Middle (<u>n</u> = 14)		High (<u>n</u> = 28)	
	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>
Total Satisfaction	3.71	0.51	3.71	0.48	3.78	0.58	3.67	0.59
<u>Subscales</u>								
Recognition	3.34	1.00	3.27	0.94	3.34	1.17	3.54	1.11
Treatment	3.42	0.89	3.41	0.86	3.48	0.99	3.40	0.97
Variety	4.02	0.73	4.02	0.74	4.34	0.55	3.87	0.76
Ideas	3.77	0.92	3.75	0.95	3.89	0.89	3.76	0.97
Service	4.49	0.68	4.48	0.62	4.48	0.75	4.24	0.79
Morality	4.31	0.73	4.33	0.75	4.30	0.75	4.26	0.68
Directions	3.96	0.78	3.89	0.79	4.21	0.83	4.04	0.69
Status	3.74	0.86	3.74	0.84	3.85	0.74	3.66	0.99
Advancement	3.22	1.01	3.22	0.99	3.27	0.95	3.21	1.11
Security	3.86	0.85	3.82	0.81	3.75	1.08	4.04	0.84
Salary	3.25	1.01	3.31	0.95	3.04	1.24	3.16	1.07
Practices	3.05	0.95	3.09	0.93	2.95	0.70	2.96	1.11
Conditions	3.56	0.83	3.56	0.79	3.53	0.77	3.60	1.01
Cooperation	3.86	0.65	3.83	0.65	4.17	0.48	3.78	0.71
Supervisor	3.68	1.16	3.73	1.13	3.68	1.47	3.55	1.14

Table 11

Source Table for ANOVA for Total Satisfaction by School Type

Source	df	SS	MS	F	p
Between Groups	2	0.10	0.05	0.19	.82
Within Groups	127	33.83	0.27		
Total	129	33.93			

Table 12

MANOVA Results for Satisfaction Subscales by School Type

Multivariate Statistic	F	p
Wilks's λ	0.82	.73
<u>Univariate Test</u>		
Recognition	0.78	.43
Treatment	0.04	.96
Variety	1.96	.15
Ideas	0.14	.87
Service	1.40	.25
Morality	1.00	.91
Directions	1.24	.29
Status	0.22	.80
Advancement	0.02	.98
Security	0.79	.45
Salary	0.58	0.56
Practices	0.29	.75
Conditions	0.04	.96
Cooperation	1.92	.15
Supervisor	0.23	.79

Research Question 4. Based upon degree attained, what is the degree of job satisfaction of public school principals in a large metropolitan area?

Total Satisfaction was analyzed using an ANOVA, while the subscales of satisfaction were analyzed using a MANOVA. Table 13 reports the means and standard deviations for each scale of satisfaction based on degree attained. Table 14 reports the results of the ANOVA for Total Satisfaction and Table 15 reports the results of the MANOVA for the satisfaction subscales. The groups were divided into Master's, Specialist, Doctorate degree categories. Principals with Specialist degrees rated the subscales the highest. They rated Morality and Service as the highest subscales. There was significance in Total Satisfaction, but no subscale significance.

Research Question 5. Based upon school size, what is the degree of job satisfaction of public school principals in a large metropolitan area?

Total Satisfaction was analyzed using an ANOVA, while the subscales of satisfaction were analyzed using a MANOVA. Table 16 reports the means and standard deviations of principals of different size schools for each scale of satisfaction, broken out by school size. Table 17 reports the results of the ANOVA for Total Satisfaction and Table 18 reports the results of the MANOVA for the satisfaction subscales. The group divisions were (a) 100-500 students, (b) 501-700 students, (c) 701-1000 students, and (d) greater than 1000 students. Based upon school size, the principals with schools of 701-1000, rated the items higher. These principals gave Service, Morality, Variety, Ideas, and Directions the highest ratings. There was no Total Satisfaction significance or subscale significance.

Table 13

Means and Standard Deviations of Total Satisfaction and Satisfaction Subscales byDegree

	Total		Master's		Specialist		Doctorate	
	(n = 130)		(n = 12)		(n = 80)		(n = 38)	
	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>
Total Satisfaction	3.71	0.51	3.68	0.39	3.79	0.52	3.54	0.50
<u>Subscales</u>								
Recognition	3.34	1.00	3.33	0.66	3.47	1.02	3.07	1.03
Treatment	3.42	0.89	3.50	0.46	3.53	0.93	3.15	0.87
Variety	4.02	0.73	4.13	0.76	4.09	0.73	3.83	0.70
Ideas	3.77	0.92	3.78	0.70	3.84	0.97	3.62	0.89
Service	4.43	0.68	4.36	0.74	4.29	0.64	4.29	0.73
Morality	4.31	0.73	4.38	0.61	4.35	0.73	4.21	0.78
Directions	3.96	0.78	3.82	0.95	4.01	0.76	3.90	0.74
Status	3.74	0.86	3.44	0.84	3.86	0.82	3.57	0.92
Advancement	3.22	1.01	2.96	0.77	3.31	0.98	3.12	1.11
Security	3.86	0.85	3.88	0.82	3.99	0.86	3.58	0.77
Salary	3.25	1.01	3.29	1.25	3.33	1.00	3.07	0.94
Practices	3.05	0.95	2.79	0.76	3.10	1.02	3.02	0.84
Conditions	3.56	0.83	3.28	0.66	3.69	0.83	3.38	0.85
Cooperation	3.86	0.65	3.80	0.68	3.86	0.62	3.88	0.72
Supervisor	3.68	1.16	4.10	1.21	3.80	1.05	3.31	1.30

Table 14

Source Table for ANOVA for Total Satisfaction by Degree

Source	df	SS	MS	F	p
Between Groups	2	1.66	0.83	3.27	.04
Within Groups	127	32.27	0.25		
Total	129	33.93			

Table 15

MANOVA Results for Satisfaction Subscales by Degree

Multivariate Statistic	F	p
Wilks's λ	0.92	.58
<u>Univariate Test</u>		
Recognition	2.11	.13
Treatment	2.57	.08
Variety	1.86	.16
Ideas	0.69	.50
Service	1.36	.26
Morality	0.55	.60
Directions	0.48	.62
Status	2.22	.11
Advancement	0.89	.41
Security	3.18	.05
Salary	0.88	.42
Practices	0.59	.56
Conditions	2.62	.08
Cooperation	0.07	.94
Supervisor	3.21	.04

Table 16

Means and Standard Deviations of Total Satisfaction and Satisfaction Subscales bySchool Size (Number of Students)

	Total		100-500		501-700		701-1000		> 1000	
	(n = 130)		(n = 27)		(n = 38)		(n = 32)		(n = 33)	
	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>
Total Satisfaction	3.71	0.51	3.55	0.52	3.71	0.46	3.78	0.44	3.76	0.61
<u>Subscales</u>										
Recognition	3.34	1.00	3.13	1.20	3.11	0.78	3.51	0.78	3.61	1.07
Treatment	3.42	0.89	3.11	1.02	3.32	0.84	3.46	0.88	3.73	0.76
Variety	4.02	0.73	3.89	0.53	4.07	0.85	4.23	0.52	3.87	0.85
Ideas	3.77	0.92	3.44	0.96	4.13	0.87	4.13	0.91	3.74	0.88
Service	4.43	0.68	4.35	0.69	4.51	0.56	4.38	0.77	4.45	0.72
Morality	4.31	0.73	4.12	0.84	4.43	0.70	4.30	0.67	4.34	0.73
Directions	3.96	0.78	3.87	0.43	3.93	0.85	4.08	0.79	3.96	0.91
Status	3.74	0.86	3.69	0.86	3.83	0.73	3.65	0.82	3.75	1.03
Advancement	3.22	1.01	2.90	0.98	3.36	1.02	3.35	0.82	3.19	1.13
Security	3.86	0.85	3.72	0.79	3.70	0.81	3.87	0.99	4.16	0.74
Salary	3.25	1.01	3.28	1.01	3.20	0.89	3.19	0.98	3.34	1.19
Practices	3.05	0.95	2.82	0.96	3.16	1.04	3.01	0.94	3.15	0.82
Conditions	3.56	0.83	3.67	0.77	3.50	0.91	3.66	0.78	3.45	0.87
Cooperation	3.86	0.65	3.80	0.66	3.94	0.55	3.91	0.42	3.76	0.91
Supervisor	3.68	1.16	3.44	1.27	3.65	1.05	3.73	1.25	3.88	1.13

Table 17 Research Question A: Based upon race, what is the degree of job satisfaction ofSource Table for ANOVA for Total Satisfaction by School Size (Number of Students)

Source	df	SS	MS	F	p
Between Groups	3	0.88	0.29	1.12	.34
Within Groups	126	33.04	0.26		
Total	129	33.92			

Table 18

MANOVA Results for Satisfaction Subscales by School Size (Number of Students)

Multivariate Statistic	F	p
Wilks's λ	1.09	.33
<u>Univariate Test</u>		
Recognition	2.26	.08
Treatment	2.79	.04
Variety	1.67	.18
Ideas	2.88	.04
Service	0.39	.76
Morality	0.96	.42
Directions	0.38	.77
Status	0.30	.82
Advancement	1.38	.25
Security	2.12	.10
Salary	0.17	.92
Practices	0.82	.48
Conditions	0.58	.63
Cooperation	0.58	.63
Supervisor	0.73	.54

Research Question 6. Based upon race, what is the degree of job satisfaction of public school principals in a large metropolitan area?

Total satisfaction was analyzed using an ANOVA, while the subscales of satisfaction were analyzed using a MANOVA. Table 19 reports the means and standard deviations for each scale of satisfaction, based on race. Table 20 reports the results of the ANOVA for total satisfaction and Table 21 reports the results of the MANOVA for the satisfaction subscales. The group divisions were Black and White. There were no other racial groups represented as principals responding to the questionnaire. White principals rated the items higher than Black principals. White principals gave the subscales of Service to Others, Morality, Variety of Work, Giving Directions, and Job Security, the highest rating. There was Total Satisfaction and subscale significance indicated.

Research Question 7. Based upon salary, what is the degree of job satisfaction of public school principals in a large metropolitan area?

Total Satisfaction was analyzed using analysis of variance, while the subscales of satisfaction were analyzed using a MANOVA. Table 22 reports the means and standard deviations for each scale of satisfaction, based on salary. Table 23 reports the results of the ANOVA for Total Satisfaction and Table 24 reports the results of the MANOVA for the satisfaction subscales. The groups were divided into \$65-75,000 and greater than \$75,000 annually. Principals with salaries of \$65- 75,000 had the highest total satisfaction rating. They rated Service, Morality, Variety, Security, and Supervisor the highest subscales. There was no Total Satisfaction or subscale significance.

Table 19

Means and Standard Deviations of Total Satisfaction and Satisfaction Subscales by Race

Source	Total ($n = 130$)		Black ($n = 74$)		White ($n = 56$)	
	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>
Between Groups						
Total Satisfaction	3.71	0.51	3.61	0.51	3.84	0.49
<u>Subscales</u>						
Recognition	3.34	1.00	3.26	1.07	3.44	0.91
Treatment	3.42	0.89	3.40	0.90	3.44	0.88
Variety	4.02	0.73	3.84	0.75	4.26	0.64
Ideas	3.77	0.92	3.68	0.96	3.89	0.86
Service	4.43	0.68	4.41	0.64	4.45	0.74
Morality	4.31	0.73	4.23	0.66	4.42	0.80
Directions	3.96	0.78	3.86	0.77	4.09	0.77
Status	3.74	0.86	3.62	0.89	3.89	0.80
Advancement	3.22	1.01	3.01	1.04	3.50	0.90
Security	3.86	0.85	3.73	0.86	4.04	0.81
Salary	3.25	1.01	3.10	0.99	3.45	1.01
Practices	3.05	0.95	3.14	0.96	2.93	0.92
Conditions	3.56	0.83	3.52	0.89	3.61	0.76
Cooperation	3.86	0.65	3.77	0.67	3.97	0.62
Supervisor	3.68	1.16	3.49	1.10	3.94	1.21

Table 20

Source Table for ANOVA for Total Satisfaction by Race

Source	df	SS	MS	F	p
Between Groups	1	1.70	1.70	6.73	.02
Within Groups	128	32.23	0.25		
Total	129	33.92			

Table 21

MANOVA Results for Satisfaction Subscales by Race

Multivariate Statistic	F	p
Wilks's λ	2.61	<.01
<u>Univariate Test</u>		
Recognition	1.14	.28
Treatment	0.06	.81
Variety	11.43	<.01
Ideas	1.77	.19
Service	0.12	.73
Morality	2.36	.13
Directions	2.93	.09
Status	3.17	.08
Advancement	8.10	.01
Security	4.47	.04
Salary	3.89	.05
Practices	1.63	.20
Conditions	0.37	.55
Cooperation	3.08	.08
Supervisor	4.78	.03

Table 22

Means and Standard Deviations of Total Satisfaction and Satisfaction Subscales by Salary

	Total (<u>n</u> = 130)		%65-75,000 (<u>n</u> = 24)		> \$75,000 (<u>n</u> = 106)	
	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>
Total Satisfaction	3.71	0.51	3.77	0.45	3.69	0.45
<u>Subscales</u>						
Recognition	3.34	1.00	3.76	0.82	3.24	1.02
Treatment	3.42	0.89	3.73	0.78	3.35	0.90
Variety	4.02	0.73	4.17	0.77	3.99	0.72
Ideas	3.77	0.92	3.86	0.89	3.75	0.93
Service	4.43	0.68	4.36	0.82	4.44	0.65
Morality	4.31	0.73	4.15	0.71	4.35	0.73
Directions	3.96	0.78	3.58	0.96	4.05	0.71
Status	3.73	0.86	3.43	1.09	3.81	0.79
Advancement	3.22	1.01	3.21	0.83	3.20	1.04
Security	3.86	0.85	4.10	0.81	3.81	0.85
Salary	3.25	1.01	3.48	0.99	3.20	1.01
Practices	3.05	0.95	3.06	1.00	3.05	0.94
Conditions	3.56	0.83	3.55	0.85	3.57	0.84
Cooperation	3.86	0.65	3.75	0.64	3.88	0.66
Supervisor	3.68	1.16	4.11	0.86	3.59	1.20

Table 23

Source Table for ANOVA for Total Satisfaction by Salary

Source	df	SS	MS	F	p
Between Groups	1	0.12	0.12	0.44	.51
Within Groups	128	33.81	0.26		
Total	129	33.93			

Table 24

MANOVA Results for Satisfaction Subscales by Salary

Multivariate Statistic	F	p
Wilks's λ	1.54	.10
<u>Univariate Test</u>		
Recognition	5.37	.06
Treatment	3.71	.22
Variety	1.27	.24
Ideas	0.29	.31
Service	0.29	.10
Morality	1.52	.28
Directions	7.28	.03
Status	3.84	<.01
Advancement	0.25	.49
Security	2.43	.86
Salary	1.55	.11
Practices	0.01	.83
Conditions	0.01	.16
Cooperation	0.79	.78
Supervisor	4.06	.10

Research Question 8. Based upon age, what is the degree of job satisfaction of public school principals in a large metropolitan area.

Total Satisfaction was analyzed using ANOVA, while the subscales of satisfaction were analyzed using a MANOVA. Table 25 reports the means and standard deviations for each scale of satisfaction by age. Table 26 reports the results of the ANOVA for Total Satisfaction, and Table 27 reports the results of the MANOVA. The principals were divided by age in the following categories: 40 years of age or younger, 41-45, 46-50, and 51 or older. Principals in the age group of 40 years or less rated the items the highest. They rated the subscales of Service and Variety highest. There was no Total Satisfaction or subscale significance.

Research Question 9. What do principals consider to be the major components important to job satisfaction?

Question 9 was answered with the assistance of the responses given with the greatest frequency, converted into percentages. After coding the responses, a list was created (Table 28). Of the 142 principals responding to the questionnaire, 107 completed the section on the open-ended question. This represented a 75.3% response rate. The respondents responded with multiple answers to the question.

Interviews

Portions of the qualitative research were performed through informal interviews, and the results were collated and transcribed. I interviewed 20 principals. The qualitative research is presented in summary form, answering each question presented. The demographic make up of the respondents is summarized in Table 29.

Table 25

Mean and Standard Deviation of Total Satisfaction and Satisfaction Subscales by Age

Source	Total		40 or less		41-45		46-50		>50	
	(n = 130)		(n = 12)		(n = 26)		(n = 50)		(n = 42)	
	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>	<u>m</u>	<u>SD</u>
Total Satisfaction	3.71	0.51	3.97	0.48	3.70	0.55	3.63	0.52	3.72	0.47
<u>Subscales</u>										
Recognition	3.34	1.00	4.19	0.72	3.21	1.20	3.22	0.98	3.22	0.87
Treatment	3.42	0.89	4.07	0.79	3.28	0.99	3.35	0.89	3.40	0.79
Variety	4.02	0.73	4.38	0.67	4.04	0.74	3.93	0.78	4.01	0.67
Ideas	3.77	0.92	3.85	1.18	3.96	0.90	3.69	0.98	3.73	0.67
Service	4.43	0.68	4.39	1.63	4.40	0.75	4.49	0.65	4.30	0.71
Morality	4.31	0.73	4.25	0.73	4.23	0.87	4.29	0.72	4.41	0.68
Directions	3.96	0.78	3.98	0.92	3.93	0.92	3.85	0.80	4.10	0.59
Status	3.74	0.86	3.75	0.92	3.78	0.88	3.62	0.87	3.85	0.83
Advancement	3.22	1.01	3.44	0.91	3.29	1.05	3.10	0.93	3.26	1.05
Security	3.86	0.85	3.90	0.91	3.97	0.81	3.81	0.94	3.85	0.83
Salary	3.25	1.01	3.81	1.00	3.11	0.96	3.28	1.01	3.14	1.02
Practices	3.05	0.95	3.25	1.01	3.11	1.00	2.90	1.00	3.14	0.77
Conditions	3.56	0.83	3.78	1.00	3.56	0.93	3.57	0.86	3.49	0.70
Cooperation	3.86	0.65	3.89	0.58	3.80	0.59	3.72	0.54	3.89	0.72
Supervisor	3.68	1.16	4.03	0.65	3.71	0.68	3.85	0.67	3.91	0.62

Table 26

Source Table for ANOVA for Total Satisfaction by Age

Source	df	SS	MS	F	p
Between Groups	3	1.14	0.38	1.46	.23
Within Groups	126	32.79	0.26		
Total	129	33.93			

Table 27

MANOVA Results for Satisfaction Subscales by Age

Multivariate Statistic	F	p
Wilks's λ	0.82	.79
<u>Univariate Test</u>		
Recognition	3.43	.01
Treatment	2.57	.06
Variety	1.24	.30
Ideas	0.53	.66
Service	0.20	.90
Morality	0.41	.75
Directions	0.76	.52
Status	0.55	.65
Advancement	0.48	.71
Security	0.22	.88
Salary	1.61	.19
Practices	0.79	.50
Conditions	0.38	.77
Cooperation	0.84	.48
Supervisor	1.59	.20

Table 28

Major Components Important to Job Satisfaction

Category	n of Responses	% of Respondents
Ability to Help Students	80	75
Ability to Work with Staff	56	53
Parent and Community Support	38	36
Job Security	36	34
Ability to Make Decisions	28	29
Working Conditions	28	29
Supportive Supervisor	22	21
Recognition	20	19
Salary	20	19
Instructional Support	18	17
Professional Growth	18	17
Variety of the Job	13	12
Status	10	9
Distance to Work	6	5
Resources	3	3

Table 29

Description of the Interview Sample

Demographics	Total (n = 20)	%
<u>Experience</u>		
1-3	3	15
4-6	5	25
7-9	4	20
9 or more	8	40
<u>Gender</u>		
Female	11	55
Male	9	45
<u>School Type</u>		
Elementary	14	70
Middle	2	10
High	4	20
<u>Degree Attained</u>		
Master's	2	10
Specialist	13	65
Doctorate	5	25
<u>School Size</u>		
100-500	6	30
501-700	6	30
701-1000	4	20
> 1000	4	20
<u>Race</u>		
Black	12	60
White	8	40
<u>Salary</u>		
65-75,000	8	40
> 75,000	12	60
<u>Age</u>		
40 or younger	2	10
41-45	5	25
46-50	10	50
51 or older	3	15

"What are the major components of job satisfaction?"

Principals should be able to help students. Principals stated that working with a quality group of teachers was very satisfying. Principals stated that they must have the support of their supervisors. Principals should be able to have job security. Principals should receive good salaries. Principals should be able to use site-based management.

"How do you view your job satisfaction?"

Fifteen principals stated that they were very satisfied with their jobs. Four principals stated that they were mixed on the feelings of satisfaction and dissatisfaction. One principal indicated dissatisfaction.

"What are the items that can improve your job satisfaction?"

Principals should have more input in the areas that affect their performance. Principals should be able to make all personnel decisions for their schools. Principals should be able to keep the same administrative team unless members are promoted or there is a decline in student achievement. Principals should receive system funds to attend conferences of their choice. Principals need to receive additional training in interviewing with the media.

"Do you feel that achieving predetermined standardized test scores is a major concern in job satisfaction? If so, how?"

Sixteen principals stated that achieving predetermined standardized test scores added satisfaction to their jobs. The principals felt that they had accomplished their goals and that they had helped students. Principals whose students achieved the predetermined test scores felt that student and teacher morale increased and community pride increased

and that they received recognition for the accomplishment. Four principals felt that achieving predetermined test scores did not add to their job satisfaction. These principals felt that there were other indicators of student success such as grade point averages, student acceptance into college, and students successfully moving into the world of work.

"Do you feel that school size is a major concern in job satisfaction and job performance?"

Fifteen principals felt that school size was a major concern in job satisfaction and job performance. They felt that larger schools had more challenges. There were more students to supervise, more teachers and staff to supervise and evaluate, more extracurricular functions to attend, and more parent concerns to address. Four principals felt that school size was not a major concern to job satisfaction and performance. Of the principals feeling that size did not matter, two principals had a school size of 100-500 and two principals had a school size of 501-700. One principal had mixed feelings on the effects of school size on job satisfaction and performance. The principals who felt that size did make a difference stated that supervision of students, supervision of a large staff, more parent and community concerns, more extracurricular responsibilities, and supervision of a larger facility (usually to include mobile units) all made the job more difficult.

"What do you think are the major differences in job satisfaction and job performance?"

All principals felt that the major difference was that satisfaction is how a person feels about his or her job, and performance is the degree to which he or she carries out his or her job responsibilities. Most of them stated that there were things that made them feel good about their jobs and this good feeling inspired them to perform at a high level.

When the principals were not as satisfied, they did not rate their job performances as excellent. Some principals felt that they would perform their tasks well in spite of their dissatisfaction. Their feelings had nothing to do with how they carried out their jobs. They felt that knowledge was more important than satisfaction.

"How do you think that job satisfaction is related to job performance?"

Seventeen principals stated that if the principal has a high satisfaction rating then the performance of that principal will be good. Three principals felt that job satisfaction and job performance were not related. These three principals stated that they were conscientious individuals, and if even if they were dissatisfied with their job, they would still perform to the best of their abilities.

Summary

This chapter consisted of an analysis and summary of responses for each question from the collected data of the survey conducted, along with an open-ended question that was part of the questionnaire and personal interviews. The subscales of the questionnaire had a reliability value of .96. The questionnaire was distributed to 195 principals with 130 returning complete questionnaires. The open-ended question was answered by 107 principals. There were 20 personal interviews conducted using questions that followed up on items from the survey instrument.

Results of the correlation of scales indicate that gender correlated with the Directions and Cooperation subscales; degree attained correlated with the subscales of Supervisor; school size correlated with Recognition, Treatment, and Security subscales;

race correlated with Variety, Advancement, Security, and Supervisor subscales, and salary correlated with the Recognition and Direction subscales.

The data collected indicated that principals' highest mean scores in each area were principals with 1-3 years of experience, male principals, middle school principals, principals with specialist degrees, principals with schools of 701-1000 students, White principals, principals making \$65-75,000, and principals who are 40 years of age or younger. The data also indicated that there was no significance in Total Satisfaction or on any subscales for gender, school type, school size, salary, and age. The ANOVA results indicated that there was significance in Total Satisfaction in the areas of experience, degrees attained, and race. The MANOVA results indicated that there was significance on the subscales in the areas of experience and race.

The qualitative data revealed that service to others provides the greatest satisfaction, that most principals are satisfied with their jobs, that giving input does the most for improving satisfaction, that school's having to achieve predetermined standardized test scores generally improves satisfaction, that school size is a major concern for principal satisfaction, that satisfaction is the feeling about the job, and that performance is the ability to carry out the responsibilities of the job. Most principals stated that satisfaction did affect performance.

CHAPTER 5

DISCUSSION

Chapter 5 presents an overview of the research described in the study including an introduction, discussion of findings, conclusions, and recommendations for future research possibilities. The study was designed to examine perspectives on job satisfaction of principals in two school districts in a metropolitan area. The purpose of the study was to analyze which factors contribute to job satisfaction of these principals as well as to determine in which areas the principals found the most job satisfaction. The researcher examined the effects of experience, sex, school type, degree attainment, school size, race, salary, and age as they relate to satisfaction.

The research was conducted in a large metropolitan city with a population of principals with different experience levels, genders, school types, degrees, school sizes, racial groups, salaries, and ages. The study included 142 participants. The survey included 72 Likert-type items, an open-ended question, and eight demographic items. The open-ended question was included to gather information that the researcher may have missed in the questionnaire. In addition, the researcher conducted 20 personal, taped interviews.

Discussion of Findings

Research Question 1

Based upon years of experience, what is the degree of job satisfaction of public school principals in a large metropolitan area?

In the area of Total Satisfaction, there were significant differences between principals with 1-3 years of experience and principals with 7-9 years of experience. Post hoc results show that principals with 1-3 years of experience were more satisfied than principals with 7-9 years of experience.

On the satisfaction subscales significance was found in the areas of giving directions and social status. In these two areas, principals with 9 or more years of experience had higher satisfaction scores than principals with 7-9 years of experience. Principals with 7-9 years of experience scored lower than all other groups. Principals with 1-3 years of experience had the highest Total Satisfaction rating, contradicting Wright and Hamilton's statement that employees with less experience would be less satisfied. Principals in early years of experience, however, are usually at least in their late 30s to early 40s. The mean scores for principals with the most experience do not support Wright and Hamilton's (1978) suggestion that these principals' mean scores should be high as they are close to retirement and are looking forward to that time. Even though the literature states that individuals with more experience will be more satisfied, in the educational structure becoming a principal is a promotion. This promotion is viewed as a major accomplishment so that an individual in early years of experience might experience high satisfaction because of the accomplishment. For a new principal, this feeling of

satisfaction would be equal to or exceed that of a principal who is close to retirement. During the personal interviews, principals with 7-9 years of experience indicated that at times they were dissatisfied because they were experiencing some burnout and that the possibilities for advancement did not seem probable. This information might serve to suggest reasons for the low score for this group.

Research Question 2

Based upon gender, what is the degree of job satisfaction of public school principals in a large metropolitan area?

There were no significant differences between men and women on Total Satisfaction or for any of the subscales of satisfaction. These results support Wright and Hamilton's (1978) suggestion that women are more likely to be less satisfied because they feel that discrimination based on gender would be a factor in their advancement.

Information gathered from the personal interviews indicated that women felt that their decision making is more scrutinized than their male colleagues. They stated that their decisions were considered too collaborative or too autocratic. The women felt that they were scrutinized for inconsequential details not related to the job. For example, a woman might receive a note in her mailbox that the run in her stockings was not professional attire, but a man whose shoes were not shined would not get the same treatment. Female principals stated that this type of inconsistency did at times affect their job satisfaction.

Research Question 3

Based upon school type, what is the degree of job satisfaction of public school principals in a large metropolitan area?

There were no significant differences between principals of different school types for the Total Satisfaction or for any of the subscales of satisfaction. The results support Sergiovanni's (1967) assertion that people are not affected by external make-up, but by the internal operations of the institution. During the personal interviews with principals, those elementary and middle school principals indicated that they would not be interested in taking on the challenge of a high school. They responded that the extracurricular activities would be more stressful and would be disruptive to family life. They also felt that the high school students' freedom to move around the building created more problems. High school principals agreed with these remarks of the elementary and middle school principals about the stresses of working with older children and with extracurricular activities. These stresses might be a reason the high school principals had the lowest mean score of all groups. Elementary principals indicated that there is pressure to achieve test scores at all grade levels, and concern about achievement could be the reason the elementary scores are not the highest.

Research Question 4

Based upon educational (degree attainment) level, what is the degree of job satisfaction of public school principals in a large metropolitan area?

There was a significant difference between the various degree attainment level groups on Total Satisfaction. Post hoc analysis revealed that principals with specialist degrees scored significantly higher on Total Satisfaction than principals with doctorate degrees. There were not any other groups scoring significantly higher on Total Satisfaction. There were no significant differences found among the subscales of

satisfaction. These results do not support the literature entirely, as Lockwood (1985) suggested that individuals with higher degrees are more satisfied unless they have not advanced on their jobs. The low rating of principals with doctorate degrees, in this study, suggests that they may have "stalled" in their efforts to achieve job advancement. Further, the principals with specialist degrees are more likely to be in their early years as principal. This result would relate to the scores of principals with 1-3 years experience and 40 years of age or younger; both of these groups showed high satisfaction scores. This result might also indicate that principals in the early years in the position are more satisfied.

Research Question 5

Based upon school size, what is the degree of job satisfaction of public school principals in a large metropolitan area?

There were no significant differences between principals of different size schools for Total Satisfaction or for any of the subscales of satisfaction. The three higher populated school groups were very close in mean scores. Nadler et al. (1979) suggested smaller organizations tend to operate more efficiently and, therefore, would be more conducive to job satisfaction of the workers. In my study, most of the schools with the student population of 100-500 were the elementary schools. These principals had the lowest mean scores of any of the groups. The elementary principals responded in the personal interviews that they felt pressured to have their students make appropriate test scores at all grade levels. This pressure to achieve might result in lower satisfaction if these scores were not achieved.

Research Question 6

Based upon race, what is the degree of job satisfaction of public school principals in a large metropolitan area?

In the area of Total Satisfaction, there were significant differences between principals in the area of race. White principals scored higher than Black principals. Black principals scored significantly lower than White principals on the subscales related to diversity of work experiences, advancement opportunity, job security, and relationship with supervisor. Assignments for the districts would show that more Black principals have the schools that are the most troubled, have the lowest achievement (standardized test scores), receive the least amount of resources (parent and community support), and the least stable faculties. These environmental factors make it very difficult to improve student achievement. After a few years of little success, the result could be a low satisfaction level for the principal. The perceived lack of achievement of students could seriously hinder the advancement of principals and could result in a job loss. Replacing teachers each year hinders the institution of a creative and effective instructional program. These factors might result in conflicts with the supervisor resulting in the principals questioning the knowledge of the supervisor. These reasons perhaps relate primarily to the low scores in the subscales in the areas of variety in work activities, advancement opportunity, job security, and relationship with supervisor. Wright and Hamilton (1978) suggested that minorities felt discrimination was present because they did not receive promotions. The environmental factors could be strong indicators of what the satisfaction scores might be for principals at the point of their initial placement.

Research Question 7

Based upon salary, what is the degree of job satisfaction of public school principals in a large metropolitan area?

There were no significant differences between principals in the different salary categories for the Total Satisfaction or for any of the subscales of satisfaction. Hart (1994) and Lawler (1973) suggested that satisfaction increases as income increases; however, mean scores from the ratings data collected indicated that principals with lower entry level salaries were more satisfied. This might be true because they are happy to have been promoted and have a higher salary than they did in their previous position as an assistant principal.

Research Question 8

Based on age, what is the degree of job satisfaction of public school principals in a large metropolitan area?

There were no significant differences between principals in the different age categories for the Total Satisfaction or for any of the subscales of satisfaction. Weaver (1980) and Saleh and Otin (1964) suggested that younger workers would score lower in the satisfaction rating. In this study, younger workers scored higher. Principals, even though, new to the job are usually older than other entry level positions. Only 12 of the participants were 40 years old or younger; the rest were 41 years old or older. The literature refers more to younger meaning early 20s. The younger principal in this category again could have a higher satisfaction because of the high regard for this promotion.

Research Question 9

What do principals consider to be the major components important to job satisfaction?

Information received from the open-ended question indicated that principals considered major components of satisfaction to be (a) the ability to help students, (b) the ability to help teachers, (c) parent support, (d) job security, (e) the ability to make decisions, and (f) working conditions. These results from this question are in agreement with the results of the questionnaire and the personal interviews. The ability to help others was the highest mean score from all data seeking methods. The results are supported in the literature (e.g., Lortie, 1969; Neihouse, 1986), which suggests that work itself and helping others are primary in achieving job satisfaction.

Information received from the personal interviews indicated that the major components of satisfaction for principals included helping students and teachers, supervisor support, job security, good salary, and site-based management. The principals' responses support the literature review. Having these areas in place, as stated by Herzberg (1966), would provide for satisfaction of the worker.

Principals expressed that their job satisfaction level would increase if they were allowed to have greater input in goal setting, personnel decisions, maintaining a stable administrative team, opportunities for professional growth, and for site-based management. Vroom (1965) maintained that individuals would seek to work in environments that would allow them the opportunity to build upon their strengths. Principals stated that job satisfaction had a definite relationship to job performance.

Bacharach and Mitchell (1983) and Culver, Wolfe, and Cross (1990) suggested in their studies that there is a clear relationship between job satisfaction and organizational commitment and output.

Conclusions

Regardless of demographic category, there is not a major variation in principals' perspectives on mean score ratings of the overall categories. This could be viewed as positive in that the findings only indicated significant differences in job satisfaction in the demographic areas of experience, degree attainment, and race. In the areas of experience and degree attainment, all mean scores were high and not all of the areas in each group showed a significance. In the category of race there were only two groups for comparison. The fact that there are not significant differences in job satisfaction in most of the demographic areas and that the mean scores were high even in the areas where significance was shown suggests that the school systems in this study do not have to rethink hiring practices for principals. However, some attention should be given to these areas showing significance to determine what can be done to improve job satisfaction. Herzberg (1966) suggested that unhappy employees display poor job performance. Based on the high mean scores in each demographic area, satisfied principals could be any age, be from any racial group, have any degree level, work in any size school, work in any type of school based on the background of the principal (elementary, middle, or high), have any experience level, and have any salary level.

White principals had higher significance ratings in Total Satisfaction and in the subscales of related to variety of work activities, advancement opportunity, job security,

and relationship with supervisor than Black principals. Wright and Hamilton (1978) suggested that minority workers feel a sense of discrimination as they attempt to advance on the job. Miskel (1972) stated that individuals who were upwardly mobile had less concern for job security. The fact that minorities had less satisfaction in the area of job security supports Miskel's findings. The area of race did show a significant difference, but the mean scores for Black principals and White principals were both high. These mean scores indicate that, though low in some areas, enough overall significance was not found which would indicate that the dissatisfaction of Black principals was not to the extent to remove them as candidates for becoming a principal. However, additional in-depth research may give an indication of how the feeling of dissatisfaction of Black principals can be corrected.

Principals, regardless of demographics, rated significantly higher the areas of service and morality. The ability to help others gave principals satisfaction with their jobs. This area received the highest mean score rating on the questionnaire as well as the most responses on the open-ended question. The literature gives attention to how "work itself" brings satisfaction to the worker. Iannone (1973) suggested that achievement is important to job satisfaction. The achievement for the principals relates to students and teachers. Principals emphatically indicated in the open-ended question that they received their greatest satisfaction from helping and working with students and teachers.

Principals, regardless of demographics, rated professional practices, opportunities for advancement, and salaries lower than any other categories. Herzberg (1966) stated that hygiene factors contributed to job dissatisfaction. Herzberg further suggested that

hygiene factors such as interpersonal relations, supervision, organizational practices, and working conditions would lead to dissatisfaction. Schmidt (1976) suggested that the failure of school systems to recognize successful job performance with opportunities for advancement leads to dissatisfaction. Iannone (1973) stated that low salaries contributed to employee job dissatisfaction.

The research indicates from the responses of principals that there is a difference between job satisfaction and job performance. This response was unanimous on the personal interviews. The principals felt that job satisfaction was based on their feelings about the job versus job performance being their ability to complete the responsibilities of the job. The majority of principals felt that their satisfaction on the job resulted in an outstanding job performance. When principals felt good about their jobs, they performed better.

The responses of the principals in the interviews indicated that a large majority felt that school size did affect job satisfaction. Principals who had worked in larger schools and had been reassigned to smaller schools were particularly aware of the differences in responsibility. The principals felt that it was unfair for principals with smaller schools and fewer demands to get the same salary. Most principals in smaller schools responded that they had no problem with principals in larger schools making more money.

Implications and Recommendations for Practice

The research implies that support should be provided to enable principals to gain the necessary skills to achieve school improvement goals. This is very important in the

development of effective schools. The principals gave this as their focus on the questionnaire, the open-ended question, and during the personal interview. The improvement of student achievement has been emphasized from the White House to the Governor's Office to the local Board of Education. The improvement of the achievement in the local school depends on the focus of the principal and how that individual guides and motivates the students and teachers.

The research implies that there should be a careful review of the promotion procedures. There should be a clear outline of the procedures for the selection of individuals to higher level positions within the school system. The research (Wright & Hamilton, 1978) suggests that minorities feel that advancement opportunities are hampered because of discrimination. A highly defined hiring and promotion process could serve to remove the possibility of internal bias. All individuals would be notified of job openings in the same way, with the same deadlines, and have the same requirements. The candidates would also be rated by the same guidelines.

The salary supplement to the base salary should be connected to school size. The larger population of a school brings about more responsibilities and should be supplemented by additional salary. It is more difficult to isolate and work with groups of students to improve test scores and student achievement in larger schools. Administrators in larger schools have more people to supervise and evaluate. There are more clubs and organizations as well as more budgetary items to oversee. According to Nadler et al. (1979), the size of the organization can make it harder to interact with individuals within

the organization. In a large school, everything is usually large--the football team, the band, the custodial staff, and the list of complaints.

There should be continuous staff development and formal training for perspective and current principals regarding district practices, policies, and procedures, as they relate to the principal and the school system. There should be on-the-job training for perspective principal candidates. Current principals should be involved in a leadership academy or principal's center to provide them with further training in practices, policies, and procedures. The mean score in the area of practices was the lowest of all of the subscales. The training for these administrators would serve to clarify the need for system practices, policies, and procedures to provide direction for each school.

Procedures should be put in place to have site-based management instituted in the schools. With accountability for school principals being the order of the day, principals should have the opportunity to have input in all areas of the school site. Principals indicated in the personal interviews that they should be able to make decisions in areas that affect their performance. Principals wanted to make all personnel decisions, all academic decisions, all budgetary decisions, and all facility decisions.

Recommendations for Future Studies

1. The study was limited to a small population, but it should be expanded to include a much larger population throughout Georgia. A broader population would be beneficial to determine if the perspectives of the principals in the metropolitan area used in this study were similar to those of principals in other areas around the state especially looking at the job satisfaction of minority principals.

2. The study was limited to a metropolitan area; however, it should be replicated with rural schools with comparable populations. It would help to determine if principals in metropolitan areas and those in rural areas share a similar perspective of job satisfaction.

3. The study should be conducted with the inclusion of free and reduced lunch as part of the demographic descriptors. This study would evaluate the relationship of a school's socioeconomic status on the job satisfaction of principals.

4. A study should be conducted comparing principals who have been selected from local leadership academies or university principal centers versus those who have not participated formally prior to selection. This would show if there is a relationship between the job satisfaction and performance of principals who have been trained beyond the degree program of a university and those who have only had the training in a university degree program.

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APPENDIX A

COVER LETTER FOR PRINCIPALS SURVEY

September 27, 1999

Dear Colleague,

I am currently engaged in completing the research requirements for a doctorate degree at Georgia State University. The degree of job satisfaction of principals will be examined. I will also be studying the effect of age, compensation, race, experience, school size, school type, and degree attainment upon the job satisfaction of principals.

Obviously your participation as a practicing principal is critical if the results are to be accurate and have any real meaning. It should take you approximately 15 minutes to complete the survey. A self-addressed envelope is enclosed for your convenience. Be assured, your responses will remain confidential. You will not be identified in the final report by name or district.

The responses to the survey will contribute to a greater understanding of job satisfaction experienced by principals. Results are expected to be available this spring and will be shared with you if you wish.

Please take a few minutes to complete the survey now or at least return it completed within ten days. Thank you for your time and assistance.

Sincerely,

Percy A. Mack

APPENDIX B

FOLLOW-UP LETTER FOR PRINCIPALS SURVEY

Please respond to the following survey by circling the response that best describes your feelings about your present job satisfaction.

October 11, 1999

Dear Colleague,

I am writing this letter as a follow-up to the letter sent to you on September 27, 1999, requesting your support in filling out and returning an enclosed questionnaire on principal satisfaction. The completion of this project is very important to the completion of my dissertation at Georgia State University. If you have completed the questionnaire, please accept my thanks. If you have not completed the questionnaire, please take a few minutes to do so at your earliest convenience. I greatly appreciate your support.

Thanks for your cooperation in this matter.

Sincerely,

Percy A. Mack

B. The following items refer to treatment of employees

5.	the way the employer treats the employees	1	2	3	4	5
6.	the way my supervisor treats his or her employees	1	2	3	4	5
7.	the way I receive praise from the employees	1	2	3	4	5
8.	the way my supervisor treats employees when they do a job well	1	2	3	4	5
9.	the way the supervisor disciplines employees	1	2	3	4	5

C. The following items refer to variety in my work

10.	the variety in my work	1	2	3	4	5
11.	the chance to do something different from time to time	1	2	3	4	5
12.	being able to do something much of the time	1	2	3	4	5
13.	the chance to try something different	1	2	3	4	5
14.	the routine in my work	1	2	3	4	5
15.	being able to do things	1	2	3	4	5
16.	the chance to do something different everyday	1	2	3	4	5

APPENDIX C

PRINCIPALS JOB SATISFACTION SURVEY

- I. Please respond to the following survey by circling the response that best describes your feelings about your present job satisfaction.**

1-dissatisfied 2-somewhat dissatisfied 3-somewhat satisfied 4- satisfied 5-extremely satisfied

- A. The following items refer to receipt of full credit and recognition for work**

1.	the recognition I receive for the work I have done	1	2	3	4	5
2.	the way my boss recognizes me for success	1	2	3	4	5
3.	the way I am noticed when I do a good job	1	2	3	4	5
4.	a chance to receive full credit for the work I have done	1	2	3	4	5

- B. The following items refer to treatment of employees**

5.	the way the employer treats the employees	1	2	3	4	5
6.	the way my supervisor trains his or her employees	1	2	3	4	5
7.	the way I receive praise from the employees	1	2	3	4	5
8.	the way my supervisor tells employees when they do a job well	1	2	3	4	5
9.	the way the supervisor supports employees	1	2	3	4	5

- C. The following items refer to variety in my work**

10.	the variety in my work	1	2	3	4	5
11.	the chance to do something different from time to time	1	2	3	4	5
12.	being able to do something much of the time	1	2	3	4	5
13.	the chance to try something different	1	2	3	4	5
14.	the routine in my work	1	2	3	4	5
15.	being able to stay busy	1	2	3	4	5
16.	the chance to do something different everyday	1	2	3	4	5

D. The following items refer to my own ideas being utilized

17.	the chance to try out my own ideas	1	2	3	4	5
18.	the chance to be responsible for planning my own work	1	2	3	4	5
19.	the chance to develop new and better ways to do the job	1	2	3	4	5
20.	the freedom to use my own judgement	1	2	3	4	5
21.	the chance to try my own method of doing things	1	2	3	4	5
22.	the chance to make use of my own abilities and skills	1	2	3	4	5

E. The following items refer to service to others

23.	the chance to be of service to others	1	2	3	4	5
24.	the chance to do things for other people	1	2	3	4	5
25.	the chance to be of some small service to other people	1	2	3	4	5

F. The following items refer to morality

26.	being able to do the job without feeling it is morally wrong	1	2	3	4	5
27.	being able to do things that do not go against my religious beliefs	1	2	3	4	5
28.	being able to do thing that do not go against my conscience	1	2	3	4	5
29.	being able to do the job without feeling I am cheating someone	1	2	3	4	5

G. The following items refer to giving directions to others

30.	the chance to have other workers look to me for directions	1	2	3	4	5
31.	the chance to tell other workers how to do things	1	2	3	4	5
32.	the chance to supervise others	1	2	3	4	5
33.	the chance to be responsible for the work of others	1	2	3	4	5
34.	the chance to tell people what to do	1	2	3	4	5

H. The following items refer to social status

35.	the social position in the community that goes with the job	1	2	3	4	5
36.	the chance to be "somebody" in the community	1	2	3	4	5
37.	the chance to "rub elbows" with important people	1	2	3	4	5
38.	being able to be recognized as doing something worthwhile	1	2	3	4	5
39.	the chance to be considered important in the eyes of others	1	2	3	4	5
40.	the chance to have a definite place in the community	1	2	3	4	5

I. The following items refer to job advancement

41.	the opportunities for advancement on this job	1	2	3	4	5
42.	the chances of getting ahead on this job	1	2	3	4	5
43.	the way promotions are given out on this job	1	2	3	4	5
44.	my chances for advancement on this job	1	2	3	4	5

J. The following items refer to job security

45.	my job security	1	2	3	4	5
46.	the way my job provides for a secure future	1	2	3	4	5
47.	the way my job provides for steady employment	1	2	3	4	5
48.	how steady my job is	1	2	3	4	5

K. The following items refer to salary

49.	the amount of pay for the work I do	1	2	3	4	5
50.	the chance to make as much money as my friends	1	2	3	4	5
51.	my pay and the amount of work I do	1	2	3	4	5
52.	how my pay compares to other workers	1	2	3	4	5

L. The following items refer to practices in the work place

53.	the policies and practices toward employees of this company	1	2	3	4	5
54.	company policies and the way in which they are administered	1	2	3	4	5
55.	the way employees are informed about company policies	1	2	3	4	5
56.	the way company policies are put into place	1	2	3	4	5

M. The following items refer to working conditions

57.	the working conditions (heating, lighting, etc.) on this job	1	2	3	4	5
58.	the physical surroundings where I work	1	2	3	4	5
59.	the pleasantness of the working conditions	1	2	3	4	5
60.	the physical working conditions on my job	1	2	3	4	5
61.	the overall working atmosphere on my job	1	2	3	4	5

N. The following items refer to spirit of cooperation at the work site

62.	the spirit of cooperation among my co-workers	1	2	3	4	5
63.	the chance to develop close friendships with co-workers	1	2	3	4	5
64.	the friendliness of my co-workers	1	2	3	4	5
65.	the way in which my co-workers make friends easily	1	2	3	4	5
66.	the way my co-workers get along with each other	1	2	3	4	5

O. The following items refer to the supervisor's know-how

67.	the way my supervisor handles his or her job	1	2	3	4	5
68.	the competence of my supervisor in making decisions	1	2	3	4	5
69.	the way my supervisor takes care of the complaints of his or her employees	1	2	3	4	5
70.	the way my supervisor provides help on hard problems	1	2	3	4	5
71.	the technical "know-how" of my supervisor	1	2	3	4	5
72.	the way my supervisor recognizes his or her employees for good performance	1	2	3	4	5

II. What are the major facets related to your job satisfaction? List them below.

III. Demographics

1. Please indicate your present years of experience ✓
☐ 0-3 years ☐ 4-6 years ☐ 7-9 years ☐ more than 9 years
2. Please indicate your sex
☐ Male ☐ Female
3. State the grade level of your current school
☐ Elementary ☐ Middle ☐ High
4. Indicate your highest earned degree
☐ Masters ☐ Educational Specialist ☐ Doctorate
5. Indicate the present school size of your school
☐ 100-500 ☐ 501-700 ☐ 701-1000 ☐ 1001-1400 ☐ more than 1400
6. Indicate your race
☐ Black ☐ White ☐ Other
7. Indicate your salary range
☐ \$55,000-\$65,000 ☐ more than \$65,000-\$75,000 ☐ more than \$75,000
8. Indicate your age range
☐ 25-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 46-50 ☐ more than 50

