

VARIABLES THAT CONTRIBUTE TO JOB SATISFACTION OF
SECONDARY SCHOOL ASSISTANT PRINCIPALS

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Dissertation submitted to the Faculty of the

Virginia Polytechnic Institute and State University

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

in

Educational Administration

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February, 1999
Blacksburg, Virginia

Key Words: Job Satisfaction, Assistant Principals, Secondary Schools

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IN SECONDARY SCHOOL ASSISTANT PRINCIPALS

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(ABSTRACT)

The purpose of this study was to identify variables that explain the job satisfaction of assistant principals of secondary schools. If such variables are identified, efforts can be made to eliminate or reduce the effects of those variables which lead to dissatisfaction and enhance those which lead to satisfaction. The participants were 291 respondents to a survey distributed to a systemic sample of 400 assistant principals who were members of the National Association of Secondary School Principals in 1996.

Participants completed the short form of the Minnesota Satisfaction Questionnaire and a questionnaire developed by the researcher. Participants' job satisfaction had three measures: extrinsic, intrinsic, and general job satisfaction. The variables believed to explain job satisfaction of assistant principals (age, opportunity for advancement, career aspirations, compensation, feelings of compensation fairness, supervisor relations, and

ability utilization) were analyzed through path analysis to determine the effects of the independent variables on the three measures of job satisfaction.

Results revealed that assistant principals are only marginally satisfied with their jobs. Assistant principals are not as interested in advancing their careers as reported in prior studies. Assistant principals also feel that their responsibilities are extending beyond the routine maintenance of discipline and attendance programs.

Examination of the data revealed that the hypothesized models did not fit the data. Of the variables theorized to explain job satisfaction, age, compensation, and opportunity for advancement were found to have no significant effect on intrinsic, extrinsic, or general job satisfaction. However, supervisor relations was found to have a significant effect on all three measures, as did ability utilization. The other variables in the models either did not have significant effects on the three measures of job satisfaction or were too small to be considered important.

Relationships between the independent variables were also examined and reported. None of the hypothesized indirect path effects were large enough to be considered important.

After reviewing the results, the only conclusion that can be drawn is that the models did not capture accurate relationships among the variables.

However, supervisor relations and ability utilization were found to be moderately related to extrinsic, intrinsic, and general job satisfaction.

DEDICATION

This is dedicated to my family, without whose support I could not have accomplished this project. Thank you for enduring the many days and nights that I was not there or was working at the table as if you were not there. I especially wish to dedicate this to my wife, Sharon, who wouldn't let me quit when times were bleak. I am forever grateful.

ACKNOWLEDGEMENTS

The author would like to acknowledge the assistance of his dissertation committee: David J. Parks, Steve R. Parson, Patrick W. Carlton, Joseph DeVault, and Susan Hutchinson, without whose help this study would not have been possible. Special thanks to Dr. Hutchinson who joined the committee late, but was of invaluable assistance to the author in performing the data analysis. Special thanks also to Dr. Parks, the committee chairman, who guided the author throughout this long and arduous process.

The author would also like to acknowledge the assistance of Paulette Gardener, who often served as a contact between the author and the committee and provided guidance through administrative red tape. Her assistance was very valuable.

A special acknowledgement goes to the members of the Danville cohort. This group provided the author with much needed moral support, as well as interesting, and often times, amusing classes. The cohort made the process bearable. Special thanks are extended to Tom Fitzgibbons, Marylou Skinner, and Dewey Yeatts. The support given by these friends frequently meant the difference between continuing and quitting.

The author would also like to acknowledge the support of the NASSP, which supplied the author with the sample of participants used in the study, as well as address labels which greatly facilitated the first two survey

mailings. Special acknowledgement to Maryann Simpson of the NASSP for her help in helping the study get off the ground.

Sincere thanks is extended to the Henry County School Board, and superintendents, Dr. Virgil Poore, and Dr. J. David Martin. The moral and financial support given to the author during the doctoral process has been greatly appreciated.

Lastly, the author would like to thank his family, Chris, Nick, Stephen, and Sharon. Many hours were spent working on this project and others over the last several years. Their support made possible the completion of this project. Their willingness to sacrifice time away from the author has been greatly appreciated and hopefully won't be necessary any longer.

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CHAPTER ONE

THE PROBLEM

Context of the Study

Since Elton Mayo studied the work habits of the employees at the Hawthorne Western Electric Plant in the 1920's (Pugh, 1990) and discovered that the perceptions the employees had about how they were treated by management had some effect on their work habits and production, there has been considerable research on job satisfaction. By 1985, over 4700 articles had been written on some aspect of job satisfaction (Spector, 1985). As of July 1996, an ERIC search resulted in over 6000 entries related to job satisfaction. This suggests that job satisfaction is a popular topic of study.

Considered in this chapter will be the reasons why job satisfaction is studied. The relationship between job satisfaction and job productivity will be discussed. The role of assistant principals will be described, and previous findings concerning job satisfaction and assistant principals will be discussed. Also considered will be the theory of work adjustment developed by Dawis and Lofquist (1984), which is the basis for the Minnesota Satisfaction Questionnaire used in this study.

Why Study Job Satisfaction?

Why is there so much research on job satisfaction? One supposition is that there is a positive correlation between job satisfaction and productivity.

However, the evidence in support of such a relationship is not conclusive. Smith, Kendall, & Hulin (1969) found no correlation between job satisfaction and performance. Gruneberg (1979) stated that productivity had a stronger positive influence on job satisfaction than job satisfaction had on productivity. Barbash (1979) stated that the relationship between job satisfaction and performance-related behavior has yet to be significantly proven.

However, job satisfaction may affect productivity indirectly through burnout, absenteeism, apathy, and turnover, all of which can lead to a lack of work continuity. Spector (1985) wrote: "Attitudes have shown to relate to behavior although correlations are typically modest. Withdrawal behavior, turnover, absenteeism, and withdrawal intentions are expected to correlate with satisfaction..." (p. 695). Bruce and Blackburn (1992) wrote: "Satisfied employees are more likely to experience high internal work motivation, to give high quality work performance, and to have low absenteeism and turnover" (p. 6).

A worker's overall well-being can be affected by how the worker feels about the job. To Gruneberg (1979), an individual's feelings about the pay, security, and other benefits and rewards received from a job were of great importance to the individual's well being. Smith, Kendall & Hulin (1969) stated that striving for ways to make workers' jobs more satisfying was of

humanitarian value, and job satisfaction was a legitimate goal in itself; it should be of general importance to management. Despite the unclear relationship between job satisfaction and job productivity, job satisfaction is still of general importance for management to consider.

From a pragmatic frame of reference that considers the relationship between job satisfaction and performance, or from a purely humanitarian point of view, it is important to study the variables related to the satisfaction levels of assistant principals in order to promote those that produce job satisfaction and diminish those that lead to job dissatisfaction. Prior to considering the job satisfaction of assistant principals, it is important first to discuss the role that assistant principals play in the operation of schools.

The Role of Assistant Principals

The role of assistant principals is one that is difficult to define because of the complexity of the job and the variation in duties from school to school. Assistant principals are often associated with the maintenance of discipline and attendance programs in schools, and this is consistent with lists of duties in current literature (Gorton & Kallaman, 1985; Kelly, 1987; Pellicer & Stevenson, 1991; Smith, 1987). Assistant principals surveyed by Gorton and Kallaman (1985) listed discipline as the duty on which they spend most of their time. However, assistant principals have many more responsibilities other than managing discipline and attendance programs.

Pellicer and Stevenson (1991) found as many as sixty-five distinct tasks scattered across six major categories that resulted in "...a smorgasbord of responsibilities that runs the gamut from administering student discipline and arranging school dances to guiding curriculum development and evaluating teachers" (p. 60). Edison (1992) described the duties of assistant principals as primarily custodial in nature, meaning that their prime responsibilities were to maintain current programs, such as discipline and attendance. However, changing forces in education are giving rise to the idea that assistant principals may need to have a broader range of administrative responsibilities, including those traditionally reserved for the building principal.

In 1983 the National Commission on Excellence in Education focused the attention of educational reform on improved teacher recruitment and preparation (Derlin & Schneider, 1994). The focus of attention included school administrators as well as teachers when the commission published its report. According to Derlin and Schneider, the focus of the educational reform movement was shifted to teachers and building principals for two reasons: First, the perceived failure of American school children was assumed to be due to the lack of quality instruction provided by teachers. Second, it was believed that principals had not sufficiently motivated teachers to produce quality instruction.

Because of the focus on principals and teachers, the movement to reform American education has placed an increased burden on building principals to improve the quality of education for children. More is expected from the people who supervise teachers. These increased expectations have set the stage for an expansion of the role of assistant principals to aid principals in performing duties that are becoming increasingly more difficult.

Sutter (1995) agreed with this perspective and stated that there is a need to enhance the role of assistant principals due to the increasing complexity of schools in terms of size and organizational structure. The diversity of the student population in public schools has increased the complexity of the role of school administrators by creating the need for an expanded curriculum (Pellicer & Stevenson, 1991). One may argue that the complexity of the roles of building principals requires administrative teamwork and a sharing of leadership at the school level. As schools have become more complex and have taken on more of society's cultural demands, it has become necessary for school leaders to redefine the role of the assistant principal (Calabrese, 1991; Panyako & Rorie, 1987).

There are indications that shifts in responsibilities have already enhanced the role of assistant principals as instructional leaders (Pellicer & Stevenson, 1991). Smith (1987) surveyed all assistant principals, principals,

directors of secondary education, and district superintendents in the state of Washington. He reported support among these educational leaders for an enhanced role for assistant principals, especially in the areas of curriculum, instruction, and professional development.

Given that the jobs of assistant principals are very diverse in terms of duties, and that there is a belief that the jobs of assistant principals should be enhanced, how satisfied are assistant principals with their jobs? With what elements of their jobs are they satisfied? With what elements are they not satisfied?

Assistant Principals and Job Satisfaction

The role of assistant principals is presently undergoing a change in school systems across the country. Panyako and Rorie (1987) consider the assistant principalship the most dynamic and changing feature of the modern school system; however, it is one of the most overlooked positions when it comes to studies of job satisfaction.

The recruitment of new assistant principals may make the job satisfaction of assistant principals an important issue. Citing the results of a 1988 survey conducted by the NASSP, Pellicer & Stevenson (1991) stated that principals are assuming their positions at younger ages and staying in these positions longer. This has led to a prediction that there may not be as many openings for new principals in the near future. This may create a

situation in which more people will have to settle for being career assistant principals, thus causing a problem in the recruitment of new assistant principals. "With insufficient pay and little hope for advancement, fewer and fewer qualified persons will seek to fill assistant principalships in the future unless the position can come to be regarded as a legitimate terminal career alternative" (Pellicer & Stevenson, 1991, p. 60). How assistant principals perceive their jobs will be an important issue in attracting qualified people to these important career positions.

The prediction that there will be fewer opportunities for assistant principals to become principals was disputed by the Educational Research Service (ERS) in 1998. A national phone survey of people in positions directly associated with the recruiting and hiring of new principals for school districts was conducted by the Gordon S. Black Corporation for the ERS. Fifty percent of all school district personnel contacted (403 participants) completed the survey, and nearly 50% of those responding reported that there was a shortage of qualified candidates for principal positions that they had tried to fill. The belief that there is a shortage of qualified persons to fill positions as principals is supported by Farrace (1997), who reported that seven of the NASSP's eight regions reported to the Board of Directors that the lack of qualified applicants for principals' positions is an issue reaching the crisis stage for educational leaders throughout the country.

While the results of the ERS (1998) survey dispute the predictions made by Pellicer and Stevenson (1991), the job satisfaction of assistant principals still arises as an important issue. The assistant principalship can be a natural training ground for future principals. The recruitment of qualified persons to fill openings as assistant principals could greatly enhance the future pool of qualified applicants for positions as principals. Once again, how current assistant principals perceive their jobs will be important in the recruitment of new assistant principals who may someday be candidates for positions as principals.

There are reports of dissatisfaction among assistant principals (Calabrese, 1991; Kelly, 1987; Sutter, 1994); however, in general, assistant principals seem to like their jobs (Gorton & Kalamán, 1985; Kelly, 1987; Sutter, 1994). Kelly (1987) stated there was distaste among assistant principals for the two primary responsibilities with which they are most often associated: attendance and discipline. More recent studies, however, have shown that assistant principals overall find their jobs satisfying (Knoop, 1995; Sutter, 1994).

The theory of work adjustment developed by Dawis and Lofquist (1984) will be presented next. This theory is the basis for the Minnesota Satisfaction Questionnaire, which was the primary data collection instrument used in this study.

Theory of Work Adjustment

The theory of work adjustment was the result of the Work Adjustment Project that began in 1957 at the University of Minnesota. Dawis and Lofquist (1984) proposed that satisfaction with work represents a "...harmonious relationship between the individual and environment..." (p. 54). In such a relationship, the worker meets the needs of the work environment, and the work environment meets the needs of the worker.

Dawis and Lofquist (1984) made the following assumptions based on this theory:

1. **Work** is the interaction between an individual and a work environment.
2. The work environment requires that certain tasks be performed, and the individual brings to the job the skills needed to perform the tasks.
3. The individual, in return, requires compensation and preferred working conditions for performance.
4. For interaction to be maintained, the environment and the individual must continue to meet each other's needs. The degree to which the needs of each are met is referred to as **correspondence**.
5. "Work adjustment is the process of achieving and maintaining correspondence" (p. 9) and is indicated by the **satisfaction** of the

individual with the work environment and the **satisfactoriness** of the environment with the individual.

Work adjustment, then, is a continuous and dynamic process by which a worker seeks to achieve and maintain correspondence with the work environment. “Work adjustment is predicted by matching an individual’s work personality with work environment” (Weiss, Dawis, England, & Lofquist, 1967, p. v).

Job satisfaction researchers who have based studies on this theory (Anderson, 1982; Sutter, 1994) have held that while levels of job satisfaction may vary, it is possible to predict minimum levels of job satisfaction. The theory of work adjustment “...uses the correspondence between the work personality and the work environment as the principal explanation for observed work adjustment outcomes” (Weiss, Dawis, England, & Lofquist, 1967, p. v). One of these outcomes is job satisfaction.

Anderson (1982) stated that the theory of work adjustment has advantages in that it acknowledges individual differences in preferred work reinforcers. Maslow (1970) asserted that all people share common need patterns, whereas Dawis and Lofquist believed that people with the same level of job satisfaction may fulfill different needs in the same work environment (Anderson, 1982). The values of the individual affect the influence that reinforcements in the work environment have on the worker

and the worker's performance. Individual workers may place different values on similar rewards and punishments. Thus, rewards and punishments may have a varied effect on individual workers. One set of rewards may have a great influence on one worker's desire to perform while not having a great influence on another worker. However, it may be possible to identify certain variables that, among a large group of people performing similar jobs, may contribute to worker job satisfaction. The Minnesota Satisfaction Questionnaire was created based on this supposition.

Purpose of the Study

The purpose of this study was to identify variables that explain the job satisfaction of assistant principals. If such variables are identified, then principals and division administrators can monitor the work of assistant principals to enhance those variables that contribute to job satisfaction and extinguish or diminish those variables that contribute to job dissatisfaction.

Conceptual Model for the Study and Related Literature

Those variables believed to be relevant to job satisfaction are included in the job satisfaction model in Figure 1. The variables are divided into two groups based on the exogenous variable from which they emanate: age or supervisor relations. It is hypothesized that age has a positive relationship to job satisfaction, a negative relationship to career aspirations and opportunity for advancement, and a positive relationship to compensation and feelings of

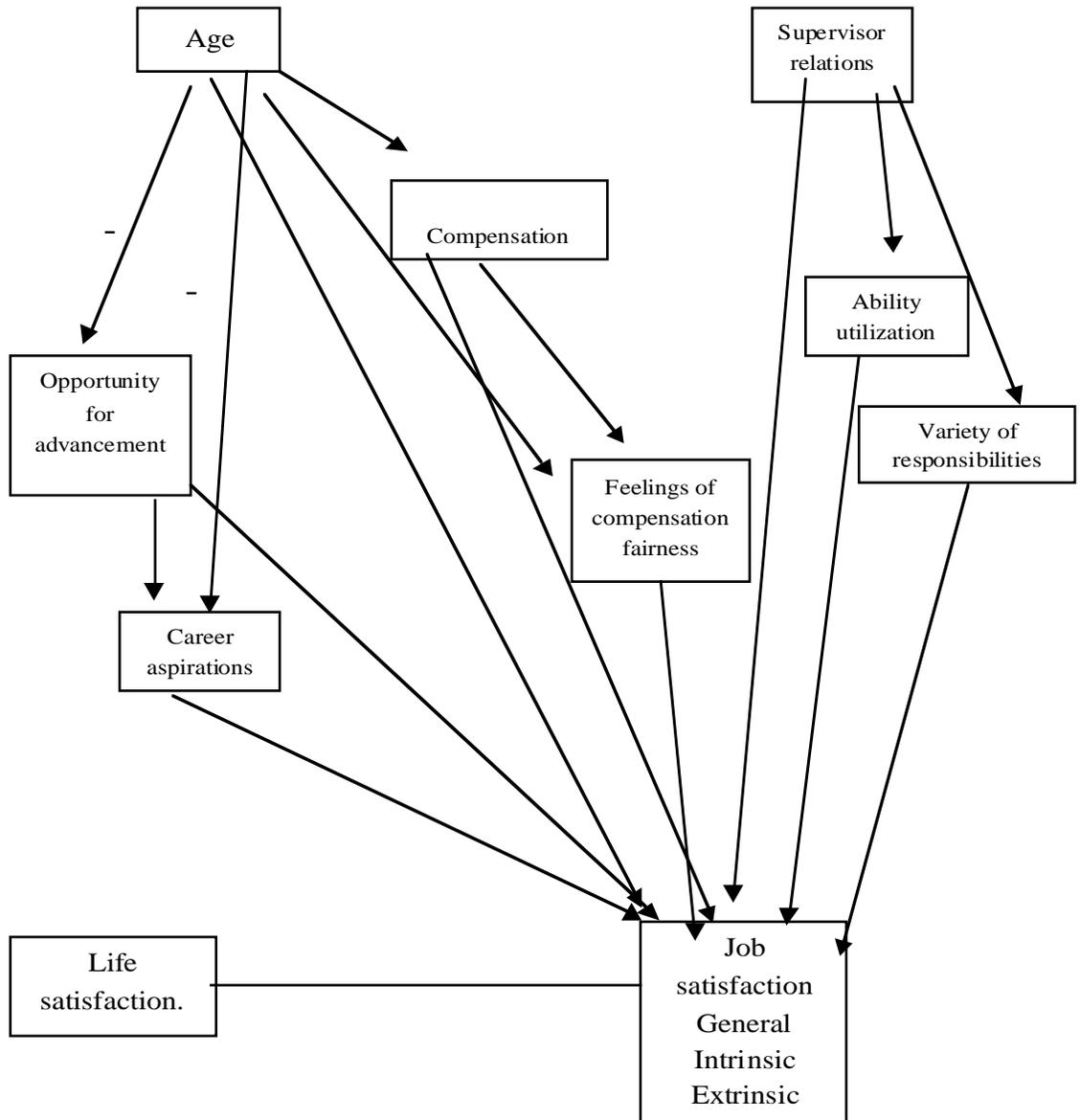


Figure 1. Job satisfaction model. A minus sign signifies a negative relationship is expected.

compensation fairness. In turn, each of these variables has a positive relationship to each type of job satisfaction: general, intrinsic, and extrinsic. It is hypothesized that supervisor relations has a positive relationship with job satisfaction, ability utilization, and variety of responsibilities. In turn, each of these has a positive relationship to each type of job satisfaction: general, intrinsic, and extrinsic.

The relationship between life satisfaction and job satisfaction is included in the model, though life satisfaction will not be a variable in this study. The relationship between life satisfaction and job satisfaction is unclear; therefore, the relationship is represented by a line rather than an arrow to indicate a non-causal relationship. A discussion of each variable and the direct and indirect relationships to job satisfaction in the model follows.

Definitions of Constructs

Table 1 contains the definitions of the constructs in the job satisfaction model found in Figure 1. The constructs, the constitutive definitions of the constructs, and the operational definitions of the constructs are included.

Age and Job Satisfaction

One variable which is hypothesized to have a strong relationship to job satisfaction is age. Herzberg et al. (1957) theorized that age has a curvilinear relationship to job satisfaction. As a person begins a job,

Table 1

Definitions of Constructs

Construct	Constitutive definition	Operational definition
Ability utilization	The perception the participant has of the chance to use specific skills and abilities on the job	The mean score to questions 37-43 on the supplemental questionnaire ^a
Variety of responsibilities	The job responsibilities of the participant	The mean score of pre-weighted ^b questions 44-55 on the supplemental questionnaire.
Desire to remain an assistant principal	The desire of the participant to remain an assistant principal	The response to question 29 on the supplemental survey.
Career aspirations	The desire of the participant to be promoted to higher ranking positions	The mean score to responses on questions 30-33 on the supplemental questionnaire.
Compensation	The actual salary of the participant	The response to question 26 on the supplemental questionnaire.
Feelings of compensation fairness	The perception of the participant of the relative fairness of compensation received for the job	The response to question 27 on the supplemental questionnaire.
General job satisfaction	The general attitude the participant has toward the job	The mean score to MSQ items 1-20 (Weiss, Dawis, England, & Lofquist, 1967).

(table continues)

(Table 1 continued)

Construct	Constitutive definition	Operational definition
Intrinsic job satisfaction	The attitude the participant has toward the intrinsic aspects of the job	The mean score to MSQ items 1,2,3,4,7,8,9,10,11,15,16,&20.
Extrinsic job satisfaction	The attitude the participant has toward the extrinsic aspects of the job	The mean score to MSQ items 5,6,12,13,14,&19.
Opportunity for advancement	The perception that the participant has of the likelihood of being promoted	The mean score of responses to questions 34-36 on the supplemental questionnaire.
Relations with supervisor	The perception of the assistant principal concerning the relationship with the principal	The mean score of responses to questions 56-58 on the supplemental questionnaire.

^aThe Supplemental Questionnaire is in Appendix C.

^bFor a description of the procedure for calculating the weights, see p. 66.

satisfaction is high. Satisfaction declines for several years, then begins to rise (see Figure 2). This relationship is explained as follows: People receive frequent feedback and rewards during years spent in formal schooling. After formal schooling is finished, a person enters work with high expectations of frequent rewards. When these rewards occur less frequently than expected, the worker becomes disenchanted and less satisfied with the job. Over time, the worker accepts the lack of rewards as normal, lowers expectations, and becomes more satisfied.

Hulin (1963) found that job satisfaction and age are positively correlated. He disagreed with Herzberg in that he found the relationship between age and job satisfaction to be linear rather than curvilinear (see Figure 3). Recent studies support the positive, linear relationship between age and satisfaction. In a study involving assistant principals in Ohio, Sutter (1994), using the long form of the MSQ, found that age has a positive linear relationship to job satisfaction ($r=.14$). Edison (1992)--using the Job Diagnostic Survey, The Self Efficacy Scale, and the Task Structure Scale--surveyed two hundred sixteen assistant principals in the Detroit School System. He reported that age is a significant predictor of job satisfaction among assistant principals. Anderson (1982), utilizing a modified version of the MSQ (Long Form), reported that age was significant in the prediction of

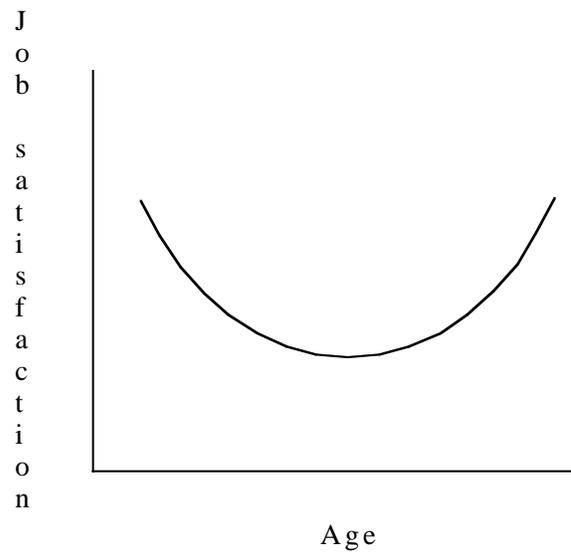


Figure 2. The curvilinear relationship between job satisfaction and age found by Herzberg et al. (1957).

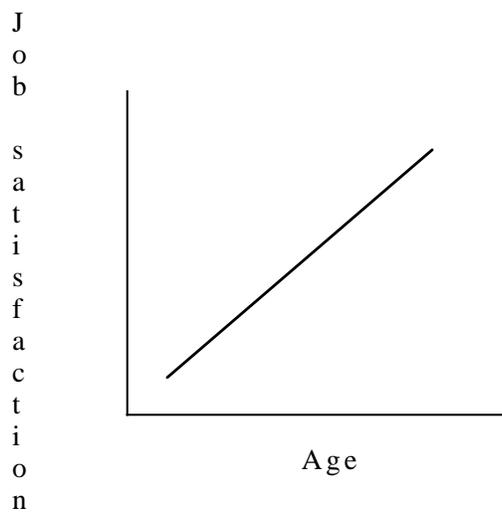


Figure 3. The linear relationship between age and job satisfaction found by Hulin (1963).

general job satisfaction in a study involving school psychologists ($b=4.53$, $p \leq .05$).

In an older study of secondary school principals in Detroit, Miller (1985), who used the MSQ (Long Form), found no relationship between age and job satisfaction. One reason for this finding might be that the study was conducted in a limited geographic area as compared to studies with samples from much larger areas than one city. The fact that principals were studied might also account for the different finding.

Age was an independent variable in this study. It was hypothesized that age has a positive, linear relationship to job satisfaction: As the age of assistant principals increases the job satisfaction of assistant principals increases (see Figure 4).

Compensation and Job Satisfaction

Researchers in some studies have concluded that compensation is an important variable to be considered in the study of job satisfaction (Derlin & Schneider, 1994; Miller, 1985; Solly & Hohenshil, 1986). Evans (1993), using a modified version of the MSQ (Long Form) to study job satisfaction of substance abuse counselors in Virginia, found compensation ranked low (18th) among the 20 MSQ job satisfaction subscales. While most counselors were satisfied with their jobs, compensation was not a strong contributor to their job satisfaction. Evans explained that the nature of the work of

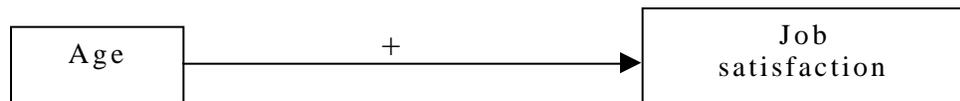


Figure 4. The relationship between age and job satisfaction.

substance abuse counselors, as well as their high level of education, may lead them to expect higher compensation for their work than the compensation received by other groups of individuals employed by the state.

The Motivator-Hygiene Theory and Job Satisfaction

Other researchers have found no relationship between job satisfaction and compensation. One such study was that of Herzberg, Mausner, & Snyderman (1959). This study involved a sample of workers in various occupations in industry which varied in training requirements, job requirements, and the job itself. Herzberg et al. (1959) included compensation in the category of hygiene variables, which were described as those which contributed to job dissatisfaction but not to job satisfaction.

Other variables that Herzberg et al. listed as hygiene variables are supervision, interpersonal relations among employees, physical plant conditions, company policies, administrative practices, benefits, and job security. Variables that are associated with self-actualization are termed motivators and are believed by Herzberg et al. to contribute to job satisfaction. Variables considered to be motivators include achievement, recognition, the work itself, responsibility, opportunity for advancement, and growth (Herzberg, 1968). If the motivator-hygiene theory is correct, then management can only hope to prevent job dissatisfaction by maintaining satisfactory compensation. The studies involving assistant principals conducted by Sutter (1994) and Knoop (1995) also did not find compensation to be a predictor of job satisfaction.

Equity Theory and Job Satisfaction

The relationship between compensation and job satisfaction includes how fair the worker perceives the compensation as well as the actual amount of compensation received. Milkovich & Newman (1990) described two theories that illustrate how the equity theory operates. J.S. Adams (as cited in Milkovich & Newman, 1990) proposed that individuals compare their inputs and outcomes to those of some relevant other person in determining whether or not they are treated fairly. While salary is only one aspect of reward, it is the most visible and the most easily modified.

The second equity theory that Milkovich & Newman (1990) believed warranted discussion was developed by Elliot Jaques. Jaques suggested that feelings of inequity are not dependent on comparisons made between a worker and other workers within the same organization, but rather by comparisons the worker makes to people in other organizations considered relevant or similar to the one in which the worker is employed. According to this theory, individuals make equity comparisons based on other organizations they consider relevant to their own. Workers consider their salaries fair if the salaries are viewed as equal to those of workers in other organizations the workers perceive as similar to their own (as cited in Milkovich & Newman, 1990).

With both of these theories, the feelings that a worker has concerning the fairness of compensation are relative not only to a comparison of task input and reward outcomes, but also to a comparison of the outcomes received by either a relevant individual within the organization or workers doing a similar job in a relevant organization. If less is received than a

worker believes has been earned when compared to another worker doing similar work, the compensation is viewed as unfair.

Vroom (1982) considered compensation to be an important variable in job satisfaction and included high pay in his description of the key elements of most satisfying work roles. He also stated that the worker's perception of the fairness of compensation is more important than the actual amount received. Vroom contended that individuals are guided by a moral system which has as a basic tenet the fair distribution of rewards. If a worker receives less than is perceived fair, the worker considers that an injustice has been done. If the worker perceives that more is received than has been earned, the worker feels guilt. To Vroom, job satisfaction is a function of the difference between the amount of reward a person believes should be received and the amount the person actually receives.

Bruce and Blackburn (1992) supported the theory that pay equity is more important than the actual dollar amount. They explained that relative pay is a better predictor of job satisfaction than absolute pay: "People at work have a clear idea of what they ought to be paid in comparison with others and in relation with their skill, experience, and so forth" (p. 24). If workers perceive that they are being paid fairly compared to others they consider similar to themselves, then they are more likely to be satisfied with their jobs than those who perceive that they do not receive fair compensation.

Along with monetary value, pay is important to a worker for other reasons. Gruneberg (1979) wrote, "Pay means more to an individual than

just the potential of acquiring material goods" (p. 62). Salary is also an indication of achievement, recognition, and position in the organization.

It is important that assistant principals regard their salaries as fair. An assistant principal's view of fairness of compensation may depend on whether salary is compared to that of other assistant principals in the same school division (or those nearby) or in terms of salaries for executive positions in the fields of private industry and business located in the area which require similar educational preparation and have similar responsibilities to those of an assistant principal.

Fairness may also depend on the type of work done by assistant principals. Those who work in schools that experience a greater number of serious problems with students may expect to receive higher pay than their counterparts in schools that experience fewer incidents of serious problems with students.

Compensation as a Variable in This Study

Compensation was included as an independent variable in this study. Generally, secondary school educators are compensated with reference to years of experience. Because years of experience and age are positively related, it was hypothesized that there is a positive, linear relationship between age and compensation. Older assistant principals were expected to receive higher salaries than younger assistant principals. Because age was expected to have a positive, direct relationship to job satisfaction and to have a positive, direct relationship to compensation, age was expected to have a positive, indirect relationship to job satisfaction through its relationship with compensation.

Feelings of Compensation Fairness and Job Satisfaction

The participant's perception of the fairness of compensation was also included in the theory. It was expected that the assistant principals' perceptions of the fairness of their compensation have a positive, linear relationship to job satisfaction. It was also expected that there is a positive, linear relationship between age and perceived fairness of compensation, because those who receive higher salaries are older assistant principals. A higher salary is expected to result in a greater feeling that compensation is fair.

The possibility must be considered, however, that the relationship between age and the feeling of fairness of compensation is negative. Older assistant principals may feel that their compensation is not fair given the many years spent performing the job, or they may feel their salaries are not sufficiently higher than those of younger, less-experienced assistant principals. However, it was hypothesized that there is a positive relationship between compensation and feelings of fairness of compensation: As compensation increases, feelings of fairness with compensation also increase. Thus, age was hypothesized to have a positive relationship to feelings of fairness of compensation when acting through compensation. The relationships among job satisfaction, compensation, and feelings of compensation fairness are illustrated in Figure 5.

Opportunity for Advancement and Job Satisfaction

How a worker views the opportunity for advancement is important to how satisfied the worker is with the job. Vroom (1982) found considerable evidence in related literature to suggest that promotional opportunities are

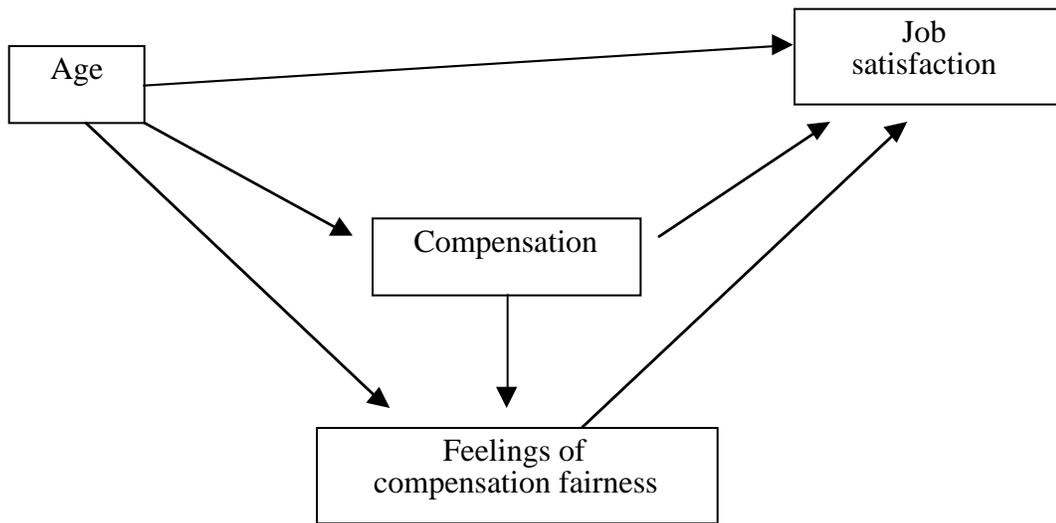


Figure 5. The relationships among age, compensation, feelings of compensation fairness, and job satisfaction. All relationships are anticipated to be positive.

important to a worker's satisfaction with the job. Vroom explained that job satisfaction is directly related to the extent that jobs provide individuals with rewarding outcomes. If a worker believes that achievement of organizational goals will lead to such personal rewards as promotion, then whether or not these rewards occur is likely to affect the worker's job satisfaction.

Schneider, Gunnarson, & Wheeler (1992) also stated that promotional opportunity is important to job satisfaction. They wrote: "Employees who perceive few opportunities for advancement have negative attitudes toward their work and their organizations" (p. 58).

Many assistant principals consider their present positions as stepping stones to higher ones (Edison, 1992; Kelly, 1987; Sutter, 1994). If these assistant principals believe that efforts toward helping the school division achieve its goals will result in promotion, they will be more satisfied with their jobs.

While advancement in rank or position is associated with higher pay, and thus is an extrinsic motivator, opportunity for advancement is considered an intrinsic motivator. The opportunity to advance means more to a worker than material gain. Vroom (1982) interpreted promotional opportunity as a desired, positive, personal goal. He stated that promotional opportunity is a goal most workers desire and that an individual's performance is related to the degree to which the individual believes that being promoted is related to performance on the job and how strongly the individual desires the promotion.

Sutter (1994) found promotional opportunities to be a predictor of job satisfaction ($\beta=.19$). Gorton and Kalamian (1985) found in their national

survey of 400 elementary school assistant principals that over 50% of the respondents did not view their current jobs as career positions and hoped within five years to become principals. Twenty-nine percent wanted to become central office administrators. These studies suggest that opportunity for advancement is important to assistant principals. Thus, it is reasonable to assume that how an assistant principal views the opportunity for advancement affects that person's job satisfaction. Therefore, a positive, linear relationship between opportunity for advancement and job satisfaction was expected. The job satisfaction of assistant principals was expected to increase as their perceived opportunities for advancement increased.

A negative relationship between the age of the assistant principal and the perception the assistant principal has of the opportunity for advancement was expected. Younger assistant principals are apt to see the opportunity for advancement as greater than those who are older because they have many more years of opportunity and work ahead of them. As age increases, the perception of the opportunity for advancement decreases. Older assistant principals will likely perceive their opportunity for advancement to be much lower, especially if they feel that they have been passed over for prior promotions. Their thoughts may shift to future retirement possibilities rather than advancement opportunities, and they are more likely to be complacent with their current position. Thus, the relationship between age and opportunity for advancement was expected to be negative. Because the direct effect of opportunity for advancement on job satisfaction was expected to be positive and the effect of age on opportunity for advancement was expected to be negative, the indirect effect of age on job satisfaction

through the opportunity for advancement was expected to be negative (see Figure 6).

Career Aspirations and Job Satisfaction

Sutter (1994) found that a model consisting of career aspirations, feelings of achievement on the job, opportunity for advancement, and ability utilization explained 51% of the variance in the job satisfaction of Ohio secondary school assistant principals. One reason Sutter offered for the importance of career aspirations to job satisfaction is that assistant principals who have high career aspirations view their jobs as preparation for higher jobs. This is consistent with the thinking of Gorton and Kalaman (1985) who wrote that many assistant principals expect to have jobs as principals. Sutter stated that because many assistant principals believe they would someday be promoted, they view their current jobs as preparation for higher-ranking jobs and are satisfied in their current positions.

Sutter (1994) did not study the relationship of career aspirations to job satisfaction through other variables. The relationship of age to job satisfaction through its relationship to career aspirations was examined in this study. Also examined was the relationship of perceived opportunity for advancement to job satisfaction through its relationship with career aspirations.

It is possible that the direct effect of an assistant principal's career aspirations on job satisfaction is negative in that the higher the desire of a person to be promoted, the less satisfied the person may be with the current position; however, several writers do not support this hypothesis (Edison, 1992; Kelly, 1987; Gorton & Kalaman, 1985; Sutter, 1994).

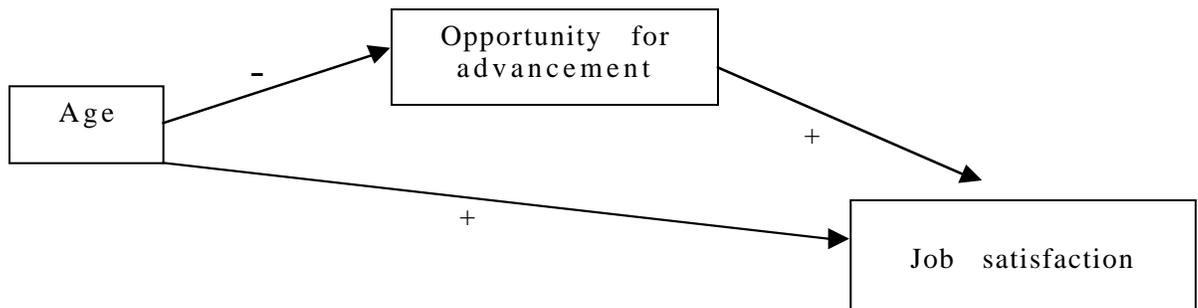


Figure 6. The relationship of age and opportunity for advancement to job satisfaction..

A positive relationship between career aspirations of assistant principals and job satisfaction was expected. An assistant principal who has higher career aspirations is expected to have higher job satisfaction because the present position is viewed as preparation for the principalship or a higher administrative position. Career aspirations and opportunity for advancement were expected to positively affect an assistant principal's job satisfaction.

The indirect effect of age on job satisfaction through career aspirations and the indirect effect of age on job satisfaction through opportunity for advancement and career aspirations were studied. The effect of age on career aspirations was expected to be similar to that of age on opportunity for advancement. As assistant principals become older, career aspirations decrease because they have become more satisfied with their current positions, and the opportunity to advance seems less likely than it did when they were younger. As with opportunity for advancement, this should be more likely as assistant principals near retirement. Therefore, age was expected to have a negative relationship to career aspirations; that is, as age increases career aspirations should decrease.

It was expected that the perception an assistant principal has of the opportunity for advancement will have an effect on career aspirations. If an assistant principal perceives that there is good opportunity for advancement, this should lead to higher career aspirations and higher job satisfaction.

Therefore, a positive relationship was expected between opportunity for advancement and career aspirations, and the total effect of opportunity for advancement and career aspirations on job satisfaction was expected to be positive.

The relationships among opportunity for advancement, career aspirations, and job satisfaction will be complicated, however, by the effect of age on job satisfaction through its effects on opportunity for advancement and career aspirations. As age increases, the perception of advancement opportunity and career aspirations decreases. The perception of the opportunity for advancement and career aspirations is expected to continue to decrease as the assistant principal nears retirement age. Because it was expected that there is a positive relationship between opportunity for advancement and career aspirations but a negative relationship between age and opportunity for advancement, the effect of age on career aspirations through opportunity for advancement was expected to be negative. Thus, the total effect of age on job satisfaction through opportunity for advancement and career aspirations was expected to be negative. It was hypothesized that as age increases, the perceived opportunity for advancement decreases; thus, career aspirations decrease, producing a negative effect of age on job satisfaction through opportunity for advancement and career aspirations (see Figure 7).

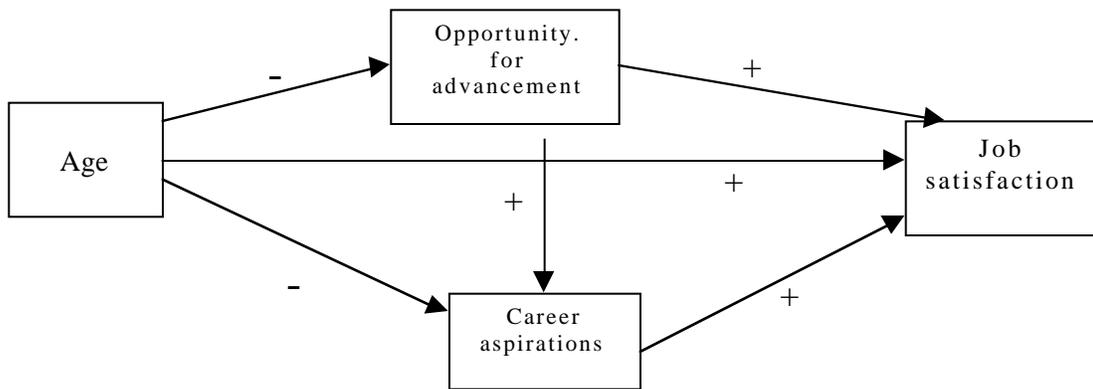


Figure 7. The relationships among age, opportunity for advancement, career aspirations and job satisfaction.

Relations With Supervisors and Job Satisfaction

There is disagreement on the importance of the relationship of the supervisor-worker relationship and job satisfaction. Herzberg, Mausner, and Snyderman (1959) stated that the relationship between workers and supervisors is overrated as a variable affecting job satisfaction.

Vroom (1982), however, stated that there is considerable evidence demonstrating that satisfaction is related to the consideration an employee feels is received from supervisors.

Bruce and Blackburn (1992) ranked good managerial relations second among variables affecting job satisfaction. They asserted that both job satisfaction and job performance are dependent on supervisors in the organization. Through their study of six employees in various occupations, they found several aspects of managerial relations with workers to be significantly related to job satisfaction, as indicated by chi-square tests of association. "Treats employee as important person" was one managerial behavior that was found to be related to job satisfaction. Other managerial variables found to be related to job satisfaction were "communication," "frankness," "consistence," "helps solve job-related problems," "encouragement to seek educational opportunities," "aware of employee difficulties," "encouragement to make suggestions," and "ability to foster good relations with work force" (Bruce & Blackburn, 1992, p. 18).

Other researchers have concluded that supervisor relations are important to job satisfaction. Solly and Hohenshil (1986) found that supervisor relations are related to overall satisfaction ($r=.32$, $b =7.86$, $F = 6.63$, $SE=3.05$, $df= 6$, $p \leq .05$) among school psychologists. Jones (1990) reported that there was a relationship between the principal's goal-related behavior and the assistant principal's job satisfaction, and that the consideration offered by principals is important to the feelings of satisfaction assistant principals receive from their jobs. Sutter (1994) theorized that job satisfaction of assistant principals is more directly associated with the personal and working relationship with their principals than with any other variable.

In this study, the relationship between supervisor relations and job satisfaction was expected to be positive and linear: As assistant principals' perceptions of positive relations with their supervisors increase, their job satisfaction also increases (see Figure 8).

Variety of Responsibilities and Job Satisfaction

The number of tasks performed by a worker is an important element of job satisfaction. Gruneberg (1979) wrote: "...jobs which are deskilled and lack variety and autonomy are less satisfying than are jobs which allow for the individual's abilities to emerge" (p. 53). Gruneberg asserted that the characteristics of the job itself are the major variables in determining

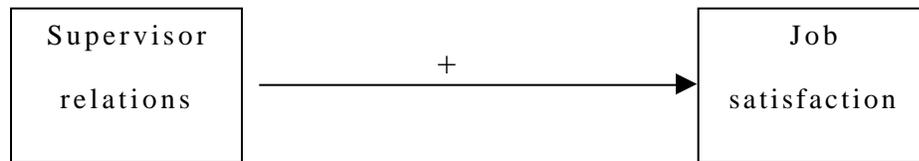


Figure 8. The relationship of supervisor relations to job satisfaction.

whether satisfaction is derived from the job. If the characteristics of the job are enhanced, job satisfaction is increased.

Argyris (1964) theorized that enlarging a person's job is important to promoting growth in an individual and increasing the worker's psychological energy devoted to the job, thus increasing job effectiveness. Specialization in one or two aspects of a job results in a feeling of not being responsible for the total product. Applied to the job of assistant principals, those given only a few duties in schools will not be very satisfied with their jobs.

Fidler (1983) stated that assistant principals have a desire for greater involvement in curriculum and instructional decisions. However, Kelly (1987) stated that while most assistant principals want to utilize more leadership skills, they spend much of their time dealing with discipline and attendance. Calabrese (1991) stated that it is difficult for assistant principals to perform effectively if they are not given responsibilities that extend beyond school discipline. Sutter (1994) concluded that the variety of their tasks was a predictor of job satisfaction in assistant principals.

In this study, it was hypothesized that there is a positive relationship between variety of job responsibilities and job satisfaction: As the variety of job responsibilities performed by the assistant principal increases, job satisfaction is expected to increase.

The relationship of job satisfaction to supervisor relations and the variety of responsibilities was also studied. Because the jobs of assistant principals are primarily determined by principals (Kelly, 1987), it is important to consider the effect of supervisor relations on the variety of responsibilities assistant principals are asked to perform. It is expected that as supervisor relations become more positive, the variety of responsibilities will increase, thus demonstrating a positive, linear relationship. If the relationship between an assistant principal and principal is good, it is logical to assume that the principal will trust the assistant principal with more important and varied tasks. Because the relationships between supervisor relations and variety of responsibilities, and variety of responsibilities and job satisfaction are positive, it is expected that the indirect effect of supervisor relations on job satisfaction through variety of responsibilities will also be positive. As supervisor relations become more positive, the variety of responsibilities increases; thus, job satisfaction increases (see Figure 9).

Ability Utilization and Job Satisfaction.

The opportunity to use abilities is a variable important to job satisfaction. It is very difficult to define the duties of a typical assistant principal because there are a large variety of tasks performed. However, the traditional role of an assistant principal centers on the maintenance of

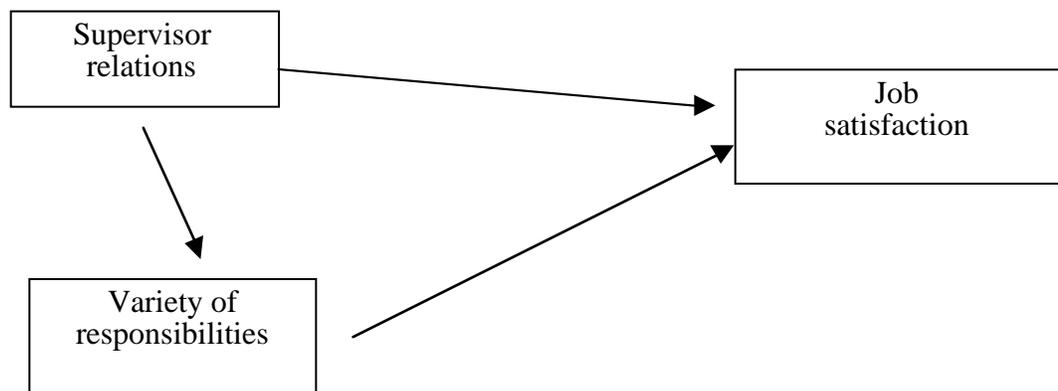


Figure 9. The relationship of supervisor relations and variety of responsibilities to job satisfaction. All relationships are assumed to be positive.

discipline and attendance (Kelly, 1987; Pellicer & Stevenson, 1991; Smith, 1987). While many assistant principals find satisfaction with their jobs (Sutter, 1994), they want more from their jobs. Gorton and Kalamian (1985) found that assistant principals listed the chance to use their abilities, exert leadership, and be creative and original as three important reasons for choosing to become administrators. It can be argued that the traditional job description of an assistant principal does not offer much opportunity to use these abilities. McElveen (1989) wrote that assistant principals want more prestige, greater opportunity for independent thought, greater self-fulfillment, and a greater opportunity to be helpful than their present positions offer.

The chance to use abilities emerges from many sources as a variable that is important to job satisfaction. Vroom (1982) stated that individuals gain satisfaction from jobs that require the use of their abilities as compared to jobs in which they feel like their abilities are not being used. Sutter (1994) discovered that ability utilization is a predictor of job satisfaction.

Herzberg (1968) believed that job enrichment rather than job enlargement was important to the enhancement of job satisfaction. Rather than simply enlarging the responsibilities of the worker to increase satisfaction and effectiveness, as Argyris (1964) proposed, Herzberg suggested providing opportunities for employees' psychological growth

through enriching the tasks performed by the worker rather than merely making the job structurally larger. The following are suggestions by Herzberg (1968) as to how a job can be enriched:

- Removing some controls on the worker while retaining accountability.
- Increasing the accountability of individuals for their own work.
- Giving a worker complete control over a unit of work.
- Granting additional authority to a worker.
- Management reporting directly to a worker rather than reporting to a supervisor and having the information filter down.
- Introducing new and more difficult tasks not previously handled by the worker.
- Assigning the worker specific or specialized tasks, thus enabling the worker to become an expert.

Bruce and Blackburn (1992) also believed that job enrichment increases job satisfaction. They defined an enriched job as one that offers the employee opportunities for achievement, recognition, advancement, responsibility, and growth. "Enriched jobs are not a series of limited, specialized activities, repeated over and over. Rather, enriched jobs are those in which the workers have the opportunity to see processes or tasks through from start to finish" (p. 12). Bruce and Blackburn also stated that to be satisfied with a job an employee had to feel that the tasks performed made a difference. The chance to use skills that are unique and special was listed as one of the three key elements of "good work" (p. 16), which is what all employees want.

If the assumptions concerning job enrichment are correct, one may conclude that limiting assistant principals to jobs that do not challenge their abilities or simply adding to the number of responsibilities that assistant principals have will not increase job satisfaction. The expansion of the role of assistant principals to include more important administrative duties and shared leadership roles with principals would give assistant principals a greater feeling of accomplishment and participation in the educational process, thus increasing job satisfaction.

Because the chance to utilize abilities has been important in previous studies of job satisfaction, the direct relationship between ability utilization and job satisfaction was studied here. It was expected that the more an assistant principal feels abilities are being utilized, the higher the satisfaction level will be; thus, a positive, linear relationship between ability utilization and job satisfaction was expected.

The indirect relationship between supervisor relations and job satisfaction through ability utilization was also studied. Because the roles of assistant principals are nearly always defined by the principals (Kelly, 1987; Sutter, 1994), it was expected that a positive relationship exists between supervisor relations and ability utilization: As supervisor relations become more positive, ability utilization increases. The logic of this is similar to the logic behind the expected relationship between supervisor relations and variety of responsibilities. If a principal and an assistant principal have a good working relationship, it is reasonable to assume that the principal will delegate more administrative responsibilities to the assistant principal, and the assistant principal is more likely to accept enhanced responsibilities.

It was expected that there is a positive relationship between supervisor relations and ability utilization, and a positive relationship between ability utilization and job satisfaction. Thus, a positive relationship between supervisor relations and job satisfaction through ability utilization was expected: As supervisor relations increase, ability utilization increases, and job satisfaction increases (see Figure 10).

Life Satisfaction and Job Satisfaction

The degree to which the worker is generally satisfied with life is also related to job satisfaction. Hoppock (1977) stated that there may be no such thing as job satisfaction. He speculated that such variables as family relationships, health, social status in the community, and many others may contribute to what is referred to as job satisfaction as much as or more than the job itself. Smith, Kendall, and Hulin (1969) suggested that the extremely different conditions that each worker brings to the job must be considered. To Smith et al., job satisfaction is a function of the perceived characteristics of the job in relation to an individual's frame of reference. Alternatives available to the individual, expectations that the individual has, and the experiences that the individual brings to the job all play important roles in job satisfaction.

If one subscribes to Maslow's (1970) theory of motivation, it can be assumed that if substantial needs exist in an individual's personal life, few elements of the job will be considered satisfactory to the individual. A person may bring to the job a level of dissatisfaction with life that can manifest itself as dissatisfaction with the job when job satisfaction is measured with instruments that do not take life satisfaction into account.

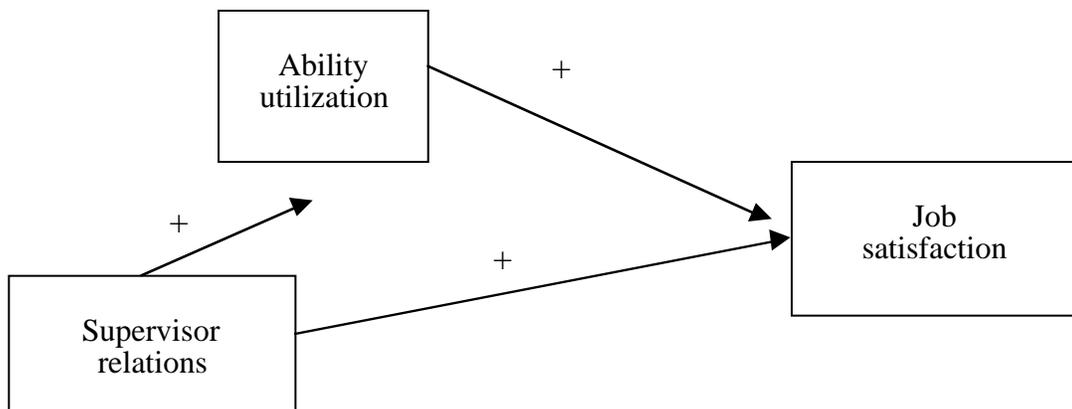


Figure 10. The relationship of supervisor relations and ability utilization to job satisfaction.

Judge and Watanabe (1993) studied the life satisfaction-job satisfaction relationship and found that job satisfaction and life satisfaction are significantly and reciprocally related. In their study, data were obtained using the Quality of Employment Survey in 1973 and again in 1977. The sample was representative of the national demographic and occupational characteristics of the work force in the United States. Subjects were interviewed in their homes in 1972-73 using a structured questionnaire. The collection of the second round of data occurred four years later. An analysis of the results from the original survey revealed that both the effects of job satisfaction on life satisfaction ($\beta = .51, p \leq .01$), and life satisfaction on job satisfaction ($\beta = .43, p \leq .01$) were significant. However, an analysis of the data collected four years later revealed that the effect of life satisfaction on job satisfaction ($\beta = .26, p \leq .01$) was stronger than the effect of job satisfaction on life satisfaction ($\beta = .07, p \leq .01$).

While it is acknowledged that there likely is a strong relationship between life satisfaction and job satisfaction, life satisfaction was not a variable in this study. Because the relationship is unclear and measuring life satisfaction may be a separate study in itself, life satisfaction is represented in the model (see Figure 1) with no indication of causality with job satisfaction.

CHAPTER 2

METHODS

The procedures used to conduct the study are described in this chapter, including the method used to identify the population and select the sample. The means of communication with the participants and the instruments used to gather data are discussed.

Population and Sample

High school assistant principals (grades 9-12) who were members of the National Association of Secondary School Principals (NASSP) in 1996 were the population for the study. NASSP membership of assistant principals in schools composed of grades nine through twelve numbered 6,735 when the sample was drawn (data supplied by NASSP, 1996). Four hundred assistant principals were selected systematically by the NASSP. A list of the names of the sampled members and self-adhesive labels with names and addresses were provided to the researcher by the NASSP. Two hundred ninety-one (73%) useable responses were received

Dealing With Nonrespondents

Because nonrespondents threatened the external validity of the study, steps were taken to determine if nonrespondents affected the ability to generalize the results to the population. Researchers have shown that responses from late respondents are similar to those that would have been

made by nonrespondents. To determine if the nonrespondents are significantly different from respondents, late respondents can be compared to early respondents. If no significant differences are found between late respondents and early respondents, the researcher can assume that the respondents are an unbiased sample of the recipients of the survey; thus, the results can be generalized to the population (Ary, Jacobs, & Razavieh, 1996; Miller & Smith, 1983).

In this study, late respondents are defined as respondents 147-291, the last surveys received ($N=291$). Early respondents are defined as respondents 1-146, the first surveys received. Differences in early and late respondents were compared with a Pearson chi-square for gender, because the data were nominal, and independent t-tests for the remaining variables because the data were at least ordinal. The results of the comparisons are in Table 2.

The early and late respondents were similar. No significant differences were found between early and late respondents for the following variables: ability utilization, gender, feelings of compensation fairness, extrinsic job satisfaction, intrinsic job satisfaction, years in current position, general job satisfaction, relations with supervisor, salary, variety of responsibilities, and number of students in the school.

Table 2

Comparison of Early and Late Respondents

Gender		<u>Time of return</u>		
		Early	Late	Total
Male	<u>n</u> <u>%</u>	105.0	96.0	201.0 69.1
Female	<u>n</u> <u>%</u>	41.0	49.0	90.0 30.9
Column Total	<u>n</u> <u>%</u>	146.0 50.2	145.0 49.8	291.0 100.0

Pearson chi-square=1.11
df = 1
p = .29

<u>Time of return</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
<u>Ability utilization^a</u>						
Early	146	3.03	.62	-.31	289	.75
Late	145	3.06	.58			

<u>Age</u>						
Early	144	48.79	6.75	2.77	287	.01
Late	145	46.43	7.71			

(table continues)

(Table 2 continued)

Time of return	<u>n</u>	<u>M</u>	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
Desire to remain an assistant principal ^b						
Early	146	2.48	1.19	2.22	289	.03
Late	145	2.19	1.07			
Career aspirations ^b						
Early	146	1.94	.79	-2.42	289	.02
Late	145	2.18	.87			
Feelings of compensation fairness ^c						
Early	146	2.61	.87	1.29	289	.20
Late	145	2.58	.89			
Years in education						
Early	146	24.86	7.34	2.57	289	.01
Late	145	22.60	7.64			
Opportunity for advancement ^b						
Early	146	2.07	.92	-2.44	289	.02
Late	145	2.34	.93			

(table continues)

(Table 2 continued)

Time of return	<u>n</u>	<u>M</u>	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
<u>Years in current position</u>						
Early	145	7.91	6.77	1.76	287	.08
Late	144	6.60	5.59			
<u>Extrinsic job satisfaction (MSQ)^d</u>						
Early	146	3.53	.82	1.03	289	.31
Late	145	3.43	.85			
<u>Intrinsic job satisfaction (MSQ)^d</u>						
Early	146	4.03	.61	.24	289	.81
Late	145	4.01	.60			
<u>General job satisfaction (MSQ)^d</u>						
Early	146	3.88	.62	.59	289	.56
Late	145	3.84	.61			
<u>Satisfaction with life^c</u>						
Early	145	3.27	.80	-1.82	288	.07
late	145	3.42	.61			

(table continues)

(Table 2 continued)

Time of return	<u>n</u>	<u>M</u>	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
<u>Salary</u>						
Early	141	62544	14224	.89	281	.38
Late	142	61246	10069			
<u>Number of students in building</u>						
Early	146	1257	659.51	.70	284	.48
Late	140	1205	597.31			
<u>Variety of responsibilities on the job^e</u>						
Early	145	63.30	5.89	-1.38	288	.17
Late	145	64.19	5.04			
<u>Supervisor relations^f</u>						
Early	145	3.50	.66	1.26	288	.21
Late	145	3.40	.74			

Note. The following scales were used to measure the items:

^a1=seldom, 2=sometimes, 3=often, 4=very often

^b1=highly unlikely, 2=unlikely, 3=likely, 4=highly likely

^c1=very dissatisfied, 2=dissatisfied, 3=satisfied, 4=very satisfied

^d1=very dissatisfied, 2=dissatisfied, 3=neither dissatisfied or satisfied, 4=satisfied, 5=very satisfied

(table continues)

(Table 2 continued)

^eRespondents were asked to circle "no" if the responsibility **was not** one of their duties and "yes" if the responsibility **was** one of their duties. "No" was assigned a value of 1, and "yes" was assigned a value of 2. A weight was then assigned to each response (See Table 6 for a list of the weights and a description of the weighting procedure).

^fThe following scales were used for the items measuring supervisor relations:

56. (supervisor-worker relationship): 1=poor, 2=fair, 3=good, 4=excellent

57. (supervisor consideration): 1=very inconsiderate, 2=somewhat inconsiderate,
3=somewhat considerate, 4=very considerate

58. (supervisor leadership) 1=poor, 2=adequate, 3=good, 4=excellent

The mean score of the responses to items 56-58 then became the supervisor relations score.

However, significant differences between early and late respondents were found for age, desire to remain an assistant principal, career aspirations, years in education, and opportunity for advancement. Late respondents were younger and had fewer years of experience than early respondents. Late respondents also had less desire to remain assistant principals, had higher career aspirations, and were more likely to believe that they had an opportunity for advancement within their school system than did early respondents. While the differences between groups were significant for these variables, the differences were not large enough, in the judgement of the researcher, to prevent the generalization of the results to the population of assistant principals in the National Association of Secondary School Principals.

Data Collection

The Minnesota Satisfaction Questionnaire (Short Form) and the supplemental questionnaire are described first. A discussion of the procedures for collecting data follows.

The Minnesota Satisfaction Questionnaire (Short Form)

The Minnesota Satisfaction Questionnaire (MSQ) was developed by researchers working in the Work Adjustment Project which began in 1957 at the University of Minnesota (Weiss, Dawis, England, & Lofquist, 1967).

The MSQ was based on the theory of work adjustment. Dawis and Lofquist (1984) defined work adjustment as "the continuous and dynamic process by which the individual seeks to achieve and maintain correspondence with the work environment" (p. 55). They defined correspondence as "a relationship in which the individual and the environment are coresponsive or mutually responsive" (p. 54). The individual brings to the relationship the requirements of the environment; the environment brings to the relationship the requirements of the individual.

The observable work adjustment outcomes of this relationship between the individual and the work environment are satisfaction, satisfactoriness, and tenure. **Satisfaction** is defined as the satisfaction of the individual with the work environment. **Satisfactoriness** is defined as the satisfaction of the work environment with the individual. Tenure, which Dawis and Lofquist (1984) consider to be the principal indicator of work adjustment, is defined as the time the individual remains on the job. Work adjustment, then, depends on how well an individual's abilities correspond to the ability requirements in the work and how well the worker's needs correspond to the reinforcers available in the work environment.

The Development of the MSQ

Originally, researchers in the Work Adjustment Project in 1957 used the Hoppock Job Satisfaction Blank (Short Form), the Employee Attitude

Scale, and twenty-two experimental items to gain measures of job satisfaction for the purpose of assessing the work adjustment potential of applicants for vocational rehabilitation (Weiss, Dawis, England, & Lofquist, 1967). Although the reliability of the data obtained through this method was adequate, scoring was cumbersome. This approach relied totally on scales associated with such extrinsic variables as working conditions and supervision and nearly ignored such intrinsic variables as ability utilization and achievement. The Minnesota Satisfaction Questionnaire was developed to include both extrinsic and intrinsic variables and to provide less cumbersome scoring. Buros (1972) described the resulting instrument as one that can contribute to an evaluation of the degree and type of work satisfaction of American employees.

The Nature of the MSQ

The MSQ was developed as a measure of satisfaction with a number of different aspects of the work environment (Buros, 1972). The instrument was designed to parallel a companion measure of vocational needs, the Minnesota Importance Questionnaire (MIQ). The MIQ was developed by researchers in the Work Adjustment Project to measure the importance of a reinforcer to the potential satisfaction of an individual.

The MSQ can be administered in nearly any work situation. Dawis and Lofquist (1984) described the MSQ as written on the fifth-grade reading

level. Completion of the long form is expected to take between ten and fifteen minutes, and completion of the short form is expected to take no more than five minutes. A practice administration of the reformatted MSQ (Short Form) used in this study took approximately four minutes to complete by an assistant principal not involved in the study.

The long form of the MSQ was derived from earlier attitude measures used in the Work Adjustment Project. It consists of one hundred items in a Likert response format. The short form of the MSQ has twenty items. These items were developed by selecting the twenty items from the long form of the MSQ that correlated the highest with the total score of their respective scales. The items are also in a Likert response format. The scales measured by the MSQ are described in Table 3.

The MSQ was reformatted to fit the survey booklet prepared by the researcher to collect data. The only content change was the elimination of the original questions designed to collect background information. A supplemental questionnaire (see Appendix C, questions 21-26) was constructed for this purpose. The new format provided a more efficient method to conduct the initial mailing and for participants to return the surveys. Copyright laws prohibit the publication of the MSQ in this manuscript. Specimen sets may be obtained from Vocational Psychology Research, University of Minnesota, Minneapolis, MN 55455.

Table 3

Minnesota Satisfaction Questionnaire (Short Form): Items on the Short Form Used to Measure Scales from the Long Form

<u>Scales from the long form</u>	<u>Items on the short form used to measure the scales</u>
Ability utilization	The chance to do something that makes use of my abilities
Achievement	The feeling of accomplishment I get from the job
Activity	Being able to keep busy all the time
Advancement	The chances for advancement on this job
Authority	The chance to tell other people what to do
Company policies and practices	The way company policies are put into practice
Compensation	My pay and the amount of work I do
Coworkers	The way my coworkers get along with each other
Creativity	The chance to try my own method of doing the job
Independence	The chance to work alone on the job
Moral values	Being able to do things that don't go against my conscience
Recognition	The praise I get for doing a good job.
Responsibility	The freedom to use my own judgment
Security	The way my job provides for steady employment
Social service	The chance to do things for other people
Social status	The chance to be "somebody" in the community

(table continues)

(Table 3 continued)

<u>Scale on the long form</u>	<u>Item on the short form used to measure the scale</u>
Variety of responsibilities	The chance to do different things from time to time
Working conditions	The working conditions
Supervision, technical	The competence of my supervisor in making decisions
Supervision, human relations	The way my boss handles his/her workers

Description of the MSQ Scales

There are three job satisfaction scales in the short form of the MSQ: intrinsic, extrinsic, and general job satisfaction. The intrinsic and extrinsic scales are the result of factor analysis of data obtained from the administration of the MSQ (Short Form) to a heterogeneous group of 1460 employees. Intrinsic scale items are:

Being able to keep busy

The chance to work alone

The chance to do different things

The chance to be "somebody" in the community

Being able to do things that don't contradict conscience

Security of steady employment

The chance to do things for others

The chance to tell others what to do

The chance to use abilities

The freedom to use my own judgement

The chance to try original methods

The feeling of accomplishment

Extrinsic scale items are:

Supervisor relations with coworkers

Supervisor competency

Company policies and how they are put into practice

Pay in relationship to work done

Chances for advancement

Praise received for a good job

The general satisfaction scale includes the scores of these eighteen items plus two others: working conditions and co-worker relations.

Norms for the MSQ (Short Form)

Norms for the short form of the MSQ were obtained by administering questionnaires to groups of assemblers, electrical assemblers, clerks, engineers, machinists, janitors and maintenance men, and salesmen (Weiss, Dawis, England, & Lofquist, 1967). Participants were chosen by selecting individuals from the above groups from the Minneapolis and St. Paul city directories. Of the 4191 contacted, 3074 (73.3%) agreed to be interviewed.

A review of the normative data (see Table 4) reveals that each of the occupational groups scored close to the others on each of the three scales. This indicates that the survey can be used to measure job satisfaction in a variety of occupations.

Reliability

In earlier studies reliability for the MSQ was determined by using a Hoyt reliability coefficient, which, as Weiss described in a personal communication with the author, is a measure of internal consistency similar

Table 4

Normative Data For the MSQ (Short Form)

	Job satisfaction scale		
	Intrinsic	Extrinsic	General
Engineers			
<u>M</u>	48.53	21.32	77.88
<u>SD</u>	7.54	4.38	11.92
Hoyt reliability coefficient	.91	.82	.92
Standard error of measurement	2.31	1.86	3.29
N=387			
Office clerks			
<u>M</u>	47.32	19.37	74.48
<u>SD</u>	7.67	4.95	12.45
Hoyt reliability coefficient	.88	.79	.90
Standard error of measurement	2.70	2.28	3.89
N=227			
Salesmen			
<u>M</u>	50.24	21.38	79.83
<u>SD</u>	7.58	4.71	11.82
Hoyt reliability coefficient	.90	.81	.91
Standard error of measurement	2.44	2.08	3.57
N=195			
Janitors and maintenance men			
<u>M</u>	49.03	20.99	78.01
<u>SD</u>	6.91	4.86	11.51
Hoyt reliability coefficient	.86	.79	.89
Standard error of measurement	2.56	2.21	3.75
N= 242			

(table continues)

(Table 4 continued)

	Job satisfaction scale		
	Intrinsic	Extrinsic	General
Machinists			
<u>M</u>	48.28	19.70	75.71
<u>SD</u>	6.78	5.03	11.52
Hoyt reliability coefficient	.86	.82	.90
Standard error of measurement	2.52	2.13	3.70
N= 240			
Assemblers			
<u>M</u>	44.53	17.89	69.78
<u>SD</u>	7.18	5.03	11.41
Hoyt reliability coefficient	.84	.80	.87
Standard error of measurement	2.88	2.24	4.08
N=74			
Electrical assemblers			
<u>M</u>	42.33	18.07	67.47
<u>SD</u>	7.82	4.84	12.26
Hoyt reliability coefficient	.84	.77	.88
Standard error of measurement	3.12	2.34	4.28
N=358			
Assistant principals (1996 NASSP sample)			
<u>M</u>	48.63	20.87	77.15
<u>SD</u>	7.46	5.04	12.35
Cronbach reliability coefficient (alpha)	.89	.81	.91
Standard error of measurement	2.47	2.20	3.71
N= 291			

Note. Table adapted from Weiss, Dawis, England, & Lofquist, 1967, pp. 113-119.

to Cronbach's alpha. This procedure was performed for each scale for each occupational group (except the assistant principals in this study) listed in Table 4. Reliability for the MSQ (Short Form) for all other groups was found to be .77 or above for all three scales. The reliability of the three subscales was tested in this study with Cronbach's alpha. Alphas ranged from .81 for extrinsic satisfaction to .91 for general job satisfaction. Based on these data, the scales were judged to have acceptable levels of internal consistency

At the time of the printing of the MSQ manual, no data were available on the stability of scores. Weiss et al. (1967), however, believed that stability for the general satisfaction scale could be inferred from data collected with the general satisfaction scale of the MSQ (Long Form) because both scales used the same twenty items. Data were collected from 75 employed night school students taking courses in psychology and industrial relations to assess the stability of the MSQ (Long Form). Correlation coefficients of .89 over a one-week period and .70 over a one-year period were found.

Validity

Because the MSQ (Short Form) was derived from the long form, Weiss et al. (1967) concluded that validity could be inferred from the long form to the short form. Evidence for the validity of the MSQ was derived

from the instrument performing according to the expectations expressed in the theory of work adjustment (Weiss et al., 1967).

Construct validity is the “degree to which an instrument measures the traits or characteristics implied by the construct it is intended to measure” (Ary, Jacobs, & Razavieh, 1996, p.565). Evidence of construct validity for the MSQ scales was mainly derived from the construct validation studies with the Minnesota Importance Questionnaire (MIQ) (Weiss et al., 1967), which Weiss and his co-workers considered to be a parallel survey instrument to the MSQ. The MSQ was designed to measure actual satisfaction, while the MIQ was designed to measure the importance of a reinforcer to the potential satisfaction of an individual. The hypothesis being tested in these studies was that satisfaction is a function of the correspondence between an individual’s needs and the reinforcers of the individual’s job. Weiss et al. stated that data analyses produced good evidence for construct validity for ability utilization, advancement, and variety, and they reported some evidence was found for the construct validity of the authority, achievement, creativity, and responsibility scales.

To obtain evidence of the construct validity of general job satisfaction, studies were done that used general job satisfaction as the dependent variable and the MIQ scale scores as the independent variables. Weiss et al. (1967) wrote, “The results of these studies ... indicated that the

MSQ measured satisfaction in accordance with expectations from the Theory of Work Adjustment” (p. 18); thus, the general job satisfaction scale had good construct validity.

Concurrent validity refers to the degree to which scores on an instrument are related to other indicators of the same criterion (Ary, Jacobs, & Razavieh, 1996). Evidence of concurrent validity of the MSQ (Short Form) was derived from studies of occupational group differences and job satisfaction, and studies of the relationship between satisfaction and satisfactoriness (Weiss et al., 1967). The short form of the MSQ was administered to a heterogeneous group of 1,723 employed men. Weiss et al. found that differences in mean scores of occupational groups were statistically significant for each of the three scales. There were no differences in the variances across the groups. These results were found to be parallel to those of the long form (Weiss et al., 1967).

Because satisfaction (the degree to which the work environment meets the needs of the worker) and satisfactoriness (the degree to which the worker meets the requirements of the work environment) are theorized to be independent, Weiss et al. (1967) inferred that data reflecting the lack of a relationship between satisfaction and satisfactoriness support the construct validity of the MSQ scales. Analyses of the relationship between satisfaction and satisfactoriness were performed by Weiss et al. on data collected with

the MSQ (Short Form). The highest correlation between a scale measuring satisfaction and a scale measuring satisfactoriness was $-.13$ (between extrinsic satisfaction and general satisfactoriness). The correlation between general satisfaction and general satisfactoriness was $-.11$. The data demonstrated that “less than 2% of the variance was common between any satisfaction scale and any satisfactoriness scale” (Weiss et al., 1967, p. 25). Weiss et al. stated that these data support the short form of the MSQ as a measure of job satisfaction.

Scoring the MSQ

Responses to the MSQ items are based on a five-point Likert scale. Possible responses are: (1) very dissatisfied, (2) dissatisfied, (3) can't decide whether I'm satisfied or dissatisfied, (4) satisfied, and (5) very satisfied. Scores for intrinsic, extrinsic, and general job satisfaction were calculated by determining the mean score for the items on the MSQ associated with each scale.

The Supplemental Questionnaire

The supplemental questionnaire was developed by the researcher to measure the following variables: age, years in education, years in current position, gender, number of students in the school, current salary, feelings of compensation fairness, life satisfaction, plans to remain an assistant principal, career aspirations, opportunity for advancement, ability utilization,

variety of responsibilities, and supervisor relations. Table 5 contains the variables, the corresponding item numbers, and the scoring responses on the supplemental questionnaire (see Appendix C).

The measurement of the assistant principals' responsibilities was a special problem; therefore, the procedure is described in detail here. The participants were asked to respond "no" or "yes" to twelve job responsibilities listed in items 44-55. "No" indicated that the responsibility was not an aspect of the participant's job, "yes" indicated that it was an aspect of the participant's job. Because the responsibilities were thought to be of unequal importance in the duties of assistant principals, an instrument was developed to determine a weight for each responsibility (see Appendix C). Twenty assistant principals completed the survey. The participants were not a random sample. Those selected to participate worked in school systems located near the researcher. Respondents rated the importance of each duty using a four-point scale: 4=very important aspect of the job of an assistant principal, 3=somewhat important, 2=somewhat unimportant, 1=not important, or not a part of the job of an assistant principal.

A mean was calculated for each responsibility. This mean was the weight assigned to the responsibility (see Table 6). The responses for questions 44-55 (no = 1, yes = 2) were multiplied by the weights assigned to the items.

Table 5

Response Options for Variables on the Supplemental Questionnaire

Variable	Item(s) ^a	Scoring response(s)
Age	21	Number of years
Years in education	22	Number of years
Years in current position	23	Number of years
Gender	24	1=male, 2=female
Number of students	25	Number of students
Actual salary	26	Annual salary in dollars
Feelings of compensation fairness	27	1= very dissatisfied, 2= dissatisfied 3= satisfied, 4= very satisfied
Life satisfaction	28	1= very dissatisfied, 2= dissatisfied 3= satisfied, 4= very satisfied
Plans to remain an assistant principal	29	1= highly unlikely, 2= unlikely 3= likely, 4= highly likely
Career aspirations	30-33	1= highly unlikely, 2= unlikely 3= likely, 4= highly likely
Opportunity for advancement	34-36	1= highly unlikely, 2= unlikely 3= likely, 4= highly likely
Ability utilization	37-43	1= seldom, 2= sometimes 3= often, 4= very often
Variety of responsibilities	44-55	No = 1, Yes = 2 ^b
Supervisor relations (general)	56	1= poor, 2= fair 3= good, 4= excellent

(table continues)

(Table 5 continued)

Variable	Items ^a	Scoring responses
Supervisor relations, (consideration)	57	1= very inconsiderate, 2= somewhat inconsiderate, 3= somewhat considerate, 4= very considerate
Supervisor relations, (leadership)	58	1= poor, 2= adequate, 3= good, 4= excellent
Supervisor relations, (overall)	56-58	The mean of scores for items 56-58

^aItems are in Appendix C.

^bWeights used for scoring variety of responsibilities items are in Table 6.

Table 6

Weights for Items in the Variety of Responsibilities Variable

Item and responsibility	Weight	Item and responsibility	Weight
44. Handling discipline	3.95	51. Supervising support personnel	3.05
45. Supervising attendance	3.50	52. Supervising extra-curricular activities	3.00
50. Instructional supervision	3.40	53. Supervising the free and reduced-price lunch program	3.00
46. Evaluating teachers	3.35	55. Division-level committees	2.85
54. School planning	3.25	47. Supervising maintenance	2.85
49. Supervising textbooks and materials	3.20	48. Supervising athletics	2.80

Note. Twenty assistant principals were asked to use the following scale to determine the degree to which the above responsibilities were important parts of their jobs:

- 4= an important aspect of the job
- 3= a somewhat important aspect of the job
- 2= a somewhat unimportant aspect of the job
- 1= not an important aspect of the job or not part of the job of an assistant principal

The weights assigned to the responsibilities were mean scores. These weights were multiplied by the scores of questions 44-55 of the supplemental survey found in Appendix C. For example, if a participant responded “no” to question #44 (handling discipline problems), the score 1 was multiplied by the weight 3.95 for a weighted score of 3.95. If a participant responded “yes” to question #45 (supervising the attendance program), the score 2 was multiplied by 3.50 for a weighted score of 7.00.

To provide an opportunity for the assistant principals in the national study to express an opinion and add information they believed was important, space was provided on the back of the questionnaire, and the assistant principals were invited to make comments. Forty-four participants offered comments. These are in Appendix B.

Reliability of the Subscales of the Supplemental Survey

The reliability of the supplemental survey scales career aspirations, ability utilization, opportunity for advancement, and supervisor relations was assessed with Cronbach's alpha. The results appear in Table 7. The alphas were .81 or higher for all the scales, indicating that the scales had acceptable internal consistency.

Procedure for Conducting the Survey

The survey participants received copies of the Minnesota Satisfaction Questionnaire (Short Form) and the Supplemental Questionnaire (see Appendix C) through the mail. The MSQ Short Form was reformatted with consent of the owners of the copyright: Vocational Psychology Research of the University of Minnesota. A survey booklet containing both questionnaires was constructed following Dillman's (1978) recommendations. The booklet was reproduced on white, 8 1/2" x 14" paper, which was slightly larger than Dillman's recommendation. The booklet was folded in half, lengthwise, and was printed on front and back, the MSQ first,

Table 7

Alpha Reliability Coefficients for the Scales on the Supplemental Questionnaire

Subscale	<u>N</u>	Number of variables	<u>M</u>	Alpha
Career Aspirations	289	4	2.06	.81
Opportunity for Advancement	291	3	2.21	.85
Ability Utilization	288	7	3.05	.86
Supervisor Relations	285	3	3.45	.81

followed by the supplemental questionnaire. The actual response area was three pages, with an optional response area on the back. Participants were instructed to make responses to the twenty items directly on the form. Surveys were coded for the purpose of contacting nonrespondents. Self-addressed, stamped envelopes were provided for return mail. The researcher entered survey data directly into an SPSS database.

Surveys were mailed to all participants along with a cover letter. One week after the initial mailing, postcard reminders were sent to all participants. Three weeks after the initial mailing, a letter containing a replacement questionnaire was sent to each nonrespondent. Seven weeks after the initial mailing, another replacement survey and a cover letter identical to that used at the three-weeks point were sent to each nonrespondent. The survey mailing and follow-up procedures were conducted following Dillman's (1978) recommendations with one modification. Dillman recommended that the third follow-up be mailed via certified mail. To reduce expense, regular mailing procedures were used during the third follow-up in this study. Correspondence can be examined in Appendix D.

Data Analysis

Path analysis (Pedhauzer, 1982) was performed to determine the direct and indirect effects in the three models (one for each of the dependent variables: extrinsic, intrinsic, and general job satisfaction). Variety of responsibilities was eliminated as a variable due to inadequate measurement.

CHAPTER 3

RESULTS

The results obtained from the data are presented in this chapter. A description of the typical assistant principal completing the survey is given. Descriptive statistics for the variables in the survey are presented and can be viewed in Table 8. Findings are reviewed for each of the variables hypothesized to have a direct or indirect effect on intrinsic, extrinsic, or general job satisfaction. The percentage of respondents reporting they were satisfied or very satisfied on each MSQ subscale is in Table 9. A conclusion is presented concerning the theory formulated to explain variance in extrinsic, intrinsic, and general job satisfaction.

Description of the Typical Assistant Principal in This Study

The typical secondary school assistant principal in this study is male, forty-eight years old, and has been in education twenty-five years. He has been in his current position for five years and works in a building that houses 1200 students in grades nine through twelve. He receives a salary of \$61,000 a year.

While the typical secondary school assistant principal is male, nearly one out of every three assistant principals is female. Assistant principals range in experience working in education from four to forty-one years and from less than one year to forty years serving in the same position.

Table 8

Descriptive Statistics for the Survey Items and Subscales

Category	<u>N</u>	<u>M</u>	<u>SD</u>	<u>Mdn.</u>	<u>Min.</u>	<u>Max.</u>
Demographic data						
Age	291	47.61	7.33	48.00	28.00	64.00
Years in education	291	23.73	7.56	25.00	4.00	41.00
Years in current position	289	7.26	6.32	5.00	.04	40.00
Number of students	286	1232.00	629.27	1200.00	150.00	42000.00
Compensation (salary)	283	61893.00	12311.00	61000.00	33000.00	112541.00
Minnesota Satisfaction Questionnaire (Short Form)						
	<u>N</u>	<u>M</u>	<u>SD</u>	<u>Mdn.</u>	<u>Min.</u>	<u>Max.</u>
Intrinsic job satisfacton ^a	291	4.02	.60	4.14	1.36	5.00
Extrinsic job satisfacton ^a	291	3.48	.84	3.67	1.00	5.00
General job satisfaction ^a	291	3.86	.62	3.95	1.30	4.95

(table continues)

(Table 8 continued)

			Supplemental survey			
Category	<u>N</u>	<u>M</u>	<u>SD</u>	<u>Mdn.</u>	<u>Min.</u>	<u>Max.</u>
Feelings of compensation fairness ^b	291	2.63	.88	3.00	1.00	4.00
Life satisfaction ^b	290	3.35	.71	3.00	1.00	4.00
Plans to stay assistant principal ^c	291	2.33	1.14	2.00	1.00	4.00
Career aspirations ^c	291	2.06	.84	2.00	1.00	4.00
Opportunity for advancement ^c	291	2.21	.93	2.00	1.00	4.00
Ability utilization ^d	291	3.05	.60	3.00	1.43	4.00
Variety of responsibilities ^e	290	63.74	5.49	63.35	44.45	75.10
Supervisor relations ^f	290	3.45	.70	3.67	1.00	4.00
<hr/>						
<u>Gender</u>	<u>n</u>	<u>%</u>				
Male (1)	201	69.1				
Female (2)	90	30.9				
Total	291	100.0				

(table continues)

(Table 8, continued)

^a1=very dissatisfied, 2=dissatisfied, 3=can't decide whether I'm satisfied or dissatisfied, 4=satisfied, 5=very satisfied

^b1= very dissatisfied, 2= dissatisfied, 3= satisfied, 4= very satisfied

^c1= highly unlikely, 2= unlikely, 3= likely, 4= highly likely

^d1= seldom, 2= sometimes, 3= often, 4= very often

^e1= yes, 2= no. The mean was calculated by first multiplying the score by the weight assigned to each item in Table 6.

^fSee scale values for items 56-58 on the Supplemental Questionnaire in Appendix C.

Table 9

Percentage of Respondents Scoring 4.0 or 5.0 (Satisfied or Very Satisfied) on the MSQ Subscales, N=291

MSQ subscale	<u>N</u>	<u>% satisfied or very satisfied</u>
Intrinsic Variables	175	60.1 ^a
Extrinsic Variables	111	38.1 ^a
General Satisfaction	139	47.8 ^a

^aThe percentage is based on the mean score for the scale. Percentages given are for participants whose mean scores were ≥ 4 on the scales.

They work in buildings that house from 150 to 4200 students and are paid salaries between \$33,000 and \$112,541. These statistics illustrate that assistant principals represent a very diverse group of people.

Descriptive Statistics for the Independent and
Dependent Variables in the Study
The Dependent Variables: Intrinsic, Extrinsic,
and General Job Satisfaction

The MSQ measures three components of job satisfaction: intrinsic, extrinsic, and general job satisfaction. Sutter (1994) indicated that assistant principals were generally satisfied with their jobs and were more satisfied with the intrinsic variables of the job than extrinsic variables. To measure job satisfaction in this study, a mean score was determined for the items in each scale. The mean of these individual scores then became the mean score for the group.

In a personal communication with the author, David Weiss, the director of Vocational Psychology Research at the University of Minnesota, and one of the creators of the MSQ, described the general job satisfaction level of assistant principals surveyed in this study (see Table 8) as marginally satisfied. The general job satisfaction mean score of the 291 participants who completed the MSQ was 3.86, indicating that, on average, respondents were less than willing to agree (4 = agree) that they were

satisfied with their jobs. On average, assistant principals in this study were more satisfied with the intrinsic aspects of their jobs than they were with extrinsic aspects of their jobs. Although the results of this study dispute Sutter's (1994) findings that assistant principals are generally satisfied with their jobs, the findings do support Sutter's findings that assistant principals are more satisfied with the intrinsic aspects of their jobs.

The Independent Variables

Feelings of Compensation Fairness

To determine the participants' feelings of compensation fairness, assistant principals were asked if they were satisfied that they received an equitable salary. On average, assistant principals indicated that they were less than satisfied that they received an equitable salary (see Table 8).

Life Satisfaction

Assistant principals in this study were asked to rate how satisfied they were with their lives. On average, the assistant principals indicated that they were satisfied with their lives (see Table 8). Over 90% of respondents noted that they were either satisfied or very satisfied with their lives.

There was a significant correlation found between life satisfaction and each of the three scales of job satisfaction measured by the MSQ. The Pearson correlation coefficients, however, were low (see Table 10). The

Table 10

Pearson Correlation Coefficients Between Life Satisfaction and Intrinsic, Extrinsic, and General Job Satisfaction, $N=289$

	<u>Job satisfaction scales</u>		
	<u>Intrinsic</u>	<u>Extrinsic</u>	<u>General</u>
Life satisfaction	.26**	.21**	.27**

** $p \leq .01$

highest correlation was found between life satisfaction and general job satisfaction ($r = .27, p \leq .01$).

Career Aspirations

Previous researchers have asserted that assistant principals do not intend to stay assistant principals (Gorton & Kallaman, 1985; Sutter, 1994), and that the assistant principalship is perceived as a stepping stone to a higher administrative position. However, the results of this study do not support these assertions. The mean score for respondents on career aspirations was 2.06 ($SD = .84$). This low score indicates that the career aspirations of assistant principals in this study were not leading them to seek higher administrative positions in education. Further, a very small percentage (17.2%) of the participants indicated that it was likely or very likely that they would apply for a higher administrative position in education. This may mean that more assistant principals are viewing their jobs as career positions, as suggested by Pellicer & Stevenson (1991). On the other hand, just less than 42% (41.9%) of the respondents indicated it was likely they would stay assistant principals for the rest of their careers. The discrepancy could mean that some assistant principals plan to leave education and pursue other careers.

Ability Utilization and Variety of Responsibilities

The results of previous studies have led researchers to conclude that assistant principals believe that their abilities are not utilized on the job and that much of their time is spent tending to the discipline and attendance programs (Edison, 1992; Gorton & Kallaman, 1985; Kelly, 1987; Pellicer & Stevenson, 1991). Sutter (1994) found that ability utilization was a significant predictor of job satisfaction. In this study, 57% of the respondents indicated that they perceived that their abilities were used often.

It is difficult to define the duties of assistant principals because they include many responsibilities; however, many assistant principals spend much of their time dealing with discipline and attendance. It was not surprising, then, to have found that respondents to this survey indicated that discipline is still a priority of most assistant principals (see Table 11). Over 90% responded that their duties included handling discipline problems. What is surprising is that participating in school planning and evaluating teachers both ranked ahead of supervising discipline. Also surprising was that supervising the attendance program ranked eighth on the list with less than 75% of the respondents indicating it was part of their job responsibilities. Over 80% of the respondents noted that serving on division-level committees and participating in instructional supervision were also part of their responsibilities. These findings, (see Table 11) indicate that the jobs of assistant principals are expanding in responsibilities. Thus, assistant

Table 11

Percentage of Participants Responding “Yes” to Responsibilities of Assistant Principals, in Rank Order

Do the responsibilities for your current position include:

Item	N	Weighted Mean ^a	% “yes”
Participating in school planning	289	6.00	92.8
Evaluating teachers	290	6.23	91.4
Handling discipline problems	290	7.56	91.1
Supervising extra-curricular activities	290	5.64	90.7
Participating in instructional supervision	290	6.24	88.7
Serving on division-level committees	290	4.98	84.2
Supervising support personnel other than janitors	290	5.26	74.9
Supervising the attendance program	290	6.16	73.2
Supervising textbooks or class materials	289	4.43	40.2
Supervising the maintenance program	290	4.00	40.2
Supervising the athletic program	290	3.77	36.8
Supervising the free and reduced-priced lunch program	290	3.54	17.9

^aThe weighted mean was calculated by first multiplying the participants' responses (no=1, yes=2) to each item by the weight assigned to that responsibility (see Table 6). A group mean was then calculated for each responsibility. The results of these calculations became the weighted group mean for each responsibility.

principals may be considered a more important part of school administration as suggested by previous researchers (Calabrese, 1991; Panyako & Rorie, 1987; Sutter, 1994).

Opportunity for Advancement

The mean score for opportunity for advancement for assistant principals in this survey was 2.21 (see Table 8) indicating that, on the average, assistant principals in this survey do not perceive that advancement is likely. Only 29.5% of the participants surveyed had a mean score of three or higher for opportunity for advancement indicating that on the average, the assistant principals do not perceive the opportunity for advancement is good. Only 23.4% perceived it was likely or highly likely they would advance within one year, and 44.3% perceived it was likely or highly likely they would advance within three years. Slightly over half (55.7%) perceived that it was likely or highly likely they would advance within the next ten years.

There has been a relationship found between perceived opportunity for advancement and job satisfaction (Vroom, 1982; Schneider, Gunnarson, & Wheeler, 1992; Sutter, 1994). Researchers have found that assistant principals consider their positions as stepping-stones to higher-ranking positions (Edison, 1992; Kelly, 1987; Sutter, 1994). The fact that, on the average, assistant principals in this survey do not perceive that the explain

opportunity for advancement in the near future is likely could partially why participants were marginally satisfied with their jobs.

Supervisor Relations

On average, assistant principals in this survey reported good relationships with their principals (see Table 8). Over 80% (81.7%) noted that they had good or excellent relations with their principal. Nearly 90% (89.7%) considered their principal somewhat or very considerate, 81% considered their principal to be a good or excellent leader, and 90% rated their overall relationship with their principal as good or excellent.

Analysis of the Intrinsic, Extrinsic, and General Models of Job Satisfaction

The purpose of this study was to test three models of job satisfaction: one each for intrinsic, extrinsic, and general job satisfaction. The independent variables in all three models were age, supervisor relations, opportunity for advancement, career aspirations, compensation, feelings of compensation fairness, and ability utilization. Early in the analysis, it was decided to discard variety of responsibilities as an independent variable affecting job satisfaction because of weaknesses in measurement.

Path analysis was used to estimate the direct and indirect effects in the three models and to determine the fit between the proposed or over-identified models and the models containing all possible relationships among

the variables or just-identified models (Pedhauzer, 1982). Path coefficients were calculated for all direct effects using a series of multiple regression equations. Indirect effects were calculated by multiplying the direct effect coefficients between the variables in a given path. The fit between the over-identified and just-identified models was tested with chi-square. The null hypothesis was that there are no significant differences between the just-identified and the over-identified models. If the null hypothesis ($\chi^2 = 0$) is not rejected, the over-identified model then passes the test of fit.

The amount of variance in the dependent variables (intrinsic, extrinsic, and general job satisfaction) explained by the independent variables was .46, .67, and .57, respectively. The results of the chi-square tests performed on the models are in Table 12. The data indicate that the relationships in the three models do not fit the data. All three null hypotheses ($\chi^2 = 0$) were rejected. Each of the tests indicated that there are significant differences ($p \leq .01$) between the just-identified and over-identified models. A poor fit indicates that either important paths were left out of the model or that there was little correlation between the variables.

One reason for the poor fit was that age was not correlated with intrinsic and general job satisfaction and only slightly correlated ($-.12$, $p \leq .05$) with extrinsic job satisfaction (see Appendix A). Based on previous research, age was considered to be one of the important exogenous variables

Table 12

Chi Square Goodness of Fit Tests for the Proposed Path Models for Intrinsic, Extrinsic, and General Job Satisfaction

Satisfaction Variable	<u>N</u>	<u>d</u>	<u>R²_m</u>	<u>M</u>	<u>Q</u>	<u>W</u>
Extrinsic satisfaction	291	14	.88	.004	.12	255.07**
Intrinsic satisfaction	291	14	.81	.01	.19	199.79**
General satisfaction	291	14	.85	.01	.15	228.22**

**p ≤ .01

N = number of participants

d = number of over-identifying restrictions (number of paths in saturated model minus number of paths in over-identified model)

$R^2_m = 1 - (1 - R^2_1)(1 - R^2_2) \dots (1 - R^2_p)$, for each regression equation in a fully recursive model (just-identified model)

$M = 1 - (1 - R^2_1)(1 - R^2_2) \dots (1 - R^2_p)$, for each regression equation when some paths are restricted (over-identified or theory model)

$$Q = \frac{1 - R^2_m}{1 - M}$$

W = -(N-d) log_eQ (distributed as χ^2 with df = d)

in the models.

The results support the portion of the theory involving supervisor relations, which was found to have a significant Pearson product moment correlation with all three measures of job satisfaction ($r = .41$ for intrinsic and general job satisfaction, $r = .72$ for extrinsic job satisfaction). The correlation matrix is in Appendix A.

A more detailed presentation of the results follows for each of the three models. The direct effects of the independent variables on the dependent variables are presented first. The relationships between the independent variables are examined next. A discussion of the indirect effects follows. An evaluation of the theory concludes the section.

Intrinsic Job Satisfaction

The first of the dependent variables to be considered is intrinsic job satisfaction. Figure 11 is the over-identified model for intrinsic job satisfaction. An examination of the direct effects reveals that there were several significant relationships. The coefficients given in Figure 11 and Table 13 are betas or standardized regression coefficients. The coefficients represent the change in standard deviation units in the dependent variable for every change of one standard deviation in the independent variable. For example, the effect of supervisor relations on intrinsic job satisfaction was .23. This means that every increase of one point in the standard deviation

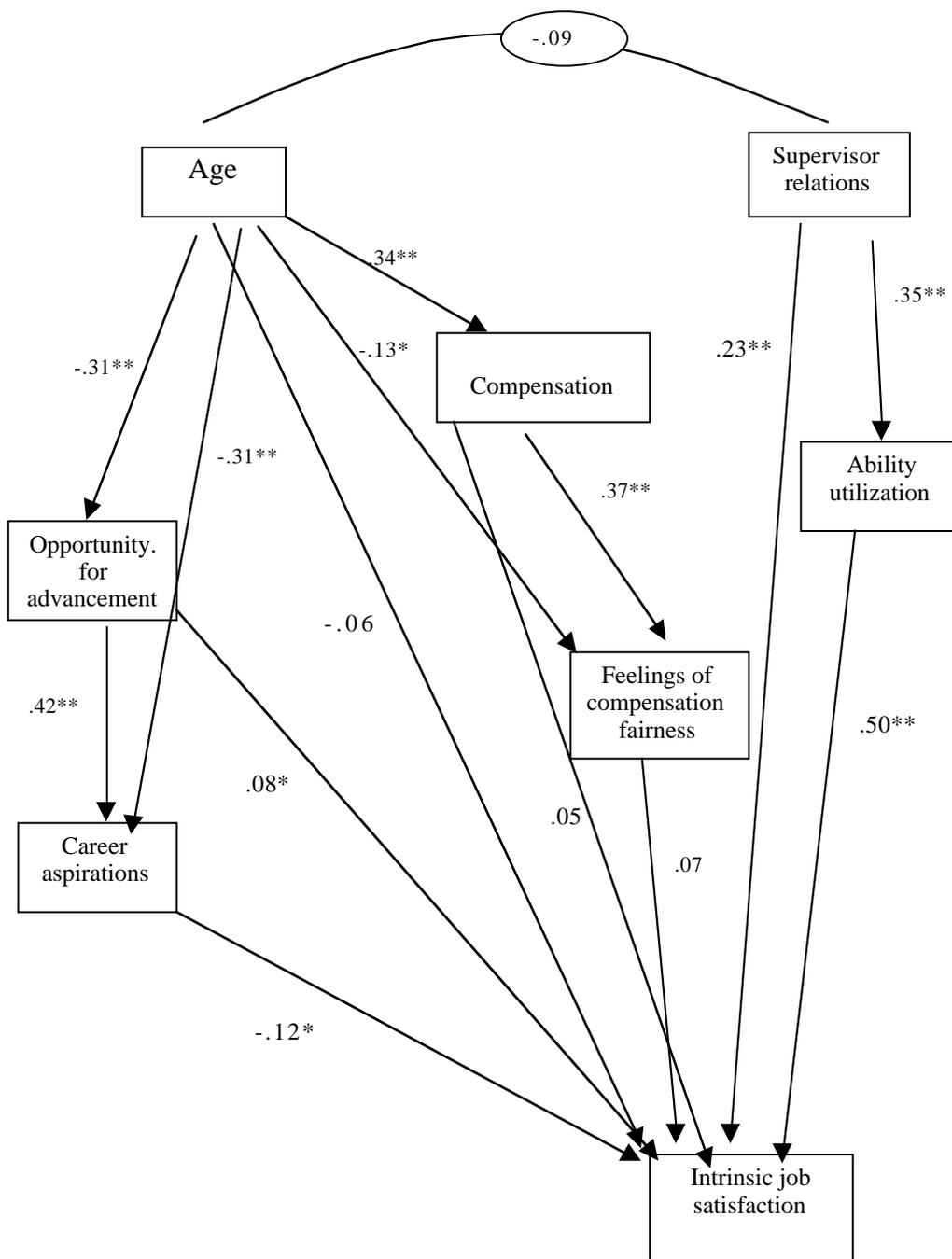


Figure 11. Over-identified path model for intrinsic job satisfaction. Values are standardized regression coefficients (betas). $*p \leq .05$. $**p \leq .01$.

Table 13

Summary of Standardized Direct Effects Regression Coefficients (Betas) for the Over-identified Models

	Direct Effects						
	1	2	3	4	5	6	7
Opportunity for advancement	-.31**						
Ability Utilization		.35**					
Compensation	.34**						
Career Aspirations	-.31**			.42**			
Feelings of compensation fairness	-.13*				.37**		
Intrinsic job satisfaction	-.06	.23**	-.12*	.08*	.05	.07	.50**
Extrinsic job satisfaction	-.07	.60**	-.02	.09*	.02	.30**	.18**
General job satisfaction	-.07	.39**	-.09	.09*	.04	.18**	.41**

Note. The following key is used to interpret the variables in the table.

- 1=Age
- 2=Supervisor relations
- 3=Career aspirations
- 4=Opportunity for advancement
- 5=Compensation
- 6=Feelings of compensation fairness
- 7=Ability Utilization

* $p \leq .05$

** $p \leq .01$

for supervisor relations is associated with a .23 increase in the standard deviation of intrinsic job satisfaction.

The strongest variable affecting intrinsic job satisfaction was ability utilization ($\beta = .50$). This supports Sutter's (1994) finding that ability utilization is a predictor of job satisfaction. Thus, the relationship between ability utilization and intrinsic job satisfaction was consistent with the theory.

Supervisor relations had a small, positive effect on intrinsic job satisfaction ($\beta = .23$) and was also consistent with the theory. There was also a small but significant negative relationship between career aspirations and intrinsic job satisfaction ($\beta = -.12$). A positive relationship between these two variables was hypothesized. Other direct effects on the intrinsic job satisfaction were either insignificant at the .05 level or too small to be deemed important.

Extrinsic Job Satisfaction

Figure 12 is the over-identified model for extrinsic job satisfaction. An examination of Figure 12 and Table 13 reveals that the independent variable that had the strongest direct effect on extrinsic job satisfaction was supervisor relations ($\beta = .60$). Supervisor relations had a moderate, positive

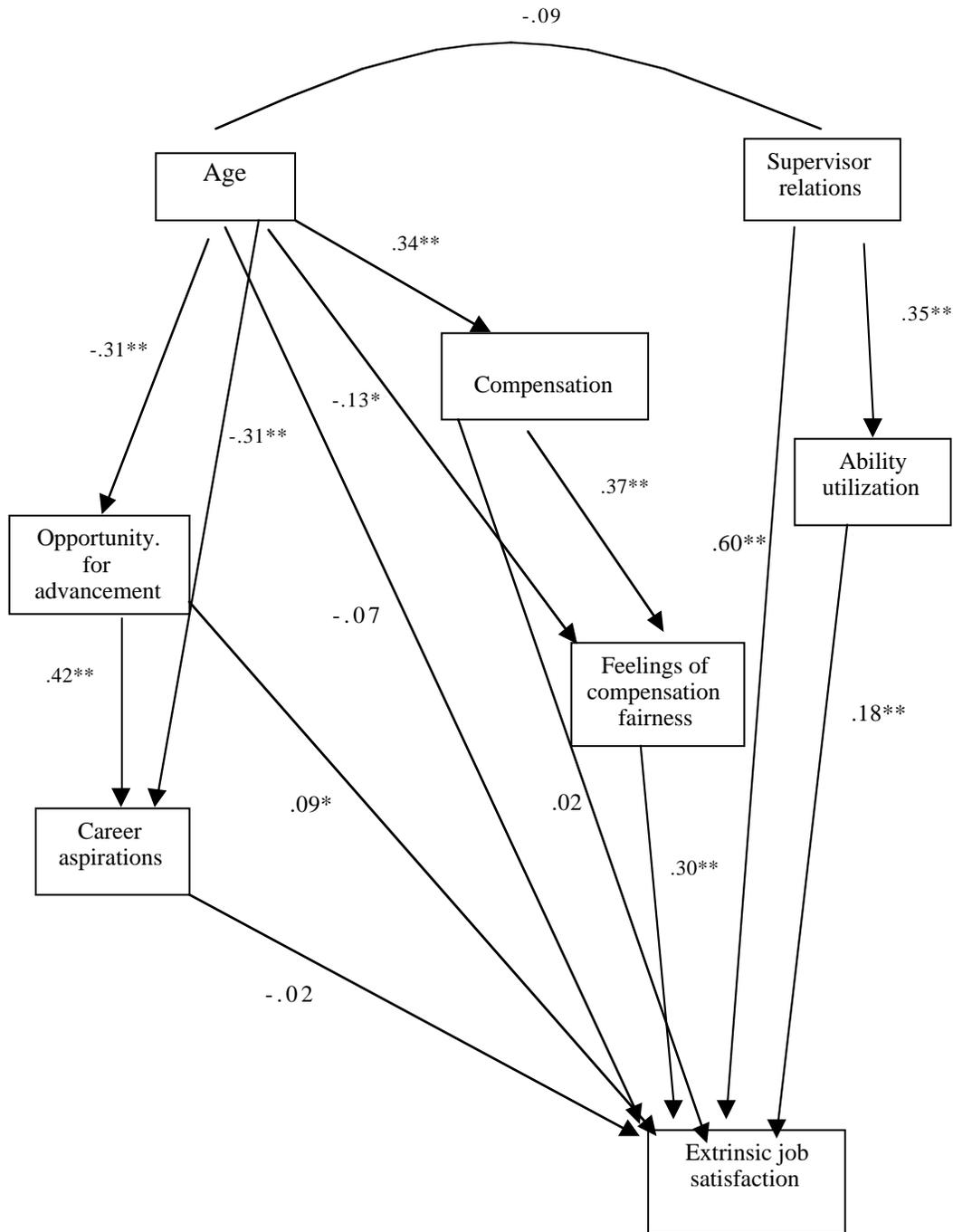


Figure 12. Over-identified path model for extrinsic job satisfaction. Values given are standardized regression coefficients (betas). * $p \leq .05$. ** $p \leq .01$.

effect on extrinsic job satisfaction and was consistent with the theory. Other independent variables found to have significant direct effects on extrinsic job satisfaction were feelings of compensation fairness ($\beta=.30$), ability utilization, ($\beta=.18$) and opportunity for advancement ($\beta=.09$). All other independent variables were not contributors to the explanation of the variance in extrinsic job satisfaction.

General Job Satisfaction

Figure 13 is the over-identified model for general job satisfaction. An examination of Figure 13 and Table 13 reveals there are four independent variables which had a significant direct effect on general job satisfaction. Ability utilization had the strongest effect ($\beta=.41$), and was followed by supervisor relations ($\beta=.39$). Feelings of compensation fairness ($\beta=.17$) and opportunity for advancement ($\beta=.09$) had small effects on general job satisfaction. The direct effects of other independent variables on general job satisfaction were not statistically significant.

Direct Effects Among the Independent Variables

There were significant direct effects among the independent variables. Opportunity for advancement had a significant positive effect ($\beta=.42$) on career aspirations. This is consistent with the relationship proposed in the

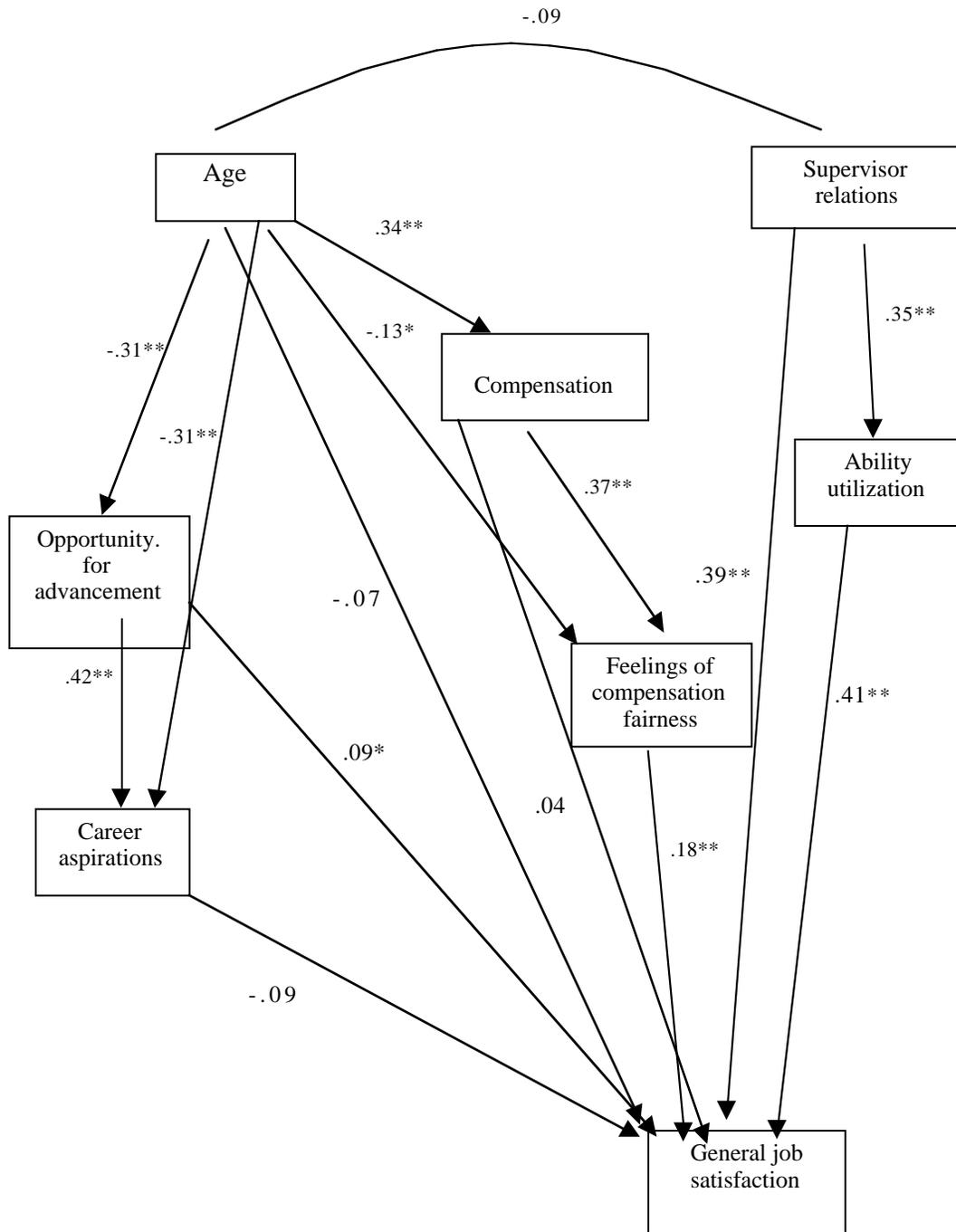


Figure 13. Over-identified path model for general job satisfaction. Values given are standardized regression coefficients (betas). $*p \leq .05$. $**p \leq .01$.

theory. As expected, compensation also had a significant, but moderate, positive effect ($\beta = .37$) on feelings of compensation fairness. As supported by the review of literature and proposed by the theory, supervisor relations had a significant, moderate, positive effect ($\beta = .35$) on ability utilization. This is likely because the duties of assistant principals are frequently defined by the principals.

Also supporting the theory were the negative effects of age on opportunity for advancement ($\beta = -.31$) and career aspirations ($\beta = -.31$).

These support the theory that as assistant principals get older, their perception of the opportunity to advance decreases, and their aspirations to advance in their careers decrease as well. Compensation was found not to have a significant effect on job satisfaction. Other direct effects were either not significant or too small to be important.

Indirect Effects

Table 14 contains the indirect effects of the independent variables on the dependent variables (intrinsic, extrinsic, and general job satisfaction) and on other independent variables. Indirect effects were calculated by multiplying the direct effect coefficients in a path. Significance levels were not available because the calculations were performed with a series of multiple regression analyses rather than with a program designed to perform

Table 14

Indirect Effects of Variables in the Over-identified Models

Path ^a	Indirect effects
Age→OA→CA	-.13
Age→C→FCF	.13
Age→OA→CA→IJS	.02
Age→OA→CA→EJS	.03
Age→OA→CA→GJS	.01
Age→OA→IJS	-.03
Age→OA→EJS	-.03
Age→OA→GJS	-.03
Age→CA→IJS	.04
Age→CA→EJS	.07
Age→CA→GJS	.03
Age→C→FCF→IJS	.01
Age→C→FCF→EJS	.04
Age→C→FCF→GJS	.02
Age→C→IJS	.02
Age→C→EJS	.01
Age→C→GJS	.01
Age→FCF→IJS	-.01
Age→FCF→EJS	-.04
Age→FCF→GJS	-.02
OA→CA→IJS	-.05
OA→CA→EJS	-.09

(table continues)

(Table 14 continued)

Path	Indirect effects
OA→CA→GJS	-.04
C→FCF→IJS	.03
C→FCF→EJS	.11
C→FCF→GJS	.06
SR→AU→IJS	.18
SR→AU→EJS	.06
SR→AU→GJS	.14

^aKey to interpreting the path variables follows:

Age= Age
AU= Ability utilization
CA= Career aspirations
C= Compensation
EJS= Extrinsic job satisfaction
GJS= General job satisfaction
IJS= Intrinsic job satisfaction
OA= Opportunity for advancement
FCF= Feelings of compensation fairness
SR= Supervisor relations

path analysis. The level of significance was unnecessary, however, because the coefficients were small. The indirect effects of the independent variables were considered to be of little importance in explaining the variance in intrinsic, extrinsic, and general job satisfaction. The indirect effects of the independent variables on other independent variables were also too small to be considered important.

Data Obtained from Participants' Comments

Respondents were given the opportunity to make “any other comments” at the end of the questionnaire. Forty-four comments were received (see Appendix B). Support is found among the comments for the inclusion of two variables used in this study: Relations with supervisors was cited by five participants as important to job satisfaction (see Comments 7, 23, 25, 30, 36, Appendix B). Feelings that compensation is not fair was listed by three participants as a source of dissatisfaction (see Comments 19, 31, 34, Appendix B). There were comments that suggest the inclusion of variables that were not included in this study. The importance of time spent on responsibilities that include instructional leadership was noted by three assistant principals as important to their feelings about their jobs (see Comments 6, 17, 44, Appendix B). This gives support to the inclusion of variety of responsibilities, in particular, instructional leadership, to future job

satisfaction studies. Long hours and lack of time for a healthy personal life were listed by four participants as sources of dissatisfaction (see Comments 1, 25, 32, 41, Appendix B). Dissatisfaction with school policies and policies educators have little control of, such as special education laws, also arose as a source of job dissatisfaction with six assistant principals (see Comments 4, 10, 14, 21, 27, 37, Appendix B). It might be important to include measures of satisfaction with policies in future studies on job satisfaction of assistant principals.

Evaluation of the Theory

The theory breaks down with the assumptions made concerning age. Age was hypothesized to have a positive effect on job satisfaction. The data indicate that age did not have a significant effect on extrinsic, intrinsic, or general job satisfaction. This finding disputes that of Sutter (1994), who found age to have a significant effect on job satisfaction. Age was also hypothesized to have a positive effect on feelings of compensation fairness, but the effect was actually negative and small ($\beta = -.13$, $p \leq .05$). The possibility of a curvilinear relationship between age and job satisfaction was tested; however, no such relationship was found. Therefore, it must be concluded that the relationship between age and job satisfaction was not demonstrated by the results of this study.

The data did support some aspects of the theory. The theorized relationship between supervisor relations and job satisfaction was supported by the data as the variable supervisor relations was found to have a significant positive effect on all three aspects of job satisfaction and a significant positive effect on ability utilization. Opportunity for advancement had a significant positive effect on career aspirations, but career aspirations actually had a significant effect only on intrinsic job satisfaction, and that effect was negative, while a positive effect was hypothesized.

CHAPTER 4
SUMMARY, DISCUSSION, SUGGESTIONS FOR FURTHER
RESEARCH, RECOMMENDATIONS FOR PRACTICE, AND
LIMITATIONS OF THE STUDY

Summary

The purpose of this study was to test three models of job satisfaction. The dependent variables were intrinsic, extrinsic, and general job satisfaction. Measures were taken with the Minnesota Satisfaction Questionnaire (Short Form). Four hundred assistant principals were systematically sampled from the membership of the National Association of Secondary School Principals, and 291 responded to the questionnaire. Data were analyzed with a path analytical method to test the direct effects of the independent variables on the three scales of job satisfaction, the direct effects of independent variables on other independent variables, and the indirect effects of the independent variables on other independent variables and on extrinsic, intrinsic, and general job satisfaction.

A test of model fit revealed that the proposed path models for extrinsic, intrinsic, and general job satisfaction did not fit the data. Based on these findings it can only be concluded that the theories hypothesizing the variables that affect job satisfaction in assistant principals are not adequate. Either important paths were excluded from the models or variables affecting

job satisfaction were omitted. Variables were also included that may not have an effect on job satisfaction. These variables include age (for all three models), career aspirations (for extrinsic and general job satisfaction), opportunity for advancement (for extrinsic and general job satisfaction), compensation (for all three models), and feelings of compensation fairness (for intrinsic job satisfaction).

Of the variables hypothesized to have an effect on job satisfaction, supervisor relations ($\beta=.23, .60, .39$) and ability utilization ($\beta=.50, .18, .41$) had significant effects on intrinsic, extrinsic, and general job satisfaction, respectively. Relations with supervisors and the feeling that abilities are being utilized are important variables in determining whether or not an assistant principal is satisfied with the job.

Feelings of compensation fairness was found to have a moderate effect ($\beta=.30, p \leq .01$) on extrinsic job satisfaction and a small effect on general job satisfaction ($\beta =.17, p \leq .01$), but failed to have a significant effect on intrinsic job satisfaction. Thus, while compensation is not an important variable in determining job satisfaction of assistant principals, the feeling that compensation is fair is somewhat important to their job satisfaction. Although career aspirations had a small effect on intrinsic job

satisfaction, and opportunity for advancement had a small effect on extrinsic job satisfaction, both effects were considered to small too be meaningful.

Discussion

Job satisfaction continues to be a very complicated subject.

Identifying variables that are causes of job satisfaction is difficult. While the models created to illustrate the theoretical relationships between job satisfaction and the independent variables in this study were found to be inadequate, there were findings that were important.

Results indicate the typical assistant principal who participated in this study was only marginally satisfied with the job. Sutter (1994) found that assistant principals were generally satisfied with their jobs. In Sutter's study, assistant principals who completed Hoppock's Job Satisfaction Measure had a mean score of 20.8 ($SD = 3.2$). The possible range was from 4–28. Sutter concluded that the mean score indicated a "High level" (p.74) of job satisfaction among Ohio's assistant principals. Assistant principals in this study had a mean score of 3.86 (1 to 5 possible range). If the scale used in Sutter's study and the scale used in this study are compared proportionately, an explanation is found for the differences in findings. Proportionately, a score of 20.8 on a scale of 28, as was found in Sutter's study, represents .74 of the total possible scale score. A score of 3.86 on a five-point scale, as was found in this study, represents .77 of the total possible scale score. This

means that the assistant principals in this study were actually more satisfied than those surveyed in Sutter's study. However, because three represents "I can't decide whether I am satisfied or dissatisfied", and four represents "satisfied" on the five-point scale used on the MSQ (Short Form), the mean score of participants in this study indicates that the typical assistant principal is marginally satisfied with the job. This interpretation was supported though correspondence with David Weiss, one of the creators of the MSQ.

The assistant principalship is evolving into a position that is better preparing individuals to be future principals. Kelly (1987) stated that few assistant principals spend much time on tasks that are associated with the principalship. Gorton & Kallaman (1985) stated that most assistant principals spend most of their time dealing with discipline and attendance. Sutter (1994), Panyako and Rorie (1987), and Calabrese (1991) agreed that there is a need for an expansion or re-definition of the role of the assistant principal to provide job satisfaction and to keep pace with the ever-expanding role of schools in our society. Results from this study indicate that this may be occurring. Assistant principals still spend time dealing with discipline; however, they now list among their primary responsibilities those more commonly associated with the work of principals, such as teacher evaluation, serving on division-wide committees, and school planning.

The importance of the relationship between the principal and assistant principal has once again emerged as an important variable in job satisfaction of assistant principals. The effect of supervisor relations was significant for intrinsic, extrinsic, and general job satisfaction and was the strongest explanatory variable for extrinsic job satisfaction. Also noteworthy was that the assistant principals reported that they feel the need to believe their abilities are being utilized. Ability utilization emerged as the strongest explanatory variable of intrinsic and general job satisfaction, and had a small but significant effect on extrinsic job satisfaction. Sutter (1994) also found ability utilization to have a significant effect on job satisfaction. School leaders would do well to consider these relationships to enhance the job satisfaction of assistant principals.

Suggestions for Further Research

It is important to study job satisfaction in assistant principals. The results of this study indicate that assistant principals are not as satisfied with their jobs as they could be. Future researchers should continue the quest for variables that account for the variation in the job satisfaction of assistant principals.

One of the variables that was not considered in the findings of this study because the scale was thought to be a poor measure was the variety of responsibilities that comprise the duties of assistant principals. Future

researchers should create a more effective measure of variety of responsibilities.

The strongest elements of the theory were those that dealt with supervisor relations (specifically, the relations between the principal and assistant principal) and the utilization of abilities. It is suggested that future researchers consider studying these aspects of the model to further identify the nature of those relationships that promote the utilization of assistant principals' abilities and that facilitate the development of their satisfaction. Variety of responsibilities, supervisor relations, and ability utilization should be included as a variable in future job satisfaction studies involving assistant principals.

The variables, age, compensation, career aspirations, and opportunity for advancement should be studied further because, while these variables did not contribute to the explanation of variance in job satisfaction in this study, they were found to be significant variables by Sutter (1994). Age was found to have a small, negative effect on feelings of compensation fairness, and opportunity for advancement was found to have a significant effect on intrinsic and extrinsic job satisfaction although both effects were low. Career aspirations had a small but significant, negative effect on intrinsic job satisfaction. Feelings of compensation fairness also warrants further study because its effect was significant and moderate on extrinsic job satisfaction,

and significant although low in its effect on general job satisfaction. These variables should be studied further to more clearly define their relationships to the job satisfaction of assistant principals.

Data provided by comments made by respondents proved to be a valuable source of information. One reason that the models in this study did not adequately explain the relationship between the variables and job satisfaction may be that variables important to job satisfaction have been omitted. Comments made by assistant principals in this study indicate that there are other variables related to the job satisfaction of assistant principals that should be studied further. Some of these variables are: lack of time for a healthy personal relationship, amount of time spent on the job, division (district) policies, special education laws, relationships with child-support agencies, and relationships between assistant principals and students and parents.

Some assistant principals indicated by their comments that their job satisfaction is affected by their perceptions of policies and laws that affect the performance of their jobs. Other assistant principals indicated that the quality of communications between other school leaders and assistant principals affects their job satisfaction. The perceptions of some assistant principals concerning the input they have in making school policies seem to affect their job satisfaction. Policies and laws, the quality of communications

between school leaders and assistant principals, and the perceptions that assistant principals have concerning their input into policy-making warrant further study by future researchers.

Special education laws emerged as a source of job dissatisfaction in comments made by some assistant principals. The perceived relationship between assistant principals and outside agencies, such as the court systems, also emerged as a source of job dissatisfaction for some assistant principals. These variables also warrant further study.

Comments from participants suggest the inclusion of two other variables in future research on the job satisfaction of assistant principals: parental support and the behavior of students. Comments made by some participants in this study indicate that there may be a relationship between associations assistant principals have with parents and students and the level of job satisfaction of assistant principals. The relationships between parents and assistant principals and students and assistant principals should be studied further.

There was a significant, although small, correlation found between life satisfaction and all three measures of job satisfaction in this study (intrinsic, $r=.26$, extrinsic, $r=.21$, and general, $r=.27$) (see Table 10). Several comments from participants indicate that the amount of time spent on the job and the opportunity to have time for a healthy personal life are concerns

related to the job satisfaction of assistant principals. It is recommended that future researchers study the life satisfaction-job satisfaction relationship and also the relationship between hours spent on the job and job satisfaction.

Recommendations for Practice

The following is a discussion of how findings from this study could be considered by school division leaders to enhance the job satisfaction of assistant principals. First, the relationship between the principal and the assistant principal will be discussed. Next, the importance of the relationship between ability utilization and job satisfaction will be discussed. Following this will be a discussion of the relationship between job satisfaction and the feelings that assistant principals have regarding the fairness of compensation they receive.

Results from this study indicate that the relationships between principals and assistant principals have a significant effect on all three measures of job satisfaction (intrinsic, extrinsic, and general) of assistant principals. Along with statistical data, comments from participants indicated the importance of the relationship between principals and assistant principals (see Comments 7, 23, 24, 30, 36, Appendix B). School division leaders should develop programs to train principals to be aware of the importance of this relationship and to take steps to develop a positive relationship between assistant principals and principals. Part of this process to develop a positive

relationship between the principal and assistant principal should concern the utilization of assistant principals' abilities on the job.

The results from this study indicate that the perception assistant principals have concerning how their abilities are utilized on the job has an important effect on their job satisfaction. Responses from participants indicate that the job of the assistant principal is being enhanced beyond the traditional role of disciplinarian and attendance officer. While discipline and attendance are still listed as duties assigned to assistant principals, duties such as instructional supervision and division-wide and school-wide planning have become part of the roles of assistant principals. This is important because ability utilization was found to have a moderate, significant effect on both intrinsic and general job satisfaction, and while small, had a significant effect on extrinsic job satisfaction.

Comments from participants (see Comments 6, 9, 10, 16, 17, 22, 26, 44, Appendix B) also indicate that the chance to use abilities on the job is an important variable to the job satisfaction of assistant principals. Leaders of school divisions should take steps to consider if the assistant principals working in their schools believe their abilities are being utilized while performing their duties. The jobs of assistant principals who are not satisfied with the utilization of their abilities need to be enhanced to promote job satisfaction.

While actual compensation was not found to have a significant effect on job satisfaction, the feeling that compensation is fair was found to have a moderate, significant effect on extrinsic job satisfaction, and a significant, although low, effect on general job satisfaction. The feeling that compensation is fair is likely affected by the difficulty of the duties performed by assistant principals, the amount of time spent on these duties, and a comparison assistant principals make between their compensation and that of others they believe perform similar jobs and have similar abilities to their own. The feeling that compensation is fair is likely a strong factor in attracting qualified candidates to apply for positions as assistant principals and retaining experienced assistant principals. In this study, about 17% of the assistant principals indicated that it was likely they would apply for positions as principals, assistant superintendents, superintendents, or other central office positions, but only about 42% indicated that they planned to remain assistant principals. This could mean that some assistant principals are considering career changes.

The job satisfaction of assistant principals and the attraction and retention of qualified assistant principals are important goals for leaders of school systems. To reach these goals, consideration should be given to the relationship between assistant principals and principals, the utilization of

abilities of assistant principals, and the feelings assistant principals have toward the fairness of their compensation.

Limitations of the Study

The weighting of the responsibilities of assistant principals had several limitations. The participants were not randomly selected and were chosen from the same geographic area. The size of the sample was relatively small ($N=20$). The possibility exists that results of the weighting survey would have been different if the sample size had been larger and if the participants had been more geographically representative of the population of the study. Different weights on the survey items dealing with variety of responsibilities could result in a shift in the participants' scores, thus producing a different result. Because of these weaknesses, variety of responsibilities was eliminated as a variable from the analyses.

Because the population for the study was all members of the NASSP, it could be argued that the population may not be representative of those assistant principals who are not members of the NASSP.

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APPENDIX A

MATRIX OF CORRELATION COEFFICIENTS FOR RELATIONSHIPS
AMONG THE VARIABLES IN THE PATH ANALYSIS

Matrix of Correlation Coefficients for Relationships Among
the Variables in the Path Analysis

	2	3	4	5	6	7	8	9	10
1.Age	-.09 (288)	.07 (289)	-.31** (289)	-.44** (289)	.34 (289)	-.01 (289)	-.01 (289)	-.12* (289)	-.01 (289)
2.Supervisor relations		.35** (290)	.02 (290)	-.06 (290)	-.00 (282)	.17** (290)	.41** (290)	.72** (290)	.41** (290)
3.Ability utilization			.16** (291)	.00 (291)	.07 (283)	.15** (291)	.61** (291)	.43** (290)	.61** (291)
4.Opportunity for advancement				.52** (291)	-.12* (283)	-.02** (291)	.61** (291)	.12* (291)	.61** (291)
5.Career aspirations					-.19** (283)	-.17** (291)	-.08 (291)	-.04 (291)	-.08 (291)
6.Compensation						.33** (283)	.10 (283)	.10 (283)	.10 (283)
7 Feelings of compensation fairness							.22** (291)	.44** (291)	.22** (291)
8.Intrinsic job satisfaction								.67** (291)	.95** (291)
9.Extrinsic job satisfaction									.86** (291)
10.General job satisfaction									

Note. The number of participants on which the coefficients were calculated is in parentheses.

*p ≤ .05, **p ≤ .01

APPENDIX B
PARTICIPANTS' COMMENTS FROM THE
SUPPLEMENTAL QUESTIONNAIRE

Participants' Comments From the Supplemental Questionnaire

The following are actual comments given by participants in the study. The comments have been printed exactly as they were written.

1. I work in an outstanding school with a supportive classified and certificated, staff--one dedicated to academic excellence and support for the "whole" student. I feel very lucky-though tired as I often put in 12 to 14 hr. days and frequently (2-4 x monthly) put in 16 hr. day and Saturday or Sundays, easily a 60 to 70 hr. week.
2. I retired June of 1996. I responded based on my experience prior to then. Never a dull moment as an A.P. in a high school.
3. For a number of reasons, I would like to discuss this study with you further. I am currently working on a doctoral dissertation regarding the relationship between teachers and administrators, but I had an early interest in studying some aspect of the assistant principalship.

I hope that you will contact me. I am enclosing my card and have added home phone and home e-mail address. Thank you!

4. I'm not happy with company policies! But given that there is no opportunity for my input, I think we put company policies into practice in a satisfactory manner.
5. The only area of deep discontent I have with this job has been my interaction with the court system and outside agencies. I have deemed a student to be in need of more help than we, as a school, can offer and have felt compelled to seek the help of the court or another outside agency. I have been appalled at the bureaucracy involved and the lack of these agencies willingness to be creative and work with the school in solving this individual challenge. More than once, I have been reminded of policy, rules, roles, etc. instead of a willingness to "roll up their sleeves and get to work saving this child's education. I have always believed working together can solve just about anything, but these agencies have such a narrow focus around their willingness to get involved that I really wonder if scrapping the whole social extras and putting that money to school use wouldn't be more efficient in the long run.

6. My primary responsibility is the master schedule for the students and staff. I derive great satisfaction in this challenging and oftentimes creative process. This position responsibility was not a choice in questions 44-55.

7. My school setting is not a traditional one, and responsibilities are quite different from a regular school. One of my biggest frustrations is my principal's inability to take a stand and stick with it; she wants the staff to like her. Therefore, she often fails to deal with controversial issues. As a result, the staff is becoming more divided. Also, she always needs someone else present when she has difficult sessions to handle--including parents and students. When I'm away, she often leaves problems for me to handle rather than dealing with them herself.

8. I have been an athletic director for five years, preceded by 19 years in the classroom. I miss teaching!

9. Job expectations change yearly as board, administrative team, and principals change and never follow through on initiatives.

10. As you will notice from my answers, there are a number of things that I find satisfying about my position as assistant principal in this school. I am particularly satisfied with the opportunities to use this position as an opportunity to counsel students on how to be successful as individuals and as students. With my strengths and weaknesses I prefer not to take the position of principal here. I have turned it down three times.

Things that are totally dissatisfying are:

a. The demands of special education. My belief is that special education is out of control and so are most of the special education students. The revision of IDEA is unfair and unjust in my judgement--at least in many ways.

b. So many students come to school with no discipline and no parents who know how to instill discipline in their students. If things don't change, I don't believe they will, I will prefer to go to a classroom where I can deal with a specific group of students and focus my attention on them.

11. This format was an interesting way to get information.

12. I retired from my position in June, 1997, after twenty seven years at the same school. While the retirement was prompted by strong feelings that I had had enough - I was definitely tired - my responses on the questionnaire

reflect my general recollections of what I considered a wonderful career, spanning several principals and superintendents.

13. The job of the assistant principal has in many ways changed to one of a surrogate parent. The problems with students take much more time and often involve many people.

The lack of parenting for our children is overwhelming. I have been very fortunate being involved in many aspects of school. I have had several opportunities to be a principal and it has always been for a cut in pay.

14. Areas of most concern:

Special education laws

Apathy is growing

Need for remediation, especially in reading

Paper work a burden

15. The greatest problems I face are the following:

a. Being second guessed by teachers

b. Having a discipline policy that does not allow me flexibility

c. Presently being (the) only assistant principal when at the beginning of the year, there were two others besides myself.

16. [The] A.P. is the most challenging position in administration! All phases of the total instructional and institutional program comes under the supervision of an A.P.. The "Tone" of the school climate is set by the administrative staff, mainly, the person(s) who meet and greet the parents and the public. The A.P.!

17. My job description includes instructional leader (supervisor) but I really don't have time to get very involved. There seems to be some opportunity for improvement in this area as we as a school system move into block scheduling the 99-98 school year.

18. Questions 29-35 are circled 1 for the fact that I have accepted a teaching position at our high school. Ten years down the road I may elect to get back into educational administration.

19. New York City assistant principals have not had a pay increase in the past six years. Assistant Principals in the surrounding area earn a minimum of \$15,000 more. This fact leads to great dissatisfaction. Most people I know are actively looking forward to retirement. We have a bad taste in our mouths.

20. I was a business manager. I have been an assistant superintendent. I returned to building administration to work with students.

21. The revised IDEA [Individuals with Disabilities in Education Act], state special education regs., unsupportive parents, and unruly students are making the job of all administrators impossible.

22. My title of assistant principal is the same as for the others in our buildings, but my duties are primarily like a dean of students, involving rostering, curriculum, instructional personnel, long range planning, grades and testing reporting, computer sciences. Earlier in my career, I was more like a dean of students, involved with discipline.

23. I love being assistant principal and, because of the type of relationships our principals have with central office, I want no part of that scenario! The principal is essentially a yes man to the system. I object! I've worked for/with six principals in the past 35 years, four since becoming an administrator, and the one I work for now is the least prepared, the least knowledgeable, and the least effective. If I didn't have the freedom I do to perform the necessary responsibilities, it would be awful. Since I'm retiring in June, I feel sorry for whoever will follow me. There is no vision and the ironic thing is I like the man, he just doesn't possess the qualities necessary to be a good, effective, high school principal.

24. I am fortunate to work in a high school where staff and administration feel free to exchange ideas/criticism in a positive way to benefit everyone. There is very little of "us vs. them" in my building. I feel this is the result of the principal. He is an excellent leader and a wonderful person.

25. The hours expected to be successful as an AP are difficult, 60-70 hours/week. It has a huge impact on family life and personal wellness. I would say this is the most difficult aspect of the job. Flex. or comp. time would help.

My second most distressing component of the job is being micro-managed by a school board/superintendent who do not have a deep understanding of the impact of their stepping in. I accept and understand policy level decisions, day to day school management is another story!

26. Academics such as ours are "stand alone" systems. There are two administrators, head and assistant.

27. District policy often impedes progress when desiring to make changes locally, creates barriers--very difficult aspect of the job. Pay is not commensurate with hours on the job--covering night activities, community activities.

28. I am at a Voc. Tec. Center. It was merged three years ago with a large high school next door to provide them with space and a Voc. Tech department. This was a five year move for certification. My position was restructured to an assistant principal from a principal with resulting reduction in pay. The same job is continued, however.

29. I am lucky - I don't go to work each day. I get to school.

30. I have worked for five principals as an assistant principal. I had more administrative leadership knowledge than four principals. Since I am a minority, I was always assigned to keep minority students in line. The other co-administrators were given opportunities to work in other administrative leadership areas (e.g. curriculum, budgeting, etc.). I was never allowed this opportunity. All they ever wanted me to do was discipline students.

During my time as an administrator, I was never praised positively for the hard work I put in (80 plus hours per week) by my principals. Most of the time my input was never taken seriously by my bosses. In one instance, my district ended up having three major lawsuits filed against them, even though I had advised them how to prevent these circumstances.

I know that not all schools or districts are this way. The Central Valley of California is very political. Even though they say they want change, only if it does not affect them, they are very narrow minded in their views. I have high, but reasonable expectations for students and staff. I'm very good at what is asked of me, but they always change their minds in mid-stream, and never inform me of such changes.

One last comment. I find it interesting that superintendents are lamenting the alleged shortage of qualified experience when school districts won't hire without it. It's a shame the "good old boy" system still dictates who gets hired or promoted.

31. The area of dissatisfaction that brings me stress is salary. It is totally subjective and who ever gets theirs, good for them. However, I really believe it is extremely unprofessional for a superintendent and school board to pay different rates of pay for like positions. The negotiation process I was

subjected to was full of lies and purposeful deception. I believe there should be guidelines in each district for salary negotiations.

Jumbled, I know. I'm not sure how to express this concept. Thanks for listening.

32. A very interesting survey--

My major challenge in my current position is doing a competent job and having a fulfilling personal life. If I could balance the two effectively, I would stay in administration much longer.

33. I will be retiring within one or two years. I am sure that I could have gotten a head position if I had been willing to leave my district. Having been a career assistant principal for my entire administrative career (19 years) I am getting "burned out" due to the constant stress and long hours.

34. I love education, but boards are conscious of cost and tax payers. In New Jersey, the public votes on the budget. Salaries need to be more commensurate to keep good administrators. I hope in the near future, the public realizes that they have to pay well to get the good candidate.

35. How this info is used could be important to your survey. I always have wanted to be a principal or higher. I had to come to the realization a long time ago my forte' is dealing with students--that's what I do most of the time along with the usual.

Personal comment: I always wanted to teach as a career choice (made in H.S.) and have known for a while I made the right choice. I have always been happy with either job (despite tension and frustration on occasion). I made the right choice. Good luck with the survey.

36. We had a change of principals last year. We were a school of excellence and doing well. Unfortunately, the new principal, though a nice guy, is not the right leader. The school plant is deteriorating, morale is down, and in general, things are going downhill. It really makes a difference if you have the right leader.

37. My greatest frustrations come from central office not understanding problems in the building and from government and court regulations such as ... time and regulatory issues with special education or the new safe schools issues.

38. At the secondary level in our system, I was only the second woman in our history to serve as an assistant principal and the first one in our school.

I've been told our system (community) is not ready to accept a female at the helm of the high school. Conversely, it is the female assistant principal who does the majority of the work, especially involving instruction.

39. I spent ten years (87-97) outside a district working for a regional lab and research firm. The district I currently work for recruited me to return. This recruitment has an impact (positive) on my job satisfaction. My experience outside a district has helped me tremendously--every educator should leave for a while.

40. I am really reluctant if not embarrassed to mention racism as it is a sensitive subject, but it is present and operative. Nothing has changed as noted in a syndicated column by William Rashberry. This evil effects decisions made about promotions as well as other aspects of advancements in the work place.

41. The only way to "advance" in this district is to take a jr. hi. Principal position. High school principalships are nationally advertised, so the expense of the search keeps the local assistant principals "out of the game". In this district, the h.s. principalship is not attainable by going through the ranks, so it is a dead-end position. Two h.s. and many openings--all go to outside of district people. My next move will be back to private industry where I served as educational consultant for five years. It is also a position that gives you your evenings back, no early morning hour calls, no parent phone calls, and no weapon expulsion hearings. My compensation does not equal the responsibility, time, and talent required/expected in the h.s. assistant position.

42. I completed your survey this time, however, I didn't appreciate being asked twice. I have many responsibilities and to take the time from an already hectic day is a strain.

43. My current job is that of associate principal. Hence, my duties and responsibilities differ from the traditional assistant principal.

44. My only real concern is lack of time to work on educational issues. Too often I spend time putting out fires. Because we are declining in enrollments, advancement opportunities don't come as often as I'd like in order to remain in a school system to which I'm committed. My workweek is often sixty plus hours with all the supervision required.

APPENDIX C

SURVEYS

Copyright laws prohibit printing of the MSQ (Short Form). Copies of the MSQ can be obtained by writing:

Ms. Patricia M. Hanson
Elliott Hall
75 East River Road
Minneapolis MN 55455-0344

Responsibilities of Assistant Principals: Weighting Questionnaire

Directions: The following is a list of duties which may be performed by assistant principals. Please consider the list and circle a number to the right of each to indicate a weight of importance for each duty. Four (4) will indicate those you feel are a very important aspect of the job, three (3) will indicate those which are somewhat important aspects of the job, two (2) will indicate those which are somewhat unimportant aspects of the job, and one (1) will indicate those which are not important or are not part of the job of an assistant principal. **All responses will be kept confidential.**

- | | | | | |
|--|---|---|---|---|
| 1. handling discipline problems. | 1 | 2 | 3 | 4 |
| 2. supervising the attendance program. | 1 | 2 | 3 | 4 |
| 3. evaluating teachers. | 1 | 2 | 3 | 4 |
| 4. supervising the maintenance program. | 1 | 2 | 3 | 4 |
| 5. supervising the athletic program. | 1 | 2 | 3 | 4 |
| 6. supervising textbooks or class materials. | 1 | 2 | 3 | 4 |
| 7. participating in instructional supervision. | 1 | 2 | 3 | 4 |
| 8. supervising support personnel other than janitors
(cafeteria staff, secretaries, bus drivers). | 1 | 2 | 3 | 4 |
| 9. supervising extra curricular functions. | 1 | 2 | 3 | 4 |
| 10. supervising the free or reduced lunch
program. | 1 | 2 | 3 | 4 |
| 11. participating in school planning. | 1 | 2 | 3 | 4 |
| 12. serving on division (school district)
level committees. | 1 | 2 | 3 | 4 |

Feel free to list below other duties not given above and assign them a weight.
Thanks for your help. Have a great year!

Please return survey to :
Stan Waskiewicz
Drewry Mason Middle School
45 Drewry Mason School Road
Ridgeway, VA 24148

Note. Size of print has been reduced to fit appendix format.

APPENDIX D
CORRESPONDENCE

January 19, 1998

(Letter to request MSQ reformatting)

Dr. David J. Weiss
Director, Vocational Psychological Research
University of Minnesota
Elliott Hall
75 East River Road
Minneapolis, MN 55455-0344

Dear Dr. Weiss:

I am a graduate student at Virginia Tech University currently working on my dissertation to complete my doctoral studies in educational administration. You may remember that I contacted you earlier via e-mail with questions concerning the validity of the MSQ and references for the Hoyt reliability formula.

I am planning a study involving job satisfaction in secondary school assistant principals. This study will utilize a nationwide sample of assistant principals who belong to the National Association of Secondary School Principals (NASSP). I will attempt to identify factors that are predictors of job satisfaction in this group. The NASSP has given support to this study and has supplied me with a sample of the names of four hundred assistant principals from across the country.

My committee and I have decided that the Minnesota Satisfaction Questionnaire (Short Form) is the most suitable instrument to conduct the study. However, in order to more efficiently conduct the survey by mail, we would like to reformat the MSQ. I have included a sample draft of the suggested reformatted version according to instructions given to me by Ms. Patricia Hanson. The MSQ is included along with an original supplemental survey. The format was designed according to Dillman's suggestions for mail surveys. I am requesting that you grant permission for our use of the MSQ (Short Form) in the reformatted version. We realize that there is a cost for the reproduction of the survey. We expect to print approximately six hundred copies. This number will be dependent on how many additional surveys will need to be mailed to participants who do not respond initially.

I have enclosed a copy of the application with the information that your organization has requested. It has been completed by myself and Dr. David Parks, my dissertation supervisor at Virginia Tech. If there is anything else that is required, please let me know. Instruct me as to the means of payment, and I will comply as quickly as possible. I am assuming that you will want me to wait to see how many copies I will need to reproduce. I've enclosed my business card in case you wish to contact me by fax or e-mail.

If there is something that I have neglected to consider, please write or call me. My home phone number is (540) 956-4700. I will look forward to hearing from you. Thank you for your consideration.

Sincerely,
Stanley P. Waskiewicz

(reformatted to fit appendix)

(Letter granting permission for reformatting the MSQ)

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Department of Psychology
College of Liberal Arts

Elliott Hall
75 East River Road
Minneapolis, MN 55455-0344
612-625-2918
Fax: 612-625-2079

Jan. 26, 1998

Stanley P. Waskiewicz
Virginia Tech.
Dept of Ed Leadership/Pol Studies
East Eggleston Hall
Blacksburg, Virginia 24061

Dear Stanley P. Waskiewicz:

We are pleased to grant you permission to reproduce the Minnesota Satisfaction Questionnaire 1977 short form in the reformat that you requested for your research. Enclosed is an invoice for the 600 requested. When you need to make your additional copies, please send payment accordingly.

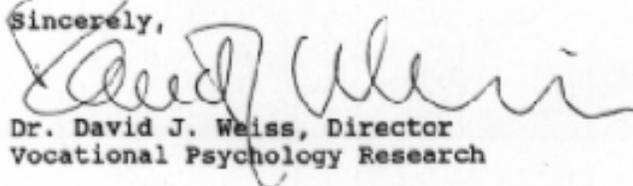
Please note that each copy that you make must include the following copyright statement:

Copyright 1977, Vocational Psychology Research
University of Minnesota. Reproduced by permission.

Vocational Psychology Research is currently in the process of revising the MSQ manual and it is very important that we receive copies of your research study results in order to construct new norm tables. Therefore, we would appreciate receiving a copy of your results including 1) Demographic data of respondents, including age, education level, occupation and job tenure; and 2) response statistics including, scale means, standard deviations, reliability coefficients, and standard errors of measurement.

Your providing this information will be an important and valuable contribution to the new MSQ manual. If you have any questions concerning this request, please feel free to call us at 612-625-1367.

Sincerely,



Dr. David J. Weiss, Director
Vocational Psychology Research

(Cover letter to participants in the survey to determine weights for assistant principals' responsibilities)

January 30, 1998

Name
Title
Address

Dear:

I am currently the principal of Drewry Mason Middle School in Henry County, Virginia. I am in the process of designing a survey that will aid in the collection of data to study job satisfaction in assistant principals. To determine the importance of various duties and responsibilities commonly assigned to assistant principals, a weight will be assigned to each. I am asking for your assistance in helping me determine the weight of importance for these duties and responsibilities.

Please complete the enclosed survey. It should only take two or three minutes of your time. All responses will be kept confidential. Because a small number of assistant principals have been chosen to be participants in this survey, it is important that each survey be returned for the results to be significant. I have enclosed a stamped, addressed envelope for your convenience. If you have any questions, please call me at (540) 956-3154.

Thank you for helping me with this project. I appreciate your cooperation.

Sincerely,

Stanley P. Waskiewicz



Department of Educational Leadership and Policy Studies

College of Human Resources and Education
East Eggleston Hall
Blacksburg, Virginia 24061-0302
(540) 231-5642 Fax: (540) 231-7845

Date (Survey cover letter)
Name
Title
Address

Dear Fellow Educator:

Greetings from Martinsville, VA. Assistant principals, such as yourself, play a vital role in the educational process of every secondary school. How satisfied assistant principals are with their jobs likely affects the quality and effectiveness of the jobs they do. We are conducting a study of assistant principals and job satisfaction. This study has the support of the National Association of Secondary School Principals (NASSP) and Virginia Tech. We plan to survey a nationwide sample of assistant principals to study the factors that contribute to job satisfaction.

You are one of the assistant principals selected to participate in this study. Your name was drawn through systematic sampling from the membership list of the NASSP. In order for the study to be representative of the membership of assistant principals in the NASSP, it is vital that each participant complete and return the enclosed survey. Your response is very important.

We realize how valuable your time is. The enclosed survey should take only ten to fifteen minutes to complete. Please make responses directly on the questionnaire. We assure you that every response will be kept **confidential**. Each survey has been numbered to be able to facilitate follow-ups and to send results of the study to those who want them.

If you have any questions concerning the study, please feel free to write or contact either of us. If you wish to receive the results of the study, simply circle "YES" on the supplemental questionnaire. We have enclosed a pen for you to use in completing the survey. Keep it as a token of our appreciation.

Thank you for your time and assistance.

Sincerely,

Stanley P. Waskiewicz
Researcher
(540) 956-3154

David J. Parks
Research Supervisor
(540) 231-5111

First follow-up (postcard)

Dear :

Last week a survey seeking your opinion about assistant principals and job satisfaction was mailed to you. Your name was selected through a systematic sampling from assistant principals who are members of the NASSP.

If you have already completed and returned the questionnaire, please accept our sincere thanks. If not, please do so today. Because the survey has been sent only to a representative sample, it is important for each survey to be returned.

If you did not receive a survey, or the survey has been misplaced, please call me now collect at (540) 956-3154, and I will see that another is mailed today. Thank you for your cooperation.

Sincerely,

Stanley P. Waskiewicz
Researcher

Date (Second follow-up letter)

Name
Title
Address

Dear Fellow Educator:

We are writing you concerning our study of assistant principals and job satisfaction. Your completed survey has not been received.

There have been a large number of surveys returned, and that is very encouraging. However, to accurately depict the factors that predict job satisfaction in assistant principals across the United States, it is important that we receive your responses. We need every survey returned. It is possible that those who have not returned surveys hold very different opinions from those who have.

The results of this study can be beneficial to all assistant principals. Once factors associated with job satisfaction are identified, personnel programs can be designed to enhance those factors that lead to satisfaction and diminish those factors that may lead to dissatisfaction. The result could be assistant principals who are more satisfied, and, perhaps, more effective in their work.

In case our previous correspondence did not reach you, a replacement questionnaire is enclosed. May we urge you to complete and return it as quickly as possible.

Thank you for your assistance. Your contribution to this study is greatly appreciated.

Sincerely,

Stanley P. Waskiewicz
Researcher
(540) 956-3154

David J. Parks
Research Supervisor
(540) 231-5111

Date (Third follow-up letter)

Name
Title
Address

Dear Fellow Educator:

A few weeks ago you should have received a letter requesting your assistance in a national survey involving the job satisfaction of assistant principals. This research has the support of the NASSP. Through our research, we are trying to identify those factors that contribute to job satisfaction in assistant principals.

Your name was systematically drawn from the membership of assistant principals in the NASSP. For the study to be representative of assistant principals in the NASSP, it is important that every survey is returned. If you have mailed your survey, and our letters have crossed in the mail, thank you for taking the time to complete the survey and for participating in this national study of assistant principals. If you have not, please do so soon, as every response is vital to ensure the generalizability of the data.

In the event that the original survey has been misplaced, I am enclosing another copy with this letter. Let me assure you that all of your responses will be confidential.

Your cooperation is greatly appreciated. Remember to circle "YES" on the survey if you would like to receive a copy of the results.

Sincerely,

Stanley P. Waskiewicz
Researcher
(540) 956-3154

Dr. David J. Parks
Dissertation Supervisor
(540) 231-5111

BIOGRAPHICAL DATA

Personal

Name: Stanley Peter Waskiewicz
Birthplace and Date: Wilkes-Barre, PA, April 9, 1955
Wife: Sharon L. Hopkins

Education

High School: Wyoming Area High School
Exeter, PA, 1973
Undergraduate: B.S., Education
University of Scranton
Scranton, PA, 1977
Graduate: M.A., Educational Administration,
Virginia Polytechnic & State University
Blacksburg, VA, 1991
Certificate of Advanced Graduate Studies
Virginia Polytechnic & State University
Blacksburg, VA, 1996

Professional Experience

Social Studies Instructor, Coach
Bishop Hannan High School
Scranton, PA, 1977-79
Social Studies Instructor, Coach
Drewry Mason High School
Henry County, VA, 1979-88
Social Studies Instructor, Coach
Magna Vista High School
Henry County, VA, 1988-91

Assistant Principal
G. W. Carver Middle School
Henry County, VA, 1991-97

Principal
Drewry Mason Middle School
Henry County, VA, 1997-present

Stanley Peter Waskiewicz